



Education Department

Mentor Teacher Field Experience Handbook

Updated July, 2021

Welcome!

We want to Thank You for opening your classroom to one of our Washburn University practicum students. WU is honored to have this opportunity to network with you and your school system. We feel strongly that our students learn a great deal while immersed in courses on campus, but a great deal of learning also occurs in the real experiences that take place in classrooms like yours! We appreciate you partnering with us to educate our future teaching force!

This Field Experience Handbook is designed to help classroom teachers in the field know the expectations of mentor teachers and the Washburn education students. The first part of the handbook contains information that is common to all field service experiences. The Appendices contain information that is specific to individual practicum courses.

Any questions regarding field experiences should be directed to the Director of Student Field Experiences, Carnegie Hall 205, 785-470-1473.

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Mission of the Department of Education

Consistent with the mission of Washburn University and the College of Arts and Sciences, the Department of Education is committed to preparing educators to work in rural, suburban and urban settings, and to educating

leaders and professional specialty practitioners for leadership roles in schools and other community settings. It is our goal to ensure that all preservice and in-service educators are provided with numerous clinical field-based experiences, are knowledgeable of curricula and pedagogy, receive accurate advising, and are provided with the educational supports necessary to be successful and reflection practitioners.

Purpose of Field Experiences

The purpose of field experiences is to give students a “real life” practicum of the concepts and theories that they are learning in the university classroom. Some field experiences, such as ED 155, are strictly to observe and reflect on the classroom experience. Other field experiences, such as the Literacy Block, include lesson preparation and execution of those plans, including evaluation of these teaching experiences. All field experiences are expected to prepare the student for a future career in education.

Washburn University Courses with Field Experiences

There are currently over 30 courses in the Department of Education which have field experiences as a part of the coursework. These courses, and the number of field experience hours, are included in Appendix A of this handbook.

Kansas Educator Preparation Program Standards for Professional Education

The Kansas Educator Preparation Program Standards for Professional Education align with the purpose of the Washburn University Field Experiences.

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 learning 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 appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.

Standard 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.

Role of Field Experience Personnel

Depending on the specific field experience, there are a variety of education department personnel involved. Some field experiences will not have a University Supervisor, even though the course instructor will be a direct contact for any students involved in that specific course practicum or field experience. By the same token, all the duties described in the Mentor Teacher responsibilities below may vary according to the student needs for the specific course.

Role of Director of Student Field Experiences

The role of the Director of Field Experiences will be:

- To work with P12 school districts on the placement of all students in practicum experiences.
- To train and supervise University Supervisors going into the field.
- To train Mentor Teachers on the various evaluation instruments for student teachers.
- To mediate and resolve any challenges between Mentor Teachers and/or University Supervisor and practicum students.
- To collect data on field experiences to share with P12 district leaders and University faculty to improve field experience programs.
- To meet annually with P12 district leaders on co-constructing the various instruments and procedures for field experiences.

Mentor Teacher Responsibilities

As a Mentor Teacher, you will be asked to:

- Guide and assist the Washburn University student in identifying relevant and appropriate lesson plans and unit ideas;
- Provide on-going written and oral feedback to the Washburn Teacher Candidate concerning his/her lesson plans and unit ideas to improve the overall quality and depth of lessons produced;
- Provide feedback that is focused and constructive rather than critical of the candidate as a person;

- Be open to new ideas and strategies the Washburn Teacher Candidate may want to introduce or pilot in your classroom, with your approval and guidance;
- Model good instructional techniques;
- Share expertise and knowledge per academia;
- Allow the assigned Washburn University Supervisor to observe your Washburn Teacher Candidate in your classroom and to provide post-lesson feedback to him/her;
- Identify potential issues/roadblocks in the implementation of lessons while teaching and help to solve any concerns in a positive and productive manner;
- Engage in instructional conversations;
- Complete and submit requested forms;
- Sign the Washburn Teacher Candidate's date/time or log sheet;
- Guide the Washburn Teacher Candidate to be reflective;
- Be a team builder;
- Model career professionalism; and
- Be available to your Washburn Teacher Candidate for general support and guidance throughout the Practicum Experience.

Requested Forms: During the field experiences you will be asked to complete and submit the following forms:

- Lesson Observation Feedback Forms;
- Attendance Sheet (other than student teaching);
- Field Experience Summative Teacher Evaluation Form or Student Teacher Summative Teacher Evaluation Form; and
- Professional Conduct and Dispositions Evaluation Form.

Mentor Teacher Requirements:

- Student Teaching
 - At least three years of successful teaching experience in area of licensure.
 - Approval of the building administrator.
 - Master's Degree (preferred).
- Other Field Practicum
 - At least one year of successful teaching experience in area of licensure.
 - Approval of the building administrator.

Washburn Teacher Candidate Responsibilities

The Washburn Teacher Candidate will be asked to:

- Be on time to assigned field experience site;
- Be responsible for making his/her own travel arrangements to and from field experience sites.
- Park in designated area for teachers and staff;
- Sign-in at main office for accountability and safety purposes;
- Contact Mentor Teacher via phone or e-mail the night prior to or the morning of any absences;
- Collaborate with Mentor Teacher to promptly make-up any missed time from Practicum experience;
- Wear official WU name badge (or district provided name tag);
- Be engaged and active while serving in the classroom;
- Communicate with Mentor Teacher in a positive and professional manner;
- Be respectful to school staff, students, and parents/guardians;

- Collaborate with Mentor Teacher when determining lesson topics and standards;
- Prepare required lesson plans using the WU Lesson Plan Template;
- Submit lesson plans for lessons being observed at least three days prior to teaching to Mentor Teacher and University Supervisor for guidance and approval;
- Follow district and/or building chosen or encouraged behavior management system;
- Teach required number of lessons;
- Follow all district and building guidelines concerning dress, behavior, curriculum, and expectations;
- Be reflective;
- Be a team-player; and
- Ask for guidance when needed.

University Supervisor Responsibilities

Certain field experiences Infant-Toddlers/Preschool, Math/Science Block, Literacy Block, Student Teaching, etc.) require student supervision by a University Supervisor. In these situations, a University Supervisor will be assigned by the University to observe and guide your Washburn Teacher Candidate. During the Infant-Toddlers/Preschool Blocks, Literacy Block, and Student Teaching, University Supervisors will make a number of visits to the classroom, including introductory visits, as well as 3-4 observation/conference visits with the candidate. University Supervisors are the direct link between the candidate and the University.

The University Supervisor will be asked to:

- Provide on-going written and oral feedback to Washburn Teacher Candidate concerning his/her lesson plans and unit ideas to improve the overall quality and depth of lessons produced;
- Share his/her expertise and knowledge per academia;
- Meet and converse the Mentor Teacher to build a strong, supportive mentoring relationships between the student, Mentor Teacher, and the University Supervisor.
- Identify potential issues/roadblocks in the implementation of lessons while teaching and help to solve any concerns in a positive and productive manner;
- Engage in on-going instructional conversations;
- Guide Washburn Teacher Candidate to be reflective;
- Be a team builder;
- Model career professionalism; and
- Be available to Washburn Teacher Candidate for general support and guidance throughout the Practicum Experience.

Guidelines for Professional Conduct

As representatives of Washburn University's Department of Education, Washburn Teacher Candidates are expected to conduct themselves in a thoroughly professional, responsible, and reliable manner at all times. Candidates are guests in the school and are expected to maintain the same professional standards as all other faculty and staff. It is important that the candidates strive to acquire and refine the personal qualities, knowledge, and standards of practicing professional educators.

- Learn and follow school behavior expectations and procedures;
- Be reliable and punctual;
- Dress professionally; (Dress codes differ slightly from school to school, but candidates should always wear professional-looking attire.)

- Maintain strict confidentiality; (Most of the information candidates handle is private educational data and is protected by both state and federal privacy laws. When discussing individual data, candidates should consider whether the discussion is necessary to provide educational services to the individual. Candidates are not to discuss individual student data outside the school setting.)
- Be discrete; (Confidentiality is of utmost importance. Field experience students must keep any information they are privy to confidential with regard to students in their classroom and/or school, including, but not limited to: grades, health issues, IEP information, behavior issues, etc. Discussion regarding any aspect of the field placement should be limited to the Mentor Teacher and/or the University Instructor. Sharing information about students outside the field placement classroom is not only unprofessional and unethical, but could also be a violation of federal law. In cases where there is doubt concerning the confidentiality of an issue, Washburn Teacher Candidates should defer to the judgment of the University Supervisor.)
- Use technology for school purposes; (Use of technology for non-school related purposes is prohibited.)
- Be knowledgeable and adhere to School and District Policies;
- Practice the professional conduct and dispositions supported by the WU Department of Education; (Students should review their social media and remove material that is not professional in nature.)
- Maintain a professional relationship with students in the classroom; and,
- Accept direction and feedback professionally.

Washburn Teacher Candidates are also asked to sign a Professional Conduct and Dispositions Form. (A copy of Washburn Teacher Candidates are also asked to sign a Professional Conduct and Dispositions Statement. (A copy of this document is included in Appendix D of this handbook.) This statement is also part of the Mentor Teacher and University Supervisor evaluation of the candidate. If the candidate violates any of the dispositions listed on this sheet, the University (Director of Field Experiences at 785-670-1473) should be contacted immediately. An investigation of these violations will be held and disciplinary action, including possible removal from the practicum experience, will be taken.

Resolution of Professional Conduct issues/Complaints

In the event that there are concerns relating to a candidate's placement or professional conduct the following procedure should be followed:

1. The person having the complaint (Washburn Teacher Candidate, Mentor Teacher, University Supervisor, or University Professor) should contact the Director of Student Field Experiences by email stating the reason for the complaint.
2. The Director of Student Field Experiences will attempt to bring the parties together to resolve the complaint. A decision of the resolution of the issue will be delivered to both parties within 5 (five) school days.
3. If either party does not agree with the resolution of the issue, they may appeal the decision to the Chair of the Department of Education. The Department Chair will review the notes regarding the resolution of the issue and may contact the parties involved for additional information. A decision regarding the appeal will be delivered to all parties within five (5) school days.
4. If either party is still unsatisfied with the decision, they may request a meeting of a departmental conduct committee, composed of two department faculty members and a faculty member from UTEC partners. The committee will meet with all parties and review the data from previous meetings. The committee will issue their decision of the resolution of the concern within five (5) school days. The decision of the committee will be final.

5. At any stage in the process, a Plan of Action/Improvement may be developed with the assistance of the Teacher Candidate, University personnel, and school district personnel.

Placement in Field Experiences

All placements in field experiences will be conducted through the Director of Student Field Experiences. All education students will take the initial education course ED 155: Teaching, Learning, and Leadership. In this course students will have to complete 20 hours in the field. This initial field placement requires students to obtain a KBI Background Check and have a TB Test. These documents, along with the signing of a Professional Dispositions and Conduct Statement, will be required before the student can be placed in the school field experiences. Once obtained for the ED 155 placement, this information will suffice for other field experiences for the rest of the Education Department practicums until Student Teaching, where the candidate is required to obtain a new KBI Background Check and a completed Health Form, which includes a TB test.

Information to obtain these documents:

KBI BACKGROUND CHECK

To check on your criminal history, complete the KBI Records Check Request Form available on-line at <http://www.kansas.gov/kbi>. The cost of the background check is currently \$20.00 online. ANY fees for the background check are the responsibility of the student. Print out the last page of the KBI Background Check, which should say "No Record Found" on the page along with your name and the date. You may black out your SSN on the form received. **NOTE:** KBI Records Checks cannot be shared between agencies. Even if you have had a Background Check recently (e.g., for obtaining an emergency substitute license), you will need to have another one for Student Teaching.

TB TEST

Every person who regularly interacts with children in a school environment is required to provide evidence of a tuberculosis examination. Results of the TB test should be provided through official professional documentation by the Washburn student. It is recommended that you obtain the TB test through the Washburn University Student Health Center located in Morgan 140 since the University must have an official record of your TB test results on file.

- A \$6 fee is charged when the TB test is performed at the Washburn University Student Health Center. The fee is the responsibility of the student.
- Take your student ID with you! Since the results must be read between 48 and 72 hours of being tested, plan accordingly. TB tests are not administered on Thursdays.
- You must have the following on the TB results form: Your name, date of test or test results, location of test (e.g., Washburn Health Center), and name of individual/s verifying the test results....and the TB test results. The Certification of Health for School Personnel form is provided for this purpose.

Student Teaching Timeline

Beginning a full year in advance, there are **three** informational phases to provide opportunities for Student Teacher Candidates to acquaint themselves with the organization, expectations, field experiences, and courses associated with the Student Teaching semester. **Phase 1** is an "orientation to Student Teaching " meeting and basic information about completing academic programs, maintaining GPAs, and filling out the Application for Student Teaching. **Phase 2** is the meeting where student teacher candidates submit a detail audit for review

and preferences for student teaching placement. The **Phase 3** meeting is a gathering of Teacher Candidates and University Supervisors before Student Teaching is to occur. The candidates also receive information about the courses relating to the student teaching block.

Phase 1 – Orientation

The Orientation Meeting occurs within the first full month of each semester (September for students doing Fall Student Teaching and February for students doing Spring Student Teaching) **a year** before the Student Teaching semester. The purpose of the meeting is to provide basic information about determining whether all program requirements have been met. All prospective Washburn Teacher Candidates are expected to complete a Student Teaching Application, which is due within a week of the Phase 1 meeting. Student Teaching Applications will be accepted only from students who have been fully admitted to the Washburn Teacher Education Program. (Should there be a reason for student teaching to not take place during the semester applied for, then the prospective Teacher Candidate *is required to complete another application on the due date for the appropriate semester.*)

Phase 2 – Preparation

Phase 2 is an informational meeting that provides an avenue for prospective student teachers and the Washburn Education Department to exchange various types of information since some specific documentation is required before a student teaching field experience can be arranged by the Director of Student Field Experiences. Early in the semester (September for students doing Spring Student Teaching and February for students doing Fall Student Teaching) immediately before a Washburn Teacher Candidate expects to student teach a Phase 2 meeting is arranged to provide an exchange of information from prospective student teachers, the Director of Student Field Experiences and the Education Department Licensure Officer. During the Phase 2 meeting prospective Washburn Teacher Candidates are expected to submit preference locations where they would like to student teach. Information will be explained about when to submit updated TB test results, KBI Background Check, a resume, and an introductory letter. The Director of Student Field Experiences may request early copies of the resume and introductory letter to organize student teaching placements. Additional information may be requested by school districts when requests are submitted for the student teaching field experiences, so Teacher Candidates may be contacted by the Director of Student Field Experiences.

Phase 3 - Meet & Greet

Teacher Candidates gather together with the Director of Student Field Experiences during the end of the semester to learn more information about the assignments, duties, and organization for the next semester of Student Teaching experiences within the various courses. Typically, Washburn Teacher Candidates are assigned to one University Supervisor within a small group setting who they will meet during the Phase 3 gathering. Notification of Student Teaching field placements and contact information for mentoring teachers are usually available at the Meet & Greet.

For additional information, contact Craig M. Carter, Director of Student Field Experiences, Washburn University, 785-670-1473.

Evaluation of Student Field Experience

Students are evaluated in various ways through the student field experiences. Even though there are specific evaluations for each practicum course, a main evaluation throughout the Education Department is the Professional Conduct and Dispositions Evaluation (See Appendix D). The evaluation is used in the Education Department's block courses, content area methods courses, and at the student teaching level. The student

teaching level also uses a Student Teacher Summary Teacher Evaluation as a part of the evaluation process, while the block courses and content area methods courses use a Field Experience Summary Teacher Evaluation.

Other Standard Education Forms

In courses where lesson planning and observation of these lessons are part of the practicum, the Education Department uses the Lesson Plan Template (Appendix E) and the Lesson Observation and Feedback Form (Appendix F) which are included in this document.

Forms for Field Experiences

The following forms will be used in assessing students in field placements:

- A. Conduct Dispositions Evaluation
- B. Field Experience Teacher Summary Evaluation
- C. Student Teacher Summary Evaluation
- D. Lesson Observation and Feedback Form
- E. Lesson Plan Template

APPENDIX A:

Washburn University
Department of Education Field Experience Opportunities

ED 155 – Teaching, Learning, and Leadership

This beginning education course for Washburn education students provides supervised school-based field experiences in PreK-Secondary school settings designed for potential teacher candidates to investigate teaching as a profession. Students must complete at least **20 hours** of observation in one or more field settings in area(s) of interest.

ED 160 – Introduction to Early Childhood Education

This course encourages students to explore their suitability for a career in early childhood education through academic class work and observation of children from birth through third grade. Students must complete 7.5 hours of observation; 1.5 hours of observation each of five (5) different classrooms of children birth to age 10.

ED 245/345 – Practicum in Infants and Toddlers Education

This course provides students with opportunities to apply the knowledge and concept of child development with children from birth to age three. Students must complete 40 hours of practicum.

ED 269/369 – Practicum in Preschool Education

This course provides students with opportunities to apply the knowledge and concept of child development with children in preschool. Students must complete 40 hours of practicum.

ED 302 – Teaching Exceptional Learners - Elementary

A required course for education majors, this course focuses on teaching students with exceptionalities. The course requires students to complete **15 hours** of observation and participation. The intent of the field experience is to give the Washburn student working with elementary students with disabilities in typical school settings. It is also an opportunity for the Washburn student to observe an experienced teacher and to give the student an opportunity to interact and work with students with disabilities.

ED 302 – Teaching Exceptional Learners-Secondary and P-12 Level

A required course for education majors, this course focuses on teaching students with exceptionalities. The course requires students to complete **10 hours** of observation. The intent of the field experience is to give the Washburn student an opportunity to observe general education teachers working with secondary and P-12 students with disabilities in typical school settings. It is also an opportunity for the Washburn student to observe an experienced general education in their content area working in co-teaching settings, when possible.

ED 317 – Math/Science Practicum

This course is a supervised field experience in the teaching of mathematics and science in the elementary grades. Required **50 hours** in the field observing math and science, and teaching of a minimum of two whole-class lessons.

ED 327 – Literacy Practicum

A required course for education majors taken in conjunction with the Literacy Block; this course focuses on providing Washburn students the opportunity to teach literacy (*reading, writing, speaking, listening skills*) in grades K-6. The course requires the completion of approximately **90 hours** of observation and teaching practice. While in the schools, Washburn students are required to teach **two** general lessons, as well as a one-week Unit of Study that revolves around one or more aspects of literacy. The intent of the field experience is to

provide Washburn students the opportunity to extend and enhance their teaching skills so as to prepare for Student Teaching. (Washburn students serve in schools on scheduled days from 8:30-11:30 a.m.)

ED 337 – Social Studies Practicum

A required course for education majors focusing on elementary social studies instruction. There is a combination of university classwork and an onsite field practicum of **20 hours**. The practicum includes observation hours, helping in the classroom, and teaching lessons. Students teach a total of **one** stand-alone lesson and then **two** additional lessons which may be part of a unit, integrating children's literature, art, music, movement and drama into these lessons.

ED 346 – Middle Level History Practicum

This course is a supervised field experience in a middle school social studies setting. Required 30 hours in the field observing in a middle school classroom, and teaching of a minimum of two whole-class lessons.

ED 348 – Middle Level English/Language Arts Practicum

This course is a supervised field experience in a middle school LA setting. Required 30 hours in the field observing in a middle school classroom, and teaching of a minimum of three whole-class lessons.

ED 349 – Middle Level Math Practicum

This course is a supervised field experience in a middle school mathematics setting. Required 30 hours in the field observing in a middle school classroom, and teaching of a minimum of two whole-class lessons.

ED 350 – General Secondary Methods

This course is a supervised field experience in a middle school and/or high school setting to reflect one or more content areas. A required **20 hours** in the field observing and teaching a minimum of three whole-class lessons.

ED 352 – Methods of Teaching Science in the Secondary Schools

Field based observation and classroom participation are included in this course in a school-based science education setting. This practicum is designed to help develop many of the skills needed to be prepared for student teaching, licensing exams, and first years of teaching secondary mathematics. The practicum will not only focus on the basics of instructional planning and assessment in secondary mathematics, but explore a wide variety of instructional strategies and classroom management ideas. Students will be expected to reflect on and thoughtfully discuss experiences at their practicum and the information provided throughout the semester to determine how it will impact their future classroom. A total of **20 observation hours**, including the teaching of three lessons, is required.

ED 353 – Assessment and Evaluation in Early Childhood (ECU students only)

Candidates are required to complete a collaborative assessment assignment with infant/toddlers with disabilities. This is often conducted through TARC's Part C home-based infant/toddler program and involves approximately **two hours**.

ED 354 – Curriculum and Assessment – Elementary Level

This course provides students with an opportunity to examine how to design, implement, and assess curriculum to address the needs of all learners. With information gained from assessments, preservice teachers are asked to research and discuss their finds and suggest a variety of strategies/activities that could aid with students' remediation. Preservice teachers will complete 10 hours in the practicum portion of this class in conjunction with the Literacy Block Practicum.

ED 362 – Methods of Teaching English in the Secondary Schools

Providing a field experience for Washburn students majoring in secondary English and English Language Arts, this course requires students to observe for **20 hours** over a period of ten weeks. In addition to the observation hours, students are required to complete several teaching related activities, including planning and teaching three lessons. Mentor Teachers will coordinate observation times with students and provide opportunities for students to complete activities aimed at meeting teacher preparation standards. The Mentor Teacher will not provide a grade for the practicum, but will evaluate the student's level of proficiency as the Washburn student completes each activity. A letter will be provided by the student explaining the type of activities to be completed and the rubric to be used for evaluation.

ED 363 – Methods of Teaching Mathematics in the Secondary School

This course will develop skills needed to be prepared for Student Teaching, licensing exams, and first years of teaching secondary mathematics. It will not only focus on the basics of instructional planning and assessment in secondary mathematics, but explore a wide variety of instructional strategies and classroom management ideas. Students will be expected to reflect on and thoughtfully discuss practicum experiences and the information provided throughout the semester to determine how it will impact their future classroom. In addition to **20 hours of observation**, the students are required to teach at least three lessons.

ED 366 – Methods of Teaching Social Studies in the Secondary School

The field placement for ED 366 is a practicum with a teacher in an area middle school or high school (Grades 6-12) in which the students log **24 hours** from mid-September until mid-November. Students primarily complete observations in the history or social studies classes their Mentor Teachers teach. But, toward the last month of the practicum, the students develop (in conjunction with the Mentor Teacher) one lesson plan which they teach to the middle school or high school students.

ED 368 – Methods of Teaching Foreign Language

Field based observation and classroom participation with a teacher in an area middle school or high school (Grades 6-12) in which the students log 20 hours in a particular foreign language of the Mentor Teacher. The student will have the opportunity to observe and teach a variety of levels and age groups and will work closely with the Mentor Teacher to complete a series of tasks aligned with the Kansas Educator Preparation Program Standards for Foreign Language.

KN 374/375– Curriculum and Methods of Elementary or Secondary School Physical Education

These courses provide field experiences in an authentic setting for Washburn students majoring in physical education. Both require a total of **25 hours** with a minimum of **two** lessons to be taught in Topeka USD 501, and **one** to be taught at the placement site.

ED 395 – Extending Teaching as a Profession

The practicum for this course focuses on a 20-hour field based experience where knowledge and skills acquired in ED 1-4 foundational courses are applied in classrooms. Students will work with the Mentor Teacher on developing lessons which will incorporate components of non-fiction literacy experiences, classroom management, diversity, and technology use. This practicum may be done in conjunction with other Block or methods course practicum.

ED 410 – Secondary Student Teaching

Directed and supervised teaching of content in Grade 6-12 classrooms. The student will:

1. Complete 16 weeks of Student Teaching, following the mentor teacher's daily schedule, including lesson planning and presentation.

Mentor Teachers will:

1. Complete four observations of the student teacher's lessons.
2. Complete two evaluations of the student teacher (mid-term and final).
3. Complete a professional conduct and dispositions evaluation of the student.

ED 415 – 5-8th Grade Student Teaching

Directed and supervised teaching of content in Grade 5-8 classrooms. The student will:

1. Complete 8 weeks of student teaching, following the mentor teacher's daily schedule, including lesson planning and presentation.

Mentor Teachers will:

1. Complete two observations of the student teacher's lessons.
2. Complete an evaluation at the end of the student teaching.

ED 420 – K-6 Student Teaching

Directed and supervised student teaching in a K-6 classroom for a minimum of 8 weeks. The student will:

1. Complete 8 weeks of Student Teaching, following the mentor teacher's daily schedule, including lesson planning and presentation.
2. Complete another 8 weeks in an area of emphasis (MS English, MS History, MS Math, SPED, Early Childhood Unified.)

Mentor Teachers will:

3. Complete two observations of the student teacher's lessons in each eight-week setting.
4. Complete an evaluation at the end of each Student Teaching placement.
5. Complete a professional conduct and dispositions evaluation of the student.

ED 430 – Student Teaching in Birth-Grade Three

Directed and supervised Student Teaching in a kindergarten through grade three educational setting. The student will:

1. Complete 16 weeks of Student Teaching, following the mentor teacher's daily schedule, including lesson planning and presentation.

Mentor Teachers will:

1. Complete four observations of the student teacher's lessons.
2. Complete two evaluations of the student teacher (mid-term and final).
3. Complete a professional conduct and dispositions evaluation of the student.

ED 440 – Student Teaching in Grades P-12

Directed and supervised Student Teaching in a PreK-12 grade setting with content in art, music, physical education, or modern language. The student will:

1. Complete 8 weeks of Student Teaching at elementary or secondary, following the mentor teacher's daily schedule, including lesson planning and presentation.
2. Complete another 8 weeks at another level (elementary or secondary).
3. Some teachers will complete 16 weeks doing both elementary and secondary during the same day, following the mentor teacher's daily schedule, including lesson planning and presentation.

Mentor Teachers will:

1. Complete two observations (four, if they are doing 16 weeks) of the student teacher's lessons.
2. Complete an evaluation at the end of the Student Teaching.
3. Complete a professional conduct and dispositions evaluation of the student.

SE 456 – Special Education Practicum

Directed and supervised intensive teaching experiences with children with mild/moderate disabilities in educational settings which include preschool/elementary age children. The student will complete a series of activities related to resource room and inclusive classroom settings under the supervision of a highly qualified special education teacher.

ED 464 – ESOL Practicum

A supervised clinical experience with three ESOL learners of different levels (one elementary level learner, one middle level learner, and one secondary level learner). Students administer tests, analyze data, determine the learners' strengths and weaknesses, develop instructional plans for each learner, select and implement appropriate strategies and materials, and assess progress towards instructional goals using skills developed as critical and reflective professionals. Appropriate conduct is maintained with parents and classroom teachers with oral or written reports as deemed appropriate.

Student Teacher Summary Evaluation Form

The Summary Evaluation for Teacher Candidates is to be completed by the Mentor Teacher and the University Supervisor at the end of each student teaching field experience (and at midterm of a 16-week placement). The purpose of the form is to evaluate the preservice teacher based upon the categories of the evaluation (Learner and Learning; Content Knowledge; Instructional Practice; and Professional Responsibility). Based on formal and informal observations, it should take the Mentor Teacher or University Supervisor approximately 35-45 minutes to complete this form. If you have questions regarding the form or regarding the submission of this form, please contact the Director of Student Field Experiences at Washburn University (785-270-1473). Thank you in advance for hosting our Washburn Teacher Candidate in your classroom this semester and for completing this summary evaluation. Your feedback is valuable to our students and to our teacher education program.

Student Teaching Site:

School Name

Placement Level

Evaluator's Role:
US=University Supervisor
MT=Mentor Teacher

Teacher Candidate Name:

First Name

Last Name

Evaluator's Name:

First Name

Last Name

Evaluator's Email: *

example@example.com

Type of Evaluation:

CONSTRUCT 1: LEARNER AND LEARNING

Kansas College/Career Ready Standards: 1, 2, 3, 4, 5, 7, and 8 InTASC Standards:
1, 2, and 3

1.1a The teacher candidate plans instruction based on learning needs of all diverse learners, including those with exceptionalities.

- 1.1a – Target – Observations and data indicate that the candidate plans instruction that is based on the needs of all diverse learners, uses a variety of teaching approaches and resources, and adapts plans and instructions to meet all students' learning needs.
- 1.1a– Developing – Observations and data indicate that the candidate plans instruction that is partially based on the needs of all diverse learners, incorporates several teaching approaches and resources, and provides some adaptations for students' learning needs.
- 1.1a – Unacceptable – Observations and data indicate the candidate does not or infrequently plans instruction based on the needs of all diverse learners, relies on a single teaching approach or resource, and the adaptation of instruction is often inappropriate for the students' learning needs.

1.1b The teacher candidate plans instruction based on learning needs of all diverse learners, including those with exceptionalities.

- 1.1b – Target – Observations and data indicate the candidate uses multiple teaching approaches and resources. (Equity Pedagogy)
- 1.1b – Developing – Observations and data indicate the candidate incorporates more than one teaching approach and uses several resources when teaching. (Equity Pedagogy)
- 1.1b – Unacceptable – Observations and data indicate the candidate relies on a single teaching approach or resource. (Equity Pedagogy)

1.1c The teacher candidate plans instruction based on learning needs of all diverse learners, including those with exceptionalities.

- 1.1c – Target – Observations and data indicate the candidate adapts plans and instruction to meet all learners' learning needs. (Equity Pedagogy)
- 1.1c – Developing – Observations and data indicate the candidate provides some adaptations for learners' learning needs. (Equity Pedagogy)
- 1.1c – Unacceptable – Observations and data indicate the candidate's adaptations of instruction are often not suited for the learners' learning needs.. (Equity Pedagogy)

1.2a. The teacher candidate nurtures individual differences to establish a positive classroom culture.

- 1.2a – Target – Observations and data indicate that the candidate spends time and effort to learn about students as individuals and as learners, then regularly incorporates this knowledge to create a positive culture of respect and rapport that meets the needs of students. (Prejudice Reduction)
- 1.2a – Developing – Observations and data indicate that the candidate takes partial steps to learning about students as individual and as learners, and begins to use this knowledge to create a positive culture that meets the needs of all students. (Prejudice Reduction)
- 1.2a – Unacceptable – Observations and data indicate that the candidate does not or infrequently takes time to learn about students as individuals and learners and incorporates that knowledge to create a classroom culture of respect and rapport to meet the needs of all students. (Prejudice Reduction)

1.3a. The teacher candidate establishes a classroom environment conducive to learning.

- 1.3a – Target – Observations and data indicate that the candidate regularly collaborates with students to promote student ownership of the learning and regularly maintains a safe, respectful, and engaging learning environment.
- 1.3a – Developing – Observations and data indicate that the candidate is beginning to collaborate with students to promote student ownership of the learning and how to maintain a safe, respectful, and engaging learning environment.
- 1.3.a – Unacceptable – Observations and data indicate that the candidate does not or infrequently collaborates with students to promote student ownership of the learning and does not or infrequently maintain a safe, respectful, and engaging learning environment.

1.3b. The teacher candidate establishes a classroom environment conducive to learning.

- 1.3b – Target – Observations and data indicate that the candidate regularly maintains a safe, respectful, and engaging learning environment where all learners experience equal status. (Empowering School Culture and Social Structure)
- 1.3b – Developing – Observations and data indicate that the candidate is beginning to maintain a safe, respectful, and engaging learning environment where all learners experience equal status. (Empowering School Culture and Social Structure)
- 1.3.b – Unacceptable – Observations and data indicate that the candidate does not or infrequently maintains a safe, respectful, and engaging learning environment where all learners experience equal status.

CONSTRUCT 2: INSTRUCTION

Kansas College/Career Ready Standards: 1, 2, 3, 4, 5, 7, and 8. InTASC Standards:
4, 5, 7, and 8

2.1a The teacher candidate demonstrates a thorough knowledge of content.

- 2.1a – Target – Observations and data indicate that the candidate displays knowledge of the important content in the discipline and uses multiple representations and explanations and understands how these relate to each other.
- 2.1a – Developing – Observations and data indicate that the candidate displays limited knowledge of the important content in the discipline.
- 2.1a – Unacceptable – Observations and data indicate that the candidate does not or infrequently displays knowledge of the important content in the discipline.

2.1b The teacher candidate demonstrates a thorough knowledge of content.

- 2.1b – Target – Observations and data indicate that the candidate is able to identify learner misconceptions and is able to encourage conceptual change that helps learners revise inaccurate thinking about content.
- 2.1b – Developing – Observations and data indicate that the candidate is able to identify learner misconceptions, but is unable to help learners' revise inaccurate thinking about content.
- 2.1b – Unacceptable – Observations and data indicate that the candidate does not or infrequently identifies learner misconceptions of content.

2.1c The teacher candidate demonstrates a thorough knowledge of content.

- 2.1c – Target – Observations and data indicate the candidate regularly uses strategies to build a deep understanding of content for all learners.
- 2.1c – Developing – Observations and data indicate that the candidate is beginning to build understanding of content for all learners.
- 2.1c – Unacceptable – Observations and data indicate that the candidate does not or infrequently uses strategies to build understanding of content for all learners.

2.1d The teacher candidate demonstrates a thorough knowledge of content.

- 2.1d – Target – Observations and data indicate the candidate incorporates perspectives and cultural experiences, histories, or representations of diverse groups in order to explain/teach key content concepts and skills. (Content Integration/Prejudice Reduction.)
- 2.1d – Developing – Observations and data indicate that the candidate includes minimal cultural experiences, histories, or representations from diverse groups in order to teach key content concepts and skills (Content Integration/Prejudice Reduction)
- 2.1d – Unacceptable – Observations and data indicate that the candidate does not include cultural experiences, histories, or representations from diverse groups in order to teach key content concepts and skills. (Content Integration/Prejudice Reduction)

2.2a The teacher candidate provides a variety of innovative applications of knowledge, including technology.

- 2.2a – Target – Observations and data indicate that the candidate regularly uses problem solving, critical thinking skills, real world application of content, and technology to explore and deliver content.
- 2.2a – Developing – Observations and data indicate that the candidate uses limited problem solving, critical thinking skills, real world application of content, and technology to explore and deliver content.
- 2.2a – Unacceptable – Observations and data indicate that the candidate does not or infrequently uses problem solving, critical thinking skills, real world application of content, and technology to explore and deliver content.

2.2b The teacher candidate provides a variety of innovative applications of knowledge, including technology.

- 2.2b – Target – Observations and data indicate that the candidate consistently provides opportunities for learners to use collaboration, higher order thinking skills and problem solving in order to challenge implicit assumptions or biases embedded in content learned. (Knowledge Construction)
- 2.2b – Developing – Observations and data indicate that the candidate provides opportunities for learners to use collaboration, high order thinking skills, and problem solving order to challenge implicit assumptions or biases embedded in content learned, but is not consistent in this practice. (Knowledge Construction)
- 2.2b – Unacceptable – Observations and data indicate that the candidate does not or infrequently provides opportunities for learners to use collaboration, high order thinking skills, and problem solving in order to challenge implicit assumptions or biases embedded in the content learned. (Knowledge Construction)

2.3a The teacher candidate utilizes technology to engage and challenge learners in a variety of learning situations..

- 2.3a – Target – Observations and data indicate that the candidate regularly uses appropriate technology to engage and challenge learners in real world application to explore and deliver content.
- 2.3a – Developing – Observations and data indicate that the candidate uses limited technology or unsuitable/inappropriate technology to engage and challenge learners in a variety of learning situations.
- 2.3a – Unacceptable – Observations and data indicate that the candidate does not or infrequently uses technology to engage and challenge learners in a variety of learning situations.

2.3b The teacher candidate utilizes technology to engage and challenge learners in a variety of learning situations..

- 2.3b – Target – Observations and data indicate that the candidate routinely uses resources, technology, and the teaching materials to support instruction that reflects cultural experiences of diverse groups. (Content Integration)
- 2.3b – Developing – Observations and data indicate that the candidate minimally uses resources, technology, and other teaching materials to support instruction that reflects cultural experiences of diverse groups. (Content Integration)
- 2.3b – Unacceptable – Observations and data indicate that the candidate does not or infrequently uses resources, technology, and other teaching materials to support instruction that reflects cultural experiences of diverse groups. (Content Integration)

CONSTRUCT 3: INSTRUCTIONAL PRACTICES

Kansas College/Career Ready Standards: 5, 6, and 8 InTASCStandards: 5, 6, 7, and

3.1a The teacher candidate uses methods and techniques that are effective in meeting student needs. :

- 3 – Target – Observations and data indicate that the candidate regularly plans rigorous and challenging activities using objectives that align with district, state, and national standards to meet the needs of all learners.
- 2 – Developing – Observations and data indicate that the candidate plans activities that partially connect with district, state, and national standards to meet the needs of learners.
- 1 – Unacceptable – Observations and data indicate that the candidate does not or infrequently plans activities that connect with district, state, and national standards to meet the needs of learners.

3.2a The teacher candidate selects and uses appropriate assessments to measure learner progress.

- 3.2a – Target – Observations and data indicate that the candidate regularly provides multiple opportunities for students to demonstrate learning by using a variety of assessments.
- 3.2a – Developing – Observations and data indicate that the candidate provides limited opportunities for students to demonstrate learning by using a variety of assessments.
- 3.2a – Unacceptable – Observations and data indicate that the candidate does not or infrequently provides basic opportunities to demonstrate learning by using a variety of assessments.

3.2b The teacher candidate selects and uses appropriate assessments to measure learner progress.

- 3.2b – Target – Observations and data indicate that the candidate knows how to interpret and/or share assessment information with all learners and/or their families in ways that support continued learning. (Equity Pedagogy).
- 3.2b – Developing – Observations and data indicate that the candidate is beginning to know how to interpret and/or share assessment information with learners and/or their families in ways that support continued learning. (Equity Pedagogy)
- 3.2b – Unacceptable – Observations and data indicate that the candidate is unable to interpret and/or share assessment information with all learners and/or their families in ways that support continued learning. (Equity Pedagogy)

3.3a The teacher candidate selects and uses appropriate assessments to inform instruction.

- 3.3a – Target – Observations and data indicate that the candidate regularly uses student assessment data to inform future instruction.
- 3.3a – Developing – Observations and data indicate that the candidate is beginning to use student assessment data to inform future instruction.
- 3.3a– Unacceptable – Observations and data indicate that the candidate does not or infrequently uses student assessment data to inform future instruction.

3.4a The teacher candidate delivers comprehensive instruction for students.

- 3.4a – Target – Observations and data indicate that the candidate regularly uses a variety of strategies including available technology to engage and challenge students in a variety of learning situations.
- 3.4a – Developing – Observations and data indicate that the candidate uses some strategies and available technology to engage and challenge students.
- 3.4a – Unacceptable – Observations and data indicates that the candidate did not or infrequently uses strategies and available technologies to engage students in the learning process

3.4b The teacher candidate delivers comprehensive instruction for students.

- 3.4b – Target – Observations and data indicate that the candidate consistently combines multiple approaches to instruction (i.e., direct instruction, inquiry-based instruction, interactive instruction, or exploratory/discovery instruction) so that all learners have opportunities to learn.
- 3.4b – Developing – Observations and data indicate that the candidate combines different approaches to instruction (e.g., direct instruction, inquiry-based instruction, interactive instruction, or exploratory/discovery instruction), but is not consistent in this practice. (Equity Pedagogy)
- 3.4b – Unacceptable – Observations and data indicates that the candidate does not or infrequently uses multiple approaches to instruction (e.g., direct instruction, inquiry, exploration, etc.) and tends to rely on a single approach to instruction. (Equity Pedagogy)

CONSTRUCT 4: PROFESSIONAL RESPONSIBILITY

Kansas College/Career Ready Standards: 9 and 10 InTASC Standards:9 and 10

4.1a The teacher candidate engages in reflection.

- 4.1a – Target – Observations and data indicate that the candidate regularly reflects on his/her practice and seeks opportunities for improvement.
- 4.1a – Developing – Observations and data indicate that the candidate is beginning to reflect on practices and is aware of opportunities for improvement.
- 4.1a – Unacceptable – Observations and data indicate that the candidate does not or infrequently reflects on his/her practices.

4.2a The teacher candidate engages in continuous professional development.

- 4.2a – Target – Observations and data indicate that the candidate engages in ongoing, purposeful professional development relevant to student learning.
- 4.2a – Developing – Observations and data indicate that the candidate is beginning to participate in ongoing professional development relevant to student learning.
- 4.2 – Unacceptable – Observations and data indicate that the candidate does not or infrequently participates in professional development.

4.3a The teacher candidate participates in collaboration.

- 4.3a – Target – Observations and data indicate that the candidate regularly communicates with his/her mentor teacher and other school professionals about school issues, including instruction.
- 4.3a – Developing – Observations and data indicate that the candidate is beginning to communicate with his/her mentor teacher and other teachers about school issues, including instruction.
- 4.3a – Unacceptable – Observations and data indicate that the candidate does not or infrequently communicates with his/her mentor teacher and other teachers about school issues, including instruction.

4.3b The teacher candidate participates in collaboration.

- 4.3b – Target – Observations and data indicate that the candidate possesses verbal and nonverbal communication skills that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners and their families bring to the learning environment and is able to use these skills to facilitate adult–adult and adult–learner collaboration. (Prejudice Reduction)
- 4.3b – Developing – Observations and data indicate that the candidate possesses verbal and nonverbal communication skills that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners and their families bring to the learning environment. (Prejudice Reduction).
- 4.3b – Unacceptable – Observations and data indicate that the candidate does not possess verbal and nonverbal communication skills that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners and their families bring to the learning environment. (Prejudice Reduction)

4.4a The teacher candidate takes advantage of leadership opportunities.

- 4.4a – Target – Observations and data indicates that the candidate regularly demonstrates leadership skills by initiating, advocating, and leading activities to improve and support student learning.
- 4.4a – Developing – Observations and data indicate that the candidate is beginning to demonstrate some leadership skills by initiating, advocating, or leading activities.
- 4.4a – Unacceptable – Observations and data indicate that the candidate does not or infrequently demonstrates leadership skills by initiating, advocating, and/or leading activities.

Please make any comments regarding any of the areas above in the box below:

Submit

Appendix C: Field Experience Teacher Summary Evaluation

Field Experience Student Teacher Summary Evaluation

The Field Experience Student Summary Evaluation is to be completed by a Mentor Teacher or a University Supervisor who observes a field experience practicum student. The purpose of this form is to evaluate the preservice teacher based upon the categories of the evaluation (Learner and Learning; Content Knowledge; Instructional Practice; and Professional Responsibility). Based on formal and informal observations, it should take the evaluator approximately 35–45 minutes to complete this form. If you have questions regarding the form or regarding the submission of this form, please contact the Director of Student Field Experiences at Washburn University (785–270–1473).

Student Teaching Site:

School Name

Placement Level

Evaluator's Role:
US=University Supervisor
MT=Mentor Teacher

Teacher Candidate Name:

First Name

Last Name

Evaluator's Name:

First Name

Last Name

Evaluator's Email: *

example@example.com

Type of Evaluation:

Placement Type

CONSTRUCT 1: LEARNER AND LEARNING

Kansas College/Career Ready Standards: 1, 2, 3, 4, 5, 7, and 8 InTASC Standards:
1, 2, and 3

1.1a The teacher candidate plans instruction based on learning needs of all diverse learners, including those with exceptionalities.

- 1.1a – Target – Observations and data indicate that the candidate plans instruction that is based on the needs of all diverse learners, uses a variety of teaching approaches and resources, and adapts plans and instructions to meet all students' learning needs.
- 1.1a– Developing – Observations and data indicate that the candidate plans instruction that is partially based on the needs of all diverse learners, incorporates several teaching approaches and resources, and provides some adaptations for students' learning needs.
- 1.1a – Unacceptable – Observations and data indicate the candidate does not or infrequently plans instruction based on the needs of all diverse learners, relies on a single teaching approach or resource, and the adaptation of instruction is often inappropriate for the students' learning needs.

1.1b The teacher candidate plans instruction based on learning needs of all diverse learners, including those with exceptionalities.

- 1.1b – Target – Observations and data indicate the candidate uses multiple teaching approaches and resources. (Equity Pedagogy)
- 1.1b – Developing – Observations and data indicate the candidate incorporates more than one teaching approach and uses several resources when teaching. (Equity Pedagogy)
- 1.1b – Unacceptable – Observations and data indicate the candidate relies on a single teaching approach or resource. (Equity Pedagogy)

1.1c The teacher candidate plans instruction based on learning needs of all diverse learners, including those with exceptionalities.

- 1.1c – Target – Observations and data indicate the candidate adapts plans and instruction to meet all learners' learning needs. (Equity Pedagogy)
- 1.1c – Developing – Observations and data indicate the candidate provides some adaptations for learners' learning needs. (Equity Pedagogy)
- 1.1c – Unacceptable – Observations and data indicate the candidate's adaptations of instruction are often not suited for the learners' learning needs.. (Equity Pedagogy)

1.2a. The teacher candidate nurtures individual differences to establish a positive classroom culture.

- 1.2a – Target – Observations and data indicate that the candidate spends time and effort to learn about students as individuals and as learners, then regularly incorporates this knowledge to create a positive culture of respect and rapport that meets the needs of students. (Prejudice Reduction)
- 1.2a – Developing – Observations and data indicate that the candidate takes partial steps to learning about students as individual and as learners, and begins to use this knowledge to create a positive culture that meets the needs of all students. (Prejudice Reduction)
- 1.2a – Unacceptable – Observations and data indicate that the candidate does not or infrequently takes time to learn about students as individuals and learners and incorporates that knowledge to create a classroom culture of respect and rapport to meet the needs of all students. (Prejudice Reduction)

1.3a. The teacher candidate establishes a classroom environment conducive to learning.

- 1.3a – Target – Observations and data indicate that the candidate regularly collaborates with students to promote student ownership of the learning and regularly maintains a safe, respectful, and engaging learning environment.
- 1.3a – Developing – Observations and data indicate that the candidate is beginning to collaborate with students to promote student ownership of the learning and how to maintain a safe, respectful, and engaging learning environment.
- 1.3.a – Unacceptable – Observations and data indicate that the candidate does not or infrequently collaborates with students to promote student ownership of the learning and does not or infrequently maintain a safe, respectful, and engaging learning environment.

1.3b. The teacher candidate establishes a classroom environment conducive to learning.

- 1.3b – Target – Observations and data indicate that the candidate regularly maintains a safe, respectful, and engaging learning environment where all learners experience equal status. (Empowering School Culture and Social Structure)
 - 1.3b – Developing – Observations and data indicate that the candidate is beginning to maintain a safe, respectful, and engaging learning environment where all learners experience equal status. (Empowering School Culture and Social Structure)
 - 1.3.b – Unacceptable – Observations and data indicate that the candidate does not or infrequently maintains a safe, respectful, and engaging learning environment where all learners experience equal status.
-

CONSTRUCT 2: INSTRUCTION

Kansas College/Career Ready Standards: 1, 2, 3, 4, 5, 7, and 8. InTASC Standards:
4, 5, 7, and 8

2.1a The teacher candidate demonstrates a thorough knowledge of content.

- 2.1a – Target – Observations and data indicate that the candidate displays knowledge of the important content in the discipline and uses multiple representations and explanations and understands how these relate to each other.
- 2.1a – Developing – Observations and data indicate that the candidate displays limited knowledge of the important content in the discipline.
- 2.1a – Unacceptable – Observations and data indicate that the candidate does not or infrequently displays knowledge of the important content in the discipline.

2.1b The teacher candidate demonstrates a thorough knowledge of content.

- 2.1b – Target – Observations and data indicate that the candidate is able to identify learner misconceptions and is able to encourage conceptual change that helps learners revise inaccurate thinking about content.
- 2.1b – Developing – Observations and data indicate that the candidate is able to identify learner misconceptions, but is unable to help learners' revise inaccurate thinking about content.
- 2.1b – Unacceptable – Observations and data indicate that the candidate does not or infrequently identifies learner misconceptions of content.

2.1c The teacher candidate demonstrates a thorough knowledge of content.

- 2.1c – Target – Observations and data indicate the candidate regularly uses strategies to build a deep understanding of content for all learners.
- 2.1c – Developing – Observations and data indicate that the candidate is beginning to build understanding of content for all learners.
- 2.1c – Unacceptable – Observations and data indicate that the candidate does not or infrequently uses strategies to build understanding of content for all learners.

2.1d The teacher candidate demonstrates a thorough knowledge of content.

- 2.1d – Target – Observations and data indicate the candidate incorporates perspectives and cultural experiences, histories, or representations of diverse groups in order to explain/teach key content concepts and skills. (Content Integration/Prejudice Reduction.)
- 2.1d – Developing – Observations and data indicate that the candidate includes minimal cultural experiences, histories, or representations from diverse groups in order to teach key content concepts and skills (Content Integration/Prejudice Reduction)
- 2.1d – Unacceptable – Observations and data indicate that the candidate does not include cultural experiences, histories, or representations from diverse groups in order to teach key content concepts and skills. (Content Integration/Prejudice Reduction)

2.2a The teacher candidate provides a variety of innovative applications of knowledge, including technology.

- 2.2a – Target – Observations and data indicate that the candidate regularly uses problem solving, critical thinking skills, real world application of content, and technology to explore and deliver content.
- 2.2a – Developing – Observations and data indicate that the candidate uses limited problem solving, critical thinking skills, real world application of content, and technology to explore and deliver content.
- 2.2a – Unacceptable – Observations and data indicate that the candidate does not or infrequently uses problem solving, critical thinking skills, real world application of content, and technology to explore and deliver content.

2.2b The teacher candidate provides a variety of innovative applications of knowledge, including technology.

- 2.2b – Target – Observations and data indicate that the candidate consistently provides opportunities for learners to use collaboration, higher order thinking skills and problem solving in order to challenge implicit assumptions or biases embedded in content learned. (Knowledge Construction)
- 2.2b – Developing – Observations and data indicate that the candidate provides opportunities for learners to use collaboration, high order thinking skills, and problem solving order to challenge implicit assumptions or biases embedded in content learned, but is not consistent in this practice. (Knowledge Construction)
- 2.2b – Unacceptable – Observations and data indicate that the candidate does not or infrequently provides opportunities for learners to use collaboration, high order thinking skills, and problem solving in order to challenge implicit assumptions or biases embedded in the content learned. (Knowledge Construction)

2.3a The teacher candidate utilizes technology to engage and challenge learners in a variety of learning situations..

- 2.3a – Target – Observations and data indicate that the candidate regularly uses appropriate technology to engage and challenge learners in real world application to explore and deliver content.
- 2.3a – Developing – Observations and data indicate that the candidate uses limited technology or unsuitable/inappropriate technology to engage and challenge learners in a variety of learning situations.
- 2.3a – Unacceptable – Observations and data indicate that the candidate does not or infrequently uses technology to engage and challenge learners in a variety of learning situations.

2.3b The teacher candidate utilizes technology to engage and challenge learners in a variety of learning situations..

- 2.3b – Target – Observations and data indicate that the candidate routinely uses resources, technology, and the teaching materials to support instruction that reflects cultural experiences of diverse groups. (Content Integration)
- 2.3b – Developing – Observations and data indicate that the candidate minimally uses resources, technology, and other teaching materials to support instruction that reflects cultural experiences of diverse groups. (Content Integration)
- 2.3b – Unacceptable – Observations and data indicate that the candidate does not or infrequently uses resources, technology, and other teaching materials to support instruction that reflects cultural experiences of diverse groups. (Content Integration)

CONSTRUCT 3: INSTRUCTIONAL PRACTICES

Kansas College/Career Ready Standards: 5, 6, and 8 InTASCStandards: 5, 6, 7, and

3.1a The teacher candidate uses methods and techniques that are effective in meeting student needs. :

- 3 – Target – Observations and data indicate that the candidate regularly plans rigorous and challenging activities using objectives that align with district, state, and national standards to meet the needs of all learners.
- 2 – Developing – Observations and data indicate that the candidate plans activities that partially connect with district, state, and national standards to meet the needs of learners.
- 1 – Unacceptable – Observations and data indicate that the candidate does not or infrequently plans activities that connect with district, state, and national standards to meet the needs of learners.

3.2a The teacher candidate selects and uses appropriate assessments to measure learner progress.

- 3.2a – Target – Observations and data indicate that the candidate regularly provides multiple opportunities for students to demonstrate learning by using a variety of assessments.
- 3.2a – Developing – Observations and data indicate that the candidate provides limited opportunities for students to demonstrate learning by using a variety of assessments.
- 3.2a – Unacceptable – Observations and data indicate that the candidate does not or infrequently provides basic opportunities to demonstrate learning by using a variety of assessments.

3.2b The teacher candidate selects and uses appropriate assessments to measure learner progress.

- 3.2b – Target – Observations and data indicate that the candidate knows how to interpret and/or share assessment information with all learners and/or their families in ways that support continued learning. (Equity Pedagogy).
- 3.2b – Developing – Observations and data indicate that the candidate is beginning to know how to interpret and/or share assessment information with learners and/or their families in ways that support continued learning. (Equity Pedagogy)
- 3.2b – Unacceptable – Observations and data indicate that the candidate is unable to interpret and/or share assessment information with all learners and/or their families in ways that support continued learning. (Equity Pedagogy)

3.3a The teacher candidate selects and uses appropriate assessments to inform instruction.

- 3.3a – Target – Observations and data indicate that the candidate regularly uses student assessment data to inform future instruction.
- 3.3a – Developing – Observations and data indicate that the candidate is beginning to use student assessment data to inform future instruction.
- 3.3a– Unacceptable – Observations and data indicate that the candidate does not or infrequently uses student assessment data to inform future instruction.

3.4a The teacher candidate delivers comprehensive instruction for students.

- 3.4a – Target – Observations and data indicate that the candidate regularly uses a variety of strategies including available technology to engage and challenge students in a variety of learning situations.
- 3.4a – Developing – Observations and data indicate that the candidate uses some strategies and available technology to engage and challenge students.
- 3.4a – Unacceptable – Observations and data indicates that the candidate did not or infrequently uses strategies and available technologies to engage students in the learning process

3.4b The teacher candidate delivers comprehensive instruction for students.

- 3.4b – Target – Observations and data indicate that the candidate consistently combines multiple approaches to instruction (i.e., direct instruction, inquiry-based instruction, interactive instruction, or exploratory/discovery instruction) so that all learners have opportunities to learn.
- 3.4b – Developing – Observations and data indicate that the candidate combines different approaches to instruction (e.g., direct instruction, inquiry-based instruction, interactive instruction, or exploratory/discovery instruction), but is not consistent in this practice. (Equity Pedagogy)
- 3.4b – Unacceptable – Observations and data indicates that the candidate does not or infrequently uses multiple approaches to instruction (e.g., direct instruction, inquiry, exploration, etc.) and tends to rely on a single approach to instruction. (Equity Pedagogy)

CONSTRUCT 4: PROFESSIONAL RESPONSIBILITY

Kansas College/Career Ready Standards: 9 and 10 InTASC Standards:9 and 10

4.1a The teacher candidate engages in reflection.

- 4.1a – Target – Observations and data indicate that the candidate regularly reflects on his/her practice and seeks opportunities for improvement.
- 4.1a – Developing – Observations and data indicate that the candidate is beginning to reflect on practices and is aware of opportunities for improvement.
- 4.1a – Unacceptable – Observations and data indicate that the candidate does not or infrequently reflects on his/her practices.

4.2a The teacher candidate engages in continuous professional development.

- 4.2a – Target – Observations and data indicate that the candidate engages in ongoing, purposeful professional development relevant to student learning.
- 4.2a – Developing – Observations and data indicate that the candidate is beginning to participate in ongoing professional development relevant to student learning.
- 4.2 – Unacceptable – Observations and data indicate that the candidate does not or infrequently participates in professional development.

4.3a The teacher candidate participates in collaboration.

- 4.3a – Target – Observations and data indicate that the candidate regularly communicates with his/her mentor teacher and other school professionals about school issues, including instruction.
- 4.3a – Developing – Observations and data indicate that the candidate is beginning to communicate with his/her mentor teacher and other teachers about school issues, including instruction.
- 4.3a – Unacceptable – Observations and data indicate that the candidate does not or infrequently communicates with his/her mentor teacher and other teachers about school issues, including instruction.

4.3b The teacher candidate participates in collaboration.

- 4.3b – Target – Observations and data indicate that the candidate possesses verbal and nonverbal communication skills that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners and their families bring to the learning environment and is able to use these skills to facilitate adult–adult and adult–learner collaboration. (Prejudice Reduction)
- 4.3b – Developing – Observations and data indicate that the candidate possesses verbal and nonverbal communication skills that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners and their families bring to the learning environment. (Prejudice Reduction).
- 4.3b – Unacceptable – Observations and data indicate that the candidate does not possess verbal and nonverbal communication skills that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners and their families bring to the learning environment. (Prejudice Reduction)

4.4a The teacher candidate takes advantage of leadership opportunities.

- 4.4a – Target – Observations and data indicates that the candidate regularly demonstrates leadership skills by initiating, advocating, and leading activities to improve and support student learning.
- 4.4a – Developing – Observations and data indicate that the candidate is beginning to demonstrate some leadership skills by initiating, advocating, or leading activities.
- 4.4a – Unacceptable – Observations and data indicate that the candidate does not or infrequently demonstrates leadership skills by initiating, advocating, and/or leading activities.

Please make any comments regarding any of the areas above in the box below:

Submit

Appendix D:

Washburn University Department of Education

Professional Dispositions and Conduct Evaluation

The following dispositional characteristics have been developed for use in the Washburn University Department of Education. This evaluation will be used when considering admission to the program and as an evaluation tool during many education courses, particularly during Student Teaching. It may also be used as a self-evaluation for students at various stages of their training. After thoughtful consideration of the student, the evaluation should take approximately 5-10 minutes to complete. Thank you in advance for hosting our students and taking the time to fill out this evaluation. We appreciate and value your input into the success of our students.

Student Name Printed

Date

Student Signature

Mentor Teacher/University Supervisor Signature

Date

- Self-Evaluation
- Mid-Term Evaluation
- Summary Evaluation
- Other: _____

| Disposition | Unacceptable | Developing | Target |
|----------------------------------|--|--|---|
| Attitude Toward Education | <u> </u> 1 The student is not inner directed and needs to be reflective, and optimistic about the influence of education on all students. | <u> </u> 2 The student is beginning to be inner directed, but needs to be more reflective, and optimistic about the influence of education on all students. | <u> </u> 3 The student is inner directed, reflective, and optimistic about the influence of education on all students. |
| Teacher and Learner | <u> </u> 1 The student does not view himself/herself as both a teacher and a learner and does not seeks to enhance his/her own professional development. | <u> </u> 2 The student is beginning to see himself/herself as both a teacher and a learner and is sometimes looking for ways to enhance his/her own professional development. | <u> </u> 3 The student views himself/herself as both a teacher and a learner and seeks to enhance his/her own professional development. |
| Embraces Diversity | <u> </u> 1 The student does not appear to be very accepting of diversity among people and does not make decisions and adaptations that reflect a commitment to fairness and education equity among students, especially those with exceptionalities. | <u> </u> 2 The student appears to be accepting of diversity among people and is learning to make decisions and adaptations that reflect a commitment to fairness and education equity among students, including those with exceptionalities. | <u> </u> 3 The student is accepting of diversity among people and makes decisions and adaptations that reflect a commitment to fairness and education equity among students, including those with exceptionalities. |

| | | | |
|-----------------------------|--|--|---|
| Student Development | ___1 The student rarely supports policies and practices that promote student safety, development and welfare, and is not consistent in following through with policies and practices. | ___2 The student supports policies and practices that promote student safety, development and welfare, but is not always consistent in following through with the policies and practices. | ___3 The student supports policies and practices that promote student safety, development and welfare, following through with policies and practices. |
| Responsible | ___1 The student is not punctual, reliable, or well prepared and is unwilling to assume responsibilities for duties and assignments. | ___2 The student is punctual, reliable, and well prepared many times and is sometimes willingly assumes responsibilities for duties and assignments. | ___3 The student is punctual, reliable, and well prepared, willingly assumes responsibilities for duties and assignments. |
| Integrity | ___1 The student is not honest or respectful in following established policies and procedures. The integrity of the student does not reflect positively on the teaching profession. | ___2 The student is seeking to follow established policies and procedures in an honest and respectful manner in order to develop an integrity that reflects positively on the teaching profession. | ___3 The student is consistently honest, respects and follows established policies and procedures, and maintains an integrity that reflects positively on the teaching profession. |
| Interpersonal Skills | ___1 The student demonstrates immature and ineffective interpersonal skills and does not accept constructive criticism in a positive manner. | ___2 The student is beginning to demonstrate maturity and effective inter-personal skills and sometimes accepts constructive criticism in a positive manner. | ___3 The student demonstrates maturity and effective interpersonal skills and accepts constructive criticism in a positive manner. |
| Communication | ___1 The student does not communicate well (verbally and nonverbally) with students, parents, colleagues and authority figures. The communication is also not appropriate for the teaching learning context. | ___2 The student is developing ways to communication (verbally and nonverbally) with students, parents, colleagues and authority figures, but the communication is not always appropriate for the teaching learning context. | ___3 The student communicates (verbally and nonverbally) with students, parents, colleagues, and authority figures in ways appropriate for the teaching and learning context. |
| Collaboration | ___1 The student's actions show a lack of respect and value for collaboration within the profession and fails to work collaboratively with families, colleagues, community, and/or authority figures. | ___2 The student appears to value collaboration within the profession and is respectful of collaboration, but fails to work collaboratively with families, colleagues, community, and/or authority figures. | ___3 The student values collaboration within the profession and is respectful of, and works collaboratively with families, colleagues, community, and/or authority figures. |
| Professionalism | ___1 The student rarely exhibits a professional appearance and behavior, including the lack of good grooming and proper attire as a professional representing Washburn University and the profession as a whole. | ___2 The student exhibits adequate professional appearance and behavior, including good grooming and proper attire many times, when representing Washburn University and the profession as a whole. | ___3 The student exhibits appropriate professional appearance and behavior, including good grooming and proper attire, when representing Washburn University and the profession as a whole. |

Appendix E: Lesson Plan Template

Student:

Grade Level:

Date:

Lesson Title:

| Kansas College and Career Ready Standards Addressed | Unit Goal(s), If Applicable | |
|---|--|-----------------|
| | | |
| | Lesson Objectives/Goals Identify Bloom's and/or Depth of Knowledge Levels | |
| | | |
| Key Vocabulary | Essential Questions | |
| | | |
| Safety Precautions | List of Resources/Materials/Technology | |
| | <u>Teacher</u> | <u>Students</u> |
| | | |
| Preassessment | | |
| | | |
| Introduction (Engage) | | |
| | | |
| Instructional Procedures (Explore/Explain/Expand) | | |
| | | |
| Informal or Formal Formative Assessments (Evaluate) | | |
| | | |
| Summative Assessment (Evaluate) | | |

| |
|--|
| |
| Closure |
| |
| Differentiation: Adaptations/Accommodations/Modifications |
| |
| SAMR – Provide SAMR Levels/Explain |
| |
| Reflection (Complete After Teaching) |
| |

Appendix F:

Lesson Observation and Feedback Form

Washburn Teacher Candidate: _____ Grade: _____ School: _____

Mentor Teacher: _____ University Supervisor: _____

Evaluator: _____ Date Observed: _____

Lesson Taught: _____

| Criteria | Observations | Feedback |
|---|---|-----------------|
| Lesson Plan: ___ Target ___ Developing ___ Unsatisfactory | <ul style="list-style-type: none"> • Presents well-organized lesson, • Knows subject matter, • Thoroughly completes lesson plan template, • Sends lesson plan to MT and US three days prior to teaching lesson, • Other: | |
| Materials: ___ Target ___ Developing ___ Unsatisfactory | <ul style="list-style-type: none"> • Integrates a variety of materials, resources, and/or technology to encourage student learning, • Incorporates visual aids to reinforce instruction, • Technology is used by students, • Technology is used by Washburn Teacher Candidate, • Materials and resources are prepared and organized prior to lesson, • Other: | |
| Instruction: ___ Target ___ Developing ___ Unsatisfactory | <ul style="list-style-type: none"> • Organized and prepared to teach, • Engages students during beginning, middle and end of lesson, • Models concepts/skills, • Guides student practice, • Poses thought provoking questions, • Provides interactive learning activities • Provides problem solving opportunities, • Effectively uses formative assessment (formal and informal), • Plans comprehensive summative evaluation, • Summarizes/synthesizes student responses, • Provides effective closure to lesson, • Other: | |

| | | |
|---|--|--|
| Classroom Management: <input type="checkbox"/> Target <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory | <ul style="list-style-type: none"> • Establishes and upholds behavioral expectations, • Effectively maintains students' focus on learning, • Provides direct and clearly stated directions, • Uses time effectively (students spend minimal time waiting; materials are ready, transitions are smooth, etc.), • Keeps students on task/proactively addresses off-task behaviors, • Promotes respectful and productive interactions among students, • Uses verbal and non-verbal communication skills (gestures/animation), • Positively reinforces appropriate student behavior, • Other: | |
| Professionalism: <input type="checkbox"/> Target <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory | <ul style="list-style-type: none"> • Professional and consistent management of class, • Accepts responsibilities as a teacher, • Completes duties promptly and accurately, • Demonstrates WU professional conduct and dispositions, • Effectively communicates with MT/US and students, • Demonstrates flexibility, • Is energetic and self-motivated, • Collaborates and seeks input from MT and/or US, • Treats students, MT/US and all school personnel with respect, • Demonstrates care and concern for students, • Other: | |
| Reflection: <input type="checkbox"/> Target <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory | <ul style="list-style-type: none"> • Reflects on evidence of student learning, • Able to reflect on lesson's strengths/weaknesses, • Ability to set goals based on reflections, • Other: | |

2/2020

