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 is available online at: www.wichita.edu/education

Revised Summer 2018
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PLEASE NOTE: Material in this handbook may change in accordance with state, university, college or program standards, decisions, and/or policies. It is the student’s responsibility to follow up as necessary to be sure he/she has the most recent information. We will make every attempt to keep this handbook updated on the WSU COE website. The handbook is available on the COE website: www.wichita.edu
I. Teacher Education Unit Conceptual Framework

A. Overview of Conceptual Framework

1. 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.

2. University Vision
   The university’s vision is to be internationally recognized as the model for applied learning and research.

3. University Values - At Wichita State University, we value...
   a. Seizing Opportunities
   b. Success for all stakeholders
   c. Diversity of culture, thought and experience
   d. Adaptive approaches
   e. Teamwork
   f. Positive risk-taking

4. University Strategic Plan
   a. 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.

   b. 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/

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

   b. Experience is everything in WSU’s College of Applied Studies. 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 Applied Studies graduates for success in their chosen professions.
6. Mission of the College of Applied Studies
The Mission of the College of Applied Studies 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 Applied Studies 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.

7. 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 Applied Studies, 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.

8. 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).

9. 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.

10. 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**

**B. Guiding Principles (Core Values):**

- 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

**C. 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 experiences 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 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

**II. WSU Initial Teacher Education Program Standards***

A. **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.

B. **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.

C. **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.

D. **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.

E. **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.

F. **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.

G. **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.

H. **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.

I. **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.

J. **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.

K. **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*
III. College of Applied Studies Advising Syllabus

Applied Studies Advising Office (CASA): Room 107 Corbin Education Center
Phone: (316) 978-3300, option 2 to schedule advising appointments
Fax: (316) 978-3302
Office Hours:

- **School of Education majors**: Corbin Education Center, Room 107
  Monday-Friday: 8:00 a.m. - 5:00 p.m.
  *Walk-in hrs*: 8:30-4:00 Mon and Wed.

- **Human Performance Studies majors**: Heskett Center, Room 107
  Monday-Friday: 8:00 a.m.-5:00 p.m.
  *No walk-in hrs. available*

- **Sport Management majors**: Hubbard Hall, Room 221
  Monday-Friday: 8:00 a.m.-5:00 p.m.
  Walk-in hrs: 1:00-4:00 Wed.

- **Shocker One Stop**: *(available to handle general questions)*
  Monday-Thursday 8:00 a.m. - 7:00 p.m.
  Friday 8:00 a.m. - 5:00 p.m.

**Dean’s Office:**

Dr. Shirley Lefever, Dean
Dr. Clay Stoldt, Associate Dean
Dr. Ashlie Jack, Assistant Dean/Accreditation Officer

**Department Chairs:**

Dr. Daniel Bergman, Interim Department Chair School of Education (C&I)
Dr. Jody Fiorini, Department Chair Counseling, Educational Leadership, Educational & School Psychology (CLES)
Dr. Rich Bomgardner, Department Chair Human Performance Studies (HPS)
Dr. Mark Vermillion, Department Chair Sport Management (SMGT)
Applied Studies Advising (ess) Advising - (316) 978-3300

Director: Sherena Langley  sherena.langley@wichita.edu
Licensure Specialist/ Accreditation: Tierney Sherrod  tierney.mount@wichita.edu
Administrative Specialist/Records: Andrew Myers  andrew.myers@wichita.edu

Advisors:

Human Performance Studies (HPS): Sheri Barnes  sheri.barnes@wichita.edu
Sport Management (SMGT): Ricki Ellison  ricki.ellison@wichita.edu
Teacher Education: Sherena Langley  sherena.langley@wichita.edu
                     Tierney Mount  tierney.mount@wichita.edu

Other Student Support Services:

Recruitment/Retention Coordinator: Kayla Jasso  kayla.jasso@wichita.edu
Scholarships: Andrew Myers  andrew.myers@wichita.edu

College of Applied Studies Overview:

The College of Applied Studies does much more than prepare teachers and other school personnel. It prepares teachers and other educators, as well as exercise scientists, athletic trainers and sport administrators.

Mission Statement:

The Mission of the College of Applied Studies 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.

A. Advisor Responsibilities:

1. Assist the candidate in understanding the purposes and goals of higher education and its effect on his/her life and personal goals.

2. Assist and encourage the candidate by providing accurate information about required courses, graduation requirements, WSU resources and WSU policies and procedures.

3. Be accessible for advising appointments, telephone, email and web correspondence.

4. Assist the candidate in utilizing university resources to maximize educational and personal potential.

5. Encourage the candidate to develop decision-making skills and take responsibility for his/her educational plans and goals.

6. Collaborate with the candidate to define, monitor and develop realistic academic and professional goals.
7. Collaborate with the candidate to develop an individual academic plan of study
   Maintain confidentiality.

8. Maintain up-to-date records in candidate’s file and Degree Works

B. Candidate Responsibilities – What you are expected to do:

1. Discuss your career goals with the advisor in order to determine the best major and
   plan of study to reach those goals.

2. It is strongly recommended that you meet with an advisor each semester with
   questions regarding enrollment, plan of study, change of emphasis, gpa issues,
   difficulties in class, etc….

3. Provide your advisor with accurate information about your interests and abilities.

4. Arrive on time and be prepared for each appointment.

5. Be an active learner by participating fully in the advising experience.

6. Know the requirements of your degree program and make sure that you are taking
   the courses your program requires for graduation.

7. Ask questions if you do not understand an issue of specific concern.

8. Become knowledgeable about college policies, deadlines, and procedures.

9. Become familiar with the College of Applied Studies handbooks and undergraduate
   catalog.

10. Follow through with all recommendations from your advisor.

11. Accurately complete all required applications and medical forms as required by the
    program and comply with any mandatory follow-up procedures.

12. Identify university resources and career opportunities.

13. Be aware of your actions and how they affect you, your academic progress, and
    your financial aid status.

14. Be professional in your field placements by: 1) respecting your supervisors, 2)
    dressing appropriately, 3) accepting constructive criticism and 4) being on time.

15. Request that all transfer work be sent to the registrar from each college attended,
    immediately following the semester in which the courses were completed.

16. Complete “Application for Degree” online two semesters prior to graduation.

17. Take any standardized tests in a reasonable time frame; allowing time for repetition
    if necessary.
18. Maintain a personal file at home with important documents such as TB tests, exceptions, emails, tests scores, etc.

C. Student File
Every College of Applied Studies student who is currently taking classes at WSU, should have a permanent folder located in the office of Applied Studies Advising, Room 107 Corbin. Students are allowed to check out their folder at anytime, by leaving a photo ID with the office manager. Students are encouraged to familiarize themselves with the contents within the folder, but may NOT take anything out.

D. Expected Learning Outcomes for the Academic Advising Experience
1. Students demonstrate thinking abilities about their future goals and a plan of study to reach those goals.
2. Students use campus resources such as work-based learning, study abroad, and Career Development to assist them in achieving their academic, personal and career goals.
3. Students demonstrate familiarity with WSU resources, policies, on-line technology and meet with their academic advisor in order to enroll and meet all graduation requirements.
4. Students demonstrate how to use their catalog, handbooks, and Degree Works
5. Students demonstrate how to use online technology (Degree Works, Blackboard, Banner Self-Service) to track individual progress toward a degree.
6. Students choose courses that contribute to the completion of the degree requirements.
7. Students develop a sense of responsibility and professionalism.

E. Specific Notes of Interest for Teacher Education majors:
1. All prerequisites for entrance into the Teacher Ed. program must be completed by the end of the semester previous to Core I (i.e, basic skills, Psy. 111, Statistics, CI 270, standardized tests, GPA, etc…). Candidates are advised to take the standardized testing for entrance into Teacher Education early since most tests require approximately four weeks for results to be posted.
2. All secondary and middle level majors are expected to begin Core I during a fall semester.
3. Elementary, Early Childhood, and PE majors may begin Core I either fall or spring.
4. Students should consider taking the PLT and Praxis Content testing either the semester before or during Teacher Internship.
5. All course work must be completed before the final semester of Teaching Internship. If a student must take a course with student Internship, an exception form must be submitted to the office of Applied Studies Advising for committee approval.

F. Americans with Disabilities Act:

Wichita State University's Office of Disability Services provides individuals with learning, mental or physical disabilities an equal opportunity to attain their academic and personal goals to the fullest of their abilities. From note-taking assistance to auxiliary aids, the Office of Disability Services provides students, staff, faculty and guests an assortment of accessibility services. Students may contact the Office of Disability Services (DS), Grace Wilkie, Room 203 or call (316) 978-3309. DS will review concerns and determine what accommodations are necessary. All information and documentation of student’s disability will be confidential and will not be released by DS without student’s written permission.

G. 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.

IV. Teacher Education Program Options

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<tr>
<th>WSU Initial Licensure and Endorsement Availability</th>
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<tr>
<td>Endorsement Areas</td>
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<tr>
<td>Early Childhood Unified</td>
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<td>Early Childhood Unified (TAP)</td>
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<tr>
<td>Elementary</td>
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<td>History Comprehensive/English</td>
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<td>History Comprehensive/Math</td>
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<td>History Comprehensive/Science</td>
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<td>Math</td>
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<td>English Language Arts</td>
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<td>Mathematics</td>
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Once admitted to the WSU teacher education program, students will be referred to as “candidates” in accordance with teacher education state and national language.

V. Undergraduate Teacher Education Admission Requirements

A. Thirty-Five (35) Hours of General Education

1. Basic skills course requirements with grades that meet Wichita State University policy
   a. English Composition I
   b. English Composition II
   c. Basic Public Speaking
   d. College Algebra or higher level mathematics course
      * Elementary, Early Childhood Unified, and Middle Level Math majors are required to have a 2.0 or better in College Algebra in order to take Math 501. A grade of C- is not accepted.

2. Other general education course requirements
   a. General Psychology
   b. Elementary Statistics
      ** Secondary Math majors need Calc. I, instead of Elementary Statistics

B. Standardized Test Requirement

A prospective teacher education candidate must meet only one of the following four standardized test requirements.


2. Praxis Core Academic Skills for Educators Tests. Minimum required scores—Reading (exam code 5712) 152; writing (exam code 5722) 162; and mathematics (exam code 5732) 142; or

3. SAT. Combined score 980 or above
C. Elementary and Early Childhood Program Additional Requirement
   CBASE tests: Social Studies 235   Science 235
   These tests are used to affirm a candidate’s mastery of elementary education content.

D. Introduction to the Teaching Profession Course
   Prospective candidates must complete an introductory to the teaching profession course (e.g., CI 270) with an earned grade of B- or better in the course and a “satisfactory” grade in the corresponding field experience component.

E. Grade Point Average (GPA) Requirements
   1. Overall GPA: 2.5
   2. GPA in 35 hours of general education coursework: 2.75
   3. WSU GPA: 2.5 (if applicable)

F. Signed Attestation of Eligibility

G. Background check cleared
   1. Option #1: Provide a copy of current Substitute License (Applicant may also give SSN to Applied Studies Advising staff to look up license on the KSDE website).
   2. Option #2: Provide a copy of recent background clearance with Validity or NATSB.
   3. Option #3: Validity Screening Solutions - Submit the Validity online background request form with payment within 10 business days from the date of the Teacher Ed. application (instructions attached).

H. Signed Grounds for Dismissal Regulations

I. Certification of Health for School Personnel (K.S.A. 72-5213)
   Students are responsible for Negative TB exam and physical, completed by a medical professional (i.e., Student Health Services, or another medical professional). Student Health charges for this service and an appointment is necessary.

VI. Teacher Education Program and Licensure Exam Requirements

A. PRAXIS Principles of Learning and Teaching Exam (PLT)
   The PRAXIS PLT requirement is mandated by the State of Kansas. Candidates must have a passing score to be recommended for state licensure. A passing score is not a degree requirement. In other words, a candidate may graduate with a degree, but he/she cannot be recommended for licensure without a passing score. Candidates are encouraged to take the exam prior to the final teaching internship semester.

B. PRAXIS Content Area Exam(s)
   The PRAXIS Content Area Exam is required of all candidates for each area of endorsement. In other words, if a candidate is getting both an elementary and an early childhood endorsement, he/she must take both content exams. Candidates are encouraged to take the PRAXIS content exam(s) prior to the student internship experience. Similar to the PLT, the Content Exam(s) is a state licensure requirement.
*All candidates must submit a copy of their Praxis II tests (PLT and Content) results report, both sides, (from ETS) as part of their application for licensure and degree completion.

C. Kansas Performance Teaching Portfolio (KPTP)
Upon graduation, candidates are recommended for an “initial” teaching license from KSDE for two years if they have successfully passed the KPTP, completed program requirements, and passed all state mandated tests. **All candidates will bear the cost of scoring their KPTP portfolio, which will be approximately $60.00.** If a candidate decides to withdraw from the program and/or not submit a KPTP, a KPTP Refund Request form must be submitted to Applied Studies Advising at least one week prior to the KPTP deadline to be considered.

VII. Teacher Education Unit and Program Assessment Plans

Major Components of Program Assessment Which Necessitate Candidate Attention

A. **Transition Points** reflect designated stages within the curriculum where candidate progress is reviewed. Candidates must meet Transition Points criteria prior to being allowed to “transition,” or move on to the next phase of the program. Each program specifies four transition points as a minimum: program admission, admission to clinical practice (e.g., student Internship), exit from clinical practice, and degree completion and program completion/conditional licensure recommendation.

B. **Remedial options exist for candidates who fail to meet established criteria.** However, each program specifies a limit on the number of remediation opportunities it provides. Candidates must maintain communications with their course instructors and faculty advisor to identify remediation mandates/options and limits.

C. **Assessment and Criteria/Rubrics:** Specific common assessments will be required throughout the program. Assessments may be embedded within a course(s) or a free-standing assessment. Candidates will be required to pass these assessments in accordance with the defined criteria or level of proficiency. Failure to meet the defined criteria or level of proficiency can impede a candidate’s program progress or cause the candidate to be dismissed from the licensure/teacher education program. A limited number of remedial options, as specified by each program, exist for candidates who fail to meet established criteria. Candidates must maintain communications with the course instructor and faculty advisor to identify remediation mandates/options and limits.

VIII. STEPS TOWARDS GRADUATION:

A. Transition I: Admission to Teacher Education

B. Transition II: Admission to Teacher Internship

1. 2.5 or better Content GPA

2. 2.5 or better Overall GPA
3. 2.5 or better WSU GPA

4. "B-" or better in most professional courses. See catalog for requirements.

5. Completed Application for Student Internship online:
   http://webs.wichita.edu/?u=coedess&p=/services/teacher_intern_app/
   a. Application
   b. TB Questionnaire Evaluation
   c. Successful completion of all courses prior to Teaching Internship.

6. Complete all courses within the teaching program before the final semester of Teaching Internship. Individual program areas/endorsements may have additional Transition Point criteria not listed that candidates must successfully meet. Please be sure to ask your faculty advisor for a copy of your program’s Assessment Plan and Transition Points.

C. Transition III: Exit from Clinical Practice (Teacher Internship)
   1. Successful completion of all courses
   2. 2.5 or Better Overall GPA
   3. 2.5 or Better WSU GPA
   4. Final Supervisor Evaluation Form

D. Transition IV: Degree Completion
   1. Overall GPA – 2.5 or better
   2. WSU GPA 2.5 or better
   3. Meets all degree requirements

E. Transition V: Program Completion and Initial Licensure Recommendation
   1. Passes common assessments for all program standards
   2. Kansas Performance Teaching Portfolio (KPTP) passing score
   3. PLT passing score
   4. Praxis II content test(s) completed
* Note: Separate tests are required for each endorsement area (e.g. separate tests for early childhood and elementary are required if candidate is pursuing both endorsements).

5. Licensure application, fee, and related paperwork

IX. Ethics

A. Kansas Code of Standards for Ethical Behavior

   Ethical Conduct Related to Students – The ethical educator promotes activities which are in the best interest of the student.

   Standards – (a) The Kansas educator shall refrain from disclosing confidential or damaging information that affects the student unless disclosure is required by district policy or law. (b) The Kansas educator shall refrain from using professional relationships with students for personal or private advantage. (c) The Kansas educator shall make reasonable effort to protect the student from conditions detrimental to learning, health or safety.

1. Ethical Conduct Related to the District – The ethical educator shall fulfill the employment obligations to the district.

2. Standards – (a) The Kansas educator shall refrain from falsifying any documents related to the employment process. (b) The Kansas educator shall adhere to the conditions of the contract. (c) The Kansas educator shall conduct school district business through established procedures. (d) The Kansas educator shall accept no gratuities, gifts or favors that influence professional decisions. (e) The Kansas educator shall refrain from willfully making false statements about the operation of the school district.

3. Ethical Conduct Related to the Profession - The ethical educator promotes personal integrity and honesty in the performance of professional responsibilities.

4. Standards – (a) The Kansas educator shall maintain professional effectiveness by respecting and obeying the law. (b) The Kansas educator shall refrain from disclosing confidential or damaging information that affects colleagues unless disclosure is required by district policy or law.

B. Code of Ethics of the Education Profession

   (Adopted by the National Educators Association 1975 Representative Assembly)

1. Preamble

   The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.
The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

2. **Principle I: Commitment to the Student**
   The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

   In fulfillment of the obligation to the student, the educator:
   
   a. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
   b. Shall not unreasonably deny the student's access to varying points of view.
   c. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
   d. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
   e. Shall not intentionally expose the student to embarrassment or disparagement.
   f. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly (a) exclude any student from participation in any program, (b) deny benefits to any student, or (c) grant any advantage to any student.
   g. Shall not use professional relationships with students for private advantage.
   h. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

3. **Principle II: Commitment to the Profession**
   The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

   In fulfillment of the obligation to the profession, the educator:
   
   a. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
   b. Shall not misrepresent his/her professional qualifications.
c. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.

d. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

e. Shall not assist a non-educator in the unauthorized practice of teaching.

f. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

g. Shall not knowingly make false or malicious statements about a Colleague.

h. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

X. Clinical Experiences for Teacher Candidates at WSU

A. Initial Teacher Candidate Experiences

**Note:** All candidates participating in field placements must have proof of a negative TB test before being allowed to enter the schools to complete field experiences. These tests are good for one year. Candidates may make an appointment with the WSU student health center at any time during the year to have this test administered by calling (316) 978-3620. If the candidate’s TB test expires during the semester, a new TB test must be submitted after the expiration date, to the ess office, 107 Corbin.

1. **Introduction to the Profession with Field Experience**
   Students examine the nature of teaching and the roles of teachers in the classroom.

2. **Introduction to Diversity: Field Experience (Core I)**
   Teacher Education Candidates (TECs) experience their initial school placements with students. The focus is on learning in classroom environments, studying characteristics and behaviors of adult/student interactions, and student/student interactions as it relates to contextual factors; including cultural and developmental diversity, which impact instructional decision-making.

3. **Practica**
   Some licensure levels and/or endorsement areas have developed additional practica that provide the teacher candidate with the opportunity to apply strategies and skills in an experiential setting.

4. **Student Internship**
   Candidates spend one year in an appropriate classroom setting(s), working with a mentor teacher(s) on planning, implementing, and assessing instruction aligned with state and/or district standards. The candidate, cooperating teacher, and university supervisor devise a plan so the candidate can assume full classroom responsibility for a designated period of time during the final semester of student internship.

B. Advanced Teacher Candidate Experiences
Every candidate pursuing an advanced endorsement will participate in one or more practica and/or internship.
To view a complete listing of advanced programs please refer to the following website: http://webs.wichita.edu/?u=coedhome&p=/programs

XI. Placement Policy for Student Interns

A. Student Intern Placement Policy
Student Intern placement is made in cooperation with the public schools, the faculty, and the Dean's Office. Major consideration in each placement will be the quality of the mentor and the field supervisor in relation to providing the candidate with the maximum potential to learn.

1. Candidates seeking PK-12 licensure may student teach at two levels (e.g., elementary, secondary).

2. Candidates will not be placed in schools where their children attend.

3. Candidates will not be placed in schools where they have been employed, or a parent or sibling is employed.

4. Candidates must meet all Transition Point #2 requirements prior to student Internship.

5. Candidates will be placed with cooperating teachers who are dedicated to the Conceptual Framework and guiding principles, have at least three years of successful teaching experience, a current license in the area, and one year in current building in which they teach.

6. Secondary candidates will not be placed in high schools from which they graduated.

7. Candidates must fulfill the field experience diversity requirement prior to licensure recommendation.

B. Application for Student Internship
Candidates complete a year-long internship during their final two semesters, excluding summer. Applications are due the previous year on October 1 for students graduating in a Fall and March 1 for students graduating the following Spring semester.
http://webs.wichita.edu/?u=coedess&p=/services/teacher_intern_app/

XII. Types of Licenses (KSBE 91-1-201, 203)
http://www.ksde.org/

A. One year pre-standard/ non-renewable license is available for applicants who do not have content and/or pedagogy assessments completed for the initial license and who have been hired to teach in a Kansas district in their endorsement area(s). This license would be appropriate, for example, for someone who has completed all degree requirements, but has not taken the Praxis Content test.
B. **Initial licenses** are available for teaching (EC, EC-Late Childhood, Middle School, Secondary, PK-12), school specialist, and leadership licensure levels and are valid for a period of two years. This license is received upon completion of all program and degree requirements and successful completion of the Praxis Content tests for teaching licenses, and/or upon successful completion of the graduate degree program and the content assessment for school specialist/leadership licenses. Initial license may be renewed if you haven’t taught one complete school year.

C. **Professional licenses are valid for a period of five years.** Professional licenses are available for teaching (EC, EC-Late Childhood, Middle School, Secondary, PK-12), school specialist, and leadership licensure levels. This license is received upon the successful completion of the state assessment and mentoring program for teaching licenses, or the internship for school specialist/leadership licenses during the initial licensing period.

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

E. **Provisional licenses** are valid for a period of two years and issued only at the level for which the applicant already holds a valid teaching license.
   1. **Provisional teaching licenses** are available only at the middle, secondary, and PK-12 licensure levels. Provisional teaching licenses require (a) a current valid conditional 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. **Special education provisionals** 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.
   
   2. **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.

F. **Restricted teaching licenses** are valid for a three-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.

G. **Emergency Substitute licenses** are valid for only the current school year at the PK-12 licensure level. Emergency substitute licenses require a minimum of 60 semester credit hours. The license is requested through a local school district where substituting is planned.
H. **Substitute licenses** are valid for a period of five years at the PK-12 licensure level. Substitute licenses require a bachelor’s degree and verification of the completion of an approved teacher education program.

I. **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, Nebraska, South Dakota, Wisconsin, Michigan, Missouri, Illinois, and Oklahoma.

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

**TEACHER EDUCATION TIMELINE – CORE PROGRAM**

*NOTE: Candidate maintains responsibility for checking with his/her academic advisor regularly regarding any changes to his/her degree and/or licensure program requirements.*

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Due Date</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entry to Teacher Education</strong></td>
<td><em>Before enrollment into Teacher Education courses</em></td>
<td>All admission requirements must be completed and on file before enrolling in Core I classes (i.e., Teacher Education application, background clearance Health Certification Form submitted with proof of physical, and negative TB test).</td>
</tr>
</tbody>
</table>
| **Background clearance** | *Before enrollment into Teacher Education courses* | **Option #1:** Provide a copy of current Substitute License (Applicant may also give SSN to Applied Studies Advising staff to look up license on the KSDE website).  
**Option #2:** Provide a copy of background clearance completed with USD 259.  
**Option #3:** Validity Screening Solutions - Submit the Validity online background request form with payment within 10 business days from the date of the Teacher Ed. application (*instructions attached*). |

### Pre-Teaching Internship

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Due Date</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Application for Degree (online)</strong></td>
<td>Two full semesters before anticipated graduation date.</td>
<td>All candidates must complete an online “Application for Degree” <strong>two semesters prior to graduation.</strong></td>
</tr>
<tr>
<td><strong>Principles of Learning &amp; Teaching (PLT)</strong></td>
<td>Recommended to be taken prior to final semester</td>
<td>All licensure applicants must have a passing PLT score</td>
</tr>
<tr>
<td><strong>Application for Teaching Internship</strong></td>
<td>March 1 (Sp) Oct. 1 (Fl)</td>
<td>Submit online application <strong>two semesters prior to graduation</strong>, excluding summer.</td>
</tr>
<tr>
<td><strong>TB Questionnaire</strong></td>
<td>March 1 (Sp) Oct. 1 (Fl)</td>
<td>Complete TB Questionnaire and submit form to <a href="mailto:student.health@wichita.edu">student.health@wichita.edu</a></td>
</tr>
<tr>
<td><strong>Praxis II Content Tests</strong></td>
<td>Prior to final semester</td>
<td>All candidates must have passing Content test score(s).</td>
</tr>
<tr>
<td>Teaching Internship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fingerprinting &amp; Background Check</strong></td>
<td>Initiate 2-3 months before applying for licensure</td>
<td>Fingerprint/background checks are valid for six months. The check can take up to three months to complete. Anyone with a current teaching license (including substitute license) will not need to be fingerprinted. Packets and instructions are provided in the office of Applied Studies Advising</td>
</tr>
<tr>
<td><strong>Licensure Application</strong></td>
<td>No later than the end of the semester</td>
<td>Candidates must submit a completed application online. See KSDE website for forms: <a href="http://www.ksde.org">www.ksde.org</a></td>
</tr>
<tr>
<td><strong>Kansas Performance Teaching Portfolio (KPTP)</strong></td>
<td>Due date identified on Teacher Intern Calendar</td>
<td>Candidates must submit the KPTP during the final semester of Teaching Internship. Submission deadlines are strictly enforced! No candidate can be recommended for licensure without passing scores. Failure to pass will require a one credit hour remediation course.</td>
</tr>
</tbody>
</table>

XIV. Contact Information

A. Licensure Program Faculty Contacts:

<table>
<thead>
<tr>
<th>Art Education</th>
<th>TBA</th>
<th>978-4745</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Unified</td>
<td>Jennifer Stone</td>
<td>978-3322</td>
</tr>
<tr>
<td>Elementary</td>
<td>Assigned Advisor</td>
<td>978-3322</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Julie Henderson</td>
<td>978-6592</td>
</tr>
<tr>
<td>ML/Sec. English</td>
<td>Katie Cramer</td>
<td>978-6933</td>
</tr>
<tr>
<td>ML/Sec. Math</td>
<td>Chris Wyant</td>
<td>978-6832</td>
</tr>
<tr>
<td>ML/Sec. Science</td>
<td>Daniel Bergman</td>
<td>978-6387</td>
</tr>
<tr>
<td>ML/Sec. History</td>
<td>Aaron Rife</td>
<td>978-3300</td>
</tr>
<tr>
<td>Music</td>
<td>Jan Ives</td>
<td>978-4746</td>
</tr>
<tr>
<td>P.E.</td>
<td>Marla Lindenmeyer</td>
<td>978-5957</td>
</tr>
</tbody>
</table>

B. Licensure Questions:

<table>
<thead>
<tr>
<th>Initial, Renewal, Provisional Applications</th>
<th>Tierney Mount</th>
<th>978-3774</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript Analysis Requests, Endorsements, Praxis, PLT (candidates w/ Bachelors)</td>
<td>CASA Advisors</td>
<td>978-4753</td>
</tr>
<tr>
<td>Transcript Evaluation Requests (candidates w/o Bachelors)</td>
<td>CASA Advisors</td>
<td>978-4753</td>
</tr>
<tr>
<td>Student Records, Degree Audit</td>
<td>Andrew Myers</td>
<td>978-7864</td>
</tr>
</tbody>
</table>
B. **Cooperative Education**

Cooperative Education is an academic program through Career Development that allows students to connect academic knowledge with the business and professional world. Co-op expands learning experiences through paid employment in a supervised, educational work setting related to the student’s major field of study or career focus. A Cooperative Education position can be multi-semester with in-state and out-of-state opportunities. Enrollment is required and credit may be awarded.

**Contact information and website**

(316) 978-3688  wichita.edu/careerdevelopment

C. **Undergraduate Scholarships**

The College of Applied Studies annually awards more than $600,000 in both merit-based and need-based scholarships to all education majors in all classes, made possible by our gracious donors. Their generous gifts provide more than 200 students the opportunity to continue their studies in the field of counseling, educational leadership, education and school psychology, education, human performance studies and sport management.

Priority Dates for Submitting – Aug. 1-Feb. 1
Applied Studies Advising Policy on Student Concerns

CONCERN FORM

Date __________
Topic of concern: _________________________________________________

Elaboration: (attach additional sheet if necessary)

What steps have you taken to resolve this issue?

In your opinion, what action would best resolve this situation?

** If you would like a response please provide the information below:

Name _________________________
Address _______________________
Phone _________________________
E-mail _________________________

______________________________________________________________
Office Use Only

Action Taken:

To be completed by CASA office staff:
The office policy for handling student and other constituency concerns is as follows:

A. Individuals with a concern may communicate the concern first to an Education Support Service staff member. The ess staff member may recommend the individual complete a Concern Card. Concern Cards are available in the ess office, 107 Corbin.

B. All written records of concerns and written notes regarding subsequent conversations will be maintained by the ess director of advising for a period of three years. The information regarding the concern and subsequent action will also be placed in the ess office student’s file.

C. If the issue is not resolved satisfactorily, the individual may request a meeting of involved parties along with the appropriate Associate Dean or the Dean. The final authority in the College of Applied Studies is the Dean.

D. This policy is made public to students, staff, and faculty

XVI. Professional Education KSDE Assessment #11 – Field Experience Dispositions - Exit

Courses:

- CI 447. Student Teaching: Elementary
- CI 461J. Student Teaching: Middle Level Social Studies
- CI 461E. Student Teaching: Middle Level Language Arts
- CI 461M. Student Teaching: Middle Level Mathematics
- CI 461S. Student Teaching: Middle Level Science
- CI 471C. Student Teaching: Secondary Communication
- CI 471J. Student Teaching: Secondary Social Studies
- CI 471E. Student Teaching: Secondary Language Arts
- CI 471M. Student Teaching: Secondary Mathematics
- CI 471S. Student Teaching: Secondary Science
- HPS 471. Student Teaching—Physical Education—Secondary
- HPS 472-Secondary Student Teaching—Physical Education—Elementary
- ARTE 459 Student Teaching in the Elementary School: Art
- ARTE 462 Student Teaching in the Secondary School: Art
- MUSE 451 Student Teaching in the Elementary School; Music
- MUSE 452. Student Teaching in Special Music Education
- MUSE 469. Student Teaching: Secondary Music
- THEA 471. Student Teaching Secondary Speech and Theatre
- MCLL 466A. Student Teaching: PreK; Foreign Languages
- MCLL 466B. Student Teaching: 6–12 Foreign Languages
- CI 647A. Student Teaching ECU: K–3
XVII. Professional Education KSDE Assessment #11 – Field Experience Dispositions Rubric – Exit
XVIII. Quick Links: (Applications, Forms, Fees, etc…)
        www.wichita.edu/education/ess/advising