The Bethany College Education Department strives to instill in candidates the knowledge base teaching skills, as well as professional attitudes and values necessary to become exceptional, reflective teachers in a diverse culture.
The Education Department

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Front Cover Artwork by senior Noah Smucker, Art Education major
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PREFACE

**Bethany College Mission Statement:** The mission of Bethany College is to educate, develop, and challenge individuals to reach for truth and excellence as they lead lives of faith, learning, and service.

**Bethany College Education Department Mission Statement:** The Bethany College Education Department strives to instill in candidates the knowledge base, teaching skills, as well as professional attitudes and values necessary to become exceptional, reflective teachers in a diverse culture.

Bethany College has implemented programs for teacher preparation in its curriculum since its founding in 1881. Today, Bethany students can receive a degree leading to licensure at the elementary (K-6), secondary (6-12), and PreK-12 levels in a variety of disciplines. Candidates can also obtain licensure in added endorsement areas at the secondary and elementary levels, including Special Education High-Incidence and English Language Learners. The Teacher Education Program at Bethany is approved by the Kansas State Department of Education (KSDE) and is accredited by the National Council for the Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation (NCATE/CAEP). Thus, candidates can be assured that teacher education at Bethany meets state and national standards for excellence.

Education candidates at Bethany College are required to meet standards for licensure and graduation set by the Kansas State Department of Education and by the Education Department of the college. These standards have been developed to ensure that beginning teachers have the knowledge, skills, attitudes and values necessary for effective classroom teaching.

**The Bethany College Teacher Education Handbook and Assessment Manual** has been designed for candidates to clearly understand the teacher education process and become exceptional, reflective teachers in a diverse culture. In addition, information is provided to the partners in the process, specifically administrators, cooperating teachers, and college supervisors who closely monitor the progress of our teaching candidates. Included in the manual are the checkpoints and specific assessments for successful completion of the teaching program. Assessments are clearly tied to recent KSDE Standards and Bethany Education Department’s Conceptual Framework. Coursework is outlined in order for teaching candidates to successfully reach goals required for licensure in their content areas.
SECTION I

Bethany College
Teacher Education Program
Bethany College Education Department is dedicated in helping candidates acquire the knowledge, skills and attitudes necessary to become responsible, reflective, ethical professionals. The liberal arts at Bethany are integrated with the professional studies, academic majors, and clinical field experiences to help teaching candidates build a deep understanding of the subject matter, pedagogical knowledge, practical hands-on work with children, schools and communities, and the development of critical competencies in reaching a level of excellence and success. Bethany’s Teacher Education Program seeks to prepare qualified candidates for teaching positions in fields that are program approved through the Kansas State Department of Education with these objectives:

1. To encourage candidates to enter the teaching field, and be introduced to and develop the competencies and qualities associated with the Exceptional Teacher Model (ED100, ED200 and more)

2. To provide early experiences in elementary, middle level, and secondary classrooms through active field experience opportunities. Courses that require field experiences include ED200, ED305, ED315, ED327, ED328, ED341, ED342, ED343, ED346, and various methods courses including ACCK.

3. To support Interdisciplinary Studies coursework to fulfill the Writing Intensive [W], Research Intensive [R], and Religion [RL] components of liberal arts education.

4. To provide effective guidance services related to candidates’ academic goals and social concerns. (Campus support, advisor programs, and close monitoring by caring instructors).

5. To coordinate efforts on campus so that all teacher preparation programs are of sufficiently high quality to be eligible for Kansas State Department of Education approval and national accreditation through the National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation (*NCATE/CAEP).

NOTE: Bethany’s latest national accreditation was successfully completed in 2013 by NCATE. Currently, the department is transitioning to CAEP standards as they are developed.

6. To recommend for licensure those who have completed an approved program and have met all requirements for licensure.

*Bethany College is a member of the Associated Colleges of Central Kansas (ACCK). This organization, which began in 1965, is a consortium of six colleges (Bethany College, Lindsborg; Bethel College, Newton; Kansas Wesleyan University, Salina; McPherson College, McPherson; Sterling College; Sterling; and Tabor College, Hillsboro) which has, as its purpose, the development of cooperative programs which benefit the students of the colleges. Through ACCK, students complete the majority of the Special Education coursework and clinical practice, and Secondary Level Methods courses.
Teacher Education Coordinators

The organizational structure of the Education Department of Bethany College consists of a Chair person, appointed by the president. The Chair is the Unit Head responsible for the overall functions of the department with respect to state unit accreditation and program approval, national unit accreditation, and licensure of candidates. In addition, the department consists of Teacher Education Coordinators, faculty who are responsible for the teaching majors and/or endorsements in each department that has programs approved by the Kansas State Department of Education. One staff member serves as Licensure Officer.

Bethany College is a member of the Associated Colleges of Central Kansas (ACCK) consortium. Through ACCK, Bethany College’s Education Majors are able to complete coursework leading to licensure in Special Education High-Incidence Program at the K-6 and 6-12 grade levels. Elementary Education majors may choose to endorse in Special Education High-Incidence Pre-K-12. The Education Department faculty members, including Special Education, are:

Gretchen Norland, Ed.D  
Chair, Education Department
Michelle Barreiró, M.S.  
Coordinator Elementary Education
Alan English, M.I.S.  
Coordinator of Secondary Education
Mark Lucas, D.M.A.  
Vocal Music Education
Lillian Green, Ph.D.  
Instrumental Music Education
Luke McCormick, Ph.D.  
Chemistry Education
Joyce Pigge, D.A.  
Social Science Education
ACCK SPECIAL EDUCATION:  
Bev Schottler, Ed.D.  
Special Education Department Chair

Mark McDonald, Ph.D.  
Biology Education
Nelson Smith, M.F.A.  
Art Education
Eleanor Heimbaugh, M.F.A.  
Art Education, Ceramics and Sculpture
Jenni Kinnaird, Ph.D.  
Business Education
Pari Ford, Ph.D.  
Mathematics Education
Marcus Hensel  
English Education
Health & Physical Education / Exercise Science
Linda Conley  
Administrative Assistant & Licensure Officer

Teacher Education Coordinators (TEC) teach methods courses, other professional education courses, and content courses in each teaching major. They also advise teacher education majors and supervise clinical practice. In addition, members of the department represent their respective departments at TEC, returning information as necessary to the departments. TEC recruit interested candidates in the education program at Bethany College. TEC sets standards for eligibility for clinical practice and to screen applicants in accordance with those standards. They evaluate all programs leading to licensure to ensure that they meet state standards, including continuing progress of candidates within the program. TEC members actively participate and aid in the governance of the Teacher Education Program by reviewing data and making decisions regarding adjustments or changes to:

• The Conceptual Framework
• Coursework and Field/Clinical Experience
• Unit Operations
Criteria for Admission into Bethany College’s Teacher Education Program

Admission to Teacher Education

- Teaching candidate is at a sophomore standing
- Cumulative GPA of 2.5 or higher (including all transfer hours from all colleges attended)
- Cumulative GPA of 2.75 in Major (including courses taken in major)
- ED100 passed with a grade of C or higher
- ED200 passed with a grade of C or higher
- ED200 Field Experience Evaluation of 2.5 or higher
- Teaching Candidate Disposition(s) average of 2.5 or higher
- Submission of the Teacher Education Application after ED200 – APPENDIX D.

Approval or Conditional Acceptance by the Teacher Education Coordinators (TEC)

At the Spring TEC meeting, teaching candidates who have reached an equivalent sophomore level and qualify for the Admission to Teacher Education criteria (above), will be reviewed by TEC.

NOTE: Each candidate who applies for admission to the Teacher Education Program will be assessed on professional attitudes, demeanor, and overall capabilities as a prospective teacher. The conferral process with individual teaching candidates may be required for admission to the Teacher Education Program. A pattern of misconduct or lack of fulfilling criteria will be addressed with individual teaching candidates, which may delay or deny their admission to the teaching program. The candidate may follow the college policy if they wish to appeal the recommendations and decisions that are made by TEC and the Education Department Team (EDT).

Steps Following Conditional Acceptance – Education Department Team (EDT) decision

1.) Conditional Acceptance means that not all of the criteria has been successfully met at this point.

2.) Advisors/ instructors will review each candidate’s status by April enrollment: a cumulative GPA of 2.5, a GPA in the major of 2.75, teaching candidate dispositions average of 2.5, and passing course grades of C or higher.

3.) If the candidate has not met the criteria by the end of that semester in May, the advisors or instructors may recommend steps such as repeating courses, taking summer courses, reviewing the academic integrity policy and disposition evaluations, or contacting ACE for academic assistance, tutoring, or enrollment in support courses.

4.) In the following semester, those candidates who are still not meeting the criteria will be informed in writing, and required to meet with the Education Department Team. The candidate may be put on a contract/ intervention plan, or denied admission or terminated from the program – a decision that will be made by EDT.

5.) The EDT decision will be documented and signed in writing by EDT instructors and teaching candidate with consent, and further changes in major or changes in advisor forms may be recommended as needed.

Appeals Process: Upon denial of admission to the Teacher Education Program, the candidate may request an appearance before the Education Department to have their appeal heard. If the admission is still denied, the Education Department will supply the candidate with written reasons for the denial. The candidate may then appeal the decision using the guidelines in Bethany College’s current catalog.

NOTE: Committed teaching candidates must maintain and meet the GPA and Teaching Candidate Disposition criteria each semester. Failure to do so will result in Steps 4 and 5, as needed, up to Clinical Practice Admission.
**Teaching Candidate Disposition Evaluation**: (evaluated in ED100, and other courses.)

**Knowledge Base (KB) – Learning Outcome**: The teaching candidate demonstrates a strong content knowledge base of learners and learning, and the ability to make knowledge meaningful, respond to diverse learners’ needs and increase motivation for learning.

**Professional Attitudes and Values (PAV) - Learning Outcome**: The teaching candidate demonstrates professional qualities and behaviors to fulfill teaching responsibilities, and utilizes reflective (intrapersonal) and interpersonal communication skills.

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory – 1</th>
<th>Beginning - 2</th>
<th>Developing – 3</th>
<th>Mastery – 4-</th>
</tr>
</thead>
<tbody>
<tr>
<td>KB 1 Knowledge Base</td>
<td>Candidate is weak in content and has not acquired knowledge for acceptable academic standing.</td>
<td>Candidate shows a beginning grasp of content knowledge as evidenced by some lower academic performances.</td>
<td>Candidate conveys a good understanding of content knowledge and concepts as evidenced by academic performance in most coursework.</td>
<td>Candidate demonstrates a strong grasp of content knowledge, concepts, and learning outcomes as evidenced by academic performance in coursework.</td>
</tr>
<tr>
<td>PAV 1 Professional Presence</td>
<td>Candidate acts like he/she doesn’t want to be in the class or involved in learning.</td>
<td>Candidate is present, but is inattentive or unprepared for the learning expectations</td>
<td>Candidate shows sincere efforts and a willingness to learn and is usually prepared or participates.</td>
<td>Candidate demonstrates a positive attitude and enthusiasm for on-going learning and participation.</td>
</tr>
<tr>
<td>PAV 2 Professional Responsibilities</td>
<td>Candidate is repeatedly late, absent or inattentive to responsibilities.</td>
<td>Candidate has a few absences, or is often tardy and sometimes unreliable or unreachable.</td>
<td>Candidate meets the expectations of being professional and is usually responsible, prompt and regular in attendance.</td>
<td>Candidate represents self professionally by almost always being dependable, prompt, and regular in attendance.</td>
</tr>
<tr>
<td>PAV 3 Collaboration and Resolution</td>
<td>Candidate often makes excuses or blames others, is argumentative, or disregards adults’ comments/feedback.</td>
<td>Candidate sometimes attempts to solve problems by initiating a private talk with the adult / instructor.</td>
<td>Candidate is respectful in handling disagreements with peers or adults, and usually takes constructive feedback well.</td>
<td>Candidate is always mature in resolving potential conflicts or disagreements in interactions with peers, adults, and others of diverse backgrounds.</td>
</tr>
<tr>
<td>PAV 4 Communication and Integrity</td>
<td>Candidate’s communication skills are deficient for the professional role of a teacher.</td>
<td>Candidate’s communication skills need improvement in effort, honesty, or revisions/ corrections</td>
<td>Candidate’s written and verbal communications are honest, and usually meet the instructor and/or course’s expectations.</td>
<td>Candidate shows integrity in effective written and verbal communication skills, and in professional interactions and emails.</td>
</tr>
</tbody>
</table>

**NOTE**: A score of 13 or higher will pass. A score under 13 is below 2.5 average and does not meet the criteria. Instructors and/or advisor will complete a Teaching Candidate Disposition Evaluation at the end of ED100, in methods courses, and other selected education courses as outlined in Foliotek. Teaching candidates can view their scores for self-reflection by visiting their own Foliotek page: [www.foliotek.com](http://www.foliotek.com) along with other assessment forms related to program requirements.
CONCEPTUAL FRAMEWORK: Bethany College Exceptional Teacher Model

The Conceptual Framework, or the Bethany College Exceptional Teacher Model, was created to describe the vision of the Teacher Education Program at Bethany College, and continues to ensure the quality and structure of the teaching program. The Conceptual Framework for the Bethany College Education Department remains similar to the model that was originally designed in 1974. The pyramid design depicts the expectations of the department regarding the skills of preservice teachers whose professional education courses, and Bethany College Core Experience courses, serve as the basis for ongoing growth and development toward excellence.

The base of the pyramid is composed of what individual students bring to the program: Prior Knowledge and Inherited Potential, Skills and Interpersonal Experiences, and Attitudes, Values, and Cultural Experiences.

Bethany’s preservice education, at the center of the pyramid, builds on the individual foundation and emphasizes an expanded Knowledge Base, Teaching Strategies and Applications, and Professional Attitudes and Values. When added to the individual’s schema, a solid groundwork is set for preservice teaching education.

The pinnacle of the pyramid represents master teaching. With time and experience, Bethany College preservice teachers can become exceptional teachers. The pinnacle represents the professional growth and development of teaching candidates as they reach for a level of excellence.

The conceptual framework philosophy is incorporated in all Education course syllabi and clinical practice evaluations, and emphasizes the development of content knowledge, teaching strategies and applications, and professional dispositions. These competencies represent the desired learning outcomes of the Bethany Teacher Education Program, and establish reliability among the various evaluators who assess the teaching candidates.

The conceptual framework is introduced and discussed with all prospective teaching candidates in ED100, Introduction to Teaching. The model is shared with new members of TEC, the Advisory Council, Adjunct Professors, Cooperating Teachers, and other stakeholders as deemed necessary, and especially with students as they take required coursework. It is always at the basis for the discussion of policies and forms used in clinical practice, and for admission to programs. A summary of the research and history of Bethany’s Conceptual Framework and how it has evolved is available in the Education Department.
Student Learning Outcomes for the Teacher Education Program (Clinical Practice) are supported by the Bethany College Exceptional Teacher Model, and correlate with the SLOs of the Academic Coursework Artifacts in Foliotek. These outcomes align with the 2016 KSDE Professional Education Standards.

Revised Student Teacher Evaluation Form
An updated, electronic assessment instrument for Clinical Practice was approved by TEC in April of 2016. This assessment was based on Bethany’s Exceptional Teacher Model and correlated with Kansas State Department of Education (KSDE) 2016 Professional Education Standards. The College Assessment process mandated that department and program data should be gathered electronically through the Foliotek system. Since the Fall of 2016, all educational assessments have been converted to online formats: submitted by faculty, (external delivery to cooperating teachers), and easily accessed by students and educators through Foliotek for their own review.

The newer Student Teaching Evaluation Form was streamlined to more coherently reflect the integration of the first three domains of the Conceptual Framework - Knowledge Base (KB), Teaching Strategies and Applications (TSA), Professional Attitudes and Values (PAV) - with a blending of the three exceptional domains - Motivating Students to Learn, Making Knowledge Meaningful, and Creating a Climate Conducive to Learning. These were embedded in the scoring descriptors to measure the level of excellence of the student teachers’ knowledge and skills, and professional attitudes and values in their clinical practice experiences.

Clinical Practice Student Learning Outcomes

1. Knowledge Base (KB): The teaching candidate will demonstrate a strong content knowledge base of learners and learning, and the ability to make knowledge meaningful, respond to diverse learners’ needs, and increase motivation for learning.

2. Teaching Strategies and Applications (TSA): The teaching candidate will demonstrate the ability to use effective teaching strategies and methods, and design lessons and assessments to promote a meaningful and conducive learning environment that motivates learners.

3. Professional Attitudes and Values (PAV): The teaching candidate will demonstrate professional qualities and behaviors to fulfill teaching responsibilities, and utilize reflective and interpersonal communication skills.

*NOTE: Education majors have access to evaluation forms on their own Foliotek page to familiarize themselves with the competencies before, during and after clinical practice. Student teachers complete a self-assessment on the Student Teacher Evaluation Form midway through clinical practice. The cooperating teachers, college supervisors, and content-specific supervisors complete the student teacher evaluation at mid-term and for the final assessment, with data stored on Foliotek for data review and analysis. Student teachers can view their scores.*
The Student Teaching Evaluation was condensed to 18 critical competencies and aligned to reflect an integration with the first three domains – KB, TSA, and PAV – with the exceptional three domains embedded into the scoring descriptors. These can be identified as the highest score of four. This will track the data of teaching candidates’ exceptional skills, and indicate their level of excellence throughout each of the foundational competencies.

<table>
<thead>
<tr>
<th>Knowledge Base (KB)</th>
<th>Unsatisfactory 0-1</th>
<th>Beginning - 2</th>
<th>Developing - 3</th>
<th>Mastery - 4</th>
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<tbody>
<tr>
<td>The Teaching Candidate:</td>
<td>The teaching candidate lacks content skills or is unable to assist learning.</td>
<td>The teaching candidate is unsure or hesitant to present knowledge or support learning.</td>
<td>The teaching candidate is making good progress in conveying knowledge to promote learning.</td>
<td>The teaching candidate is exceptional in making knowledge meaningful, and increasing motivation and enthusiasm for learning.</td>
</tr>
<tr>
<td>1. Demonstrates accurate explanations and grasp of content, key concepts and vocabulary.</td>
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<tr>
<td>2. Uses resources, materials and technology to enhance content understanding and critical thinking.</td>
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<tr>
<td>3. Integrates content with related subjects, topics, and perspectives.</td>
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<tr>
<td>4. Provides time to practice skills, independently and collaboratively, and for learners to contribute ideas.</td>
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<tr>
<td>5. Accommodates learners’ diverse backgrounds, developmental needs, abilities, and learning styles.</td>
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<tr>
<td>6. Shows high expectations and challenges learners, and provides feedback and encouraging words.</td>
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<table>
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<tr>
<th>Teaching Strategies and Applications (TSA)</th>
<th>Unsatisfactory 0-1</th>
<th>Beginning - 2</th>
<th>Developing - 3</th>
<th>Mastery - 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Teaching Candidate:</td>
<td>The teaching candidate lacks skills or is unable to manage learning experiences and settings.</td>
<td>The teaching candidate is unsure or hesitant to maintain an environment that supports learning.</td>
<td>The teaching candidate is making good progress in managing a positive environment for purposeful learning.</td>
<td>The teaching candidate is exceptional in creating a conducive climate with meaningful and productive learning experiences.</td>
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<tr>
<td>1. Uses a variety of methods and strategies to stimulate thinking, problem solving or creativity.</td>
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<td>2. Implements structured lesson designs guided by objectives or standards in weekly plans and units.</td>
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<tr>
<td>3.Uses assessments to regularly measure and monitor student understanding, progress and mastery.</td>
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<tr>
<td>4. Facilitates discussions that encourage all learners to contribute, reflect, process, and time for responses</td>
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<td>5. Provides clear directions, and uses verbal or non-verbal communications to re-direct learners’ behavior.</td>
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<td>6. Maintains a safe and respectful learning community structured by clear procedures and expectations.</td>
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<tr>
<td>Professional Attitudes and Values (PAV)</td>
<td>Unsatisfactory 0-1</td>
<td>Beginning - 2</td>
<td>Developing - 3</td>
<td>Mastery - 4</td>
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<tr>
<td>The Teaching Candidate:</td>
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<tr>
<td>1. Demonstrates confidence, a positive attitude and presence, and enthusiasm for teaching and working with children.</td>
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<td>2. Fulfills professional responsibilities and is dependable and dedicated in preparations and ongoing learning.</td>
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<td>3. Demonstrates sincerity, integrity and leadership in collaborative work with colleagues, parents, students and others.</td>
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<td>4. Advocates for learners' responsible use of technology, honest work habits, and a respect for others' rights to learn.</td>
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<td>5. Responds to misbehavior and follows classroom procedures or policies appropriately.</td>
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<tr>
<td>6. Uses effective written and verbal communication in the classroom and in professional interactions and emails.</td>
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</table>

18 competencies with top score of 4 = TOTAL POINTS of 72

64 – 72   A

57 – 63   B

50 – 56   C

Below 49 – Not passing
<table>
<thead>
<tr>
<th>Knowledge Base (KB)</th>
<th>Bethany College Teacher Candidate Assessment – Competencies/ Student Learning Outcomes</th>
<th>KSDE Professional Education Standards, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates accurate explanations and grasp of content, key concepts and vocabulary.</td>
<td>KSDE Professional Education Standards: 4,5,7,8</td>
<td></td>
</tr>
<tr>
<td>2. Uses resources, materials and technology to enhance content understanding and critical thinking.</td>
<td>KSDE Professions Education Standards: 1,4,5,6,7,8</td>
<td></td>
</tr>
<tr>
<td>3. Integrates content with related subjects, topics and perspectives</td>
<td>KSDE Professional Education Standards: 2,3,4,5,7,8</td>
<td></td>
</tr>
<tr>
<td>4. Provides time to practice skills, independently and collaboratively; and for learners to contribute ideas.</td>
<td>KSDE Professional Education Standards: 1,3,4,5,8</td>
<td></td>
</tr>
<tr>
<td>5. Accommodates learners’ diverse backgrounds, developmental needs, abilities and learning styles.</td>
<td>KSDE Professional Education Standards: 1,2,3,4,7,8,10</td>
<td></td>
</tr>
<tr>
<td>6. Shows high expectations and challenges learners, and provides feedback and encouraging words.</td>
<td>KSDE Professional Education Standards: 2,3,5,8,10</td>
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</tbody>
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<thead>
<tr>
<th>Teaching Strategies and Applications (TSA)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses a <strong>variety</strong> of methods and strategies to stimulate thinking, problem solving and creativity.</td>
<td>KSDE Professional Education Standards: 1,2,4,5,7,8</td>
<td></td>
</tr>
<tr>
<td>2. Implements structured lesson designs guided by objectives or standards in weekly plans and units.</td>
<td>KSDE Professional Education Standards: 1,4,6,7,8</td>
<td></td>
</tr>
<tr>
<td>3. Uses assessments to regularly measure and monitor student understanding, progress and mastery.</td>
<td>KSDE Professional Education Standards: 1,4,6,7,9,10</td>
<td></td>
</tr>
<tr>
<td>4. Facilitates discussions that encourage all learners to contribute, reflect, process and allows time for response.</td>
<td>KSDE Professional Education Standards: 2,3,4,5,8,10</td>
<td></td>
</tr>
<tr>
<td>5. Provides clear directions, and uses verbal and non-verbal communications to re-direct learners’ behavior.</td>
<td>KSDE Professional Education Standards: 5,8,10</td>
<td></td>
</tr>
<tr>
<td>6. Maintains a safe and respectful learning community structured by clear procedures and expectations.</td>
<td>KSDE Professional Education Standards: 3,9,10</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Attitudes and Values (PAV)</th>
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<tbody>
<tr>
<td>1. Demonstrates confidence, a positive attitude and presence, and enthusiasm for teaching and working with children or youth.</td>
<td>KSDE Professional Education Standards: 2,3,9,10</td>
<td></td>
</tr>
<tr>
<td>2. Fulfills professional responsibilities and is dependable and dedicated in preparations and on-going learning.</td>
<td>KSDE Professional Education Standards: 6,7,9,10</td>
<td></td>
</tr>
<tr>
<td>3. Demonstrates sincerity, integrity, and leadership in collaborative work with colleagues, parents, students and others.</td>
<td>KSDE Professional Education Standards: 1,3,7,9,10</td>
<td></td>
</tr>
<tr>
<td>4. Advocates for learners’ responsible use of technology, honest work habits and a respect for others’ right to learn.</td>
<td>KSDE Professional Education Standards: 3,7,8,9,10</td>
<td></td>
</tr>
<tr>
<td>5. Responds to misbehavior and follows classroom procedures or policies appropriately.</td>
<td>KSDE Professional Education Standards: 3,9,10</td>
<td></td>
</tr>
<tr>
<td>6. Uses effective written and verbal communication in the classroom and in professional interactions and e-mails.</td>
<td>KSDE Professional Education Standards: 5,7,9,10</td>
<td></td>
</tr>
</tbody>
</table>
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 content.

Standard 5. Application of Content. The teacher understands how to engage learners through interdisciplinary lessons and utilize concept based teaching and authentic learning experiences to engage student 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 need 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 and other school professionals, support staff and community members to ensure learner growth and to advance the profession.
Bethany College’s Philosophy of Assessment

Assessment is a crucial tool for Bethany College to fulfill its mission to educate, develop and challenge individuals as they reach for truth and excellence. As the college moves from being an information based, teacher focused institution of higher education, to a knowledge and skills based learner focused institution, one of the key pieces in the corporate understanding of where the college stands in relation to its missions is the ability to measure and interpret how individuals are responding to the challenge, developing their understandings, and becoming liberally educated individuals. A major part of the educational process focuses on the challenge of measuring what is meaningful and constructing meaning out of what is measured.

Assessment begins with determining what to measure and how to measure it. Having decided what and how, the faculty and staff measure the acquired skills and knowledge on a regular basis. Having measured, faculty and staff (primarily) with students (ideally) interpret the data to shape it into meaningful knowledge. Finally, faculty and students implement any changes that the data suggest need to be made. Implementation ends one cycle. The next begins with the meta-task of assessing the assessment tools in order to assure that the program’s leaders are measuring what they purport to measure. And the cycle begins again. Assessment is a priority for every faculty and staff member at Bethany College. Time for assessment is built into the annual academic calendar. All faculty and most staff are involved in conducting assessment and interpreting data. Knowledge built from the assessment process is regularly shared with students in a manner that invites their thoughtful critique and investment in both the process and the results of the assessment.

FOLIOTEK – ASSESSMENT - COURSEWORK ARTIFACTS

In the Education Department, a variety of learning data are collected from core courses required for all elementary, general, and secondary education majors for purposes of college assessment. The five required educational artifacts that are electronically submitted by education majors represent a range of 200-level and 300-level classes. Education majors submit key artifacts to Foliotek each semester and during Interterm. Each Student Learning Outcome (SLO) is assessed in a minimum of two to four educational core or methods courses during an entire year. The data is compiled in the Foliotek system and analyzed by TEC and the Education Department Team (EDT), and drive decisions about program strengths, weaknesses, and needed areas of improvement or changes.

Student Learning Outcomes: Academic Coursework and Foliotek

1. **Knowledge of Learner:** Student recognizes developmental characteristics, learner exceptionalities, and cultural, ethnic, and linguistic diversities. (KB)
2. **Knowledge of Learning:** Student demonstrates knowledge of content, educational foundations, theories, philosophies and learning styles. (KB)
3. **Instruction and Assessment:** Student applies instructional objectives, cognitive levels, critical thinking, and relevant strategies in lesson and assessment design. (TSA)
4. **Instruction and Classroom Management:** Student analyzes classroom management and motivational strategies to promote a conducive learning environment. (TSA)
5. **Professionalism:** Student demonstrates understanding of current educational responsibilities, ethical behaviors, and reflective practices. (PAV)
6. **Communication:** Student demonstrates effective communication skills in writing, research, presentations, and the use of technology.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Artifact Description</th>
<th>Assessed outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED250</td>
<td>Classroom Management Artifact</td>
<td>#2, 3, 4, 6</td>
</tr>
<tr>
<td>ED240</td>
<td>Social, Cultural and Linguistic Diversity Artifact</td>
<td>#1, 5, 6</td>
</tr>
<tr>
<td>ED304/314, ED346,345</td>
<td>Content-Reading Integrated Units Artifact</td>
<td>#1, 3, 5, 6</td>
</tr>
<tr>
<td>ED358</td>
<td>Philosophy of Education Artifact</td>
<td>#2, 4, 5, 6</td>
</tr>
<tr>
<td>ED355</td>
<td>Educational Psychology Learning Artifact</td>
<td>#1, 2</td>
</tr>
</tbody>
</table>

*NOTE: All education majors are required to submit designated artifacts from coursework into the Foliotek system to be assessed by the instructor(s) for program and college assessment purposes. Students can review their record of submitted artifacts on Foliotek page. The *Artifacts Outcomes Assessment Rubric* can be found in the back of the handbook in APPENDIX K.*
Academic Artifacts on Diversity and Technology

Commitment to Diversity: The Bethany College Exceptional Teacher Model reflects a commitment to the preparation of candidates who are able to teach diverse learners. As the population in area schools continue to change with diverse learners, it is vital that candidates’ knowledge and skills, and attitudes and values reflect an appreciation and recognition of diversity. For example, an increase in the population of limited English-speaking students in area schools led the Bethany College Education Department to add coursework opportunities for elementary and secondary candidates to license as teachers of English Language Learners (ELL). All methods instructors are required to include components of ELL instruction in their coursework, and must indicate in the course syllabus where or how ELL strategies are taught.

SLO #1 : Student recognizes developmental characteristics, learner exceptionalities, and cultural, ethnic and linguistic diversities, is assessed in various coursework. Students submit artifacts electronically to the Foliotek system as part of the teaching program requirements.

•ED240, Social, Cultural and Language Diversity, is a course required for all teaching candidates. Students write a paper based on their own experiences with social, cultural and linguistic diversities.
•ED314 and ED346 are required Reading Strategy classes at the elementary and secondary levels, respectively. Students develop content reading-integrated units with appropriate methods for diverse learners.
•ED355, Educational Psychology, is a course required of all education majors. Students write a reflective paper and apply educational theories to demonstrate an understanding of learners’ exceptionalities and diversities.
•During clinical practice, each student teacher completes the KPTP (Kansas Performance Teaching Portfolio) and plans an extensive unit that accommodates diverse learning needs. The Student Teacher Evaluation includes KB 5: Accommodate learners’ diverse backgrounds, developmental needs, abilities and learning styles.

Commitment to Technology: SLO #6. In ED251, Instruction Technology for Teachers, relevant technology is examined by candidates in a student-centered, exploratory setting, focusing on how to authentically integrate technology with curricular content and age levels. Educators at Vision_Tek, a community-centered technology facility operated by the Smoky Valley School District, are part of the team-teaching partnership which has greatly enhanced the opportunities available to Bethany’s teaching candidates to use different kinds of technology. Teaching candidates practice the integration of technology in lesson design on the Bethany College Lesson Plan. Two education classrooms are equipped with a Smart Board and Promethean Board for instructor and student use. Bethany College provides a wireless campus and access to computers in Nelson Science Hall and in Wallerstedt Learning Center. Audio-visual technology is available in each building, and content-specific departments utilize technology, such as graphing software and equipment appropriate for different majors.

•ED304,314 and ED346 Reading Strategy courses utilize technology as students create content reading-integrated lessons or units, and incorporate internet links and resources that enhance classroom lessons.
•ED250, Classroom Management, a course that is required of all education majors, requires a research paper as an artifact that reflects accurate and ethical use of the internet and technology-related sources.
•ED358, Foundations of Education, a required course for all education majors, guides students in developing a research project drawn from primary sources and museum artifacts. The student-chosen project is formatted and presented in a variety of technological mediums. During clinical practice, student teachers design and implement lessons that incorporate technology in classroom activities, since many schools have computers for every student for daily use. Student teachers are evaluated on PAV 4 – the ability to Advocate for learner’s responsible use of technology…
<table>
<thead>
<tr>
<th>From Admission to Teacher Education through Graduation and Beyond Key Assessment Measures</th>
<th></th>
<th>Teacher Education Coordinators’ (TEC) Review; Education Department Team (EDT) Decision to Admit</th>
</tr>
</thead>
</table>
| 1 **Admission to Teacher Education** | • Teaching candidate is at a sophomore standing  
• Cumulative GPA of 2.5 or higher (including all transfer hours)  
• Cumulative GPA of 2.75 in Major (including courses taken in major)  
• ED100 passed with a grade of C or higher  
• ED200 passed with a grade of C or higher  
• ED200 Field Experience Evaluation of 2.5 or higher  
• Teaching Candidate Disposition(s) average of 2.5 or higher  
• Submission of the Teacher Education Application after ED200 | **Foliotek – Assessment – Coursework Artifacts and Field Experiences** |
| 2 **Foliotek – Assessment – Coursework Artifacts and Field Experiences** | • Classroom Management (ED250)  
• Social, Cultural, and Linguistic Diversity (ED240)  
• Content-Reading Integrated Unit (ED314 or ED346)  
• Philosophy of Education (ED358)  
• Educational Psychology Learning Theory Reflection (ED355)  
• Student Records of Field Experience (30 hours + ED200 @98 hrs.)  
• Student Observation Field Experience Evaluations | **Teacher Education Instructors, Advisors, and Field Experience Cooperating Teachers** |
| 3 **Admission to Clinical Practice – Student Teaching** | • Has filed a completed Clinical Practice Application in December of the fall semester prior the professional semester.  
• Has maintained a Cumulative GPA of 2.5 or higher  
• Has maintained a Cumulative GPA of 2.75 or higher in Major  
• Teaching Candidate Disposition average of 2.5 or higher  
• Student Records of Field Experience Hours (minimum of 30 hours, signed and approved, in addition to ED200 field experience)  
• Completed a Degree Evaluation with the Registrar  
• Completed a Graduation Application with the Registrar  
• Recommendation from Dean of Student Development & Registrar  
• Pre-student teaching Interviews with EDT and content instructor | **Teacher Education Coordinators, Education Department Team, and Dean of Student Development’s Decision to Admit** |
| 4 **Completion of Program** | • Grade of C or higher in Clinical Practice/Student Teaching  
• Cumulative GPA of 2.5 and Cumulative Major GPA of 2.75  
• Student Teaching Evaluations on Foliotek including self-assessment  
• Exit Survey for Student Teachers on Foliotek  
• KPTP successfully completed  
• Education Artifacts submitted to Foliotek (Meets Chair approval) | **Licensure PLT Test Praxis II Test Follow-up Surveys** |
| 5 **Following Program Completion** | • Graduation  
• PLT Test results for Licensure  
• Praxis II Content Test Results for Licensure  
• Follow-up Surveys as required by college | **Post Graduate** Internal and external data, shown in the chart, include GPA, the PLT pass scores, Title II pass rates, content testing, course grades, Foliotek assessments, clinical practice evaluations and the KPTP. Additional Bethany Assessment: Sources of Data can be found in the back of the handbook in APPENDIX L.
ED100 Introduction to Teacher Education and the Teaching Profession

- Complete a *Denial of Licensure Notification* (This will be provided in class.) **APPENDIX A.**
- ED100 Introduction to Teacher Education Freshman/Transfer Student Survey (below)

---

### ED100 INTRODUCTION TO TEACHER EDUCATION AND THE TEACHING PROFESSION
### FRESHMAN/TRANSFER STUDENT SURVEY

<table>
<thead>
<tr>
<th>Name:</th>
<th>Email:</th>
<th>Phone:</th>
</tr>
</thead>
</table>

Each Education Major offered at Bethany College is listed at the top of the three columns below by level. The endorsements that can be added to the majors are listed directly below the major in each column. You must complete a major in order to add one or more endorsements, however endorsements are not required. Highlight or circle all areas of teaching that are of interest to you.

<table>
<thead>
<tr>
<th>Elementary Education Major (K-6)</th>
<th>Pre-K-12 Education Majors</th>
<th>Secondary Education Major (6-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Elementary subjects K-6</td>
<td>Art</td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td>Instrumental Music</td>
<td>Business</td>
</tr>
<tr>
<td></td>
<td>Vocal Music</td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td>Health and Physical Education</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Science</td>
</tr>
</tbody>
</table>

**Elementary Endorsements choices**

**Secondary Endorsements choices**

**Secondary Endorsements choices**

- **Special Education:**
  - High-Incidence SPED (K-6)
  - High-Incidence SPED (6-12)
  - High-Incidence SPED (PreK-12)

- **English Language Learners:**
  - ELL (K-6)
  - ELL (6-12)
  - *ELL (6-12)*

**Physics endorsement (6-12)**

**Middle Level (5-8) Endorsement:**
For information regarding Kansas State Department of Education requirements for middle level licensure, please consult with the Coordinators of the programs: English/Language Arts, Science/General Science, Mathematics, and Social Studies or speak with Mrs. Conley, Administrative Assistant and Licensure Officer.

*Circle or highlight all of the areas of teaching that are of interest to you in the above chart.*
Notifications for ED200 Introduction to Teaching: Classroom Experience

• Three weeks of classroom experiences during January’s interterm (to be completed by the sophomore year).

• In the fall semester before this course, those enrolled in ED200 will be contacted by the instructor by email about a mandatory meeting on Wed., September 27, to review class requirements and responsibilities.

  • Enrolled students who do not attend this meeting, will be expected to send a written explanation to the instructor, and have a personal meeting with the ED200 instructor no later than one week past the meeting date. Students who do not comply may be removed from the January ED200 roster.

• All of the following documentations are required for working in classrooms with students during the ED200 practicum, and need to be turned in to the Administrative Assistant, in the Education Department before the college fall break, on October 25, 2017.

  • Complete another Denial of Licensure Notification (Provided at the meeting.) APPENDIX A.

  • Fill out the ED200 Introduction to Teaching Practicum Placement Application - APPENDIX B.

  • Provide information on the required Professional Liability Insurance Notification - Proof of $1,000,000.00 professional liability insurance through KNEA www.knea.org or KANAAE www.kanaae.org

    • Provide information after obtaining a Certification of Health for School Personnel Notification of negative Tuberculosis (TB) skin test: campus nurse or other locations such as county health. APPENDIX C.

    Late or incomplete applications or missing documentations will only be considered upon a written appeal to the Education Department Team. The factors contributing to missing the deadline and/or not having the required documents will be considered, but may result in having to take ED200 another interterm.

At the end of the ED200 Field Experience:

• The cooperating teacher will complete the ED200 Student Observation Field Experience Evaluation (following page in this handbook) that the teaching candidate may review on his/her Foliotek page.

• Complete all coursework assignments according to the ED200 syllabus including filling out the Teacher Education Application at the end of the course – APPENDIX D.

  • (Those students in ED200 who do not wish to pursue the teaching program will indicate that in writing.)
Knowledge Base (KB) – The teaching candidate demonstrates a strong content knowledge base of learners and learning, and the ability to make knowledge meaningful, respond to diverse learners’ needs, and increase motivation for learning.

Teaching Strategies and Applications (TSA) – The teaching candidate demonstrates the ability to use effective teaching strategies and methods, and designs lessons and assessments to promote a meaningful and conducive learning environment to motivate learners.

Professional Attitudes and Values (PAV) - The teaching candidate demonstrates professional qualities and behaviors to fulfill teaching responsibilities, and utilizes reflective (intrapersonal) and interpersonal communication skills.

<table>
<thead>
<tr>
<th>Knowledge Base (KB)</th>
<th>Unsatisfactory – 1</th>
<th>Beginning - 2</th>
<th>Developing – 3</th>
<th>Mastery – 4-</th>
</tr>
</thead>
<tbody>
<tr>
<td>KB 1</td>
<td>Candidate lacked content skills or had inaccurate knowledge.</td>
<td>Candidate showed little indication of his/her knowledge in the subject area.</td>
<td>Candidate was able to convey a good understanding of content knowledge in the subject area.</td>
<td>Candidate demonstrated a strong understanding of content knowledge specific to the subject during the field experience.</td>
</tr>
<tr>
<td>TSA 1</td>
<td>Candidate was awkward around students or showed disinterest with the classroom experience.</td>
<td>Candidate was reluctant to work with students or offer ways that would promote or support their learning. Had limited involvement.</td>
<td>Candidate showed a willingness to work with students with some direction from the teacher. Was able to help students in positive ways.</td>
<td>Candidate took the initiative to work with students individually, in groups, or as a class, using strategies that stimulated thinking, problem solving or creativity. Made the learning experience meaningful and productive.</td>
</tr>
<tr>
<td>TSA 4</td>
<td>Candidate sat in the room watching but did not participate or attempt to interact in the classroom setting.</td>
<td>Candidate observed, or took some notes, but was hesitant to interact with students or the teacher, or ask questions.</td>
<td>Candidate observed and engaged with students occasionally, asked questions, and took part in some class discussions.</td>
<td>Candidate was actively involved with the teacher and students within the classroom environment - facilitating discussion, asking questions, and encouraging learners.</td>
</tr>
<tr>
<td>PAV 1</td>
<td>Candidate did not notify teacher of plans or schedule changes. Acted like he/she didn’t want to be there.</td>
<td>Candidate was present but showed discomfort in the teaching role, and communicated with the teacher very little.</td>
<td>Candidate had a good attitude and communicated well with students and the teacher. Showed positive efforts towards teaching tasks.</td>
<td>Candidate demonstrated a positive presence and enthusiasm for teaching and working with students. Exhibited exceptional interpersonal skills, and an interest to learn new things.</td>
</tr>
<tr>
<td>PAV 2</td>
<td>Candidate exhibited undesirable behaviors and was often late, absent or inattentive</td>
<td>Candidate lacked professionalism with irregular attendance, tardiness or a careless appearance.</td>
<td>Candidate met the teacher’s expectations of being professional in appearance, conduct, and attendance.</td>
<td>Candidate represented self professionally in appearance, and was always dependable, prompt, and regular in attendance and participation.</td>
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</table>

Note: A score of 13 or higher will pass. A score under 13 is below 2.5 average and does not meet the criteria. The cooperating teacher completes the ED200 Student Observation Field Experience Rubric at the end of the Field Experience time. Teaching candidates can view their scores for self-reflection by visiting their own Foliotek page www.foliotek.com This evaluation-score will be a significant part of the overall ED200 grade, in addition to other assignments included in the course syllabus. Failure to pass ED200 with a C or higher may result in a repeat of ED200, and/or a conference with the course instructor and the Chair of the Education Department.
Bethany College Teacher Education Majors and Coordinators

Bethany College offers teaching majors, or programs approved by the Kansas State Department of Education, which lead to licensure in each of the following areas:

**Art Teaching**
- PreK-12 licensure
- Professor Nelson Smith, Major Coordinator
- Professor Eleanor Heimbaugh, Coordinator

**Biology Teaching**
- 6-12 licensure
- Dr. Mark McDonald, Major Coordinator

**Business Teaching**
- 6-12 licensure
- Dr. Jenni Kinnaird, Major Coordinator

**Chemistry Teaching**
- 6-12 licensure
- Dr. Luke McCormick, Major Coordinator

**Elementary Education**
- K-6 licensure
- Professor Michelle Barreirô, Major Coordinator

**English Teaching**
- 6-12 licensure
- Dr. Marcus Hensel, Major Coordinator

**Health and Physical Education Teaching**
- PreK-12 licensure
- Professor Laura Stenlund, Major Coordinator

**Mathematics Teaching**
- 6-12 licensure
- Dr. Pari Ford, Major Coordinator

**Music Teaching: Instrumental and Vocal Teaching**
- PreK-12 licensure
- Dr. Lillian Green, Instrumental Music Major Coordinator
- Dr. Mark Lucas, Vocal Major Coordinator

**Social Science Teaching**
- 6-12 licensure
- Dr. Joyce Pigge, Major Coordinator

**Coordinator of Secondary Education**
- 6-12 licensure
- Professor Alan English, Major Coordinator

**Chair of the Education Department**
- Oversees all Education Majors
- Dr. Gretchen Norland
BETHANY COLLEGE PROFESSIONAL EDUCATION REQUIREMENTS

All education majors must complete coursework in specified areas listed below:

**Group A:** Courses directed toward understanding development and learning:
- PY101  General Psychology
- PY205  Developmental Psychology
- SE210  Introduction to Infants, Children, and Youth w/ Special Needs
- ED355  Educational Psychology

**Group B:** Courses directed toward understanding the school as a socio-cultural institution:
- ED100  Introduction to Teacher Education and the Teaching Profession
- ED200  Introduction to Teaching: Classroom Experience
- ED240  Social, Cultural, and Language Diversity in Today’s Classroom
- ED358  Foundations of Education  *This is the only course that can be taken after clinical practice.*

**Group C:** Courses directed toward developing understanding of and skills in teaching methodologies and curriculum development:

*a.*  ART PreK-12
- ED250 Classroom Management
- ED251 Instructional Technology for Teachers
- ED320 Pre-K, Elementary/Middle Level School Art Methods
- ED340 Secondary School Art Methods
- ED346 Reading Strategies for Middle Level/Secondary (6-12) Teachers

*b.*  ELEMENTARY EDUCATION K-6
- ED250 Classroom Management
- ED251 Instructional Technology for Teachers
- ED304 Methods of Elementary Reading and Language Arts, K-3
- ED305 Elementary Integrated Field Experience, Grades K-3 (concurrent with ED304)
- ED314 Methods of Elementary and Middle Level Reading and Language Arts, 4-6
- ED315 Elementary/Middle Level Integrated Field Experience, Grades, 4-6 (with ED314)
- ED320 Pre-K, Elementary/Middle Level School Art Methods
- ED321 Music Methods for Elementary Teachers
- ED326 Teaching of Social Studies in the Elementary/Middle Level Classroom
- ED327 Teaching Mathematics in the Elementary/Middle Level Classroom
- ED328 Teaching Science/Health in the Elementary/Middle Level Classroom
- ED343 Elementary Health and Physical Education Methods

*Additional content courses required for Elementary Education K-6:
- MA225, SC225, EN101 with EN212 or EN312; GO120, a U.S. History (HI101/102) and a World History (HI104/105) or HIXXX, both SE210 and SE310; PY101, PY205, ED355; and one Art, Music, or Theatre 3-hour course.

*c.*  SECONDARY EDUCATION 6-12
- ED250 Classroom Management
- ED251 Instructional Technology for Teachers
- ED342 Middle Level/Secondary(6-12) Teaching and Learning Strategies
- ED346 Reading Strategies for Middle Level/Secondary (6-12) Teachers

*One of the following:*
- ED406 Methods for Teaching Natural Science in the Secondary School
- ED415 Methods for Teaching English in the Secondary School
- ED420 Methods for Teaching Business in the Secondary School
- ED440 Methods for Teaching Social and Behavioral Sciences in the Secondary School
- ED467 Methods for Teaching Secondary Mathematics in the Secondary School
d. **HEALTH AND PHYSICAL EDUCATION TEACHING PreK-12**
   ED250 Classroom Management
   ED251 Instructional Technology for Teachers
   ED343 Elementary Health and Physical Education Methods
   ED344 Secondary Health and Physical Education Methods
   ED345 Methods, Materials, and Reading Strategies for Health Education

e. **MUSIC PreK-12**
   ED250 Classroom Management
   ED251 Instructional Technology for Teachers
   ED322 Music Education Methods: Elementary
   ED341 Music Education Methods: Secondary
   ED346 Reading Strategies for Middle Level/Secondary (6-12) Teachers

**Group D:** Bethany College Core Experience: All Education majors will complete the required coursework in the Bethany Quest and Interdisciplinary Program according to the current year’s academic policies. This includes Interdisciplinary Studies coursework needed to fulfill the Writing Intensive [W], Research Intensive [R], and Religion [RL] components of liberal arts education.

**Group E:** Required college courses of writing, communication, and mathematics must be passed with a grade of C or higher **before student teaching:**
   - CM110 or equivalent transfer course
   - EN101 Thinking and Writing or IDxxxW or equivalent transfer course
   - MA104 College algebra (or MA005/MA105) or higher or equivalent transfer course

**Group F:** Professional Field Experiences designed to give candidates opportunities to participate in the teaching learning process in elementary, middle level, and secondary schools and events:
   ED200 Introduction to Teaching: Classroom Experience
   ED342 Middle Level/Secondary (6-12) Teaching and Learning Strategies
   ED346 Reading Strategies for Middle Level/Secondary (6-12) Teachers
   ACCK Methods Courses- Secondary level
   Elementary/Middle Level/Education methods courses
   Various Pre-K12 methods courses
   ED365-369 Clinical Practice: Elementary
   ED370-373 Clinical Practice: Middle Level
   ED376-384 Clinical Practice: Secondary

**FIELD EXPERIENCE REQUIREMENTS:** All candidates are required to complete a **minimum of 30** field experience hours in addition to their ED200 experience of approximately 98 hours. These hours are incorporated into the methods courses and explained on course syllabi for elementary and secondary education majors, and in selected PreK-12 courses. Students are responsible for documenting these hours of active participation in the classroom or other areas working with students. Field experience hours must occur in an educational setting or have an educational purpose (e.g., *Rolling Hills Zoo science project, preservice teacher workshops, partnerships with children centers or mentoring programs*) and community experiences with learners and/or teachers. These hours must be recorded on the college’s **Student Records of Field Experiences** form and signed by the cooperating teacher for each observation session. Teaching candidates will upload a scanned PDF or picture of each signed and approved Record of Field Experience Hours and submit to their Foliotek page.
Student Records of Field Experience Hours – Submit to Foliotek

Name: __________________________ Course # _______ College Instructor: ______________________

TOTAL HOURS on this record: _______ College Instructor’s Signature: ______________________

Include the email(s) of the Classroom Teacher/Supervisor: ________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Classroom – Place</th>
<th>Start Time</th>
<th>End Time</th>
<th>Brief highlights or description of the experience</th>
<th>Teacher or Supervisor’s Signature (daily)</th>
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• In addition to the ED200 field experience, a **minimum of 30 hours** is required of all education majors to document your work with children or youth in other educational settings or for educational purposes. *(ED200 will not require using this report form, but will document hours of experience through journals/summaries required of the course).*

• Complete all the information on this **Student Record of Field Experience Hours** form. You need the supervisor or teacher’s signature, plus the college instructor’s signature and approval of hours, before scanning the form(s) as a PDF (or taking a picture of it) and submitting these records to your Foliotek page. *(Teacher Education Handbook, 2017).*
ENDORSEMENTS

Candidates can supplement their teaching major by adding to it a specific set of courses, or endorsements that have been approved by the Kansas State Department of Education, in various subject areas. Secondary (6-12) education majors can add a Physics endorsement, Special Education High-Incidence 6-12 endorsement; or English Language Learners endorsement to their teaching major. Kansas State Department of Education offers a middle level (5-8) endorsement in Social Studies, math, science and English to teachers who can pass the Middle Level (or Secondary) PRAXIS test in the content area, to add the ML endorsement. All approved programs leading to licensure may be subject to change; therefore, preservice teachers are encouraged to confer with their advisor.

All Education majors are required to take SE210 as part of their plan, and Elementary Education is the only major that must take both SE210 and SE310. Elementary Education majors are also required to take EN101 regardless if they have taken an IDxxxW course, as well.

Candidates must realize that additional endorsements could result in overloads and/or one or more additional semesters of study. An overload would be exceeding the maximum of 18 credit hours per semester. Candidates should meet with their advisors early in their college career to develop a course of study for any of the endorsement program. The endorsements that are offered by the college are listed among the major courses in Bethany Teacher Education Four-Year Planning Guide located on the Bethany Education webpage and catalog.

Elementary education majors are required to take 9 additional hours of 200-300 level courses in a subject matter concentration within only one college category of Arts, Citizenship, Humanities, Math/Science, or Social Science in addition to the content courses already part of the 4-year plan. If the teaching candidate chooses to add endorsements in Special Education High-Incidence (K-6, K-6 /6-12, or PreK-12) and/or an English Language Learners K-6 endorsement to their major, it will fulfill the required concentrated area of 9 hours. PreK-12 education majors can add Special Education High-Incidence 6-12 endorsement to their major.
SECTION II

Bethany College
Clinical Practice Guide
INTRODUCTION

This section of *The Bethany College Teacher Education Handbook and Assessment Manual* is designed to serve as a guide for Bethany College teacher education candidates seeking licensure in elementary education (K-6), secondary education (6-12) and Art, Health and Physical Education and Music (PreK-12) education. This handbook also defines, for cooperating teachers, college supervisors and school principals, an overview of the clinical practice experience; information on the roles, responsibilities, and expectations of those involved; competencies to be met by the teaching candidates; information on the evaluation process; and appendices of needed information and forms.

PHILOSOPHY AND BELIEF STATEMENTS REGARDING BETHANY’S CLINICAL PRACTICE

- We believe that the best clinical practice experiences occur in schools and classrooms that are positive, effective learning environments, embracing student diversity, and best teaching practices.
- We believe that the clinical teaching experience is a cooperative venture. Bethany College supervisors and school personnel help in the development and improvement of the teaching candidates’ skills, and professional attitudes and dispositions through their positive examples.
- We further believe that teaching candidates are best served when everyone involved in the clinical practice process works toward the learning interests and welfare of the classroom student taking precedence.

<table>
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<tr>
<th>Clinical Practice Student Learning Outcomes</th>
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<td><strong>1. Knowledge Base (KB):</strong> The teaching candidate will demonstrate a strong content knowledge base of learners and learning, and the ability to make knowledge meaningful, respond to diverse learners’ needs, and increase motivation for learning.</td>
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<td><strong>2. Teaching Strategies and Applications (TSA):</strong> The teaching candidate will demonstrate the ability to use effective teaching strategies and methods, and design lessons and assessments to promote a meaningful and conducive learning environment that motivates learners.</td>
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<td><strong>3. Professional Attitudes and Values (PAV):</strong> The teaching candidate will demonstrate professional qualities and behaviors to fulfill teaching responsibilities, and utilize reflective and interpersonal communication skills.</td>
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Kansas Educator Code of Conduct

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

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

Appropriate conduct includes, but is not limited to the following:
- Keeping in confidence information about students obtained in the course of professional service
- Creating, supporting, and maintaining a challenging learning environment for all students
- Advocating for fair and equitable opportunities for all children
- Nurturing the intellectual, physical, emotional, social, and civic potential of all students
- Embodying for students the characteristics of honesty, diplomacy, tact, and fairness
- Fulfilling all mandatory reporting requirements for child abuse
- Fulfilling the roles of mentor and advocate for students in a professional relationship. A professional relationship is one where the educator maintains a position of teacher/student authority while expressing concern, empathy, and encouragement for students
- Providing professional education services in a nondiscriminatory manner
- Maintaining a professional relationship with parents of students and establish appropriate communication related to the welfare of their children

Inappropriate conduct includes, but is not limited to the following:
- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law
- Failure to provide appropriate supervision of students and reasonable disciplinary actions
- Engaging in harassing behavior on the basis of race, gender, national origin, religion or disability
- Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs
- Committing any act of child abuse
- Committing any act of cruelty
- Committing any act of cruelty to children or any act of child endangerment
- Committing or soliciting any unlawful sexual act

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

Appropriate conduct includes, but is not limited to the following:
- Maximizing the positive effect of school funds through judicious use of said funds
- Modeling for students and colleagues the responsible use of public property
• Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization

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

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

**Responsibilities to Profession:**

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

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

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

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

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

*(Research taken from: ACCK Teacher Education Handbook, University of Texas, Education Department, The Council for Exceptional Children, Association American Educators, University of California – Davis, National Education Association)*
Academic Integrity

Education faculty members at Bethany College expect all candidates to adhere to ethical behaviors in their courses and in their practicum placements, including clinical practice. The professional education standards for the state of Kansas and the standards for CAEP/NCATE seek candidates with attitudes and dispositions that are professional and deliberate in working toward licensing within the state of Kansas.

**Plagiarism and cheating are serious offenses that violate Bethany College’s high standards for students, and the Professional Code of Ethics of the teaching program.**

Bethany College’s policy on cheating and plagiarism states that the conduct listed below is prohibited, as are attempts to aid, abet, or incite others to commit conduct prohibited by the College.

**Acts of dishonesty, including but not limited to the following:**
- a. Cheating, plagiarism, or other forms of academic dishonesty.
- b. Furnishing false information to any College official, faculty member, or office.
- c. Forgery, alteration, or misuse of any College document, record, or instrument of identification”

Plagiarism is “…the wrongful act of theft of the research, work, and/or intellectual or creative product of another person by presenting that other person’s intellectual or creative product as one’s own…” (*Bethany College Catalog, 2017-2018*, p. 32).

Cheating, copying, claiming ownership of others’ idea by failing to cite sources, or submitting a previously written assignment, paper, or lesson plans from another course or student, are not allowed. Providing others with your own paper/assignment and allowing them to use parts of your work as their own is also considered cheating.

**Examples of inappropriate and unethical behaviors include, but are not limited to:**
- • submitting work that is not the student’s own, but is the work of another person;
- • submitting or using false data;
- • using unauthorized material, such as books, notes, or any electronic program or device during an examination;
- • helping another student on any examination;
- • collaborating on an assignment unless specifically permitted or required by the instructor;
- • submitting the same work for credit in two courses without prior approval of all instructors involved;
- • writing papers for another student.

**Consequences for Academic Dishonesty in the Teaching Program** will be a conference with the educational instructor(s), filed documentation of the incident with the registrar, and academic penalties of lowering the overall grade or failure of the class. Plagiarism may impact decisions for student teaching.
To be eligible for a Kansas initial license, a program completer must meet the requirements set forth by the Kansas State Dept. of Education (KSDE) Licensure Requirement 91-1-203.

ARTICLE 19. ---STUDENT TEACHERS

91-19-2. Student teacher certification.
(a) Each individual serving as a student teacher in an accredited or approved educational agency in Kansas shall hold a valid student teacher certificate.
(b) Issuance of student teacher certificates. Student teacher certificates shall be issued only to candidates who have fulfilled the requirements of the teacher education institution and have been recommended by the designated official responsible for teacher education at the teacher education institution. Only teacher education institutions shall issue student teacher certificates.
(c) Provision and filing of certificates. The state board of education shall provide student teacher certificate forms to teacher education institutions. Each student teacher serving in an accredited or approved educational agency shall file a valid student teacher certificate in the office of the administrator of the accredited or approved educational agency. The certificate shall be returned to the student teacher upon completion of the clinical practice assignment. A copy of the student teacher certificate shall be filed with the state board of education and with the teacher education institution.
(d) Form of certificate. The form of the student teacher certificate shall be as prescribed by the state board.
(e) This rule and regulation shall take effect on and after July 1, 1989. (Authorized by and implementing K.S.A. 72-1392; effective, E-70-36, July 31, 1970; effective Jan. 1, 1971; amended May 1, 1979; amended July 1, 1989.)

91-19-6. Student teacher contracts, liabilities and responsibilities.
(a) Necessity for written contracts. Persons certified for clinical practice shall engage in clinical practice only in educational agencies which are accredited or approved by the state board of education and which have entered into a written contract with a teacher education institution. The contract shall set out all of the arrangements made between the teacher education institution and the cooperating accredited or approved educational agency.
(b) Assignment of student teachers. Only teacher education institutions shall assign student teachers to cooperating accredited or approved educational agencies for the purpose of clinical practice.
(c) Student teacher responsibilities. Accredited or approved educational agency administrators and cooperating teachers to whom the student teachers are assigned, in cooperation with the designated officials of the teacher education institution and in conformity with the terms of the contract required by this rule and regulation, shall determine when and to what extent student teachers shall assume responsibilities or enter into teaching activities in the assigned accredited or approved educational agency.
(d) Supervision of student teachers. Student teachers shall be under the supervision of cooperating teachers and administrators of the accredited or approved educational agencies to which they are assigned. Student teachers shall not be expected to assume tasks or responsibilities not generally assigned to teachers.
(e) Student teachers are prohibited from serving as regular or substitute teachers. Certified student teachers shall be prohibited from serving as regular or substitute teachers in Kansas-accredited or Kansas-approved educational agencies.
(g) This rule and regulation shall take effect on and after July 1, 1989. (Authorized by and implementing K.S.A. 72-1392; effective, E-70-36, July 31, 1970; effective Jan. 1, 1971; amended May 1, 1979; amended July 1, 1989; amended July 18, 2008.)
Bethany College Criteria for Admission into Clinical Practice

Admission to Clinical Practice – Junior year, rising Senior
• In the fall of your junior year, pick up a STUDENT TEACHING PACKET with The Clinical Practice Application from the Education Department or access from the online Bethany Teacher Education Handbook and Assessmen Manual (APPENDIX E). This application/packet gives you an opportunity to request your clinical practice placement, and information about what you need to do in the spring and summer before student teaching. Your preferences will be considered, but may not be the final decision of the Education Department Team.

The Clinical Practice Application is due the first Friday in December (Junior year, rising Seniors) APPENDIX E

NOTE: Late or incomplete applications will only be considered upon an appeal to the Education Department Team. This appeal will require both a written explanation of why the application was late and meeting with the Chair of the Education Department. The factors contributing to missing the deadline and/or incomplete application and required documents will be considered by the EDT. Students who miss the deadline should, however, plan on applying the next semester. This could delay student teaching and graduation by a semester or more.

• Has maintained a Cumulative GPA of 2.5 or higher
• Has maintained a Cumulative GPA of 2.75 or higher in Major
• Has maintained a Teaching Candidate Disposition average of 2.5 or higher (Teacher Handbook, p.9)
• Student Records of Field Experience Hours (minimum of 30 hours, signed and approved, in addition to ED200 field experience, have been submitted to Foliotek) (Teacher Handbook, p. 25).

• Has completed, and passed with a grade of C or higher, all required coursework for the major and Professional Education Requirements (Teacher Handbook, p. 23-24) and required coursework before student teaching.

*(ED358 Foundations of Education, is the only course that can be taken the semester after student teaching).

• Has completed and passed the required courses of communications, English, and Math before student teaching.
• Approved Degree Evaluation with the Registrar – (make an appointment by email or phone) *forms on eSwede
• Approved Graduation Application with the Registrar notifying the intent to graduate in a given semester.
• Positive recommendation from the Dean of Student Development and Registrar (communicated with the Chair).
• Has completed a spring Pre-Student Teaching Interview with EDT professor and content instructor – APPENDIX F

Notifications for Clinical Practice
• Certification of Health for School Personnel (TB Test) Notification– (See Linda Conley, Education Department, Administrative Assistant and Licensure Officer) Due June 1, the summer before student teaching APPENDIX C.
• Hold $1,000,000.00 in professional liability insurance throughout all clinical practice. KANAAE, www.kanaae.org, or KNEA, www.knea.org, websites offer professional liability insurance as a membership incentive.

• You must show proof of insurance by July 1st (fall teaching candidates) or October 1st (spring teaching candidates) prior to student teaching - (Give both forms above to Mrs. Conley in the Education Department.)
Appeals Process: Upon denial of admission to clinical practice, the candidate may request an appearance before the Education Department to have his/her appeal heard. If the admission is still denied, the Education Department will supply the candidate with written reasons for the denial. The candidate may then appeal the decision using the guidelines in the Bethany student handbook.

Special Needs Statement: Teaching candidates with special needs or disabilities must notify the Academic Center for Excellence (ACE) Director, 785-227-3380 ext. 8456 that they are applying for clinical practice and request special accommodations. ACE Director will notify the Chair of the Education Department of the needed accommodations necessary during clinical practice. Notification must be received no later than December 15th.

Other Clinical Practice Requests: Spring and Out-of-Area

Spring Clinical Practice Placements
Every effort will be made to schedule clinical practice during the fall semester; however, a spring placement may be necessary. Teaching candidates must be eligible to graduate in May at the conclusion of the spring clinical practice semester. In order to complete the required 16 weeks of clinical practice before graduation, candidates must begin their placement in January. Therefore, all other coursework must be successfully completed (with no incompletes) in the fall semester previous. The teaching candidate must meet the same Criteria for Admission into Clinical Practice and required Notifications by given deadlines (Teacher Handbook, p. 33). Contact the Education Department for complete requirements for spring clinical practice.

Out-of-Area Placement Requests
The following procedures will apply to all out-of-area applications, including those at the Chicago Center for Urban Life and Culture,

1. The candidate must have a minimum of 3.0 GPA in Professional Education Coursework, while demonstrating a superior level of independence and resourcefulness in regard to course requirements.
2. Candidate must have a minimum average of 3.0 on the candidate disposition forms that are filled out by faculty, demonstrating outstanding commitment to course requirements.
3. Candidate must have no negative reports from Dean of Student Development.
4. Candidate must have exhibited exceptional dedication to their coursework and other responsibilities in order to apply for this privilege (candidate in good standing refer to #1, 2 and 3 above).
5. Candidate for either Fall or Spring clinical practice must present a letter of request to the Chair of the Education Department by January 15th, to be reviewed by the Education Department Team (EDT).
6. The letter must clearly state a reason of significant importance, explaining how an alternative placement will be more beneficial to candidates than fulfilling clinical practice requirements locally.
7. Candidate will participate in an interview with the college advisor/supervisor (TEC member), and at least two of the three members of EDT.
8. The guidelines apply to all candidates seeking placement outside of an approximate 50 mile radius of Bethany College or the residence of the college supervisor.
9. All candidates will be charged a fee of $750.00 to cover the cost of hiring an observer from another college, or the increased mileage and time spent for the Bethany College Supervisor. Candidates applying to the Chicago Center would not pay an additional fee for a supervisor due to the collaboration between Bethany College and the Chicago Center for Urban Life and Culture.
10. Candidates must have successfully completed ED200, Intro to Teaching Classroom Experience
11. Candidates granted an out-of-area placement must still meet all of the requirements of clinical practice including completing the Kansas Performance Teaching Portfolio (KPTP) and the exit survey.
Clinical Practice Overview

Congratulations! You are ready to begin the capstone experience of your Teacher Education program. The knowledge you have gained in your content courses, methods courses and field experiences will be applied in the many opportunities you will have to motivate and help all children and youth to learn. You will learn more than you can imagine, have fun, but you will work very hard. You’ll have lots of help, but it is now your responsibility. Within this semester you will use all of the skills you have acquired to make the transition from a teacher education candidate to a potential teacher!

Preparations before Clinical Practice

1. Attend a mandatory orientation meeting for teaching candidates during the spring semester before the fall student teaching experience.

2. At the meeting receive a Clinical Practitioner Information sheet - APPENDIX G and a Clinical Practice Confidentiality Statement – APPENDIX H

3. All teaching candidates must enroll in ED3XX Clinical Practice (as required for each major and endorsement area) and ED395 Clinical Practice Seminar during the clinical practice semester. The student teaching experiences and seminar will be a minimum of a 13-credit hour semester.

4. Once you have received notice from the Education Department about your placement, make arrangements to meet your cooperating teacher in their classrooms before summer break, to introduce yourself and familiarize yourself with grade level resources/texts, etc., well before clinical practice.

   *Complete the Clinical Practitioner Information sheet, and turn in to Mrs. Conley by June 30.

   • Attend the student teacher/cooperating teachers/administrators’ orientation meeting to be held on a Sunday afternoon in August from 2:00-4:00 in Lindquist Hall prior the fall clinical practice. You will receive your student teaching certificates at this time. *(The certificate is to be presented to the school principal at the beginning of your clinical practice experience.)*

   • Validate your fall registration with the Business Office.

   • Verify that your correct contact information is on file in the Education Office, cooperating schools’ office, with your cooperating teacher and your college supervisor(s). Be sure to include all telephone numbers at which you can be reached, both in the evening and during the weekends. Also provide accurate email and home addresses.

Professionalism

Pre-first-day-of-school activities in your cooperating school are a requirement. You are expected to be present daily and to engage in learning about the procedures and policies of a public school system. You will become acquainted with the school, the cooperating teacher, faculty and staff, the school administration, students, and perhaps some of the parents.

*You are a guest in the school in which you are placed for your clinical practice.* Please be respectful to all school staff, faculty and administration. *Develop the mindset of a teacher new to the system.* Take part in faculty
meetings, parent conferences, in-service activities, and orientation for new teachers, room and materials preparation, and other such responsibilities.

Don’t hesitate to “dig right in” and help wherever you can. You will benefit from the experiences. The value of this period will depend, in large measure, upon your initiative.

Dress and act as a member of the profession. Clothing and other apparel should be tasteful and appropriate for your teaching assignment and should reflect the school and faculty with whom you are placed.

**This is your job for the semester and it must come first. Your work and sports schedule must be adjusted to meet the demands of your clinical practice semester.**

**Demonstrate an ethical attitude.** Confidentiality must be maintained regarding student issues, school issues, IEP’s, exceptionalities, teacher confidential records, etc. The Bethany College Education Department has adopted the Kansas Educator Code of Conduct as approved the Professional Standards Board in May 2013.

### CLINICAL PRACTICE POLICIES AND PROCEDURES

The policies and procedures contained in this handbook were originally developed by the Teacher Education Coordinators with assistance from the Bethany College Advisory Council, and continue to be reviewed by TEC.

#### 1.0 Dress Code

1.1 Clothing should be clean and must not be distracting. If your clothing is inappropriate you may be asked to leave your assignment and change. College supervisors, cooperating teachers, and the Chair of the Education Department will make decisions regarding appropriate dress.

1.2 All piercings, other than earlobe piercings, should be removed during your clinical practice assignment.

#### 2.0 Tardy Policy

2.1 You will need to be in your classroom no less than 30 minutes before the beginning of the school day.

2.2 One late arrival is acceptable.

2.3 Repeated tardiness will result in the cooperating teacher contacting the college supervisor, which may require an *Intervention Plan* written with the college supervisor and the Chair of the Education Department.

#### 3.0 Absences

3.1 Notify your cooperating teacher and college supervisor by 6:30 a.m. if you are going to be absent due to personal illness or other personal emergency.

3.2 One day of absence for illness or family death is permissible. Please be sure to call your college supervisor immediately when you are ill.

3.3 **Absences beyond one day for illness or emergency will need to be made up at the end of the semester.** Your clinical practice grade will not be submitted until you have successfully completed all of the required days in your placement. Teaching candidates who miss an excessive number of instructional days will meet with the Chair of the Education Department to discuss making up those days or interventions as needed.

3.4 All personal appointments are to be scheduled after school hours.

3.5 You are required to attend all Teacher In-service and workdays; you are expected to follow a teacher’s schedule, the school’s vacation calendar (not Bethany’s), and to teach every day.
4.0 Bethany College Teacher Education Ethics Policy

4.1 Bethany College Teacher Education candidates accept the responsibilities to students; to refrain from disclosing confidential or damaging information that affects the student.

4.2 Bethany College Teacher Education candidates will make reasonable efforts to protect the students from conditions detrimental to learning, health or safety.

4.3 Bethany College Teacher Education candidates will restrain from soliciting, encouraging, participating or initiating inappropriate written, verbal, electronic, physical, sexual or romantic relationships with students.

4.4 Bethany College candidates for teacher education are expected to conduct themselves according to the previous statement and in accordance with the Bethany College statement on cheating and plagiarism. The Education Faculty at Bethany College expects ALL candidates to adhere to ethical behaviors in their courses and in their practicum placements, including clinical practice. The professional education standards for the state of Kansas and the standards of NCATE/CAEP seek candidates with attitudes and dispositions that are professional and deliberate in working toward licensing within the state of Kansas.

5.0 Clinical Practice Seminar

5.1 Concurrent enrollment in ED395, Clinical Practice Seminar, is required for ALL teaching candidates during the clinical practice semester. It provides continued professional growth through the use of reflective activities. Seminar is offered during both fall and spring semester of clinical practice.

5.2 The Seminar (ED395) is a graded, one-hour course. You are required to attend these sessions, which usually meets on seven designated Monday late afternoons from 4:00-5:30 or 6:00. You are excused from leaving your school, early if necessary, on Monday afternoons to be on time to your Seminar class.

5.3 Kansas Teaching Performance Portfolio (KPTP) requirements will be completed as a part of the required Clinical Practice Seminar.

6.0 Employment and Activities While Completing Clinical Practice

6.1 It is strongly advised that you cut back on your work and/or extra-curricular hours during clinical practice. Planning and implementing lessons is a time-consuming job during this professional semester and requires your full attention. The teaching candidate is expected to maintain the regular faculty hours of their cooperating teacher and to be in the classroom, prepared for teaching each day. The teaching candidate should participate with their cooperating teacher in extracurricular activities that are appropriate to the assignment, such as parent nights, band concerts, etc. Some of these activities may take place in the evenings, but should be considered as professional requirements.

6.2 Activities, such as sports participation, should be addressed with your coach in the spring prior to your anticipated clinical practice. Many school assignments will entail being in the classroom from 7:00 or 7:30 a.m. until 4:00 or 4:30 p.m. Please make sure you have discussed the teaching times and your clinical practice responsibilities as a priority with the coaches and other activity directors.

7.0 Professional Liability Insurance

7.1 Bethany College requires proof of professional liability insurance in the amount of at least $1,000,000.00 while you are in classrooms working with children. You must show proof of insurance by July 1st (fall teaching candidates) or October 1st (spring teaching candidates) either from your own personal source, or you may obtain such insurance by joining KNEA (www.knea.org) or KANAAE (www.kanaae.org).
8.0 Due Process Procedures

8.1 When a serious problem arises in the clinical practice placement with the professional performance of the teaching candidate as observed by the cooperating teacher, principal, or college supervisor, the teaching candidate will be notified immediately. After notification, a possible course of action is for the teaching candidate to meet with the cooperating teacher, school administrator, college supervisor and Chair of the Education Department to discuss and develop a Student Teaching Intervention Contract. APPENDIX I

This intervention plan will list specific areas for improvement and will include strategies for satisfactorily addressing the areas for improvement. The contract will include those instructional, professional and attitudinal areas that need immediate improvement in order to remain in the clinical practice placement. The teaching candidate will then be monitored for improvement for a period of two weeks.

8.2 If adequate progress is made to correct the areas for improvement within two weeks from the date the intervention plan was developed, the intervention plan will be considered completed and no further action will be necessary. If satisfactory progress is not made during the two-week period, alternative placements may be made, or the candidate will be withdrawn from Clinical Practice.

8.3 At the time of removal from clinical practice, the Chair of the Education Department will ask the teaching candidate and the college supervisor to sign a written document that list the reasons for removal.

8.4 The cooperating principal or superintendent may remove a teaching candidate from the placement if they find the behaviors of the teaching candidate to be harmful or detrimental to the cooperating teacher or students. Bethany Education Team may also recommend immediate removal and communicate concerns and reasons in a meeting with the cooperating school administrator and teacher(s). This removal from student teaching may be immediate and without an intervention contract due to the student teacher’s:
   A. Disregarding or violating school or district policies;
   B. Unprofessional behavior

8.5 Candidates with KNEA membership should refer to the KNEA UniServ Office for information on appealing such a decision. Candidates with KANAAE membership should contact www.kanaae.org for their local representative; or refer to the school district policy book for the correct policy on appealing a decision.

8.6 The teaching candidate will meet with the Chair of the Education Department, his/her college supervisor and other education faculty to determine the final steps to be taken for removal from clinical practice, including withdrawal from or failure during clinical practice, or decisions to pursue alternative placements.

8.7 The final decision will be given to the teaching candidate in writing and all participants who are involved will sign the document of future steps and final decisions.

8.8 If the teaching candidate wishes to make a written appeal regarding removal, they may do so in writing to the Academic Dispute Committee. Please refer to the Bethany College Catalog for procedures.

8.9 The teaching candidate will meet with the Bethany College Registrar to determine what alternatives for a degree program may be open to him/her.
Best Practices for the Student Teacher

*Review and follow all Clinical Practice Policies and Procedures*

- **Keep the same daily schedule as a regular full-time teacher**, excluding extra-curricular responsibilities. Discuss times you are expected to arrive and leave at the end of each school day.

- Create a schedule to send to your college/content supervisor that lists class location, days and times for each class, subjects being taught, and include times for lunch, teacher planning, study halls, etc.

- Establish with your cooperating teacher a working desk or space that will be for your own planning, materials, computer, if possible, and an area that students can come work with you.

- Notify your cooperating teacher and college supervisor by 6:30 a.m. if you are absent due to personal illness or an emergency. You are allowed one absence. Be sure the teacher has a copy of your lesson plans.

- Attend all meetings scheduled by your cooperating teacher, and/or school principal. You are required to attend all in-service activities while you are in clinical practice, including parent-teacher conferences.

- Acknowledge the cooperating teacher as the authority in the classroom. You are a guest in his/her class, and in the school. Your cooperating teacher is also your mentor. Reach out to him/her for professional advice and share concerns and problems as quickly as possible.

- Become acquainted with other grade-level teachers and people who are valuable resources: librarians, custodians, secretary, counselor, paras, coaches, special education, tech staff, coaches and administrators.

- Get to know the students’ names as quickly as possible. Learn as much as possible about the students. Discuss your observations of the students you will teach with your cooperating teacher. Keep observations confidential. Always maintain confidentiality concerning the students and their families.

- Be well prepared and know your content and lesson that you will be teaching. Exhibit confidence and a professional presence by being ready to teach each day. The time and effort put in lesson planning shows.

- **Teaching Schedules and weekly plans are required to be emailed by 6:00 p.m. Sunday evening to your college supervisor.** Weekly lesson plans for the classroom teacher depend on what they want you to use, or when they expect you to have outlined the concepts you will teach for the week ahead. It is strongly recommended to work with your cooperating teacher to have the following week’s plans ready to go before the weekend, with time for your cooperating teacher to review your activities, quizzes and tests.

- Discuss grading and evaluation policies with your cooperating teacher and develop strategies for giving meaningful and timely feedback to your students. This includes teacher responsibilities of entering grades, communicating with parents, and providing weekly plans on classroom webpages, if applicable.

- Attend ED395, Clinical Practice Seminar, on the college campus as scheduled. Remember your responsibilities as a Bethany student, and please check your Bethany email for daily communications.
ALL teaching candidates must complete at least 80 Teacher Days of clinical practice. For purposes of clinical practice we, define “full teaching schedule” as five to six classes or subjects with a maximum of four separate daily preparations. This may vary with secondary level assignments and block scheduling. Discuss this with your college supervisor While we understand that some teachers may have five to six individual preparations, our desire is to give each teaching candidate a positive learning experience, not an overwhelming situation.

For all placements, the teaching candidate will remain in the school until the last date of their assignment placement, but will have handed back most subjects to the cooperating teacher. He/she should continue to help in the classroom through the end of the last day of their placement.

Fall clinical practice begins with the first teacher in-service day and continues at least 80 teacher days including the week of Thanksgiving. Spring clinical practice begins the first teacher in-service day/first school day after the New Year holiday break and continues at least 80 teacher days not including the week of Spring Break.

Music majors will work with their cooperating teachers for rehearsals, band camps, and Music competitions and continue through the winter or spring programs at least 80 teacher days.

Recommended Student Teaching Schedules

**Elementary or Secondary level (one placement): 80 Teacher Days = 16 Weeks** [Mid-term & Final Evaluation]

**Week 1:** The clinical practitioner will familiarize themselves with the classroom and students; note management strategies and policies; examine texts, materials, and use of technology; and establish a teacher’s desk or spot to work in the classroom.

**Week 2:** Continue to plan with the cooperating teacher; learn students’ names and special needs; get acquainted with colleagues and staff, and building routines/schedules/policies, and teacher duties. Work with individuals and small groups.

**Week 3:** Begin to plan with the cooperating teacher the units that the clinical practitioner might teach. Take part in team-teaching, and assume some classroom responsibilities. **Begin teaching and planning 1-2 classes or subjects.** The clinical practitioner will send the college supervisor a clear weekly schedule of class periods and times (lunch and planning), and highlight the classes or subjects they will begin to teach.

**Week 4:** Continue to plan and prepare lessons for the KPTP unit, assume more responsibilities by teaching 2-3 subjects.

**Week 5:** Continue to prepare lesson plans and teach daily for 3-4 classes/subjects; add other teaching responsibilities.

**Week 6:** Continue to prepare lesson plans and teach daily for 4-6 classes/subjects; add other teaching responsibilities.

**Weeks 7-8:** By the 7th week, full-time teaching responsibilities should be reached. *Full Time Teaching (at the 80 teacher day placement) means planning and teaching for 8 weeks, taking on the responsibilities for every class or subject the cooperating teacher would be teaching, if possible, on a daily basis.

**Week 8:** The Cooperating Teacher will be requested to complete an electronic mid-term evaluation, and the clinical practitioner does a self-evaluation by the 8th week.

**Weeks 9-14** The clinical practitioner continues full-time teaching of classes/subjects.

**Weeks 15-16:** Full-time teaching responsibilities are gradually released back to the cooperating teacher. **The Cooperating Teacher will be requested to complete an electronic final evaluation by the 16th week for the clinical practitioner’s final grade.**
Elementary or Secondary (split placement): 50 + 30 Teacher Days = 16 Weeks:

**Placement 1 (50 days or 10 weeks): A Mid-term and Final Evaluation**

**Week 1:** The clinical practitioner will familiarize themselves with the classroom and students; note management strategies and policies; examine texts, materials, and use of technology; and establish a teacher’s desk or spot to work in the classroom.

**Week 2:** Begin to plan with the cooperating teacher the units that the clinical practitioner might teach. Learn students’ names; note special needs of students, and classroom routines; work with individuals and small groups. *The clinical practitioner will send the college supervisor a clear weekly schedule of class periods and times (lunch and planning), and highlight the classes or subjects they will begin to teach.*

**Week 3:** The clinical practitioner can take part in team-teaching, and assume some classroom responsibilities. Begin teaching and planning 1-2 classes/subjects.

**Week 4:** Continue to plan and prepare lessons for the KPTP unit; add more responsibilities by teaching 3-4 classes/subjects.

**Weeks 5-6-7:** By the 5th week, full-time teaching responsibilities should be reached. *Full Time Teaching (at the 50 teacher day placement) means planning and teaching for 5 weeks, taking on the responsibilities for every class/subject the cooperating teacher would be teaching, if possible, on a daily basis.*

*Week 7:* The Cooperating Teacher will be requested to complete an electronic mid-term evaluation, and the clinical practitioner does a self-evaluation by the 7th week.

**Weeks 8-9:** The clinical practitioner continues full-time teaching of classes/subjects.

*Week 10:* Full-time teaching responsibilities are gradually released back to the cooperating teacher. *The Cooperating Teacher will be requested to complete an electronic final evaluation by end of the 10th week for final student teaching grade.*

**Placement 2 – Endorsements, Middle school, - (30 days or 6 weeks): One final evaluation**

**Week 1:** The clinical practitioner will briefly familiarize themselves with classroom management policies; examine texts, materials, and use of technology; and establish a teacher’s desk or spot to work in the classroom. *Clinical practitioners should begin immediately to get to know students by working with individuals and small groups.*

**Week 2:** Begin to plan with the cooperating teacher the units that the clinical practitioner might teach. Learn students’ names; note special needs of students, and classroom routines. *Take part in team-teaching and/or begin teaching 1-3 classes or subjects.* *The clinical practitioner will send the college supervisor a clear weekly schedule of class periods and times (lunch and planning), and highlight the classes/subjects they will begin to teach.*

**Week 3:** The clinical practitioner assumes more classroom responsibilities with teaching and planning 3-5 classes/subjects.

**Weeks 4-5-6:** No later than the 4th week, full-time teaching responsibilities should be reached. *Full Time Teaching (at the 30 teacher day placement) means planning and teaching for 3 weeks, taking on the responsibilities for every class or subject the cooperating teacher would be teaching, if possible, on a daily basis.*

*End of Week 6:* Full-time teaching responsibilities are released back to the cooperating teacher. *The Cooperating Teacher will be requested to complete ONE electronic final evaluation by the end of the 6th week for the clinical practitioner’s grade.* Since the placement is fairly short, 30 days only, there will be no Mid-term evaluation required.
Elementary and Secondary (split placement): 40 + 40 Teacher Days = 16 Weeks:
(Art, Music, P.E.); Each 40 day placement = 8 weeks [A Mid-term and a Final Evaluation]

**Week 1:** The clinical practitioner will briefly familiarize themselves with learning environment and management policies; examine content objectives, resources, equipment, materials, and technology; and establish a teacher’s spot to work in the classroom. **Clinical practitioners should observe and note cooperating teacher’s instruction, schedule, and learning environment routines and responsibilities.**

**Week 2:** Begin to plan with the cooperating teacher the KPTP unit that the clinical practitioner will teach. Learn students’ names; note special needs and classroom routines. **Take part in team-teaching and/or begin teaching 1-3 classes. The clinical practitioner will send the college supervisor a clear weekly schedule of class periods and times (lunch and planning), and highlight the classes/subjects they will begin to teach.**

**Week 3:** The clinical practitioner assumes more classroom responsibilities with teaching and planning 4-6 classes/subjects.

**Week 4-5:** By the 4th week, full-time teaching responsibilities should be reached.
*Full Time Teaching (at the 40 teacher day placement) means planning and teaching for 4 weeks, taking on the responsibilities for every class/subject the cooperating teacher would be teaching, if possible, on a daily basis.

*Week 6:* **The Cooperating Teacher will be requested to complete an electronic mid-term evaluation, and the clinical practitioner does a self-evaluation by the 5th or 6th week.**

**Weeks 7-8** The clinical practitioner continues full-time teaching of classes or subjects.

*Week 8:* Full-time teaching responsibilities are released back to the cooperating teacher. **The Cooperating Teacher will be requested to complete an electronic final evaluation by the end of the 8th week for the clinical practitioner’s grade.**

* For questions about student teaching schedules or other issues, contact Bethany Education Department:

Dr. Gretchen Norland, Chair, Education Department
norlandg@bethanylb.edu 785-227-3380, Ext 8300

Professor Michelle Barreirô, M.S., Coordinator of Elementary Education
barreiroms@bethanylb.edu 785-227-3380, Ext. 8457

Professor Alan English, MLS., Coordinator of Secondary Education
englishae@bethanylb.edu 785-227-3380, Ext. 8297

Mrs. Linda Conley, Administrative Assistant and Licensure Officer
conleyl@bethanylb.edu 785-227-3380, Ext. 8200

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ROLES OF CLINICAL PRACTICE PERSONNEL

The following lists are intended to clarify the responsibilities and specific professional roles of those involved in the clinical practice experience. Teaching candidates should be familiar with the roles and responsibilities of all the personnel.

College Supervisor

The College Supervisors are the representatives of the college and serve as a mentor and final evaluator of the teaching candidate; they are vitally important to the development of a positive clinical practice experience. The College Supervisor will make visits during the semester to make sure the candidate is successful and making adequate progress.

The policy of the Education Department at Bethany College is for each teaching candidate to be visited a minimum of 4 times during a 16 week placement. PreK-12 Supervisors will observe their teaching candidates a minimum of 4 times, ideally twice at the elementary level and twice at the secondary level. The visits will begin after the 2nd week for 80 teaching day placements and after the first week for 40 and 50 teaching day placements. The visits will be spread out over the entire time the teaching candidate is teaching in the classroom in order to adequately measure progress of the candidate.

Elementary teaching candidates with Special Education High-Incidence endorsement will be observed a minimum of 3 times during their 50 teaching day regular elementary placement by their College Supervisor. ACCK will observe the 30 and 20 teaching day Special Education clinical practice placements. Bethany College will allow professional observations of non-struggling teaching candidates by retired Bethany College personnel or other content professionals at a flat rate fee.

The College Supervisor will:

1. Serve as the liaison between the cooperating school and the college, and establish positive relationships with the cooperating teacher, principal and other faculty. Attend the cooperating teacher/student teacher August orientation.

2. Help the cooperating teacher, principal and other faculty understand the Bethany College expectations of the teaching candidates, and communicate when visits will be made to observe the student teachers.

3. Observe candidates frequently in teaching situations, and their ability to work with children or youth. Monitor and evaluate progress using the criteria specified on the Student Teaching Evaluation form. The college supervisor will complete a Mid-Term and Final Evaluation. For formal observations, require a Bethany (or relevant) Lesson Plan.

4. Education Department members who represent the various content disciplines will observe their respective secondary level teaching candidates twice to evaluate content knowledge.

5. Confer with the teaching candidate immediately following an observation in order to discuss the lesson. Written feedback will be given to the student teacher at each visit, and signed by the student teacher and college supervisor. (The college supervisor is requested to turn in a copy of the written observation notes to the Education Department.)

6. Make additional visits as needed, to discuss the performance of the student teacher with the cooperating teacher (at planning times or after school) or when concerns exist with the teaching candidate.Alert the Chair of the Education Department immediately when problems arise by discussing a need for submitting an Intervention Plan.

7. Keep in contact with student teachers, on a weekly basis, through email or in person, and is a mentor, role model, and resource person. Be candid and encouraging as student teachers go through transitions and challenges. Expect to receive a schedule and weekly lesson plans (by Sunday night at 6:00) from student teachers as part of their grade.

• Determine whether to recommend the teaching candidate for licensure. The grade for clinical practice will be determined using the Student Teaching Evaluation form. The final grade will be given by the Bethany college supervisor, in consultation with the cooperating teacher and content professor’s assessments and recommendations.
Principal: The Principal of the cooperating school plays a vital role in the success of the teaching candidate. The principal is supportive as a mentor and advisor, and provides leadership by helping student teachers understand their responsibilities and professional involvements in school policies, regulations, meetings, and communications.

The Principal:

1. Leads their respective school in instructional matters.
2. Approves or rejects applications for teaching candidates in his/her building.
3. Selects teachers as cooperating teachers based on success in teaching and their length of time in the profession.
4. Orient the school faculty to the process of clinical practice and its possible contribution to the professional development of the cooperating teacher.
5. Accepts the teaching candidate as a participating member of the faculty with incumbent privileges and responsibilities.
6. Ensures that the teaching candidate is not used as a substitute teacher in the school during the clinical practice assignment.
7. Assumes an active role with the cooperating teacher in planning the clinical practice experiences.
8. Invites the teaching candidate to participate in extracurricular activities as appropriate to their placement.
9. Gives assistance and support to the cooperating teacher to help in developing appropriate professional relationships with the faculty, staff, pupils, and the community for the teaching candidate.
10. Acquaints the college supervisor with any school policies concerning teaching candidates.
11. Keeps informed of the progress of the teaching candidate. If any concerns arise regarding the teaching candidate, all concerns will be conveyed to the college supervisor as soon as possible.
12. Provides teaching candidate with copies of teacher’s editions of textbooks, curriculum guides, and faculty handbook.
13. Observes teaching candidate if possible, especially if the cooperating teacher or college supervisor requests.
14. Participates, when desirable, in conferences with the college supervisor/s, the cooperating teacher, and the teaching candidate.
15. Requests the removal of a teaching candidate if their professional judgment finds the teaching candidate is repeatedly unprofessional or is in some way harmful to the cooperating teacher or to the students.
16. Upon the teaching candidate’s request, completes a recommendation. It is the teaching candidate’s responsibility to ask their principal whether they are able to provide a positive evaluation.
Cooperating Teacher: The cooperating teacher is critically important in the progress and development of the teaching candidate. Without the encouragement, mentoring and evaluation of this professional educator, the teaching candidate will not be successful. Each cooperating teacher was selected through the collaborative efforts of the college and the school district for their ability to provide professional guidance and mentoring for the teaching candidate for all, or part of, this professional semester. Bethany College thanks you for your service!

Cooperating teachers, who have taught a minimum of three years, were recommended for their excellent teaching skills and from their success in teaching diverse learners. It is essential that these professionals mentor teaching candidates, and that the candidate respects their wisdom regarding the teaching process and working successfully with children. Research shows that the cooperating teacher is the most important person in the clinical practice experience for the progress of each teaching candidate in his/her professional growth.

Before your teaching candidate arrives, the cooperating teacher is encouraged to:

• Be prepared to welcome the teaching candidate into your school, classroom, and profession. Understand that he or she is in the process of making the transition from college student to teacher and may experience conflicts and stress.

• Be accepting of the teaching candidate, especially regarding their limited experience. Keep in mind that this is a college student trying to learn a profession. Most individuals do not truly become exemplary teachers until they have taught for 3-5 years. Truly look for and recognize continuous progress toward the goal of becoming a teacher.

• Treat the teaching candidate as a co-worker and colleague who will be working with you on mutual challenges. While the student teacher will certainly learn from you, you might gain new ideas and insights from them as well.

• Remember that your teaching candidate is a college student who has certain college rules he/she also must follow.

When your teaching candidate arrives at the beginning of the semester:

1. Please introduce the student teacher to other school colleagues and personnel. Introduce them by Miss., Mrs. or Mr. to students, and continue using the professional title throughout their clinical practice. Provide a roster or seating chart with students’ names/pictures to help the student teacher.

2. If possible, provide a separate work area with a desk and a place for the student teacher to store his/her materials and belongings, and that they may be viewed by the students as another ‘teacher’ in the class.

3. Acquaint the student teacher with instructional materials, supplies, and available equipment. Very quickly, arrange for the teaching candidate to have a copy of texts, materials, and access to computers, if applicable. They are anxious to know what units/topics to prepare as they begin working on their first lesson plans.

4. Stress the importance of careful planning. Suggest a format, template or device that you prefer them to use for daily or weekly lesson planning in your classroom. Guide the student teacher in developing lesson plans that address important principles, procedures and objectives, and how to prepare for future units. Student teachers are familiar with the Bethany College Lesson Plan, but it may only be required for a few formal observations by college supervisors. The student teacher may use the teacher’s suggested lesson plans or prepared materials at first, but gradually encourage them to develop new ideas and activities of their own.

5. Confer with the student teacher as they prepare for the upcoming week’s plans before leaving school for the weekend. Preview worksheets, activities, quizzes and tests that they are planning for students, and see if these meet your expectations. This includes school policies for submitting weekly lesson plans on websites. (Student teachers are required to email weekly lesson plans to college supervisors on Sunday by 6:00 pm)
7. Discuss grading and evaluation policies with your student teacher, including the value of formal and informal assessments. Guide them in responsibilities of grading assignments, entering grades, giving timely feedback to students, communicating with parents, and your expectations of monitoring academic progress.

8. Model effective instructional strategies, classroom management, and use of resources and/or technology. Assist in applying concepts of child growth and theories of development as you evaluate the teaching and learning process. Help the teaching candidate become a thoughtful and alert student of education.

9. Acquaint the student teacher with pupil personnel records, including Special Ed IEPs and the manner in which they are kept and used. Help them to accurately record grades and information. Explain school policies governing the use of school facilities, records, and reports. Review the need for confidentiality.

10. Provide continuous and verbal feedback to your student teacher, and take notes on what you observe regarding their instruction, professionalism, management of the classroom, and how they are interacting with and motivating students. At least once a week, discuss their strengths and areas for improvement.

11. Engage the student teacher in ongoing discussions of classroom events and issues in his/her teaching field. Encourage professional reflections on teaching styles, and best practices in teaching diverse learners. Provide an overall picture of what you want to accomplish with your class and how they can contribute.

12. Do not wait too long to address issues that could potentially become a greater problem for the student teacher or you. Be open and honest with your student teacher about your expectations and things that need to change. Offer or demonstrate specific suggestions and strategies to correct the behavior. Please do not share concerns about the student teacher with other teachers. Communicate serious concerns clearly and immediately to both the student teacher and the college supervisor.

13. The student teacher is a guest in your classroom and is required to follow the procedures and rules that have been set by you and the school. Help them clearly understand classroom expectations, incentives, and/or consequences, and ways to respond to students or steps to follow when rules are broken. Review other teacher responsibilities with student teachers regarding expected duties (e.g., recess, hallway rules, and before or after school monitoring) and legal responsibilities of supervising students at all times.

14. Help the student teacher take on your full-time teaching load gradually, beginning with one class and then slowly adding classes until he/she has a full teaching schedule. (See Recommended Student Teaching Schedules on pages 40-43 of the handbook). Discuss the specific unit and topics he/she will teach no later than the end of the second week of observation. Help the teaching candidate decide on an appropriate unit to develop as the basis for their KPTP. This usually includes 5 to 8 daily lessons taught sequentially over a week to a week and a half. The KPTP unit will focus on one class with a range of diverse learners.

15. Arrange for your student teacher to have a few hours for peer observation and for observation of two other exemplary teachers in the building. If the student teacher will not be teaching one subject or a specific class (secondary level) for valid reasons, they can observe another teacher in the building that hour or team teach.

16. Conduct informal evaluations as a part of the clinical practice, and also refer to the learning outcomes on Bethany’s Student Teaching Evaluation Form as you complete formal evaluations on your student teacher. The college will send you an electronic evaluation to your school email midway through the placement. Please complete the evaluation at Mid-Term by the suggested week (See pages 40-43), and another Final Evaluation that will be emailed to you the last week of the placement. If you are supervising a shorter placement of 30 days, you will not need to do a Mid-Term evaluation – only a Final Evaluation will be sent.

17. Share your evaluations with the college supervisor who will be responsible for determining whether to recommend the teaching candidate for licensure. Feel free to communicate regularly with the supervisors.
# BETHANY COLLEGE LESSON PLAN

<table>
<thead>
<tr>
<th>YOUR NAME:</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT/CLASS-GRADE:</td>
<td>TIME NEEDED:</td>
</tr>
<tr>
<td>UNIT-TOPIC:</td>
<td>LESSON #:</td>
</tr>
</tbody>
</table>

## Student Learning Objectives - Standards
Correctly written behavioral objectives: **LABEL BLOOM'S LEVELS**

## Materials needed:
*Technology: teacher/student

## Community resources?

## Modifications:
(Accommodate individual learning needs.)

## PRE - OPENING:
Objectives, **Background Knowledge**, Motivational “Hook,” **Anticipatory Set or Guide / Pretest**

## Integration:
(within and across content fields)

## Specific Reading Strategies:

## DURING Procedures:
Teacher-Directed instruction, Inquiry/Discussion, Student-Centered exploration or activity,
Independent Guided practice, Paired activity, Group work/Collaboration, Visual, Auditory, Kinesthetic

## AFTER-Closure:
Review concepts, Questions/Homework?

## Assessment:
“Checking for understanding?” **Post-test** Scoring-rubrics, Ending reflections/Exit cards, quiz, test

## Teacher Notes:
(Teacher reflects about lesson, success of activities, strategies – note modifications and changes needed.)

Notes about next Lesson:
### Bethany College Student Teaching Evaluation Form

<table>
<thead>
<tr>
<th>Knowledge Base (KB)</th>
<th>Un satisfactory 0-1</th>
<th>Beginning - 2</th>
<th>Developing - 3</th>
<th>Mastery – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Teaching Candidate:</td>
<td>The teaching candidate lacks content skills or is unable to assist learning.</td>
<td>The teaching candidate is remiss or hesitant to present knowledge or support learning.</td>
<td>The teaching candidate is making good progress in conveying knowledge to promote learning.</td>
<td>The teaching candidate is exceptional in making knowledge meaningful, and increasing motivation and enthusiasm for learning.</td>
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</tbody>
</table>

1. Demonstrates accurate explanations and grasp of content, key concepts and vocabulary.  
2. Uses resources, materials and technology to enhance content understanding and critical thinking.  
3. Integrates content with related subjects, topics, and perspectives.  
4. Provides time to practice skills, independently and collaboratively, and for learners to contribute ideas.  
5. Accommodates learners’ diverse backgrounds, developmental needs, abilities, and learning styles.  
6. Shows high expectations and challenges learners, and provides feedback and encouraging words.
<table>
<thead>
<tr>
<th>The Teaching Candidate:</th>
<th>Unsatisfactory 0-1</th>
<th>Beginning - 2</th>
<th>Developing - 3</th>
<th>Mastery - 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses a variety of methods and strategies to stimulate thinking, problem solving or creativity.</td>
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<tr>
<td>2. Implements structured lesson designs guided by objectives or standards in weekly plans and units.</td>
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<tr>
<td>3. Uses assessments to regularly measure and monitor student understanding, progress and mastery</td>
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<tr>
<td>4. Facilitates discussions that encourage all learners to contribute, reflect, process, and allows time for responses.</td>
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<tr>
<td>5. Provides clear directions, and uses verbal or non-verbal communications to re-direct learners’ behavior.</td>
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<tr>
<td>6. Maintains a safe and respectful learning community structured by clear procedures and expectations.</td>
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</tr>
<tr>
<td>Professional Attitudes and Values (PAV)</td>
<td>Unsatisfactory 0-1</td>
<td>Beginning - 2</td>
<td>Developing - 3</td>
<td>Mastery - 4</td>
</tr>
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<td>----------------------------------------</td>
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<tr>
<td>The teaching candidate lacks skills or is unable to interact or communicate to fulfill the teaching role.</td>
<td>The teaching candidate is hesitant or remiss in communication skills or is unreliable or exhibits non-productive behaviors</td>
<td>The teaching candidate shows good progress in communication skills and professional behaviors and attitudes towards teaching.</td>
<td>The teaching candidate demonstrates exceptional reflective and interpersonal communication skills, ethical behaviors, and positive values of a leader.</td>
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</table>

**The Teaching Candidate:**

1. Demonstrates confidence, a positive attitude and presence, and enthusiasm for teaching and working with children or youth.
2. Fulfills professional responsibilities, and is dependable and dedicated in preparations and on-going learning.
3. Demonstrates sincerity, integrity and leadership in collaborative work with colleagues, parents, students and others.
4. Advocates for learners’ responsible use of technology, honest work habits, and a respect for others’ rights to learn.
5. Responds to misbehavior and follows classroom procedures or policies appropriately.
6. Uses effective written and verbal communication in the classroom and in professional interactions and emails.

**Total score out of 72 points:**

**Extra comments (optional):**
SECTION III:

Completion of Bethany College
Teacher Education Program and Licensure
Completion of the Teacher Education Program

Congratulations on a successful student teaching experience! You are on your way to becoming a licensed teacher! Follow these steps to complete this process as you move toward graduation and are seeking employment in the profession of teaching.

Criteria for Program Completers

• Grade of C or higher in Clinical Practice/Student Teaching
• Cumulative GPA of 2.5 and Cumulative Major GPA of 2.75

• Student Teaching Evaluations on Foliotek including self-assessment
  Several student teaching evaluations will have been completed by your cooperating teacher, college supervisor, and content professors, with scores for you to review on Foliotek. These multiple evaluations include your own self-assessment, and mid-term and final assessments.

• Exit Survey for Student Teachers on Foliotek
  This survey is completed by you on Foliotek and is beneficial information to the education department about your student teaching and academic experiences and gives us feedback on the quality of the program

• KPTP successfully completed
  You will have completed the KPTP during your student teaching and during ED395 Seminar class. Each Portfolio is sent in to Kansas State Department of Education to be scored. A passing score 20.

• Education Artifacts submitted to Foliotek (Meets Chair approval)
  The College’s assessment data includes coursework artifacts representing your academic growth in five selected education courses. It is very important that you have submitted all of these before graduation.

Kansas Licensure Tests

• ED395 Seminar will help review and prepare you for the Kansas Licensure tests. It is encouraged that you take these tests as soon as you can following student teaching. Some students have taken these tests before student teaching. Information, timelines, practice guides, and test costs are found at www.ets.org

• Register for and take the PRAXIS Tests: Principles of Learning and Teaching Test at the level most appropriate to your major. A passing score of 160 is required for Kansas licensure. Registration information is available online at www.ets.org/praxis.

• Register for and take the PRAXIS Content Tests for each subject area in which you will be licensed to teach. Registration information is available online at www.ets.org/praxis.
Initial Licensure Steps
Mrs. Linda Conley, Administrative Assistant and Licensure Officer
conleyl@bethanylb.edu  785-227-3380, Ext. 8200

Student Teaching Semester:
• Complete KPTP
• Bethany College Application for Licensure completed and signed by you, TE Coordinator of your Major Program. APPENDIX J (Give to Mrs. Conley, Licensure Officer in the Education Department).

Complete the KSDE online Application for Kansas Initial License Form 1.
Instruction packets are available in the Education Office. Submit the appropriate fee to KSDE as instructed. Make sure that you will meet all requirements for licensure as listed in this handbook

Review: GENERAL INSTRUCTIONS for ONLINE APPLICATION FORMS for APPLICANTS (http://www.ksde.org)

Within 6 Months of Graduation for Initial License or applying for E Sub during summer or fall before student teaching:

FINGERPRINTS: *Submit your license application and your fee within 6 months of your fingerprints or you will be required to submit a new fingerprint card and fee.

• KSDE website (ksde.org) to order Kansas preformatted card (FBI, FD258) fingerprint form for the purpose of a KBI and FBI background check @ a fee of $50.00 for background check submitted with fingerprints. http://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Licensure/Fingerprint-Card-Order-Form or obtain one from the Licensure Officer

• This background check will be completed AFTER the receipt of your Form 8 for E sub or Form 1 for initial license and payment of your licensure fee

* When you receive the fingerprint card, fill out the card but DO NOT SIGN THE CARD YET! This must be done in front of the law enforcement officer. Cards with missing or incomplete information will be rejected.

• $50.00 background check fee required with your fingerprints
• Purchase a 9x12” manila envelope, attach @ least .98 postage

Address to: Teacher Education and Licensure, KSDE, 900 SW Jackson Street, Suite 106 Topeka, KS 66612-1212

• Prepare check or money order for $50.00 made payable to KSDE: SEND NO CASH!

Contact your law enforcement agency BEFORE you go!
Have your fingerprints taken at a law enforcement agency:
• Take the filled out card (FBI, FD258) to your law enforcement agency
• Take at least ONE FORM of picture ID
• Take the correct payment (money order or check) to your agency
• Sign the card in front of the officer taking your prints

Request the law enforcement agency performing the fingerprinting process to place the card along with your $50.00 background check fee (money order or check) in the envelope with postage attached. They will seal it and mail it.

After Graduation: Licensure Process takes 6 – 8 weeks to complete

After Graduation, your information will be verified by the Licensure Officer and you will be notified by KSDE to submit the appropriate fee to KSDE. Your application is not acceptable to KSDE without the application fee.

KSDE will notify you when your license has been issued and ready to print.

Job Searches and Interviews

• Watch for announcements of on-campus interviews by prospective employers and review listings of vacancies. Attend the ACCK interview day which is usually held in March. This is a great opportunity to network with area school employers and make yourself known to schools that are looking for teachers.

• Stop by the Education Office and post your new teaching position (where, teaching what, etc.) on our “Teaching Positions” list for current graduates. Then celebrate your success!
SECTION IV

Appendices of Teacher Education Documents
APPENDIX A: DENIAL OF LICENSURE NOTIFICATION

The Professional Practices Commission Regulation 91-22-1a lists a number of causes for denial of licensure. The regulation reads:

Article 22.—PROFESSIONAL PRACTICES COMMISSION 91-22-1A. Denial, suspension, or revocation of license; public censure; grounds; report.

(a) Any license issued by the state board may be suspended or revoked, or the license holder may be publicly censured by the state board for misconduct or other just cause, including any of the following:
   (1) Conviction of any crime punishable as a felony;
   (2) Conviction of any crime involving a minor;
   (3) Conviction of any misdemeanor involving theft;
   (4) Conviction of any misdemeanor involving drug-related conduct;
   (5) Conviction of any act defined in any section of article 36 of chapter 21 of the Kansas statutes annotates;
   (6) Conviction of an attempt under K.S.A. 21-3301, and amendments thereto, to commit any act specified in this subsection;
   (7) Commission or omission of any act that injures the health or welfare of a minor through physical or sexual abuse or exploitation;
   (8) Engaging in any sexual activity with a student;
   (9) Breach of an employment contract with an education agency by abandonment of the position;
   (10) Conduct resulting in a finding of contempt of court in a child support proceeding;
   (11) Entry into a criminal diversion agreement after being charged with any offense or act described in this subsection;
   (12) Obtaining, or attempting to obtain, a license by fraudulent means or through misrepresentation of material facts; or
   (13) Denial, revocation, cancellation, or suspension of a license in another state on grounds similar to any of the grounds described in this subsection.

(b) A license may be denied by the state board to any person who fails to meet the licensure requirements of the state board or for any act for which a license may be suspended or revoked pursuant to subsection (a).

(c) A certified copy of a journal entry of conviction or other court document indicating that an applicant or license holder has been adjudged guilty of, or has entered a plea of guilty or nolo contendere to, a crime shall be conclusive evidence of the commission of that crime in any proceeding instituted against the applicant or license holder to deny, suspend, or revoke a license.

(d) In any proceeding instituted against an applicant to license holder to deny, suspend, or revoke a license for conduct described in subsection (a) of this regulation, the fact that the applicant or license holder has appealed a conviction shall not operate to bar or otherwise stay the proceeding concerning denial, suspension, or revocation of the license.

(e) (1) Suspension or revocation of a license shall suspend or revoke all endorsements on the license.
   (2) Suspension of a license shall be for a definite period of time. A suspended license shall be automatically reinstated at the end of the suspension period if the license did not expire during the period of suspension. If the license expired during the period of suspension, the individual may make an application for a new license at the end of the suspension period.

(f) Any applicant for licensure whose license has been suspended, canceled, revoked, or surrendered in another state shall not be eligible for licensure in Kansas until the applicant is eligible for licensure in the state in which the suspension, cancellation, revocation, or surrender occurred.

(g) (1) Except as provided in K.S.A. 71-1397 and amendments thereto, any person who has been denied a license or who has had a license revoked for conduct described in subsection (a) or this regulation may apply for a license by completing an application for a license and submitting evidence of rehabilitation to the Kansas professional practices commission. The evidence shall demonstrate that the grounds for denial or revocation have ceased to be a factor in the fitness of the person seeking licensure. Factors relevant to a determination as to rehabilitation shall include the following:
   (A) The nature and seriousness of the conduct that resulted in the denial or revocation of a license;
   (B) The extent to which a license may offer an opportunity to engage in conduct of a similar type that resulted in the denial or revocation;
   (C) The present fitness of the person to be a member of the profession;
   (D) The actions of the person after the denial or revocation;
   (E) The time elapsed since the denial or revocation;
   (F) The age and maturity of the person at the time of the conduct resulting in the denial or revocation;
   (G) The number of incidents of improper conduct; and
   (H) Discharge from probation, pardon, or expungement.

(2) A person who has been denied a license or who has had a license revoked for conduct described in subsection (a) of this regulation shall not be eligible to apply for a license until at least five years have elapsed from the date of conviction of the offense or commission of the act of acts resulting in the denial or revocation or, in the case of a person who has entered into a criminal diversion agreement, until the person has satisfied the terms and conditions of the agreement.

(h) Before any license is denied, suspended, or revoked by the state board for any act described in subsection (a) of this regulation, the person shall be given notice and an opportunity to engage in conduct of a similar type that resulted in the denial or revocation of a license; public censure; grounds; report.

(i) The chief administrative officer of a public or private school accredited by the state board shall promptly notify the commissioner of education of the name, address, and license number of any license holder who is dismissed, resigns, or is otherwise separated from employment with a school for any act described in subsection (a) of this regulation.

(Authorized by article 6, section 2 of the Kansas Constitution K.S.A. 72-8506; effective May 19, 2000.)
The Application for Kansas Teacher’s License asks the questions listed below. You are required to answer these same questions as part of your clinical practice application. If you answer “Yes” to any of the question, please submit the documentation indicated. Your responses will be kept confidential and will be taken into consideration with regards to your eligibility for clinical practice.

18. Have you ever been convicted of a felony?
   □ No   □ Yes If yes, please attach a copy of the court documents regarding conviction.

19. Have you ever been convicted of ANY crime involving theft, drugs or a child?
   □ No   □ Yes If yes, please attach a copy of the court documents regarding conviction.

20. Have you entered into a criminal diversion agreement after being charged with any offense described in question 18 or 19?
   □ No   □ Yes If yes, please attach a copy of the diversion agreement.

21. Are criminal charges pending against you in any state involving any of the offenses described in question 18 or 19?
   □ No   □ Yes If yes, please attach a copy of the court documents regarding your case.

22. Have you had a teacher’s or school administrator’s certificate or license denied, suspended or revoked in any state?
   □ No   □ Yes If yes, please indicate the action taken: □ denied □ suspended □ revoked.
   Which state(s)? ______________________________________________
   Please attach a copy of the documents regarding the official action taken.

23. Is disciplinary action pending against you in any state regarding a teacher’s or administrator’s certificate or license?
   □ No   □ Yes If yes, please attach a copy of the official documents regarding the action pending against you.

24. Have you ever been terminated, suspended, or otherwise disciplined by a local Board of Education for falsifying or altering student test or student test scores?
   □ No   □ Yes If yes, which district(s)? When?

25. Have you ever falsified or altered assessment data, documents, or test score reports required for licensure?
   □ No   □ Yes If yes, which state(s)? When?

I hereby affirm that I have read and understand Regulation 91-22-1a. I have answered truthfully to questions 18 through 25 above. I understand that even though Bethany College might admit, graduate, and recommend me for licensure, there is no guarantee that a license will be granted by any state’s certifying agency if I answer “yes” to any of the questions above.

__________________________________________________
Name (PLEASE PRINT)

__________________________________________________
____________________________                      Date
APPENDIX B.

ED200 Introduction to Teaching: Classroom Experience Placement Application

Mandatory meeting – Wednesday, September 27, 2017 – (Notification by email of location and time)

Name: ___________________________________________ Bethany ID#: ___________ Date: _________________

DOB: ___________________ (MM/DD/YYYY) Class Standing: (check all that apply) □ SO  □ JR  □ SR  □ Returning Student  □ Transfer

Campus Address

Local Address (for candidates living off-campus)  __________________________________________________________________________________

Cell Phone

Teaching Major  ____________________________________________________________________________  Endorsement/s  ____________________________________________________________________________

Advisor

PLACEMENT REQUEST INFORMATION: You may request placement in two grade levels or subject areas. For example, if you are interested in PreK-12 H-PE, you can observe both an elementary and secondary classroom. Check with your advisor or stop by the Education Office if you need assistance. If your placement is out-of-state, you must print and attach the website information for the district and school in which you want to be placed.

Placement Request #1: (Please print legibly.)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Subject Area</th>
<th>Cooperating Teacher (optional)</th>
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</table>

School  ____________________________________________________________________________  Principal  

Address  ____________________________________________________________________________  City  State  Zip

Phone (include area code)  ____________________________________________________________________________  School District Name and Number

Placement Request #2: (Please print legibly.)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Subject Area</th>
<th>Cooperating Teacher (optional)</th>
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</tbody>
</table>

School  ____________________________________________________________________________  Principal  

Address  ____________________________________________________________________________  City  State  Zip

Phone (include area code)  ____________________________________________________________________________  School District Name and Number
HOUSING AND TRANSPORTATION INFORMATION:

**Housing Arrangements:** Please indicate where you will live during the month of January:

- [ ] I will live off campus or away from the local address listed on the first page of this application. I can be contacted at the following address and phone:

<table>
<thead>
<tr>
<th>Address</th>
<th>Phone #</th>
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- [ ] I will live on campus/at the local address listed on the first page of this application.

**Transportation Arrangements:** You are responsible for transportation to and from your placement. If you will be living on campus/locally during January, you can car pool with other candidates to help defray the costs. In order for the Education Department to help with car-pooling arrangements, please check the statement that applies to you:

- [ ] I am not interested in car-pooling.

- [ ] I have a car and am willing to take _______ other candidates with me each day.

- [ ] I do not have a car and will need transportation to and from my school.

PREVIOUS EDUCATIONAL EXPERIENCE:

List schools, including city and state, in which you attended high school. List the high school you graduated from first.

<table>
<thead>
<tr>
<th>High School from which you graduated</th>
<th>City, State</th>
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</table>

<table>
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<tr>
<th>High School Attended</th>
<th>City, State</th>
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<tr>
<th>High School Attended</th>
<th>City, State</th>
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</table>

Indicate the size/classification of the high school from which you graduated (based on number of students in grades 10-12):

- 1A (0-70 students)
- 2A (71-109 students)
- 3A (110-165 students)
- 4A (166-385 students)
- 5A (386-700 students)
- 6A (701-1500+ students)

Candidate Signature  

Date  

Rev. 4/2008
APPENDIX C.

CERTIFICATION OF HEALTH FOR SCHOOL PERSONNEL
K.S.A. 72-5213

To be completed by the Applicant/Employee: (Form to become part of the personnel file)

Name: __________________________________________ Social Security Number: ________________________
Address: __________________________________________ (Street, City and Zip Code)
Birth date: ______________________________
Job Title: __________________________________________ Worksite: ______________________________

<table>
<thead>
<tr>
<th>Tuberculin Testing Results</th>
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<tbody>
<tr>
<td>(To be completed by Health Care Professional)</td>
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<table>
<thead>
<tr>
<th>Test</th>
<th>Date of Test</th>
<th>Date Test Read</th>
<th>Result</th>
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<tbody>
<tr>
<td>Mantoux/PPD</td>
<td>___________</td>
<td>___________</td>
<td>_______mm induration</td>
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<td>_______</td>
</tr>
<tr>
<td>(Negative)</td>
<td></td>
<td></td>
<td>(Negative/Positive)</td>
</tr>
<tr>
<td>Chest X-Ray:</td>
<td>___________</td>
<td>___________</td>
<td>__________________</td>
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<tr>
<td>Testing Conducted by: ___________________________</td>
<td>(Health Facility)</td>
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<tr>
<td>Individual Who Read Test: ________________________</td>
<td>(Signature)</td>
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Physician’s Statement

I have, this date, examined ___________________________ and find no evidence of any physical condition that
would conflict with the health, safety, or welfare of the pupils or would prevent the individual from working in a safe
and healthful manner.

List limitations or restrictions, if any.

Comments: __________________________________________

__________________________________________________ (Signature of Licensed Physician)

(Examination Date)

(Address)

Every board of education shall require all employees of the school district, who come in regular contact with the pupils of the school district, to submit
a certification of health signed by a person licensed to practice medicine and surgery under the laws of any state on a form prescribed by the secretary
of health and environment. The certification shall include a statement that there is no evidence of physical condition that would conflict with the
health, safety, or welfare of the pupils; and that freedom from tuberculosis has been established by chest x-ray or negative tuberculin skin test. K.S.A. 1999 Supp. 72-5213
APPENDIX D.

*This Application is to be completed following ED200 for teaching candidates at a sophomore standing. It is due by the last day of the ED200 course at the end of January.

TEACHER EDUCATION APPLICATION

PERSONAL INFORMATION: Supply all requested information.

Name: __________________________________________________ Date: ____________________________

Birth date ________ SSN ***-**-_______ Bethany ID: ______________________
(MM/DD/YYYY)

Campus Address: ________________________________________ Cell Phone: ______________________

Home Address: ____________________________________________

Racial/Ethnic Origin:
□ American Indian/Alaska Native □ Asian
□ Black/African American □ Hispanic/Latino/Spanish Origin
□ Native Hawaiian/Pacific Islander □ White

Class Standing: (Check all that apply) □ Fr. □ So. □ Jr. □ Sr. □ 5th Yr.

□ Returning Student □ Transfer Student □ College Graduate

Number of completed semesters at Bethany (do not include current semester) _______

Graduates/Transfer Students: List all colleges attended and degrees earned:

<table>
<thead>
<tr>
<th>College Attended</th>
<th>Dates</th>
<th>Degree Earned</th>
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If you currently have a four-year degree, please check the statement that applies to you:

□ I plan to complete coursework for teacher certification.
□ I plan to graduate from Bethany College with a teaching degree.

PROGRAM INFORMATION: Majors/Endorsements you intend to complete. Please check all that apply.

- Elementary Education K-6, Concentration: ________________________________
- Art PreK-12, Concentration: ________________________________
- Music, Vocal PreK-12
- Music, Instrumental PreK-12
- Health - Physical Education PreK-12
- Secondary Education 6-12, Subject: ________________________________
- Secondary Field Endorsement 6-12, Subject: ________________________________
- Special Education High-Incidence Endorsement: □ Elementary K-6 □ Secondary 6-12 □ PreK-12
- English Language Learners (ELL) Endorsement: □ Elementary K-6 □ Secondary 6-12

Present Advisor: ___________________________ When do you plan to student teach? Fall 20______

When do you plan to graduate or complete your coursework? ________________________________
Admission Criteria to Teacher Education

- Teaching candidate is at a sophomore standing
- Cumulative GPA of 2.5 or higher (including all transfer hours from all colleges attended)
- Cumulative GPA of 2.75 in Major (including courses taken in major)
- ED100 passed with a grade of C or higher
- ED200 passed with a grade of C or higher
- ED200 Field Experience Evaluation of 2.5 or higher
- Teaching Candidate Disposition(s) average of 2.5 or higher
- Submission of this Teacher Education Application by the last day of ED200, end of January.

APPLICATION APPROVAL:

Academic Advisor__________________________________________________ Date________________________

Elementary/Secondary-level Coordinator: ________________________________ Date________________________

Chair of Education Department________________________________________ Date________________________

I understand that the Education Department will use the information on this form in conjunction with an evaluation from the Dean of Student Development, disposition evaluations from my classroom instructors, and grade information and academic dishonesty incidences from the Registrar, in determining my eligibility for admission to the Teacher Education Program.

Signature___________________________________________________________ Date________________________
APPENDIX E

CLINICAL PRACTICE APPLICATION Fall 2018, Spring 2019

Completed applications are due in the Education Office,
Lower Level Learning Center #25, by 4:00 p.m. on the first Friday in December.

I. Candidate Information: Throughout the spring semester, we will be contacting clinical practice candidates with updates or with requests for additional information. Therefore, it is imperative that you provide us with your current contact information, including your Bethany e-mail address, campus extension or local phone number/s for those candidates living off-campus. You are responsible for listening to your voice mail, reviewing your emails, and responding appropriately.

Name: _________________________________________________ Date: ______________________
Birth date: ___________ SSN: ***-**-_________ Bethany ID: ______________
Bethany Email Address: ___________________________ Cell Phone #: ______________
Campus Address: ________________________ Campus Box #: ___________
Off-Campus Address: __________________________ City, St. Zip________________
Off-Campus Home Phone: __________________________ Work Phone: ______________________
I plan to: □ graduate □ complete post-B.A. licensure coursework
In: □ May ’18 □ August ’18 □ December ’18 □ January ’19 □ May ’19

II. PREVIOUS EDUCATIONAL EXPERIENCE:
List schools, including city and state, in which you attended high school. List the high school you graduated from first. (Attach a separate sheet to list additional high schools.)![](https://www.greatschools.net)

High School from which you graduated __________________________ City, State

Number of students in your high school? ____________ In your graduating class? ____________

Please define the diversity of your high school as to the percentage of students receiving free lunches and the top three student ethnicity groups. To do this go to the website www.greatschools.net and choose the appropriate state where you attended high school. You can either search for your high school by the school or district name and/or city. Answer the following questions:
1) What is the percentage of students receiving free or reduced lunches? ____________
2) What are the top three student ethnicity groups (starting with the highest including the percentage)?

List all post-secondary institutions, excluding Bethany, which you have attended. (Attach additional sheets if needed.)

<table>
<thead>
<tr>
<th>College/University</th>
<th>Dates Attended</th>
<th>Degree Earned</th>
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63
APPENDIX E Continued

III. EXPERIENCE WITH CHILDREN THROUGH COURSEWORK: Provide the following information about your ED 200 Introduction to Teaching experience. Include information for all schools in which you observed. (Attach additional schools on separate sheet.)

School/s ____________________________________________ Interterm ________________

City and State __________________________________________________________________________

Size/Classification _____________________ Grade/Subject_____________________________________

Cooperating Teacher/s ________________________________________________________________

IV. EXPERIENCE WITH CHILDREN THROUGH WORK:

List below paid or volunteer positions in which you have worked in a teaching/instructional capacity with the children/adolescents (e.g. camp counselor, coach, daycare worker, church school teacher). Limit this list to experiences you have had since your high school graduation. (Add additional work to separate sheet.)

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<tr>
<th>Dates</th>
<th>Position and/or Adolescents</th>
<th>Type of Work</th>
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V. FINAL EVALUATION:

Student Teaching Evaluation forms will be completed by cooperating teachers, college supervisors, and content instructors through the Foliotek system. You have access to the scores on your Foliotek page and will complete a self-assessment using the Student Teacher Evaluation form. Your final Evaluation score is converted to a grade.

VI. ACADEMIC INFORMATION:

List all major and endorsement areas. (Add additional major/endorsement areas to separate sheet.)

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<thead>
<tr>
<th>Major and Level</th>
<th>Endorsement and Level</th>
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VII. ACADEMIC PROGRESS:

*I understand* that clinical practice candidates must be eligible to graduate, or complete Post B.A. coursework, within the Interterm and spring term following clinical practice, or at the conclusion if the spring clinical practice semester (Bethany College Catalog). __________________ (please initial)
APPENDIX E Continued

VII. List below the courses you will complete to be eligible to graduate by May 2019.

<table>
<thead>
<tr>
<th>Spring 2018</th>
<th>Summer 2018</th>
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<tr>
<th>Fall 2018</th>
<th>Interterm 2019</th>
<th>Spring 2019</th>
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VIII. CANDIDATES WITH SPECIAL NEEDS OR DISABILITIES:

“I understand that clinical practice candidates with special needs or disabilities must notify the Academic Center for Excellence (ACE) Director, 785-227-3380 Ext. 8456, that they are applying for clinical practice and ask the ACE Director to notify the Chair of the Education Department of any accommodations necessary during clinical practice. Notification must be received by 4:00 p.m. on the first Friday in December, so that accommodations can be arranged when requesting clinical practice placements.” ____________________ (please initial)

IX. APPROVAL OF APPLICATION

Advisor’s Signature    Date

Elementary/Secondary level Supervisor’s Signature    Date

Chair of Education Dept. Signature    Date
APPENDIX E Continued

X. CLINICAL PRACTICE PLACEMENT INFORMATION: Clinical practice placements are made within an approximate radius of 50/75 miles of Lindsborg by the Bethany College Education Department in cooperation with local school districts. In order to ensure that you obtain diverse field experiences at Bethany, all of your prior educational experiences are taken into consideration when determining your clinical practice placement/s. In addition, you will not be placed for clinical practice: in the high school from which you graduated; with a cooperating teacher that you have worked with extensively (e.g., ED 200, Introduction to Teaching cooperating teachers); or in schools where family members and/or close friends are employed or attend school.

**Final decisions about placements are the responsibility of the Education Department and are based on: 1) The school from which you graduated; 2) where you completed your ED 200 practicum and at what grade level; 3) the availability of teachers; and 4) the distribution of teaching candidates for each college supervisor.

HOUSING WARNING: If you are interested in obtaining housing in the city in which you will complete your clinical practice to save on transportation costs, you are strongly advised NOT to sign a lease until you know where you will be placed. _________________ (please initial)

XI. CLINICAL PRACTICE PLACEMENT REQUEST: where you would like to complete your clinical practice within a 50 – 75 mile radius of Lindsborg?

I would like to student teach at: ______________________________________________________________

XII. Indicate all areas in which you are requesting a clinical practice placement:

Major Area:
- Art Education (40 teacher days elementary; 40 teacher days secondary)
- Elementary Education, (80 teacher days)
- Health and Physical Education (40 teacher days elementary; 40 teacher days secondary)
- Music Education, Vocal (40 teacher days elementary; 40 teacher days secondary)
- Music Education, Instrumental (40 teacher days elementary; 40 teacher days secondary)
  - Music Clinical Experience will include all Band Camps, Music Festivals and Concerts your cooperating school participates in giving you an extended rich and varied clinical experience.
- Secondary Education (80 teacher days) Teaching Major: ________________________________

**English Language Learners K-6 Endorsement** to be included with your major area clinical practice placement; or as a 30 teacher day clinical practice placement following 50 teacher days of elementary clinical practice.

English Language Learners 6 – 12 Endorsement to be included with your major area clinical practice placement, or as a 30 teacher day clinical practice placement following 50 teacher days of content area clinical practice.

**Secondary Endorsement** to be included in conjunction with your major area clinical practice placement (30 teacher days following 50 teacher days of your major):

Subject: _____________________________________

**Special Education High-Incidence Endorsement** for which you will need a 30 teacher day clinical practice placement (this experience will reduce the teacher days in your major area placement):

□ Elementary K-6 □ Secondary 6-12 □ PreK-12

**NOTE:** Special Education placements are arranged through ACCK. However, we need this information in order to plan your entire clinical practice schedule.

________________________________________________________________________________________

Candidate’s Signature ___________________________ Date ___________________________
Bethany College Clinical Practice Policy

This form must be read, signed and turned in with the Application for Clinical Practice.

Kansas State Department of Education Regulations and Standards for Kansas Educators
To be eligible for a Kansas initial license, a program completer must meet the state requirements

ARTICLE 19. ---STUDENT TEACHING REGULATIONS

91-19-2. Student teacher certification.
(a) Each individual serving as a student teacher in an accredited or approved educational agency in Kansas shall hold a valid student teacher certificate.
(b) Issuance of student teacher certificates. Student teacher certificates shall be issued only to candidates who have fulfilled the requirements of the teacher education institution and have been recommended by the designated official responsible for teacher education at the teacher education institution. Only teacher education institutions shall issue student teacher certificates.
(c) Provision and filing of certificates. The state board of education shall provide student teacher certificate forms to teacher education institutions. Each student teacher serving in an accredited or approved educational agency shall file a valid student teacher certificate in the office of the administrator of the accredited or approved educational agency. The certificate shall be returned to the student teacher upon completion of the clinical practice assignment. A copy of the student teacher certificate shall be filed with the state board of education and with the teacher education institution.
(d) Form of certificate. The form of the student teacher certificate shall be as prescribed by the state board.
(e) This rule and regulation shall take effect on and after July 1, 1989.

91-19-6. Student teacher contracts, liabilities and responsibilities.
(a) Necessity for written contracts. Persons certified for clinical practice shall engage in clinical practice only in educational agencies which are accredited or approved by the state board of education and which have entered into a written contract with a teacher education institution. The contract shall set out all of the arrangements made between the teacher education institution and the cooperating accredited or approved educational agency.
(b) Assignment of student teachers. Only teacher education institutions shall assign student teachers to cooperating accredited or approved educational agencies for the purpose of clinical practice.
(c) Student teacher responsibilities. Accredited or approved educational agency administrators and cooperating teachers to whom the student teachers are assigned, in cooperation with the designated officials of the teacher education institution and in conformity with the terms of the contract required by this rule and regulation, shall determine when and to what extent student teachers shall assume responsibilities or enter into teaching activities in the assigned accredited or approved educational agency.
(d) Supervision of student teachers. Student teachers shall be under the supervision of cooperating teachers and administrators of the accredited or approved educational agencies to which they are assigned. Student teachers shall not be expected to assume tasks or responsibilities not generally assigned to teachers.
(e) Student teachers are prohibited from serving as regular or substitute teachers. Certified student teachers shall be prohibited from serving as regular or substitute teachers in Kansas-accredited or Kansas-approved educational agencies.
(f) This rule and regulation shall take effect on and after July 1, 1989. (Authorized by and implementing K.S.A. 72-1392; effective, E-70-36, July 31, 1970; effective Jan. 1, 1971; amended May 1, 1979; amended July 1, 1989; amended July 18, 2008.)
APPENDIX E Continued

Student Teaching Regulations: Signed Verification

1. The following expenses involved in clinical practice are the responsibility of the student teacher:
   a. Transportation costs to and from the assigned classroom. Carpooling will enable candidates to share expenses. Arrangements for carpooling are the responsibility of the candidate.
   b. School lunches. Note: On-campus candidates are responsible for meals when the cafeteria is not open, and sack lunches may be provided upon request.

2. Dress code for student teachers will be governed by the teacher’s dress code of the district/s to which the student teacher has been assigned. Jeans, shorts, or other informal attire should only be worn as deemed appropriate by school policies or purpose of school activity or class.

3. The Bethany College Teacher Education Department expects its teaching candidates to act as professionals throughout their experience. The following are some general guidelines for conduct:
   a. Dating of students is unacceptable. The teaching candidate must maintain a strictly professional relationship with all students in the school.
   b. Death in the family, personal illness, and unexpected emergencies are the only excusable absences. If these occur, the college supervisor and the cooperating teacher must be notified prior to the opening of the school day (6:30 a.m.). Any other reasons for absence should be cleared with the Chair of the Education Department.
   c. Teaching candidates should be extremely cautious about discussing the work habits, behavior, or home background of their pupils or cooperating teachers. Such topics may be appropriate to discussions occurring during clinical practice seminars or with Bethany College supervisors, but discussion of these matters in other places (the cafeteria, dorm, etc.) is not appropriate.
   d. Promptness in fulfilling professional responsibilities is vital. Be well prepared to teach including consistency on weekly lesson planning, and grading responsibilities done in a timely manner.
   e. Teaching candidates should work to develop positive, professional relationships with the teachers, staff, aides, administrators and other school personnel, and build communications with parents.
   f. Clinical practice is a full-day responsibility, the same as that of the teachers of the district. Therefore, teaching candidates will only be enrolled in Clinical Practice and Clinical Practice Seminar; no other coursework is allowed. In addition, candidates must schedule appointments, athletic and co-curricular commitments, and work responsibilities outside of the school day, so they do not interfere with clinical practice, attendance at seminar, or time needed for instructional planning and grading.
   g. Any problems associated with clinical practice should be discussed first with the assigned College Supervisor. If the candidate is not satisfied with the outcome, they may discuss the problem/s with the Chair of the Education Department, and handbook policies may be reviewed or enacted as needed.

I have read the above regulations and understand the responsibilities and commitments expected of me.

Teaching Candidate’s Signature: ___________________________ Date: ______________
APPENDIX F
Bethany College Teacher Education
Pre-Student Teaching Interview Rubric

Domain 3: Professional Attitudes and Values (PAV) - Learning Outcome:
The teaching candidate demonstrates professional qualities and behaviors to fulfill teaching responsibilities, and utilizes reflective (intrapersonal) and interpersonal communication skills.

<table>
<thead>
<tr>
<th>Intrapersonal Awareness (Self-Reflective) (PAV 1, 6)</th>
<th>Unsatisfactory – 1</th>
<th>Beginning - 2</th>
<th>Developing – 3</th>
<th>Mastery – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate expresses little self-awareness regarding strengths and weaknesses.</td>
<td>The candidate is able to describe personal characteristics with limited depth and perception.</td>
<td>The candidate has a clear understanding of self (in general) easily able to discuss his/her personal traits.</td>
<td>The candidate is able to articulate their capabilities, skills and weaknesses in regard to his/her potential in the classroom. This analysis of self-concept is well thought out.</td>
<td></td>
</tr>
</tbody>
</table>

| Interpersonal Awareness (PAV 2, 3) | The candidate cannot articulate how he/she interacts with others. | The candidate describes interactions with others on a limited basis, not demonstrating how those skills will benefit him/her in a school setting | The candidate can describe how he/she interacts with others, but he/she may not clearly articulate how this will be of benefit in their career. | The candidate clearly describes how he/she interacts with others and can give examples as to how this strength will apply to his/her success in the workplace. |

| Belief System Related to Professional Ethics and Behavior (PAV 4, 5) | The candidate does not articulate a clear view of what behaviors and attitudes are displayed by a member of the teaching profession. | The candidate articulates vague descriptors of what a good teacher exhibits within the professional setting. | The candidate clearly understands and articulates what behaviors should be exhibited in the workplace. | The candidate is able to articulate professional classroom/school behaviors and extend this concept beyond the workplace into the community. |

In the spring semester prior to Clinical Practice, with a completed Degree Evaluation, teaching candidates are invited to arrange a time to participate in a pre-student teaching interview with their advisor and/or the elementary or secondary coordinator, and secondary level content instructor. The interview process contains 10 selected questions regarding the student teachers’ intrapersonal and interpersonal communications, and belief system related to the teaching profession. Students will respond to questions about their experience, knowledge, perspectives, and what they value about the teaching program thus far, with opportunities to address concerns, professional issues, and questions the candidates may have regarding the profession of teaching and their future clinical practice experience. The interviewee is scored according to the above rubric based on his/her responses, and the scores can be accessed on the teaching candidate’s Foliotek page.
APPENDIX G
CLINICAL PRACTITIONER INFORMATION SHEET

Complete an emergency information sheet for each cooperating teacher you have been assigned. Provide a copy of this emergency information to your cooperating teacher(s), main office of cooperating school(s), college supervisor and the Education Office (send to conleyl@bethanylb.edu by June 30, 2017)

Clinical Practitioner:
Name: __________________________________________________________________
College/Local Address: __________________________________________________________
Home Phone: _______________________ Cell Phone: __________________________
Email Address: __________________________________________________________________

Emergency Contact:
Name: _______________________________ Relationship: __________________________
Address: ______________________________________________________________________
Work Phone: _____________________ Home Phone: ______________________________
Cell Phone: __________________________

Cooperating Teacher:
Name: _________________________________________
School: ___________________________ Grade/Subject: ____________________________
School Address: __________________________________________________________________
School Phone: ____________________ Home Phone: ____________________________
Cell Phone: __________________________ Email Address: __________________________

Primary College Supervisor:
Name: _________________________________________
College Address: _____________________________
______________________________
College Phone: ___________________ Ext: _______
Home Phone: ___________________________
Cell Phone: _________________________
Email Address: _______________________

CALL NUMBERS OF LOCAL RADIO STATION(S) THAT BROADCAST AREA SCHOOL CLOSINGS:
FM: ____________________________
AM: ____________________________
APPENDIX H

Clinical Practice Confidentiality Statement

In order to insure that each teacher education major understands the necessity of keeping information confidential, you are asked to sign this form. As a novice in the education profession you will be tempted to share information in the teacher’s lounge, hallways with other teachers or with your friends who may want you to share private information. Remain a professional in all of your dealings with others.

Issues, including, but not limited to the following, should remain confidential:

- Confidentiality with my cooperating teacher. This includes information they may share with me in private regarding students.

- Confidentiality about my cooperating teacher. I will not share information regarding them, or their classroom with other teachers in the building, with fellow candidates or with community people. If I have concerns, they will be shared with my college supervisor only.

- Confidentiality regarding all students. I will maintain the confidences shared with me by other professionals through conversations or IEP’s.

- Confidentiality regarding the cooperating school. Each school is unique, with a diverse set of teachers, parents, administrators and students. I understand I am a guest in this school and should not make negative statements to anyone other than my college supervisor, if necessary.

I understand the need for being confidential in my encounters with other professionals and I agree that I will maintain that confidentiality at all times. Failure to do so will mean my removal from clinical practice.

____________________________________________________

Print Name                                             Date

____________________________________________________

Teaching Candidate Signature
APPENDIX I

STUDENT TEACHING INTERVENTION CONTRACT or TERMINATION OF STUDENT TEACHING CONTRACT

Date: Person(s) writing contract:

Student Teacher:

RATIONALE/PURPOSE OF THE CONTRACT:

Criteria for successful clinical practice has not being met in these areas:

Target areas of concern – specific evidence:

Strategies to address the areas of concern and required expectations for the student teacher:

Timeline for successful implementation to remain in the clinical practice placement:

By the end of two weeks, on the date of ________, (student teacher)__________________ will have improved in:

Failure to show improvement and make efforts to correct instructional, professional, or attitudinal behaviors documented in this Intervention Contract will result in further actions described in the Due Process Procedures in the Bethany Teacher Handbook (p. 38).

SIGNATURES

College Supervisor(s)- _______________________________ (DATE): _________

Cooperating Teacher- _______________________________ (DATE): _________

School Administrator- _______________________________ (DATE): _________

Student Teacher- _______________________________ (DATE): _________

Chair of Education Dept. - _______________________________ (DATE): _________
APPENDIX J
Bethany College - Application for Licensure
(This form must be completed before your online application will be processed)

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First</th>
<th>Middle</th>
<th>Maiden</th>
</tr>
</thead>
</table>

Social Security #_________________________ Student ID #_________________________

Street Address ___________________________ Phone ___________________________

City ___________________________ State ___________________________ Zip ___________________________

Alternative E-Mail Address (after graduation) ___________________________

Student Teaching Placement:
Grade/s Taught ___________________________ School ___________________________

Cooperating Teacher ___________________________

Test Results:
PLT grade level taken ____________ Date Taken ____________ Score ____________

Content test name & number ____________ Date Taken ____________ Score ____________

Content test name & number ____________ Date Taken ____________ Score ____________

Content test name & number ____________ Date Taken ____________ Score ____________

KPTP Score: ____________ Graduate GPA: ____________

Teaching Major:
- Elementary Education K-6 ___________________________
  Area of emphasis ___________________________
- Secondary Education ___________________________
- PreK-12 Education ___________________________

Endorsements: Check all that apply:
- ESL
- Special Education, High-Incidence: Check those that apply.
  - High-Incidence K-6
  - High-Incidence 6-12
  - High-Incidence PreK-12

Added Endorsement – for those who have completed a degree and have a current Kansas License
Endorsement ____________________________ Hours Completed _____________________

Music Majors: You may apply for both Vocal and Instrumental licenses. If you want to apply for BOTH on your license, please initial here: _________________

<table>
<thead>
<tr>
<th>College Name</th>
<th>State</th>
<th>Degree</th>
<th>Major</th>
<th>MM/DD/YY degree conferred</th>
<th>No degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

*I hereby request, and give permission to, the Licensure Officer at Bethany College, Lindsborg, Kansas to authenticate my application for licensure in the areas listed on this application. I understand that I will need to complete the online application, submit fingerprints to KSDE, and pay the licensing fee in order to complete my licensing.

* ___________________________________________ Date ___________________________

Applicant Signature

*Please have the coordinator of your major and the Bethany registrar sign below that they have checked your records and find that you have completed all coursework necessary for the requested license -- before submitting this application.

*1. Teacher Education Coordinator of Major Program ________________________________

*. Graduation Date ________________________________

Office Use Only

Date Candidate submitted Form 1 on-line:
KPTP Score:
Licensed: Initial _______, E-Sub _______, One Year Non-renewable ______, Other: ______
Date Submitted Online by Licensure Officer:
Licensure Officer Signature:
### APPENDIX K

**Bethany College Education Department Foliotek Artifacts Outcome Assessment Rubric**

<table>
<thead>
<tr>
<th>Knowledge of Learner:</th>
<th>Not Present (0 pts.)</th>
<th>Unsatisfactory (1 pt)</th>
<th>Beginning (2 pts.)</th>
<th>Developing (3 pts)</th>
<th>Mastery (4 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student recognizes developmental characteristics, learner exceptionalities, and cultural, ethnic, and linguistic differences.</td>
<td>The student artifact is omitted.</td>
<td>The student disregards the needs or differences of the learner, or gives inaccurate or biased statements and information.</td>
<td>The student makes brief or implied connections to some aspects of development, exceptionality or diversity.</td>
<td>The student gives general and appropriate examples related to learner development, exceptionalities and diversity, and relates the importance.</td>
<td>The student provides perceptive and in-depth descriptions of learners’ developmental needs, exceptionalities and diversity, and draws valuable conclusions.</td>
</tr>
<tr>
<td>Knowledge of Learning:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Student demonstrates knowledge of content, educational foundations, theories, philosophies, and learning styles.</td>
<td>The student artifact is omitted.</td>
<td>The student demonstrates a lack of understanding of theories, philosophies and modalities, and fails to make useful and accurate connections between content knowledge and learning.</td>
<td>The student demonstrates a vague understanding of theories, philosophies and/or modalities with inadequate or minimal connections to content knowledge and learning.</td>
<td>The student demonstrates general understanding of theories, philosophies and modalities with some applications to content knowledge and learning.</td>
<td>The student demonstrates a proficient understanding of theories, philosophies and modalities with relevant and astute connections and applications to content knowledge and learning.</td>
</tr>
<tr>
<td>Instruction and Assessment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Student applies instructional objectives, cognitive levels, critical thinking, and relevant strategies in lesson and assessment design.</td>
<td>The student artifact is omitted.</td>
<td>The student neglects to consider cognitive development and higher levels of thinking (Bloom’s) or disregards appropriate planning using instructional objectives, and age-related lessons or assessment.</td>
<td>The student plans lessons and assessments appropriate to age and content levels that relate to some higher cognitive levels (Bloom’s). Student is able to select or construct basic instructional objectives.</td>
<td>The student effectively applies cognitive models (Bloom's Taxonomy) in the thoughtful planning of lessons and assessments appropriate to age and content levels. Student is proficient in constructing relevant instructional objectives.</td>
<td></td>
</tr>
<tr>
<td>Instruction and Classroom Management:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Student analyzes classroom management and motivational strategies to promote a conducive learning environment.</td>
<td>The student artifact is omitted.</td>
<td>The student gives no evidence or uninformative methods of classroom management; motivational strategies are weak or missing.</td>
<td>The student presents a few examples of classroom management and/or motivational strategies that may not be based on researched practices.</td>
<td>The student provides research-based examples of classroom management and sensible motivational strategies, and describes a purposeful relationship between the two.</td>
<td>The student effectively analyzes classroom management methods and philosophies, and discusses the relevance of motivation to student learning and engagement in specific age levels and content areas.</td>
</tr>
<tr>
<td>Professionalism:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Student demonstrates understanding of current educational responsibilities, ethical behaviors and reflective practices.</td>
<td>The student artifact is omitted.</td>
<td>The student responds briefly, or with a lack of quality or insight needed to show reflective practices and an awareness of professionalism.</td>
<td>The student presents some values and attitudes reflecting the start of professionalism.</td>
<td>The student expresses his/her attitudes, values and knowledge through highly introspective observations and responses reflecting maturity and professionalism.</td>
<td></td>
</tr>
<tr>
<td>Communication:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Student demonstrates effective communication skills in writing, research, presentations, and the use of technology.</td>
<td>The student artifact is omitted.</td>
<td>The student’s communication lacks depth or clarity; has missing components; random organization; weak in use of language and vocabulary; with many distracting errors and/or inaccuracies.</td>
<td>The student’s communication is inconsistent in organization or provides basic or unclear information; language use and vocabulary is at a simplistic level; seems incomplete or unrehearsed.</td>
<td>The students’ communication satisfies the expectations and is organized and informative. Language and vocabulary are sufficient with minimal errors. Complete in choice of design or presentation.</td>
<td>The student’s communication is purposeful, compelling, clear, and composed. The student shows a command of language and vocabulary: free of errors, professional, and accurate in requirements and design.</td>
</tr>
</tbody>
</table>

**This rubric is used in the scoring of SLOs in Foliotek Academic Coursework Artifacts in designated educational courses for program assessment. All artifacts collected within the Foliotek Portfolio system are required with specific courses that are intentionally aligned with the Conceptual Framework and competencies within the Exceptional Teacher Model. These correlate with the Student Teaching Evaluation Form used for assessment in Clinical Practice.**

<table>
<thead>
<tr>
<th>Code</th>
<th>Artifact Description</th>
<th>Assessed Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED250</td>
<td>Classroom Management Artifact</td>
<td>#2, 3, 4, 6</td>
</tr>
<tr>
<td>ED240</td>
<td>Social, Cultural and Linguistic Diversity Artifact</td>
<td>#1, 5, 6</td>
</tr>
<tr>
<td>ED304/314, ED346, 345</td>
<td>Content-Reading Integrated Units Artifact</td>
<td>#1, 3, 5, 6</td>
</tr>
<tr>
<td>ED358</td>
<td>Philosophy of Education Artifact</td>
<td>#2, 4, 5, 6</td>
</tr>
<tr>
<td>ED355</td>
<td>Educational Psychology Learning Artifact</td>
<td>#1, 2</td>
</tr>
</tbody>
</table>
### APPENDIX L

**Bethany Assessment : Sources of Data**

<table>
<thead>
<tr>
<th>Data Collected</th>
<th>When Collected</th>
<th>Collected from Whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate Data <em>Denotes assessment forms accessed and reported on Foliotek</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED200 Field Experience Rubric</td>
<td>January</td>
<td>Cooperating Teacher for Interterm</td>
</tr>
<tr>
<td>Admission to Teacher Education</td>
<td>Spring</td>
<td>Sophomore Candidates apply to Teacher Education Program</td>
</tr>
<tr>
<td>*Candidate Disposition Rubric</td>
<td>On-going</td>
<td>Advisor and other instructors</td>
</tr>
<tr>
<td>*Field Experience / Practicum Rubric</td>
<td>Each semester</td>
<td>PK-12 cooperating teachers</td>
</tr>
<tr>
<td>*Pre-student teaching Interview Rubric</td>
<td>Semester prior student teaching</td>
<td>College and content supervisors</td>
</tr>
<tr>
<td>*Education Artifacts Assessments</td>
<td>Each semester and prior to graduation</td>
<td>Candidates who have been admitted to the Education Program</td>
</tr>
<tr>
<td>Admission to Clinical Practice</td>
<td>Spring</td>
<td>Junior, rising Senior Candidates apply to Clinical Practice</td>
</tr>
<tr>
<td>*Student Teacher Evaluation Form</td>
<td>Fall or Spring</td>
<td>Cooperating Teacher. and Supervisors, and Content Instructors</td>
</tr>
<tr>
<td>*Post-student teaching Exit Survey</td>
<td>End of student teaching</td>
<td>Fall or Spring</td>
</tr>
<tr>
<td>Records of Field Experience Hours</td>
<td>Throughout program prior to graduation</td>
<td>Candidates submit records of observation hours to Foliotek</td>
</tr>
<tr>
<td>Praxis II -Principles of Learning and Teaching (PLT)</td>
<td>Each semester</td>
<td>ETS</td>
</tr>
<tr>
<td>Praxis II Content Test for Licensure</td>
<td>Each semester</td>
<td>ETS</td>
</tr>
<tr>
<td>Kansas Performance Teaching Portfolio (KPTP)</td>
<td>Each semester</td>
<td>Kansas State Dept. of Education</td>
</tr>
<tr>
<td><strong>College Data</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT scores</td>
<td>College admittance</td>
<td>Records of incoming students</td>
</tr>
<tr>
<td>Assessment Reports/ Program Review</td>
<td>Every year</td>
<td>Department Assessment Reports</td>
</tr>
<tr>
<td>Faculty reviews</td>
<td>Each year until tenure</td>
<td>Dept. Chair, Dean, and other faculty</td>
</tr>
<tr>
<td>College Program Assessments</td>
<td>Annually</td>
<td>Academic Dean</td>
</tr>
<tr>
<td><strong>External Sources of Data Review</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policies, surveys, evaluation forms, field experience evaluations</td>
<td>Each Semester</td>
<td>Teacher Education Advisory Council PK-12 cooperating teachers</td>
</tr>
<tr>
<td>Program Reviews of content and assessments</td>
<td>Every 7 years</td>
<td>Kansas State Dept. of Education</td>
</tr>
<tr>
<td>Program Review of content and assessments</td>
<td>Every 10 years</td>
<td>National Association of Schools of Music (NASM)</td>
</tr>
<tr>
<td>Title II Pass Rates</td>
<td>Every year</td>
<td>Federal Government</td>
</tr>
<tr>
<td>All procedures and assessments</td>
<td>Every 7 years</td>
<td>Kansas State Department of Education, KSDE Council for the Accreditation of Educator Preparation - CAEP</td>
</tr>
<tr>
<td>Program content, procedures and assessments</td>
<td>Every 10 years</td>
<td>Higher Learning Commission - North Central Association of Colleges and Schools</td>
</tr>
</tbody>
</table>

**Expected Graduation Date ____________________________**