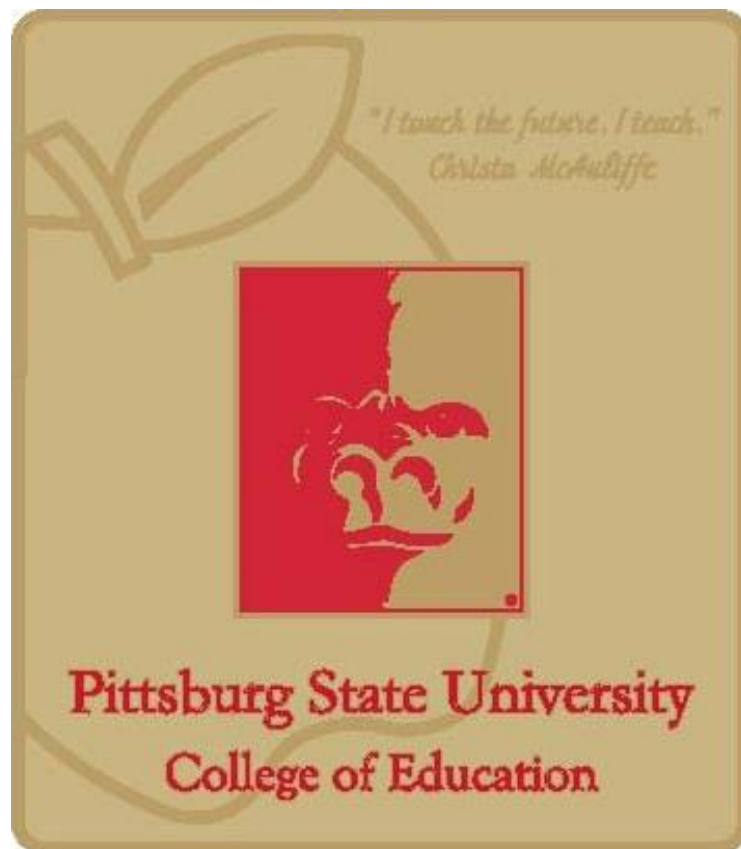


TEACHER EDUCATION HANDBOOK

2022-2023



**Office of Teacher Education
110 Hughes Hall
(620) 235-4489**

<https://www.pittstate.edu/education/teacher-education/>

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The COVID-19 pandemic and its effect on teacher education candidates:

As we have experienced, the information and guidance surrounding the COVID-19 pandemic continually changes. Please know that policies in this handbook specifically related to field placements could change if necessitated by limited access to schools. The Office of Teacher Education will communicate new information to teacher candidates as frequently as possible or necessary.

Welcome

Welcome to teacher education at Pittsburg State University! We are glad that you have chosen PSU for your preparation to become a professional educator. We are proud of our nationally accredited teacher preparation programs which are accredited through the Council for the Accreditation of Teacher Preparation (CAEP) as well as approved by the Kansas State Department of Education (KSDE).

This handbook has been designed to guide you through your program and to help you be successful. Its purpose is to provide you with the resources, requirements, and expectations of you as a teacher candidate. Although your advisor, instructors, and members of the Office of Teacher Education are available for assistance, it is ultimately your responsibility to monitor your own progress and ensure you are meeting all of the necessary requirements and expectations. Therefore, it is important that you read this handbook in its entirety and follow all policies and procedures. The Office of Teacher Education is happy to answer questions and provide clarification if needed.

The Office of Teacher Education wishes you the very best throughout your teacher education program and professional career. Remember that communication is important and you are always welcome in our office. We look forward to working with you.

Sincerely,

The Office of Teacher Education Staff

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The College of Education reserves the right to amend any policies, rules or regulations as needed to best serve its constituents.

Notice of Nondiscrimination

Pittsburg State University prohibits discrimination on the basis of race, color, religion, sex, national origin, sexual orientation, age, marital status, ancestry, genetic information, or disabilities. The following person has been designated to address inquiries regarding the nondiscrimination policies: Director of Institutional Equity/Title IX Coordinator, 218 Russ Hall, 1701 S. Broadway, Pittsburg, KS 66762-7528, telephone (620) 235-4189, equity@pittstate.edu.

Website: <https://office.pittstate.edu/institutional-equity/>

Teacher Education Endorsements

Teacher Education Programs Available at PSU:	Minors and Additional Endorsements Available:
<p>Early Childhood Unified (Birth – Kindergarten)</p> <p>Elementary (K-6)</p> <p>Elementary Education Unified (K-6)</p> <p>Art (PK-12)</p> <p>French (PK-12)</p> <p>Music (PK-12)</p> <p>Physical Education (PK-12)</p> <p>Spanish (PK-12)</p> <p>Biology (6-12)</p> <p>Chemistry (6-12)</p> <p>English (6-12)</p> <p>Family and Consumer Science (6-12)</p> <p>History/Government (6-12)</p> <p>Mathematics (6-12)</p> <p>Mathematics (5-8)</p> <p>Physics (6-12)</p> <p>Speech/Theatre (6-12)</p> <p>Technology and Engineering Education (6-12)</p>	<p><i>Minors which lead to a teaching endorsement:</i></p> <p>English for Speakers of Other Languages (PK-12)</p> <p>Teaching Mathematics for Grades 5-8 (5-8)</p> <p>Communication (Teaching)</p> <p style="padding-left: 40px;">-leads to Speech/Theatre (6-12)</p> <p>English (Teaching) (6-12)</p> <p><i>Minors which provide an educational foundation but do not lead to a teaching endorsement:</i></p> <p>Inclusive Education</p> <p>International Teaching</p> <p>Technological Literacy</p> <p>Technology Education</p> <p><i>Additional endorsements available through coordination with Teacher Licensing:</i></p> <p>Middle School English (5-8)</p> <p>Middle School History Comprehensive (5-8)</p>

Associated Program Fees

Teacher education candidates can expect the following fees outside of tuition costs throughout the course of the program. These fees are stated as of February 2023 and are subject to change. The fees are determined by multiple outside entities.

Background Check (page 14)

- Candidates are required to complete a background check at application for the teacher education program and one at application for the professional semester. The approximate cost for each background check is \$40.

Health Certificate for Field Experiences

A health certificate with a completed tuberculin (TB) screening will be required for each candidate entering the classroom in a cooperating school. These exams are considered valid for two calendar years. The exams are to be completed at the Bryant Student Health Center.

- TB test - \$10

Required Testing

- Basic Skills Testing (page 16)
 - ACT plus Writing - \$88
 - Core Academic Skills for Educators - \$150
- Licensure Exams (page 30)
 - Principles of Learning and Teaching - \$156
 - Content exams – \$130 - \$209 (A content exam is required for each endorsement sought for a teaching license.)

Licensing Fees (page 30)

- License application fee - \$60 - \$70
- KSDE background check fee - \$50
- If licensure is sought in any state other than Kansas, there will be additional application and background check fees for each state.

University Support Services

Student Success Programs

Student Success Programs provides programs and services to promote the successful transition of new students into a university environment. These programs and services include academic success workshops, tutoring, and other resources. More information about Student Success Programs can be found at:

<http://www.pittstate.edu/office/student-success-programs/>

The Writing Center

The Writing Center is located in 112 Axe Library. The center offers writing workshops and one-on-one consultations for any writing project. Consultations can be face-to-face or online. The services are free of charge for all PSU students. For more information, go to: http://www.pittstate.edu/office/writing_center/

Student Accommodations

Student Accommodations provides support services to currently enrolled PSU students with disabilities which substantially impairs one or more major life activities. Students may qualify for services that accommodate for their impairments and provide equal access to educational opportunity.

<http://www.pittstate.edu/office/center-for-student-accommodations>

Gorilla Geeks

The Gorilla Geeks Help Desk assists students, faculty and staff with various technological needs. Some of the services available include help with GUS and GusPINs, assistance with PSU email accounts, assistance with educational software packages used on campus, basic help with computer hardware or software problems and help with wireless connectivity issues. Gorilla Geek is located in 109 Whitesitt Hall. For more information, go to: <https://www.pittstate.edu/it/gorilla-geeks.html>

Bryant Student Health Center

The mission of the Bryant Student Health Center is to provide quality healthcare that is accessible, affordable, culturally sensitive and student-focused. Further information, including available services, can be found at: <http://www.pittstate.edu/office/health/>

Testing Center

The University Testing Center located in 206B Whitesitt Hall administers tests offered by multiple testing companies.

Expectations for Professional Behavior

Professionalism is described as being ‘distinguished from an amateur’. As a teacher candidate, you are more than a student; you are beginning your teaching career. As a teacher candidate at PSU, you will be visiting, interacting with, and teaching in several different schools and classrooms. It is important to behave professionally at all times as you are making your first impression at each school and do not know who will notice and/or remember you. You will be representing PSU, your academic department, and yourself as a future teacher. ***If you choose to not follow the expectations of PSU for professional behavior, consequences could be imposed.***

Dispositions

As you move into the role of the professional educator, be aware that there are dispositions that great teachers embody. Some of these dispositions include, but are not limited to: dependability, fairness, consistency, positive demeanor, belief in all students’ ability to learn, ethical behavior, self-evaluation and reflection, effective communication, and respect for all cultures and differences of others. These dispositions are all included in the Professional Knowledge Base and the Field Evaluation Instrument (FEI) upon which you will be evaluated throughout your program by a variety of professionals including university faculty, cooperating teachers, and university supervisors. Both documents are included in the appendix.

Faculty and staff will continually observe your behavior and dispositions in order to make recommendations each semester to the Office of Teacher Education. This may result in the submission of a student growth report or a recommendation for the Teacher of Promise award. If a student growth report is submitted, it will go before the Committee for Admission to and Retention in Teacher Education (CARTE) to determine if further action is necessary.

It is vital to remember that you are a guest each and every time you enter a cooperating school. You are a guest of the cooperating teacher. You may disagree with the teacher’s and/or principal’s teaching or communication style but, unless someone is hurt by abusive actions, you must refrain from criticism and remain professional and polite at all times. If you have concerns or want tips on how to deal with an issue, talk with your university instructor. **DO NOT EVER** discuss these concerns with other teachers or staff, family, friends, or on social media. Also, refrain from expressing negative perceptions about a previous experience, clinical supervisor, principal, or school. If you have concerns or information that needs to be shared, consult with your university instructor or other appropriate College of Education staff.

Academic Integrity

Education at the university level requires intellectual integrity and trust between faculty and students. Professors are obliged to master their subject and present as fair an account of it as possible. For their part, students are obliged to make an honest effort to fulfill both the letter and the spirit of course requirements. Academic dishonesty violates both integrity and trust. It jeopardizes the effectiveness of the educational process and the reliability of publicly reported records of achievement.

Academic dishonesty by a student is defined as unethical activity associated with course work or grades.

It includes, but is not limited to:

- (a) Giving or receiving unauthorized aid on examinations,
- (b) Giving or receiving unauthorized aid in the preparation of notebooks, themes, reports, papers or any other assignments,
- (c) Submitting the same work for more than one course without the instructor's permission, and,
- (d) Plagiarism. Plagiarism is defined as using ideas or writings of another and claiming them as one's own. Copying any material directly (be it the work of other students, professors, or colleagues) or copying information from print or electronic sources (including the internet) without explicitly acknowledging the true source of the material is plagiarism. Plagiarism also includes paraphrasing another individuals' ideas or concepts without acknowledging their work, or contribution. To avoid charges of plagiarism, students should follow the citation directions provided by the instructor and/or department in which the class is offered.

Unless otherwise stated by the instructor, exams, quizzes, and out-of-class assignments are meant to be individual, rather than group, work. Hence, copying from other students' quizzes or exams, as well as presenting as one's own work an assignment prepared wholly or in part by another is in violation of academic honesty.

The above is an excerpt of the university Academic Integrity policy. For the full policy, go to the online university catalog under Student Rights and Responsibilities. (<http://catalog.pittstate.edu/>)

Code of Student's Rights and Responsibilities

The PSU Code of Student's Rights and Responsibilities can be found at:

<https://studentlife.pittstate.edu/code-of-student-rights-and-responsibilities.html>

Confidentiality

Confidentiality in all situations is required. Professional discussions may give you access to student and/or school information. It is important that this information be used with integrity in a professional manner and remain confidential. In other words, do not talk about the students, teachers, or administrators from your cooperating school(s), particularly in any public forum including, but not limited to, restaurants, social media, electronic communication and the teachers' lounge. Candidates must adhere to Family Education Rights and Privacy Act (FERPA) guidelines at all times.

Attendance

An important aspect of being a professional person is time management. Be on time, or rather, early! You are expected to be at the school during your scheduled times for field experiences. If you are ill or have an emergency, contact your cooperating teacher to report your absence. Extracurricular activities, including employment, should not interfere with your scheduled time for your field placements.

It is also vital to maintain regular attendance in your PSU courses. Habitual absences and tardiness are considered unprofessional and could result in the submission of a student growth report.

Professional Use of Technology

Appropriate use of technology is another important factor of professional behavior. Because you will be interacting with children who will be curious about you, you must make good, professional choices about the content of personal webpages and social media accounts. By choosing the field of education, you have placed yourself in the public eye. Therefore, awareness of your public persona is important. You should expect a degree of public scrutiny. With this in mind, some basic guidelines have been provided for you.

SOCIAL MEDIA AND PERSONAL WEBPAGES

- Be aware of your online image and the perception it may give to others (including potential employers).
- Check photos (even the backgrounds) to make sure that all content is appropriate. This includes pictures of yourself that may be posted by others.
- Remember you have a right to privacy; you should exercise this right. Use the privacy settings available to you.
- The students in your assigned classroom (or school) are NOT your friends; do not initiate or confirm any friend requests on Facebook, do not allow students to “follow” you on Twitter, Instagram, Snapchat, etc.
- Do NOT post or blog about your cooperating teacher, students, and/or school.
- Do NOT use Facebook or other social media during school visits.

EMAIL

- Do NOT give students or parents your private email address. You should consider creating a separate email address for professional interactions.
- Do NOT use inappropriate email tags (i.e. sexybaby@hotmail.com).

PHONES

- Students should NOT be provided your personal phone number.
- Do NOT use your phone during school visits (texting, internet browsing, using apps, etc.).
- Do NOT take any pictures with your phone while in a school or at a school-related event.

Dress Code

Your manner of dress will need to reflect appropriateness for your chosen profession. You are being provided with guidelines that will assist your success in the classroom. Remember that there are body parts that should never show (both front and back). Also, undergarments should be worn *under* your clothing. After dressing in the morning, stand in front of your mirror and bend over, squat, raise your arms and bend forward from the waist. If those particular body parts remain covered during this movement, your clothing is likely appropriate. You also need to beware of clothing that clings inappropriately. If there is any doubt, DO NOT WEAR IT! It is better to be safe than sorry!

PROFESSIONAL CLOTHING GENERALLY INCLUDES:

Men

Dress slacks
Casual dress slacks (khaki or twill)
Dress shirts, ties, collared polo shirts
Sweaters, vests, jackets
Dress and casual shoes

Women

Dress slacks
Casual dress slacks (khaki or twill)
Dresses, skirts
Blouses
Sweaters, vests, jackets
Dress and casual shoes

Candidates enrolled in EDUC 261 Explorations in Education are required to wear a PSU collared-polo with dress slacks or skirt on all school visits. Physical education majors must dress in dress slacks or skirt for their initial visit. Following the first school visit, khaki shorts and proper gym shoes may be worn if appropriate.

DO NOT WEAR:

- Any footwear that may interfere with performing your job, such as flip-flops or high heels
- Denim jeans (jeans of any color or style) unless the school has a special occasion or celebration that calls for wearing jeans
- Shorts of any type (PE majors may dress in khaki shorts, if appropriate, following the initial visit.)
- T-shirts (especially with logos)
- Clothing with potentially offensive phrases, political statements, religious statements, or inappropriate advertising
- Shirts (low-cut, short-waisted, or sleeveless) that reveal too much skin, underwear, or tattoos
- Athletic clothes (sweatshirts, hoodies, jogging suits)
- Sagging pants worn low or pants cut with a “low rise” that reveal underwear or too much skin
- Faded, unclean, or wrinkled clothing
- Leggings, tights, and yoga pants; these are not appropriate to be worn as pants

GROOMING AND HYGIENE BASICS:

- Regular bathing/showering and deodorant should be used to eliminate body odor.
- Wash and brush your hair regularly.
- Proper dental hygiene should be practiced.
- Hair, beards, and mustaches should be neatly trimmed and clean (or removed if not in accordance with school policies).
- Cologne or perfume, if used at all, should be subtle.
- Body piercing, other than earrings, should be unnoticeable.
- Fingernails should be trimmed and clean.
- Beware of smoking or pet odors.

Professional Responsibilities

Teacher candidates are expected to observe and adhere to the professional requirements for educators. Candidates need to be familiar with each of the following in order to uphold policies and legal requirements for educators. Full documents for each can be found in the appendix of this handbook.

Kansas Educator Code of Conduct

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

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

- Responsibilities to Student
- Responsibilities to District
- Responsibilities to Profession

Family Educational Rights and Privacy Act (FERPA)

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Student records and information are protected under this federal law. Teachers must be aware of the requirements in order to appropriately maintain required confidentiality.

Child Abuse and Neglect Reporting

<http://www.dcf.ks.gov/services/pps/pages/reportchildabuseandneglect.aspx>

All teachers, school administrators, or other employees of an educational institution are mandated reporters for child abuse and neglect under the Kansas reporting law (K.S.A. 38-2223). Teacher candidates must be aware of their legal responsibility and the required steps to make such a report.

Teacher Education Admission Requirements

All students who wish to prepare to teach and meet state licensure requirements are required to apply for admission to teacher education. This application is to be made during the sophomore year, or in the case of community college transfers, in the first semester of enrollment at PSU. Generally, students begin the application process during EDUC 261 Explorations in Education or EDUC 345 Transfer Student Module. A student must be listed as seeking an education degree, file an application, have a completed background check, and submit a completed health certificate before he/she will be placed in an area school for his/her first field-based experience.

ADMISSION REQUIREMENTS FOR ALL TEACHER CANDIDATES

1. Complete the admission application.
2. Complete background check.
3. Be recommended for teacher education by Explorations in Education or Transfer Module instructor and one other college instructor.
4. Meet the basic skills requirement (see “Basic Skills Requirement” on page 13).
5. Complete EDUC 261 Explorations in Education with a minimum grade of “C”.
6. Earn a “C” or better in ENGL 101, ENGL 299, COMM 207, and 3 hours of MATH (above remedial level).
7. Cumulative GPA of 2.50.

Special Note: These requirements are subject to change.

After your admission application has been submitted, you will receive a letter from the Director of Teacher Education following the close of each fall and spring semester stating what requirements you lack for admission. ***You should carefully read every letter you receive from the Office of Teacher Education. It is recommended that you maintain a file containing all materials related to teacher education.***

Contact the Office of Teacher Education with any name changes. This is important to eliminate any misplacement of important documents. Please notify the office directly as well as update your information with the Registrar’s Office, 103 Russ Hall.

Background Check

PSU reserves the right to refuse admission to the teacher education program to any person who has a felony conviction or has otherwise committed an offense inappropriate for a teacher.

Teacher education candidates are required to complete a background check at two points in their program: for admission to teacher education and for admission to the professional semester. Specific instructions will be provided to complete this requirement. The first background check will be required at the time of application to teacher education. If a candidate has not been admitted within one calendar year of the original background check, an additional check will be required for full admission to teacher education.

If any offense is reported to the Office of Teacher Education as a result of this background check, the teacher candidate will be required to meet with the Director of Teacher Education to discuss the matter. If necessary, further action may be taken at this time.

It should be noted that the background check reports will be available to any school district, upon its request, in which you are placed for a field experience. If requested, a full copy of the report received by PSU will be provided to the appropriate administrator.

The background checks required by PSU for admission purposes will not take the place of the required background check for licensure at the completion of one's program. Once candidates have completed the teacher education program and are ready to apply for the initial teaching license, an additional background check will be required by the Kansas State Department of Education (KSDE).

It is the recommendation of the KSDE Office of General Counsel that teacher education candidates with **ANY** prior crime related to the KSDE criminal questions included below should have the record expunged. The expungement is recommended prior to submitting fingerprints to KSDE for a background clearance. This includes a clearance for any type of teaching license, including an emergency substitute license.

KSDE Criminal Questions

a	Have you <u>EVER</u> been convicted of a felony?
b	Have you <u>EVER</u> been convicted of <u>ANY</u> crime involving theft, drugs or a child?
c	Have you <u>EVER</u> entered into a diversion agreement or otherwise had a prosecution diverted after being charged with any felony or any crime involving theft, drugs, or a child?
d	Are criminal charges pending against you in any state involving any felony or any crime involving theft, drugs, or a child?
e	Have you had a teacher's or school administrator's certificate or license denied, suspended, revoked or been the subject of other disciplinary action in any state?
f	Is disciplinary action pending against you in any state regarding a teacher's or administrator's certificate or license?
g	Have you ever been disbarred or had a professional license or state issued certificate denied, suspended, revoked or been the subject of other disciplinary action regarding any profession in Kansas or any other state?

h	Have you ever been terminated, suspended, or otherwise disciplined by a local Board of Education for falsifying or altering student tests or student test scores?
i	Have you ever falsified or altered assessment data, documents, or test score reports required for licensure?

There are important items to mention regarding these questions. First, when a question references “drugs”, this does not include alcohol. Therefore, one is not required to report minor in possession (MIP), minor in consumption (MIC), or misdemeanor driving under the influence (DUI) due to alcohol charges. A DUI due to drugs or a felony DUI must be reported. Secondly, when the question asks “ever”, this *does* include offenses committed as a juvenile. The application states, “Unless expunged, you are required to disclose both adult and juvenile offenses.” Offenses committed as a juvenile are not automatically expunged from one’s record nor does a diversion agreement remove an offense from one’s record. In order to have a charge expunged, one must complete the appropriate process. To begin the process for expungement, one should contact the court in which the conviction or diversion occurred for further information and instructions.

It should also be noted that a background check will be required for each state in which you seek a license or certificate. Each state will have its own set of questions and/or requirements in regard to criminal history. For example, some states may include alcohol under the umbrella of “drugs”.

Recommendations for Teacher Education

Teacher candidates must be recommended for admission to teacher education by their Explorations in Education or Transfer Module instructor and one other college instructor using recommendation forms provided by the Office of Teacher Education. On these forms, individuals will rate the candidate’s personal-social-ethical fitness and dispositions for teaching. Satisfactory recommendations from both references must be on file prior to admission to teacher education. If your references identify significant reservations, your application will be formally reviewed by CARTE and you will meet with the Director of Teacher Education to receive any recommendation or decision from the committee.

Basic Skills Requirement

All teacher education candidates must meet a basic skills requirement prior to being admitted to teacher education. Candidates may meet the basic skills requirement using one of the following options:

Exam	Required Score
ACT Composite	<ul style="list-style-type: none">• 22
ACT Subscores	<ul style="list-style-type: none">• Reading – 16• Writing – 6• Math – 16
SAT	<ul style="list-style-type: none">• Minimum combined score of 1120 (for tests taken after March 2016)
Core	<ul style="list-style-type: none">• Reading – 156• Writing – 162• Math – 142
Accuplacer Next Generation	<ul style="list-style-type: none">• Reading – 255• Writing – 255• Mathematics* – 263 <p>*Quantitative Reasoning, Algebra, and Statistics</p>

Note: Elementary majors will not be allowed to enroll in any courses with the EDUC prefix after EDUC 261 Explorations in Education until the basic skills requirement has been met.

Core General Information

The Core is a test of general knowledge and skills. If you have successfully completed a lower-division course of study, you should be well prepared. It is a computer delivered exam. The exam can be taken at any Prometric Testing Center including the Testing Center at PSU located in 206B Whitesitt Hall. Up-to-date information about the Core including test fees, special arrangements for disabled individuals, the scoring process, how to prepare for the test, sample questions and answers, the latest information on test availability and locations of test centers in Kansas and the United States, and registration information can be found at www.ets.org/praxis. Registration instructions request that you designate which institution is to receive your test scores. Please designate **Pittsburg State University** as that institution (**Code: 6336**).

Study guides for the Core test are available from the Office of Teacher Education. You may receive these guides by contacting the office at (620) 235-4489 or teachered@pittstate.edu.

Introductory Courses

For admittance to teacher education, completion of an initial field experience course is required. The first education course that all education majors take is Explorations in Education (EDUC 261).

Explorations in Education is a three credit-hour course that includes 33 clock hours in a PK-12 classroom with a licensed teacher in your designated field. This experience provides an understanding of what it is like to work in a classroom and how to work with students. These “real world” experiences are designed to help make the college coursework more meaningful. This course should be taken by the sophomore year or in the first semester of enrollment at PSU for transfer students. **Students will apply for teacher education in the first weeks of EDUC 261.** Successful completion of EDUC 261 includes passing the course with a “C” or better and receiving a positive recommendation for continuance in the teacher education program from the cooperating school-based teacher and the Explorations instructor.

Transfer Credit for Explorations in Education and the First Field-Based Experience

Students who have completed an Introduction to Education course at another institution of higher education **MAY** be eligible to have the course transferred to PSU. An additional field experience at PSU may be required (EDUC 307 and/or EDUC 308). An evaluation of any field experience completed at another institution will be required to receive credit for the experience. This evaluation should be completed by the cooperating school-based teacher. For those students eligible for transfer of credit, completion of a non-credit module is required for admission to teacher education. This module will be completed in EDUC 345 Transfer Student Module. Completion of this course is required for all students transferring credit for EDUC 261 Exploration in Education. Transfer students required to take the course will apply for teacher education in the first weeks of the course.

For further information concerning these requirements, contact the Office of Teacher Education, 110 Hughes Hall or phone (620) 235-4489.

Field Experiences in Teacher Education

Throughout the teacher education program, teacher candidates are required to complete a variety of field experiences designed to prepare them for the profession. The required field experiences vary by each major.

Required Field Experiences and their Descriptions*

Field Experience	Correlating Course	Clock Hours	Majors Required	Description
Field Placement I	EDUC 261 Explorations in Education	33	All teacher candidates	Initial field experience in candidate's area of study which consists primarily of observation and working with small groups and/or individuals
Field Placement II**	EDUC 307 Clinical Experience	33	Elementary; EEU; English; History/Government; Physical Education	Second field experience in which candidates are assigned to a classroom in their area of study and continue to observe and work with small groups and/or individuals; candidates in this experience are required to teach two lessons to a whole classroom
Diversity Project	SPED 510/511 Overview of Special Education	10	All teacher candidates	Each candidate works with an at-risk student for one-on-one tutoring
Primary Reading and Language Arts Practicum	EDUC 366 Primary Reading and Language Arts with Practicum	20	Elementary; EEU: Early Childhood Unified	Candidates develop English and language arts lessons, work with small groups, and assess student learning; the focus is on English and language arts in the primary grades
Intermediate Reading and Language Arts Practicum	EDUC 367 Intermediate Reading and Language Arts with Practicum	30	Elementary; EEU	Candidates develop English and language arts lessons, work with small groups, and assess student learning; the focus is on English and language arts in the intermediate grades
Early Childhood Disability Observations	SPED 350; 450; 550 - Methods, Infant/Toddlers; Preschoolers; Primary Children with Disabilities	10 (each)	Early Childhood Unified	Candidates primarily observe the setting and work with small groups and/or individuals
Elementary Internship	EDUC 345 Tp: Internship Supervision	128-160	Elementary; EEU	Candidates report to the classroom for 8-10 hours per week. Beginning phase of the experience includes observation, assuming daily responsibilities, and working with small groups and/or individuals. Second phase consists of assuming responsibility for planning and teaching one subject in cooperation with the mentor teacher.
Secondary Internship**	Various	20 - 40	English; Math	Candidates work collaboratively with the cooperating teacher; specific requirements for the secondary internship vary by major
Student Teaching	Professional Semester Courses	560	All teacher candidates	Culminating field experience for all teacher candidates; full 16 week placement which begins with observation and then transforms to the candidate assuming full responsibility for management of the classroom

* Some minors available to education majors may require additional field experiences not included above.

** Candidates in other majors may elect to participate in these experiences as well.

Performance Evaluation

Candidate performance in field experiences is assessed using evaluation instruments centered upon the Field Experience Instrument (FEI). The FEI consists of 53 indicators organized under the four categories of the InTASC Standards: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. Evaluation tools for all field experiences include specific indicators from the FEI. For the initial field experience, Field Experience I, candidates are evaluated on indicators from the categories of Professional Responsibility and The Learner and Learning. Evaluation tools progress with each experience culminating with all indicators evaluated during the student teaching experience. The evaluation instruments used for Field Experience I, Field Experience II, and Diversity Project are included in the appendix.

Evaluation Scale for Field Experiences

As candidates progress through their field experiences, it is expected that their teaching performance will become more sophisticated and refined. In most cases, a rating of 1 or 2 is indicative of satisfactory progress in early field experiences; a rating of 2 or 3 is indicative of satisfactory progress in later field experiences; and a rating of 3 is indicative of satisfactory progress in student teaching. Most candidates should not receive 4's. Ratings of 1 or 4 must be accompanied by comments explaining WHY the student received these ratings.

N/A	No opportunity provided for performance, not witnessed
1 Novice	Candidate shows awareness and beginning skills
2 Developing	Candidate skills and awareness levels are developing
3 Effective	Candidate consistently demonstrates competence with minimal assistance or prompting
4 Advanced	Candidate consistently demonstrates a high degree of competence functioning independently

Health Certification Requirements

A current health certificate must be on file in the Office of Teacher Education prior to any candidate reporting to a cooperating school. The health certificate consists of a tuberculin (TB) screening and a physical examination. These exams are valid for two calendar years from the date of examination. These exams must be completed at the Bryant Student Health Center located on the PSU campus.

Please note that if a cooperating school asks for you to complete health screening requirements outside of these guidelines, you will be expected to satisfy its request.

Transportation Responsibility

Each candidate is responsible for providing and/or securing his/her own transportation to and from cooperating schools for field experiences. The Office of Teacher Education cannot guarantee placement availability within walking and/or biking distance from campus.

Issues with Teacher Candidates

Issues During Your Program

Candidates sometimes struggle with the realities of moving from being a carefree college student to a professional teacher candidate. Common issues that occur for candidates include, but are not limited to: appearance and dress inappropriate for a school setting, attitude and behavior unbecoming a professional educator, violation of attendance policy, unethical conduct, or criminal activity. Any issue that is considered unprofessional or unethical behavior will be reported to the Office of Teacher Education. Depending on the severity of the issue(s), consequences will be imposed. Consequences could include, but are not limited to:

- A meeting with the Director of Teacher Education and/or advisor
- An individual improvement plan
- Suspension from the program until established criteria have been met
- Dismissal from the program

Issues During Field Experience

When engaging in a field experience, you are a guest in that facility and must ensure that your dress, attitude, and behavior are professional, ethical, and representative of PSU policy. Candidates must remember that each time they enter a school or facility, they are building their professional persona. The perceptions of teachers and/or administrators from these early field experiences could impact job opportunities when you complete your program.

You can be removed from a field experience placement at the request of school district personnel, school administration, the cooperating teacher, or university faculty. If removal from a field placement is a result of unethical conduct or criminal activity, you may be denied a second opportunity to complete the requirement thereby removing yourself from the program. All instances of removal will be reviewed and addressed on an individual basis.

Restricted Coursework

Elementary and elementary education unified majors must be admitted to teacher education before enrolling in the internship block of courses (final 17 credit hours of methods courses). Early Childhood Unified majors are required to be admitted to teacher education for a designated final 12 hours of the program prior to student teaching. Secondary and PK-12 education majors must be admitted to teacher education before enrolling in PSYCH 357 Educational Psychology, EDUC 520 Methods and Materials for Academic Literacy, and course 479 (Techniques for Teaching).

The timeline for teacher candidates provided on page 29 will help monitor deadline dates. Read all letters from the Office of Teacher Education thoroughly and completely to keep an accurate record of your status in the program.

Internship Opportunities

Elementary Education Internship

All elementary and elementary education unified candidates are required to participate in the Elementary Internship Partnership. To be eligible, candidates must complete all the requirements for admission to teacher education and all program coursework, except for the final restricted methods courses. Two semesters prior to student teaching, elementary education majors complete an application for the internship program. In the internship semester, students complete eight to ten hours per week in an elementary classroom with a mentor teacher. In the second semester, students participate in a sixteen-week professional semester in the same classroom in which they completed the internship.

Please note that placements will be made accordingly to accommodate candidates who wish to complete the professional semester outside of the Pittsburgh area. In these circumstances, the placement for internship is made for only the first semester with the understanding that the candidate will then move from the area to complete the professional semester.

Early Childhood Unified majors may also elect to complete the internship partnership. Those interested should contact the Office of Teacher Education.

PK-12, Middle, Secondary School Internship

Opportunities for an internship experience are available for secondary/PK-12 majors as well. Some secondary content areas have an internship requirement; others can be made by special arrangement. Inquiries about an internship opportunity should be made through the Techniques instructor in the specific content area or the Office of Teacher Education, 110 Hughes Hall.

The Professional Semester

The professional semester is a field-based experience that spans an entire semester. You will be assigned to a PK-12 school in your designated field with an experienced teacher. Cooperating teachers are licensed in the state where they teach and have a minimum of three years teaching experience. They are identified by the administrator as a teacher who exhibits all the characteristics and skills of a highly qualified, master teacher and has the desire to mentor a student teacher.

Upon admission to teacher education, teacher candidates are eligible to apply for the professional semester. Application instructions are available beginning on the first day of the fall and spring semesters.

Professional semester applications have multiple components. To obtain the application instructions, you must go to the Office of Teacher Education, 110 Hughes Hall. Application to professional semester includes an online application, submission of an introductory statement and completion of a background check. Questions during the application process should be directed to the Office of Teacher Education, 110 Hughes Hall.

If you plan to student teach during the **FALL** semester, the application deadline is **February 15th**. Those desiring to student teach in the **SPRING** semester submit applications by **September 15th**. Keep an accurate record of all deadlines.

Students who have completed their 85th credit hour, including their current enrollment, and who have determined their degree objective, need to apply for an official degree check for the selected degree/major/emphasis/minor as directed at the end of the unofficial audit available in GUS. This will ensure that the remaining semesters of coursework will complete the requirements of the chosen objective. **It is important that candidates apply for this official degree check by the time they are ready to apply for the professional semester.**

On the application for the professional semester, you will be able to select three school **districts** and the grade level(s) in which you are interested for completing your professional semester. The districts and grade levels should be listed in order of preference. It is important to understand there is no guarantee of placement in your top selections. You need to be willing to accept a placement at any district selected on the application. Do not list specific schools or teachers. The following guidelines should be considered as you choose your top preferences of districts.

PLACEMENT GUIDELINES:

- *You will not be placed in a school district where:*
 - You graduated high school.
 - You completed a Field Placement I or II.
 - You have school-aged children enrolled.
 - You have a spouse, parent, or sibling who is employed or enrolled.
- Placements are made with districts for which the College of Education holds a field experience agreement.
- Placements are made only where qualified supervision is available.
- Placements are NEVER guaranteed.

A list of school districts with whom an agreement is held is included below. If you are interested in a district that is not listed, you must schedule an appointment with the Director of Teacher Education to discuss the possibility of being placed in that district. Do not select any district not on the list of contracted schools without first discussing it with the Director of Teacher Education as this will decrease your chances of being placed in a school of your choice. If a placement is not available in your top preferences, the Office of Teacher Education will work to place you in the nearest available district or contact you for further input.

Placements require that we work within defined procedures established by each school district. Adherence to those procedures helps maintain a strong working relationship between the Office of Teacher Education and the cooperating schools and enhances our ability to make placements for our candidates. **As such, teacher candidates are PROHIBITED from communicating directly with teachers, schools or districts or in any other way attempting to secure their own placement.**

Contracted School Districts

Bartlesville, OK
Basehor-Linwood
Baxter Springs
Blue Valley
Bronaugh, MO
Caney Valley
Carl Junction, MO
Carthage, MO
Chanute
Cherokee (Southeast)
Cherryvale
Chetopa-St. Paul
Coffeyville
Columbus
Commerce, OK
De Soto
Erie
Fort Scott

Fredonia
Frontenac
Galena
Gardner-Edgerton
Girard
Humboldt
Independence
Iola
Jayhawk
Joplin, MO
Kansas City, KS
Labette County
Lamar, MO
Lee's Summit, MO
Liberal, MO
Marmaton Valley
Miami, OK
Neodesha

Nevada, MO
Northeast (Arma)
Olathe
Oswego
Paola
Parsons
Pittsburg
Pleasanton
Prairie View
Quapaw, OK
Riverton
Shawnee Mission
Spring Hill
St. Mary's-Colgan
Tulsa, OK
Uniontown
Webb City, MO
Wyandotte, OK

Professional Semester Admission Requirements

Prior to admission to the professional semester, the Office of Teacher Education will review each applicant's file. The review includes, but is not limited to, transcripts, degree audit and field evaluations.

All teacher candidates must meet the following requirements for admission to the professional semester:

- Admission to teacher education
- Completion of background check
- Approval from major academic department
- Cumulative GPA of 2.50 or higher
- In-major GPA of 2.75 or higher
- Completion of minimum of 30 in-major credit hours

Additional requirement for **Elementary and Elementary Education Unified** majors:

- In-major GPA of 2.75 or higher with no grade lower than a "C"

Additional requirement for **Secondary/PK-12** majors:

- GPA of 3.00 or higher in 15 hours of professional education courses with no grade lower than "C"
 - EDUC 261 Explorations in Education (including successful completion of field experience)
 - SPED 510 Overview of Special Education
 - PSYCH 357 Educational Psychology
 - EDUC 520 Methods and Materials for Academic Literacy
 - Techniques 479

Special Note: These requirements are subject to change.

Student Teaching Placement

The placement process for the professional semester begins with the Office of Teacher Education reviewing all applications for a specific semester. **Remember to read all information received from the Office of Teacher Education so that you are aware of all requirements.**

APPLICATION/PLACEMENT PROCESS	FALL	SPRING
Application Deadline	February 15	September 15
Review of Applications	Approximately 3 weeks	
Tentative Placement Letters	1 st Week of April	3 rd Week of October
Requests to schools for placement by Office of Teacher Education	Approximately 4-6 weeks	
Final Placements Complete	May	December
Mandatory Student Teacher Orientation	May	December

This process takes some time as school principals recommend teachers based upon their desire to work with a student teacher and their ability to be positive role models and mentors for student teachers. Remember, **you are not to contact the school about placement** until you have received a letter stating final placement has been made and information provided of when, where, and to whom to report. Once you receive final placement information, you *do* need to make contact with the cooperating teacher and principal.

All student teachers (fall and spring) are to report to their student teaching sites on the first day of the semester for the assigned district, including professional development meetings and work days. Be prepared to report to your student teaching site before the PSU semester begins. You will follow the school district calendar, not PSU's calendar, for this semester.

Supervision

As a student teacher, you are assigned a supervisor from the university who works with you throughout the semester. Your supervisor makes one introductory visit and completes three formal evaluations during the semester. Throughout the semester you will be evaluated, both formally and informally, by your supervisor and your cooperating teacher.

For further information about the professional semester, refer to the Professional Semester Handbook (available online at <https://www.pittstate.edu/education/teacher-education/resources.html> or in 110 Hughes Hall) or visit with the Director of Teacher Education.

Student Teacher Orientation

A mandatory student teacher orientation meeting will be held in the semester directly prior to the professional semester. In this meeting, candidates are introduced to the expectations of the professional semester and meet with their potential university supervisor. The purpose is to provide candidates with guidance and an understanding of what to expect in the upcoming semester.

Outside Activities/Classes During Professional Semester

Student teachers must petition CARTE for approval to maintain outside employment or take additional coursework during the professional semester. A maximum number of hours that will be approved for outside employment is 20 hours per week.

Student athletes are encouraged to complete the professional semester in the off-season of their particular sport. If a student athlete wishes to student teach during his/her regular season, s/he must petition CARTE for approval.

If a conflict should become apparent or difficulties arise due to any outside activities, the student teacher will be expected to reevaluate his/her obligations and make appropriate changes.

Professional Semester Recognitions

Student Teacher Recognition Ceremony

All student teachers are recognized at the Student Teacher Recognition Ceremony at the close of each professional semester. Teacher education faculty, cooperating teachers, friends, and family are invited to this ceremony to help celebrate the achievements of student teachers. During the ceremony, student teachers are honored with the College of Education medallion and participate in the reading of the Teacher's Oath.

Licensing

Licensure to teach in the state of Kansas requires graduation from a state approved program, successful completion of a Principles of Learning and Teaching (PLT) test (minimum score = 160) and the successful completion of a *Praxis* Subject Assessment. Additional licensure requirements are mandated by the Kansas State Department of Education. Information specific to licensure will be discussed in seminars during the professional semester. Contact the PSU Licensure Officer for additional licensure information.

Upon successful completion of the PSU teacher education program and the successful completion of all required tests, you will be eligible to apply for licensure in Kansas as well as Missouri and Oklahoma. Specific requirements for licensure or certification in other states may be secured by going to that state's Department of Education website.

Application for licensure cannot be made until all requirements for graduation have been completed. Before licensure applications can be submitted to the Kansas State Department of Education for processing, degrees must be posted by the PSU Registrar's Office and the PLT and content assessment must be successfully passed and reported to PSU.

Praxis Subject Assessment Information

As noted, the PLT and an academic content exam for each area in which licensure is sought is required to be eligible for a license in the state of Kansas. These exams are a part of the *Praxis* Subject Assessments administered through Educational Testing Service (ETS). To find the appropriate exams for your content area for the state of Kansas, go to: <https://www.ets.org/praxis/ks/requirements>

It should be noted that the *Praxis* exams are offered only in a computer delivered format. Test-takers may take the exams at any Prometric Testing Center across the nation or through *Praxis* Tests at Home. It is important to list PSU as a designated score recipient so your scores will be officially reported to the Office of Teacher Education.

Further information about the exams, including registration and preparation materials, can be found at the *Praxis* website: www.ets.org/praxis

Testing dates for these exams are determined by Educational Testing Service and are in no way controlled by PSU.

Timeline for Teacher Education Candidates

The following timeline will help you throughout the course of your teacher education program. It should be noted that this is a general timeline and should be adjusted for candidates with unique situations. It is the full responsibility of the candidate to meet all deadlines and requirements.

Freshman and Sophomore Years

- Complete general education requirements
- Complete EDUC 261 Explorations in Education (EDUC 345 for students transferring credit for EDUC 261)
- Apply for admission to teacher education
- Meet basic skills requirement

Junior Year

- Complete in-major courses as directed by advisor
- Finish any remaining requirements for admission to teacher education
- Apply for internship (if necessary)

Senior Year

- Complete remaining in-major courses as directed by advisor
- Complete remaining professional education or methods courses as directed by advisor
- Apply for professional semester
- Apply for graduation (during final semester)

Important Dates

Professional semester application deadlines:

- For fall professional semester, February 15th
- For spring professional semester, September 15th

APPENDIX

**PITTSBURG STATE UNIVERSITY
COLLEGE OF EDUCATION
PROFESSIONAL KNOWLEDGE BASE**

THE LEARNER AND LEARNING

Professional educators must understand that learning and development patterns vary among individuals, that learners bring unique individual differences to the learning process and that learners need supportive and safe learning environments to thrive.

1. The candidate knows how learning occurs (how learners construct knowledge, acquire skills and develop disciplined thinking processes) and how to use instructional strategies that promote individual growth.
2. The candidate understands that cognitive, linguistic, social, emotional and physical development influences learning.
3. The candidate understands and identifies differences in approaches to learning and performance and designs experiences that incorporate individuals' strengths to promote growth.
4. The candidate understands students with exceptional needs and knows how to use strategies and resources to meet these needs.
5. The candidate knows how to access information about the values of diverse cultures and communities and how to incorporate languages, experiences, cultures and community resources into practice.
6. The candidate understands how to manage the learning environment by organizing, allocating and coordinating the resources of time and space.
7. The candidate knows how to design experiences using strategies that enhance learner motivation and engagement.
8. The candidate understands the processes needed to foster a respectful learning community.

CONTENT

Professional educators must have a deep and flexible understanding of the field and be able to draw upon the central concepts and structures of their discipline as they work with learners. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity and communication) to help learners apply content to propose solutions, forge new understandings, solve problems and imagine possibilities. Professional educators connect information to local, state, national and global issues.

9. The candidate understands that learners should question, analyze and understand concepts from diverse perspectives.
10. The candidate has a deep knowledge of student content standards and learning progressions in the discipline(s).
11. The candidate knows how to use supplementary resources and technologies effectively to ensure accessibility and relevance for all.
12. The candidate understands how disciplinary knowledge can be applied as a lens to address local and global issues.
13. The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated and ever evolving. S/he keeps abreast of new ideas and best practices in the field.
14. The candidate knows major concepts, assumptions and debates that are central to the discipline.

INSTRUCTIONAL PRACTICE

Professional educators understand and integrate assessment, planning and instructional strategies in coordinated and engaging ways for effective practice. They understand how to design, implement, interpret and communicate results from a range of assessments.

15. The candidate knows how to engage learners in multiple ways of demonstrating knowledge and skills as part of the assessment process.
16. The candidate understands the positive impact of effective descriptive feedback and knows a variety of strategies for communicating this feedback.
17. The candidate knows how to engage learners actively in the assessment process and to develop each learner's capacity to reflect on and communicate about their individual progress.
18. The candidate understands the theories and processes of curriculum design (appropriate sequencing, developmentally appropriate instruction, builds on learners' prior knowledge and experiences).
19. The candidate understands the process for aligning instruction and assessment with learning targets.
20. The candidate understands how theory, research and best practices impact ongoing planning and instructional practice.
21. The candidate knows how to engage learners in using technology tools and a range of skills to access, interpret, evaluate and apply information.
22. The candidate knows how to incorporate a variety of strategies that stimulate the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall).
23. The candidate knows how to apply a variety of developmentally, culturally and linguistically appropriate instructional strategies to achieve learning targets.
24. The candidate knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction and to provide meaningful feedback.

PROFESSIONAL RESPONSIBILITY

Professional educators create and support safe, productive learning environments. They must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection and collaboration. Professional educators contribute to accomplishing their school's mission and goals and demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice and advancing their profession.

25. The candidate knows how to use information and technology ethically, legally and safely.
26. The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
27. The candidate understands laws related to learners' rights and teacher responsibilities (e.g., IDEA, FERPA, mandated reporting, etc.).
28. The candidate understands schools as organizations within a historical, cultural, political and social context and knows how to work with others across the system to support learners.
29. The candidate knows how to contribute to a common culture that supports high expectations for student learning.
30. The candidate understands the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy.
31. The candidate knows how to communicate effectively with all members of the learning community.

FIELD EVALUATION INSTRUMENT

Rating Scale

N/A - No opportunity provided for performance, not witnessed

1 - Novice - Candidate shows awareness and beginning skills

2 - Developing - Candidate skills and awareness levels are developing

3 - Effective - Candidate consistently demonstrates competence with minimal assistance or prompting

4 - Advanced - Candidate consistently demonstrates a high degree of competence functioning independently

A. The Learner and Learning:

#	Indicator
1	Plans and delivers developmentally appropriate instruction
2	Consults a variety of sources (e.g., student records, counselors, resource specialists, parent conferences, test results, and other diagnostic tools) to determine the learning needs and capabilities of individual students
3	Differentiates instruction appropriately for specific needs of learners
4	Persists in helping all students achieve success
5	Designs instruction to build on learners' prior knowledge and experiences
6	Displays consistency in dealing with behavior in the least disruptive manner, utilizing appropriate positive and negative consequences
7	*Demonstrates positive rapport with a diverse student population
8	Understands and respects a diverse student/parent population and helps all students learn respect for the traditions and cultures of others
9	<i>Uses appropriate nonverbal communication</i>
10	Provides a learning environment which includes high time-on-task and active engagement
11	Promotes a classroom environment that is caring and supportive to all students
12	Organizes and maintains the physical environment of the classroom in a pleasant and orderly manner conducive to student learning and safety
13	Monitors students' behaviors and activities in the classroom at all times
14	Handles multiple tasks, intrusions and distractions while maintaining the flow of the lesson
15	Teaches and reinforces classroom expectations, rules, routines and procedures fairly

B. Content:

#	Indicator
16	Demonstrates content area knowledge
17	Effectively uses multiple representations and explanations that capture key ideas in the discipline, guides learners through learning progressions and promotes each learner's achievements of content standards
18	Engages students in learning experiences in the discipline(s) that encourage learners to understand, question and analyze ideas from diverse perspectives using standards of evidence
19	Creates opportunities for students to learn and practice content language
20	Provides a real world context for lesson content
21	Demonstrates pedagogical knowledge relevant to the discipline

C. Instructional Practice:

#	Indicator
22	Creates lessons that encourage students to think creatively and critically and to solve problems

FIELD EVALUATION INSTRUMENT

23	Develops clear lesson plans which include objectives, materials, activities, adaptations/modifications and evaluation techniques based on the curriculum
24	Develops clear long-term instruction plans (e.g. units and/or modules) which include objectives, materials, activities, adaptations/modifications and evaluation techniques based on the curriculum
25	Selects materials and activities consistent with the objectives of the lesson and students' diverse abilities resulting in appropriate adaptations and modifications
26	Applies the appropriate scope and sequence of objectives for teaching the curriculum (national, state and/or local standards)
27	Uses available educational technologies for effective instruction
28	Provides opportunities for all students to successfully apply or practice knowledge and skills learned
29	Designs assessments that align with learning objectives
30	Effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences
31	Makes changes in instruction based on feedback from multiple classroom assessment sources
32	Gives constructive and frequent feedback to students on their learning
33	Balances the use of formative and summative assessment as appropriate to support, verify and document learning
34	Accomplishes smooth and orderly transitions between parts of the lesson
35	Communicates clearly to all students the objective and purpose of each lesson
36	<i>*Conducts class with poise, confidence and enthusiasm</i>
37	Maximizes instructional learning time by working with students individually as well as in small or whole groups
38	Gives clear directions
39	Provides focus on important points and checks for understanding
40	Uses a variety of effective and appropriate instructional strategies and resources
41	Encourages participation from all students through effective questioning strategies (e.g., equal distribution, level variation, adequate wait time, probing and clue giving, and appropriate correctives and feedback)
42	Presents lessons in a clear, logical and sequential manner

D. Professional Responsibility:

#	Indicator
43	Models and teaches safe, legal and ethical use of information and technology
44	<i>*Demonstrates maturity and accepts constructive criticism in a positive manner</i>
45	Knows and follows school policies and shares in the general responsibilities and duties associated with teaching (e.g., attendance, discipline, hall duty)
46	<i>Listens carefully to all students then responds in a professional manner</i>
47	Keeps abreast of new ideas and understandings in the field
48	<i>*Practices self-evaluation and reflection</i>
49	Maintains confidentiality at all levels
50	Implements the recommendations from evaluations of professional performance

FIELD EVALUATION INSTRUMENT

51	*Demonstrates effective interpersonal skills
52	*Maintains a consistently positive and professional demeanor
53	Communicates effectively, appropriately and professionally in all forms and to all audiences

Pittsburg State University

Explorations in Education -- Field Placement I

Evaluation For: (Print PSU Candidate Name) _____

**Please indicate which
evaluation is being completed
at this time.**

☐

Mid-Term Evaluation Due: Friday, March 8th

☐

Final Evaluation Due: Friday, April 26th

NOTE: As candidates progress from their early field experiences through student teaching, it is expected that their teaching performance will become more sophisticated and refined. In most cases, a rating of 1 or 2 is indicative of satisfactory progress in early field experiences; a rating of 2 or 3 is indicative of satisfactory progress in later field experiences; and a rating of 3 is indicative of satisfactory progress in student teaching. Most candidates will not receive ratings of 4. Ratings of 1 or 4 must be accompanied by comments explaining why the student received these ratings. However, comments may be entered for any level of performance and are helpful to our candidates.

STAGES OF DEVELOPMENT/ RATING SCALE:

N/A	1 Novice	2 Developing	3 Effective	4 Advanced
No opportunity provided for performance, not witnessed	Candidate shows awareness and beginning skills	Candidate skills and awareness levels are developing	Candidate consistently demonstrates competence with minimal assistance or prompting	Candidate consistently demonstrates a high degree of competence functioning independently

PROFESSIONAL RESPONSIBILITY:

1. Is dependable, flexible, and punctual.									
<input type="checkbox"/> The student has been punctual each assigned time.	Y	N	IF NO	Number of tardies _____					
<input type="checkbox"/> The student has been present each assigned time.	Y	N	IF NO	Number of absences _____					
<input type="checkbox"/> The student notified me of any absences.	Y	N							
<input type="checkbox"/> The student has made up all absences.	Y	N	IF NO	Number of absences not completed _____					
2. Maintains a consistently positive and professional demeanor									
3. Maintains confidentiality at all levels									
4. Communicates effectively, appropriately and professionally in all forms and to all audiences									
5. Implements the recommendations from evaluations of professional performance									
6. Practices self-evaluation and reflection									
7. Candidate's dress and personal hygiene are appropriate for a school setting									
8. Shows interest and enthusiasm for teaching and learning									
9. Demonstrates maturity and accepts constructive criticism in a positive manner									
10. Listens carefully to all students then responds in a professional manner									

COMMENTS: Please explain any areas of concern in the category of "Professional Responsibility" or add additional comments.

THE LEARNER AND LEARNING:

11. Uses appropriate nonverbal communication									
12. Demonstrates positive rapport with a diverse student population									
13. Has a positive presence in the classroom									
14. Teaches and reinforces classroom expectations, rules, routines and procedures fairly									

COMMENTS: Please explain any areas of concern in the category of "The Learner and Learning" or add additional comments.

FINAL EVALUATION: (circle appropriate responses)

The recommended grade for this student:	PASS	FAIL				
This student should continue in the teacher preparation program:	YES	Questionable			NO	
Overall performance of this candidate:	Novice	1	2	3	4	Advanced

Final Comments (add a page if more space is needed):

Example Only

Cooperating Teacher's Signature _____ DATE _____

Cooperating Teacher (Please Print) _____ Phone or email _____

School _____ District _____ Grade _____

COOPERATING TEACHER: Please make and retain a copy for your files and return the signed original to PSU in the envelope provided.

Office of Teacher Education
110 Hughes Hall
1701 S. Broadway
Pittsburg, KS 66762

Pittsburg State University

Clinical Experience -- Field Placement II

Evaluation For: (Print PSU Candidate Name) _____

Please indicate which evaluation is being completed at this time.

☐

Mid-Term Evaluation Due: Friday, March 8th

☐

Final Evaluation Due: Friday, April 26th

NOTE: As candidates progress from their early field experiences through student teaching, it is expected that their teaching performance will become more sophisticated and refined. In most cases, a rating of 1 or 2 is indicative of satisfactory progress in early field experiences; a rating of 2 or 3 is indicative of satisfactory progress in later field experiences; and a rating of 3 is indicative of satisfactory progress in student teaching. Most candidates will not receive ratings of 4. Ratings of 1 or 4 must be accompanied by comments explaining why the student received these ratings. However, comments may be entered for any level of performance and are helpful to our candidates.

STAGES OF DEVELOPMENT/ RATING SCALE:

N/A	1 Novice	2 Developing	3 Effective	4 Advanced
No opportunity provided for performance, not witnessed	Candidate shows awareness and beginning skills	Candidate skills and awareness levels are developing	Candidate consistently demonstrates competence with minimal assistance or prompting	Candidate consistently demonstrates a high degree of competence functioning independently

PROFESSIONAL RESPONSIBILITY:

1. Is dependable, flexible, and punctual.	NA	1	2	3	4
<input type="checkbox"/> The student has been punctual each assigned time. Y N IF NO Number of tardies _____ <input type="checkbox"/> The student has been present each assigned time. Y N IF NO Number of absences _____ <input type="checkbox"/> The student notified me of any absences. Y N IF NO Number of absences not completed ____ <input type="checkbox"/> The student has made up all absences. Y N IF NO Number of absences not completed ____					
2. Maintains a consistently positive and professional demeanor	NA	1	2	3	4
3. Maintains confidentiality at all levels	NA	1	2	3	4
4. Communicates effectively, appropriately and professionally in all forms and to all audiences	NA	1	2	3	4
5. Implements the recommendations from evaluations of professional performance	NA	1	2	3	4
6. Practices self-evaluation and reflection	NA	1	2	3	4
7. Candidate's dress and personal hygiene are appropriate for a school setting	NA	1	2	3	4
8. Shows interest and enthusiasm for teaching and learning	NA	1	2	3	4
9. Demonstrates maturity and accepts constructive criticism in a positive manner	NA	1	2	3	4
10. Listens carefully to all students then responds in a professional manner	NA	1	2	3	4

COMMENTS: Please explain any areas of concern in the category of "Professional Responsibility" or add additional comments.

THE LEARNER AND LEARNING:

11. Persists in helping all students achieve success	NA	1	2	3	4
12. Uses appropriate nonverbal communication	NA	1	2	3	4
13. Demonstrates positive rapport with a diverse student population	NA	1	2	3	4
14. Plans and delivers developmentally appropriate instruction	NA	1	2	3	4
15. Has a positive presence in the classroom	NA	1	2	3	4
16. Monitors students' behaviors and activities in the classroom at all times	NA	1	2	3	4
17. Teaches and reinforces classroom expectations, rules, routines and procedures fairly	NA	1	2	3	4

COMMENTS: Please explain any areas of concern in the category of "The Learner and Learning" or add additional comments.

INSTRUCTIONAL PRACTICE:

18. Accomplishes smooth and orderly transitions between parts of the lesson	NA	1	2	3	4
19. Gives clear directions	NA	1	2	3	4
20. Selects materials and activities consistent with the objectives of the lesson and students' diverse abilities resulting in appropriate adaptations and modifications	NA	1	2	3	4
21. Creates lessons that encourage students to think creatively and critically and to solve problems	NA	1	2	3	4
22. Conducts class with poise, confidence and enthusiasm	NA	1	2	3	4
23. Presents lessons in a clear, logical and sequential manner	NA	1	2	3	4
24. Encourages participation from all students through effective questioning strategies	NA	1	2	3	4
25. Provides focus on important points and checks for understanding	NA	1	2	3	4
26. Uses a variety of effective and appropriate instructional strategies and resources	NA	1	2	3	4

COMMENTS: Please explain any areas of concern in the category of "Instructional Practice" or add additional comments.

FINAL EVALUATION: (circle appropriate responses)

The recommended grade for this student:	PASS	FAIL					
This student should continue in the teacher preparation program:	YES	Questionable					NO
Overall performance of this candidate:	Novice	1	2	3	4		Advanced

Final Comments (add a page if more space is needed):

Cooperating Teacher's Signature _____ DATE _____

Cooperating Teacher (Please Print) _____ Phone or email _____

School _____ District _____ Grade _____

COOPERATING TEACHER: Please make and retain a copy for your files and return the signed original to PSU in the envelope provided.

Office of Teacher Education
110 Hughes Hall
1701 S. Broadway
Pittsburg, KS 66762

Pittsburg State University
SPED 510/511 Overview of Special Education Diversity Project Evaluation Form

Evaluation For: (Print PSU Candidate Name) _____ Date: _____

Cooperating Teacher: _____ School: _____

School District: _____ Grade/Subject: _____

The PSU teacher candidate identified above spent a total of _____ clock hours working with a student from a diverse population.

NOTE: As candidates progress from their early field experiences through student teaching, it is expected that their teaching performance will become more sophisticated and refined. In most cases, a rating of 1 or 2 is indicative of satisfactory progress in early field experiences; a rating of 2 or 3 is indicative of satisfactory progress in later field experiences; and a rating of 3 is indicative of satisfactory progress in student teaching. Most candidates will not receive ratings of 4. Ratings of 1 or 4 must be accompanied by comments explaining why the student received these ratings. However, comments may be entered for any level of performance and are helpful to our candidates.

Please rate any applicable items following the scoring rubric according to the candidate's performance during the tutoring experience.

RATING SCALE:

N/A No opportunity provided for performance, not witnessed	1 Novice Candidate shows awareness and beginning skills	2 Developing Candidate skills and awareness levels are developing	3 Effective Candidate consistently demonstrates competence with minimal assistance or prompting	4 Advanced Candidate consistently demonstrates a high degree of competence functioning independently
--	---	---	---	--

PROFESSIONAL RESPONSIBILITY:

1. Is dependable, flexible and punctual	NA	1	2	3	4
2. Maintains a consistently positive and professional demeanor	NA	1	2	3	4
3. Maintains confidentiality at all levels	NA	1	2	3	4
4. Communicates effectively, appropriately and professionally in all forms and to all audiences	NA	1	2	3	4
5. Demonstrates maturity and accepts constructive criticism in a positive manner	NA	1	2	3	4
6. Candidate's dress and personal hygiene are appropriate for a school setting	NA	1	2	3	4
7. Shows interest and enthusiasm for teaching and learning	NA	1	2	3	4
8. Listens carefully to all students then responds in a professional manner	NA	1	2	3	4

THE LEARNER AND LEARNING:

9. Teaches and reinforces classroom expectations, rules, routines and procedures fairly	NA	1	2	3	4
10. Demonstrates positive rapport with a diverse student population	NA	1	2	3	4
11. Provides a learning environment which includes high time-on-task and active engagement	NA	1	2	3	4

INSTRUCTIONAL PRACTICE:

12. Uses a variety of effective and appropriate instructional strategies and resources	NA	1	2	3	4
13. Provides focus on important points and checks for understanding	NA	1	2	3	4

Overall performance of this candidate (Please circle appropriate rating): Novice 1 2 3 4 Advanced

COMMENTS: (continue on back or add a page if more space is needed)

Cooperating Teacher's Signature _____ DATE _____

Kansas Educator Code of Conduct



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

- Responsibilities to Student
- Responsibilities to District
- Responsibilities to Profession

For more information:



Teacher Licensure and Accreditation
Kansas State Department of Education
Landon State Office Building
900 SW Jackson Suite 106
Topeka, Kansas 66612

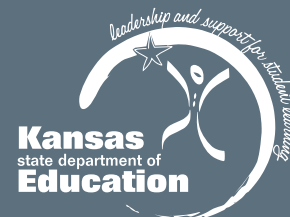
(785) 291-3678

www.ksde.org

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201



Kansas Educator Code of Conduct



Teacher Licensure and Accreditation

Sept. 2013

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

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

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

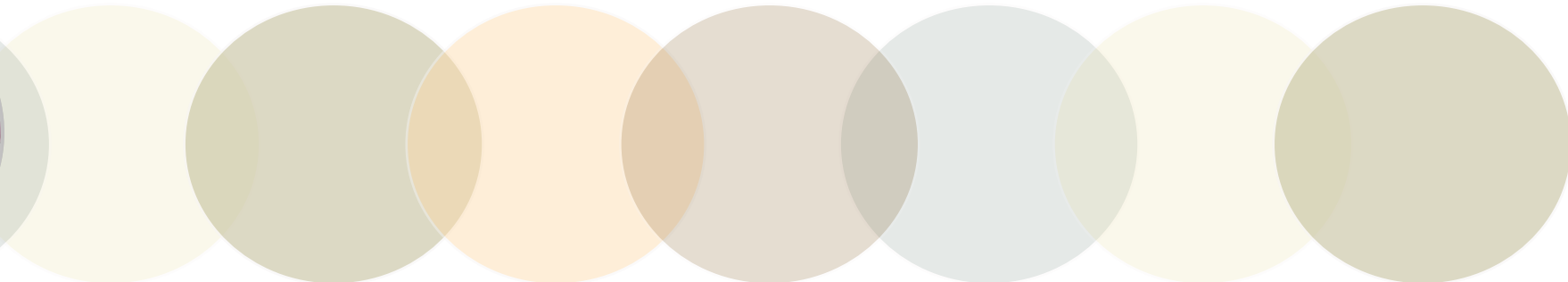
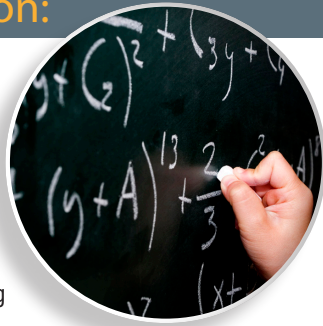
- Demonstrate conduct that follows generally recognized professional standards
- Fulfill all of the terms and obligations detailed in the contract
- Maintain appropriate licensure for professional practice and employment
- Provide accurate information to state department
- Abide by all federal, state 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 obtain special advantage
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items and violating local school board or state directions for the use of tests
- Being under the influence of, possessing, using or consuming illegal or unauthorized drugs
- Falsifying, misrepresenting, omitting or erroneously reporting employment history, professional qualification, criminal history, licensure/re-licensure
- A plea of guilty, nolo contendere or having been otherwise 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



Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#).

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520



A Guide to Reporting Child Abuse and Neglect

Compiled by
The Kansas Department for Children and Families

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PREFACE

The first step in helping abused children is learning to recognize the symptoms of child abuse. This booklet is intended to help both concerned citizens and individuals who are required by law to know how and when to report child abuse and neglect. Information in this booklet includes:

- Tips for mandated reporters
- Definitions of types of abuse
- Behavioral and physical indicators
- Common myths and facts of abuse
- Kansas reporting laws
- When to make a report
- What information is needed to make a report
- Where to make a report
- Consequences of failure to report
- How child protection systems play an important role in promoting safe families
- How to prevent child abuse and neglect

“Every dollar spent on prevention saves \$7 on intervention services”

**THE HIGH/SCOPE PERRY
PRESCHOOL STUDY**

Mandated reporters and the general public need to be aware of signs that may indicate child abuse. This booklet can be used to educate communities about child abuse and help prevent it from happening. When it does occur, the proper measures can be taken to protect the child.

Child abuse prevention efforts are one way to combat other social problems concerning all citizens. Prevention helps create a more compassionate society, one which places a high value on the welfare of children. It is important to provide families the tools and resources they need to raise their children in healthy and nurturing homes free from abuse and neglect.

ACRONYMS

Listed are some of the many acronyms that are commonly used in Child Protection Services work:

AHT	Abusive Head Trauma
CAN	Child Abuse and Neglect
CASA	Court Appointed Special Advocate
CBCAP	Community Based Child Abuse Prevention
PPS	Prevention and Protection Services
CINC	Child in Need of Care
CPS	Child Protective Services
CRB	Citizen’s Review Board
JJA	Juvenile Justice Authority
KCCTF	Kansas Children’s Cabinet and Trust Fund
PCAA	Prevent Child Abuse America
PCA KS	Prevent Child Abuse Kansas
SBS	Shaken Baby Syndrome
DCF	Department for Children and Families

“It would be much better to report a case that did not end up being abuse than to overlook one true abusive situation.”

- DENTIST

DEFINING AND RECOGNIZING CHILD ABUSE AND NEGLECT

WHAT IS CHILD ABUSE?

Child abuse is any physical injury, physical neglect, emotional injury, or sexual act inflicted upon a child. Several indicators, including a child's behavior, may indicate the occurrence of child abuse.

Behavioral indicators, as defined in the sections following, have a valid place in decision making. They provide important clues for potential reporters to pursue. However, the presence of a single behavioral indicator does not necessarily prove that child abuse or neglect is occurring. The reporter is alerted to the possibility of child abuse and neglect by the:

- Repeated occurrences of an indicator
- Presence of several behavioral and physical indicators
- Appearance of suspicious serious injury or death

If a child reports he or she is a victim of abuse or neglect, give reassurance that telling you about what happened is okay and safe. Respect the privacy of the child. The child will need to tell the story in detail later to the investigators, so do not press for details, display shock or disapproval of the parents, the child or the situation. Tell the child that you are going to call someone who will help.

TIPS FOR MANDATED REPORTERS

When getting information to make a report, ask the minimum to get the information you need. You do not need to know all the facts of the situation to make a report. A reporter only needs to have suspicion that a child has been harmed as a result of abuse or neglect. More information on reporting is available on page 9.

It is important to gather enough information to make a report, but be careful not to ask too many questions. Asking questions with too much detail can potentially alter facts of the case unintentionally. Leave it to the professionals at the Kansas Department for Children and Families (DCF) and the law enforcement officers who are trained to interview children.

When working with children that trust you to keep their secret, let them know that you are going to call someone you trust to get them help. It is important that children are not intimidated by you making a report.

PHYSICAL ABUSE

Definition: Infliction of physical harm or the causation of a child's deterioration, and may include, but shall not be limited to, maltreatment or exploiting a child to the extent the child's health is endangered. (K.S.A. 38-2202)

Indicators of Physical Abuse

Both physical and behavioral indicators of child abuse may be evident. Physical indicators should be considered based on inconsistent medical history, the child's developmental state and the presence of other indicators if known. Listed below are common physical and behavioral indicators of physical abuse. This is a list of common indicators and is not all inclusive as there could be other indicators presented.

Common Physical Indicators

- Bruises, welts or bite marks
 - Different colors or in various stages of healing
 - Back, buttocks & back of legs
 - Groups, clusters or patterns
 - Not common for age & activity level of child
 - Defense wounds to back of arms and hands
 - Shape of bruise, ie: shape of an object
- Burns
 - Scald and immersion burns
 - Sock-like, glove-like, doughnut shaped on buttocks or genitalia
 - Splash burns
 - Contact burns
 - Cigar, cigarette especially on the soles, palms, back, buttocks
 - Patterned like electric iron, electric burner, fire place tool, etc.
 - Rope burns on arms, legs, neck and torso
- Fractures, scars or internal injuries
- Lacerations, abrasions or unusual bleeding
 - Loop-type lacerations from belts, straps and extension cords
 - Lacerations to the backside of the body (whipping)
 - Series or groups of straight-line lacerations or welts
- Head trauma
 - Black eyes
 - Split lips or loose teeth
 - Lumps on the head
 - Facial bruises or bruising behind the ear

Common Behavioral Indicators

- Demonstrating behavioral extremes, including very aggressive or demanding conduct
- Appearing frightened of the parent or caretaker
- Being full of rage, passive or withdrawn
- Being apprehensive when other children cry
- Verbally reporting abuse
- Being extremely hyperactive, distractible or irritable
- Demonstrating disorganized thinking, self injuries or suicidal behavior
- Running away from home or engaging in illegal behavior, such as drug abuse, gang activity or cult activity
- Displaying severe depression, flashbacks (including hallucinatory experiences) and dissociative disorders
- Sudden changes in behavior
- Child starts wetting or soiling clothing or bed
- Sleep problems, including nightmares
- Cannot recall how injuries occurred or offers an inconsistent explanation

Please note that these behavioral indicators must be considered with other evidence. Ask yourself these questions when determining whether physical abuse has occurred:

- Is the explanation consistent with physical evidence?
- Are there any other physical or behavior indicators?
- Are there family/environmental stresses that are apparent?

ABUSIVE HEAD TRAUMA *(formerly known as Shaken Baby Syndrome)*

Abusive Head Trauma (AHT) is an inflicted traumatic brain injury that occurs when a baby is violently shaken or slammed. Shaking has significant impact on children under age two because their neck muscles are generally weak and the head is quite large in comparison with the body. The brain of an infant is not well protected like that of an adult as the skull of an infant is relatively unstable and still developing.

Symptoms of AHT are:

- Altered level of consciousness – sleepy, yet irritable or may have seizures or even be in a coma
- Eyes unable to focus
- Poor sucking or swallowing
- Irritability
- Lethargy
- Difficulty breathing
- Signs of shock: pale, sweating, vomiting, listless
- May have abdominal and/or chest injuries present

DISTINGUISHING ABUSE FROM ACCIDENT

The very nature of childhood invites accidents. Children are curious and fearless. They run, climb, jump and explore. A child's motor skills usually outpace cognitive skills, allowing the child to approach danger without recognizing it. How can you distinguish the accidental injury caused by the exuberance of childhood from the non-accidental injury caused by the abuse of an adult?

When observing injury you suspect might be the result of abuse, consider:

- **Where is the injury?** Certain locations on the body are more likely to sustain accidental injury: knees, elbows, shins and the forehead; all are parts of the body that can be injured during an accidental fall or bump. Protected parts of the body, such as the back, thighs, genital area, buttocks, back of the legs or face, are less likely to accidentally come into contact with objects that could cause injury. It is important to remember to look for other indicators and the history.
- **How many injuries does the child have?** Are there several injuries occurring at one time or over a period of time? The greater the number of injuries, the greater the cause for concern. Unless involved in a serious accident, a child is not likely to sustain a number of different injuries accidentally. Injuries in different stages of healing can suggest a chronological pattern of occurrence.
- **What are the size and shape of the injuries?** Many non-accidental injuries are inflicted with familiar objects: a stick, a board, a belt, a hair brush. The marks that result bear strong resemblance to the object that was used. For example, welts caused by beating a child with an electrical cord might be loop-shaped; a belt might cause bruises in the shape of the buckle. Accidental marks resulting from bumps and falls usually have no defined shape.
- **Does the description of how the injury occurred seem likely?** If an injury is accidental, there should be a reasonable explanation of how it happened consistent with its severity, type and location. When the description of how the injury occurred and the appearance of the injury do not seem related, there is cause for concern.
- **Is the injury consistent with the child's developmental capabilities?** As a child grows and gains new skills, he increases his ability to engage in activities that can cause injury. A toddler trying to run is likely to suffer bruised knees and a bump on the head before the skill is perfected. He is less likely to suffer a broken arm than is an eight-year-old who has discovered the joy of climbing trees. A two-week-old infant does not have the movement capability to self-inflict a bruise.

SEXUAL ABUSE

Definition: Sexual Abuse is any contact or interaction with a child in which the child is being used for the sexual stimulation of the perpetrator, the child or another person. Sexual abuse shall include, but is not limited to, allowing, permitting or encouraging a child to be:

- Photographed, filmed or depicted in obscene or pornographic material; or
- Subjected to aggravated human trafficking, as defined in K.S.A. 2014 Supp. 21-5426(b), and amendments thereto, if committed in whole or in part for the purpose of the sexual gratification of the offender or another, or be subjected to an act which would constitute conduct proscribed by article 55 of chapter 21 of the Kansas Statutes Annotated or K.S.A. 2015 Supp. 21-6419 or 21-6422, and amendments thereto. (K.S.A. 38-2202)

Contact solely between children shall meet the criteria only if the contact also involves force, intimidation, difference in maturity, or coercion. KAR 30-46-10(i).

Indicators of Sexual Abuse

There are both physical and behavioral indicators of sexual abuse. The following are some physical and behavioral indicators that a child is being sexually abused. This is a list of common indicators and is not all inclusive as there could be other indicators presented.

Common Physical Indicators

- Sexually transmitted venereal disease or infection, including oral infections
- Pregnancy, especially in early adolescents
- Pelvic inflammatory disease
- Torn, stained or bloody underclothing
- Difficulty or pain in walking and/or sitting
- Foreign matter in the bladder, rectum, urethra, or vagina
- Painful discharge of urine and/or repeated urinary infections
- Bruising, trauma and lesions inside or around the mouth

Common Behavioral Indicators

- Verbally reporting abuse
- Seductive behavior, advanced sexual knowledge for the child's age, promiscuity
- Expressing fear of a particular person or place
- Excessive masturbation, precocious sex play, excessive curiosity about sex
- Sexually abusing another child
- Delinquency, runaway or truancy
- Self-injurious behaviors, suicide attempts
- Extreme fear of being touched; unwilling to submit to physical examination
- Poor peer relationships

It is important to note the physical symptoms listed above are not normally seen in young children and are often difficult (impossible in some cases) to explain by any other cause than sexual abuse.

Children are not typically physically hurt during sexual abuse; therefore, special attention should be paid to behavioral indicators.

An adult who may be sexually abusing a child may exhibit these behaviors:

- Acting extremely protective or jealous of the child
- Encouraging the child to engage in prostitution or sexual acts

Risks for Victimization of Human Trafficking

It is not solely a history of sexual abuse that places a youth at risk for victimization of human trafficking. Youth at a higher risk are vulnerable youth with histories of abuse/neglect; homeless and runaways; youth within the foster care system; and youth lacking a safety net. Any youth may be at risk of victimization of human trafficking including youth of any ethnicity, race, or religion; any socio-economic class; both male and female; any sexual orientation; and youth of all ages, including teenagers.

SEXUAL ABUSE - MYTHS AND FACTS

MYTH: You usually can spot a child sexual abuser.

FACT: Unless you are clinically trained and given the opportunity for diagnostic assessment, it is unlikely that you could identify a child sexual abuser. The perpetrator usually does not suffer from psychosis and is likely to engage in ordinary work and social activities. It is difficult to “avoid” a child sexual abuser. Even the most cautious and vigilant of parents cannot, nor would they want to, keep a 24-hour watch on their child. Besides, the adults who are prone to sexually abuse children often choose work or activities that bring them into contact with children. The best line of defense against sexual abuse is education. The second is communication. Parents are primary teachers of children and are responsible for showing them how to survive and how to cope with life. The first thing parents can do to protect their children is to teach them to protect themselves, to communicate their fears and to talk about their daily activities. Certainly all children should be taught the dangers of the unknown. In most instances of sexual abuse, however, the abuser is someone the child knows and trusts. The abuser may be a member of the family, a relative, a babysitter or a neighbor.

MYTH: Sexual abuse of children always occurs between adult men who exploit young girls and adult women who exploit young boys.

FACT: The majority of cases that are referred to child protection agencies involve adult men and underage girls. When boys are abused or exploited, they usually are the victims of adult males. This is not to say that other types of abuse do not occur, merely that they are not reported at the same rate. Some researchers hold the opinion that sibling incest is by far the most widespread form of incest. The comparatively lower rate of reported mother-son incest may be the result of the lower incidence of accompanying physical injury, a societal perception of its being less harmful or a general disbelief in its existence.

MYTH: The child sexual abuser relies on physical violence.

FACT: The child sexual abuser rarely uses physical violence and usually will avoid its use; injury may lead to discovery. The sexual abuser is more likely to use power and authority as an adult (or older child) to coerce the child victim through bribes, threats and the child’s fear of the unknown. Children are taught to obey without question or resistance. The abuser’s most powerful weapons are authority and secrecy.

MYTH: The sexual abuser can be the victim of the seductive or sexually-promiscuous child.

FACT: The child is the victim. A seductive or promiscuous child often is the result, but never the cause, of sexual abuse. One characteristic common to sexual abusers is a capacity for rationalizing their actions, mentally justifying an illegal, unacceptable and inappropriate behavior as necessary and right. Perpetrating the myth of the seductive or sexually promiscuous child is one way of doing this. Through this type of reasoning, the abuser shifts the blame onto someone else. In the same manner, incestuous parents often justify their own sexual behavior as a way of teaching children or keeping them off the street. These justifications ignore the abuser’s responsibility as an adult, the child’s vulnerability and dependency on the adult, and the long-term harm to the child.

MYTH: Using electronic communications (cell phones, videos, email, internet, etc.) does not involve physical contact and therefore is not sexual abuse.

FACT: Children can be victims of sexual exploitation by use of electronic media. Taking explicit pictures of a child and posting them on the internet could be considered sexual abuse. Having sexually explicit conversations with a child via phone, internet or text for the sexual stimulation of either party, could be considered sexual abuse.

MYTH: The sexual abuser will abuse a child once and then find another victim.

FACT: If the sexual abuser is a stranger, this usually is true. This type of perpetrator will abuse many children a single time, generally stopping only if caught. The “stranger abuser” often lures a child by appealing to the child’s helpfulness or by posing as a friend of the parents or other authority figure. When the sexual abuser is known to the child, however, the methods of seduction usually are very different. The abuse frequently will be of long duration, escalating in frequency and intimacy over time. The “known abuser” builds upon a relationship with the child, using the child’s innocence and trust as the main weapons.

MYTH: The lower the family income and social status, the higher the likelihood of sexual abuse.

FACT: Socioeconomic status is of no help in identifying sexual abuse. Sexual abuse appears to occur at all levels of income and education. Most of the families present an appearance of respectability. The vast majority of parents hold jobs, function well in the community and are respected by their peers

MYTH: In the majority of cases, sexually-abused children want to leave their homes permanently.

FACT: On the contrary, most children do not want their families disrupted; they simply want the abuse to stop.

MYTH: Sexual touching between children (i.e. siblings, neighbors, cousins) is not abuse and should not be reported.

FACT: Sexual contact between siblings should always be reported. Contact between non-related children may or may not be abusive. There is normal sexual exploration at certain developmental stages. This should occur between age mates. If the age difference is troubling or if there is power or coercion used, a report should be made.

MYTH: Sexual contact between children always indicates they are acting out sexual abuse.

FACT: At certain developmental stages there will be normal exploration of sexuality. This could also be from non-intentional exposure to adult media and literature.

MYTH: Once incest is brought to the attention of the authorities, the family admits the problem and seeks help.

FACT: The denial system of the family usually is very strong. Generally, family members will assert that nothing has happened or if confronted with undeniable circumstances, claim that “it will never happen again.” In this circumstance, treatment is very difficult. If the victim returns home without intensive intervention in the family system, the old patterns of sexual abuse may continue.

MYTH: The legal age of consent for sexual contact in Kansas is 16, so once a child is 16 he/she cannot be the victim of sexual abuse.

FACT: There are many variables which must be considered when determining if a child has been sexually abused.

Whether or not the child is of age to consent is just one. If a 16 or 17-year-old has entered a sexual relationship with someone who has power or control over him/her, such as a teacher or a coach, this may be a sexual abuse situation. If the adult with power or control over the teen is also a relative, sexual abuse is a definite possibility, perhaps a certainty. If someone uses coercion to convince a 16 or 17-year-old to have sex with them, this too may be sexual abuse.

“Reporting child abuse is important because every child has the right to grow up feeling safe and secure in their surroundings. Intervention is necessary to prevent the repeating pattern of abuse in families.”

- CHILD CARE PROVIDER

EMOTIONAL ABUSE

Definition: Infliction of mental or emotional harm or the causing of a deterioration of a child, and may include, but shall not be limited to, maltreatment or exploiting a child to the extent the child's health or emotional wellbeing is endangered. This term may include any act, behavior or omission that impairs or endangers a child's social or intellectual functioning. This term may include the following:

- Terrorizing a child, by creating a climate of fear or engaging in violent or threatening behavior toward the child or toward others in the child's presence that demonstrates a flagrant disregard for the child;
- Emotionally abandoning a child, by being psychologically unavailable to the child, demonstrating no attachment to the child or failing to provide adequate nurturance of the child; and
- Corrupting a child, by teaching or rewarding the child for unlawful, antisocial or sexually-mature behaviors.

Emotional abuse or maltreatment is a consistent, chronic behavior by an adult that has a harmful effect on the child. It involves a pattern of attitudes or acts that are detrimental to the child's development of a sound and healthy personality. Each of us may be guilty of having unkindly snubbed a child or of having criticized him/her too harshly. However, emotional abuse, as defined here, seriously impairs the child's social, emotional or intellectual functioning.

Indicators of Emotional Abuse

Physical indicators are not commonly associated with emotional abuse; however there are many behavioral indicators that can be presented by the child and the adult abuser. The following are some physical and behavioral indicators that the child and adult may display. This is a list of common indicators and is not all inclusive, as there could be other indicators presented.

Common Physical Indicators

- Daytime anxiety and unrealistic fears
- Irrational and persistent fears, dreads, or hatreds
- Sleep problems, nightmares
- Behavioral extremes
- Biting, rocking, head-banging or thumb sucking in an older child (habit disorders)
- Substance abuse
- Cutting
- Fire starting
- Loss of interest
- Sudden grade changes
- Changes in behavior, personality or appearance

Common Behavioral Indicators

- Rejecting or belittling the child (making the child feel he/she can do nothing right)
- Ignoring the child (taking little or no interest in the child)
- Terrorizing the child by blaming the child for things for which the child has no control
- Isolating the child (cutting the child off from normal social experiences)
- Corrupting the child (teaching the child socially-deviant patterns of behavior)
- Repeatedly giving the child contradictory messages that leave the child confused and incapable of pleasing the adult
- Using an inconsistent, unpredictable, erratic and threatening style of discipline

It is important to remember that maltreatment by a caregiver is not the cause of all behavioral, emotional or developmental problems in children. Ask these questions when considering whether or not emotional abuse is occurring:

- Do interactions between adult and child seem primarily negative?
- Are specific instances of emotional abuse or maltreatment frequently observed?

NEGLECT OF A CHILD

Physical Neglect: Acts or omissions by a parent, guardian, or person responsible for the care of a child resulting in harm to a child, or presenting a likelihood of harm, and the acts or omissions are not due solely to the lack of financial means of the child's parents or other custodian. This term may include but shall not be limited to: failure to provide the child with food, clothing, or shelter necessary to sustain the life or health of the child. (K.S.A. 38-2202)

Medical Neglect: Acts or omissions by a parent, guardian, or person responsible for the care of a child resulting in harm to a child, or presenting a likelihood of harm, and the acts or omissions are not due solely to the lack of financial means of the child's parents or other custodian. This term may include the following, but shall not be limited to:

- Failure to use resources available to treat a diagnosed medical condition if such treatment will make a child substantially more comfortable, reduce pain and suffering, or correct or substantially diminish a crippling condition from worsening.
- A parent legitimately practicing religious beliefs who does not provide specified medical treatment for a child because of religious beliefs shall not for that reason be considered a negligent parent. (K.S.A. 38-2202)

Lack of Supervision: Acts or omissions by a parent, guardian, or person responsible for the care of a child resulting in harm to a child, or presenting a likelihood of harm, and the acts or omissions are not due solely to the lack of financial means of the child's parents or other custodian. This term may include the following, but shall not be limited to: failure to provide adequate supervision of a child or to remove a child from a situation which requires judgment or actions beyond the child's level of maturity, physical condition or mental abilities and that results in bodily injury or a likelihood of harm to the child. (K.S.A. 38-2202)

Abandonment: to forsake, desert or cease providing care for the child without making appropriate provisions for substitute care. (K.S.A. 38-2202)

Indicators of Neglect

While physical abuse is usually episodic, physical neglect tends to be chronic. There are physical and behavioral indicators of physical neglect. This is a list of common indicators and is not all inclusive, as there could be other indicators presented.

Common Physical Indicators

- Constant hunger
- Lack of proper supervision, abandonment or desertion
- Lack of adequate clothing and good hygiene
- Clothing consistently not appropriate for weather conditions
- Lack of medical or dental care
- Lack of adequate nutrition and shelter
- Failure to achieve expected growth patterns
- Physical and speech delays
- Failure to thrive physically or emotionally
- Child states feeling pain in the mouth, jaw or ear
- Diagnosed signs of dental decay, and the child states feeling pain and has difficulty eating

Common Behavioral Indicators

- Begging, stealing and hoarding food
- Extended stays at school
- Constant fatigue
- Delinquency
- States there is no caretaker
- Runaway behavior
- Conduct disorders
- Behavior extremes
- Develops habits, such as sucking, biting and rocking

REPORTING CHILD ABUSE AND NEGLECT

WHO IS REQUIRED TO REPORT CHILD ABUSE OR NEGLECT?

Kansas Reporting Laws: Mandated reporters are required to report child abuse or neglect under the Kansas reporting law (K.S.A. 38-2223) as follows:

(a) *Persons making reports.* (1) When any of the following persons has reason to suspect that a child has been harmed as a result of physical, mental or emotional abuse or neglect or sexual abuse, the person shall report the matter promptly as provided in subsections (b) and (c);

(A) the following persons providing medical care or treatment: Persons licensed to practice the healing arts, dentistry and optometry; persons engaged in postgraduate training programs approved by the state board of healing arts; licensed professional or practical nurses; and chief administrative officers of medical care facilities;

(B) the following persons licensed by the state to provide mental health services: Licensed psychologists, licensed masters level psychologists, licensed clinical psychotherapists, licensed social workers, licensed marriage and family therapists, licensed clinical marriage and family therapists, licensed behavioral analysts, licensed assistant behavioral analysts, licensed professional counselors, licensed clinical professional counselors and registered alcohol and drug abuse counselors;

(C) teachers, school administrators or other employees of an educational institution which the child is attending and persons licensed by the secretary of health and environment to provide child care services or the employees of persons so licensed at the place where the child care services are being provided to the child;

(D) firefighters, emergency medical services personnel, law enforcement officers, juvenile intake and assessment workers, court services officers and community corrections officers, case managers appointed under K.S.A. 2005 Supp. 23-1001 et seq., and amendments thereto, and mediators appointed under K.S.A. 23-602, and amendments thereto; and

(E) any person employed by or who works as a volunteer for any organization, whether for profit or not-for-profit, that provides social services to pregnant teenagers, including, but not limited to, counseling, adoption services and pregnancy education and maintenance.

(2) In addition to the reports required under subsection (a)(1), any person who has reason to suspect that a child may be a child in need of care may report the matter as provided in subsection (b) and (c).

(b) *Form of report.* (1) The report may be made orally and shall be followed by a written report if requested. Every report shall contain, if known: The names and addresses of the child and the child's parents or other persons responsible for the child's care; the location of the child if not at the child's residence; the child's gender, race and age; the reasons why the reporter suspects the child may be a child in need of care; if abuse or neglect or sexual abuse is suspected, the nature and extent of the harm to the child, including any evidence of previous harm; and any other information that the reporter believes might be helpful in establishing the cause of the harm and the identity of the persons responsible for the harm.

(2) When reporting a suspicion that a child may be in need of care, the reporter shall disclose protected health information freely and cooperate fully with the secretary and law enforcement throughout the investigation and any subsequent legal process.

(c) *To whom made.* Reports made pursuant to this section shall be made to the secretary, except as follows:

(1) When the department of social and rehabilitation services is not open for business, reports shall be made to the appropriate law enforcement agency. On the next day that the department is open for business, the law enforcement agency shall report to the department any report received and any investigation initiated pursuant to K.S.A. 38-2226, and amendments thereto. The reports may be made orally or, on request of the secretary, in writing.

(2) Reports of child abuse or neglect occurring in an institution operated by the secretary of the department of social and rehabilitation services or the commissioner of juvenile justice shall be made to the attorney general. All other reports of child abuse or neglect by persons employed by or of children of persons employed by the department of social and rehabilitation services shall be made to the appropriate law enforcement agency.

(d) *Death of child.* Any person who is required by this section to report a suspicion that a child is in need of care and who knows of information relating to the death of a child shall immediately notify the coroner as provided by K.S.A. 22a-242, and amendments thereto.

(e) *Violations.* (1) Willful and knowing failure to make a report required by this section is a class B misdemeanor. It is not a defense that another mandatory reporter made a report.

(2) Intentionally preventing or interfering with the making of a report required by this section is a class B misdemeanor.

(3) Any person who willfully and knowingly makes a false report pursuant to this section or makes a report that such person knows lacks factual foundation is guilty of a class B misdemeanor.

(f) *Immunity from liability.* Anyone who, without malice, participates in the making of a report to the secretary or a law enforcement agency relating to a suspicion a child may be a child in need of care or who participates in any activity or investigation relating to the report or who participates in any judicial proceeding resulting from the report shall have immunity from any civil liability that might otherwise be incurred or imposed.

FREQUENTLY ASKED QUESTIONS: Reporting

Q: What is the legal penalty if a mandated reporter fails to report suspected child abuse?

A: CLASS B MISDEMEANOR. Failure of a mandated reporter to make a report is a crime that could result in a \$1,000 fine or up to six (6) months in jail. Some agencies may expect staff to discuss abuse situations with their supervisor before reporting. However, if a staff member believes a report of child abuse or neglect needs to be made to DCF or law enforcement, it is the responsibility of the staff member to report, whether or not the supervisor is in agreement. Employers are prohibited from imposing sanctions on employees making report or cooperating in investigations. K.S.A. 38-2224

Q: Is a reporter liable for reporting suspected child abuse and neglect?

A: Kansas law provides immunity from liability for reporters of child abuse.

Q: Would a reporter incur any civil liability if required to participate in court proceedings as a witness?

A: No.

Q: On what basis may a report of suspected child abuse be made?

A: A report must be made by a mandated reporter if there is reason to suspect that a child has been harmed as a result of physical, mental, emotional or sexual abuse.

Q: What does “reason to suspect” mean?

A: “Reason to suspect” means anytime anyone believes or has a hint or a clue, a child is, or has been, a victim of abuse or neglect. A reporter may have “reason to suspect” when there is a discrepant or inconsistent history in explaining a child’s injury. An example of a discrepant history would be a situation in which a parent or caregiver of a child describes the injury as accidental, but bruises are on multiple areas of the body and in various stages of healing, indicating the child was imposed at different times and there was more than one incident as opposed to a single accidental injury.

Consider whether the description of how the injury occurred seems likely. If the injury is accidental, there should be a reasonable explanation of how it happened that is consistent with the severity, type and location of the injury. When the description of how the injury occurred and the appearance of the injury do not seem related, there is cause for concern (“a reason to suspect”).

A report based on “reason to suspect” also means the law does not require proof that abuse or neglect has actually occurred or that the reporter witnessed the incident in question. A reporter’s suspicion may result from an incident the reporter witnessed, a child’s disclosure or third-party information. Once a mandated reporter is aware of any information that causes a “reason to suspect”, the reporter is mandated by law to report the concerns. Further, a reporter is relieved of the need to make a final determination of whether or not child abuse or neglect actually occurred. Reporting is a request for an assessment into the condition of a child.

There have been public reports of children who have been coached to provide false allegations. As a reporter, it is important the public confusion regarding false allegations not discredit the reports of children who have been traumatized by abuse. The determination of whether abuse or neglect has actually occurred is the responsibility of DCF or appropriate law enforcement agencies.

Q: What if an employer has separate policies for reporting child abuse or neglect?

A: Often employers have policies separate from the statutes for reporting suspicions or concerns of child abuse or neglect, such as notifying a supervisor first. It is important to note, any local policies or procedures do not supersede a mandated reporter’s statutory requirement to report. As a mandated reporter, you are responsible to report your concerns.

Q: What if a mandated reporter believes the situation has already been reported; is there still a requirement to report?

A: Yes, Reference: K.S.A. 38-2223 (e) Violations (1) “It is not a defense that another mandatory reporter made a report.”

Q: Can a mandated reporter make a report anonymously?

A: If a mandated reporter chooses to remain anonymous, DCF will not have documentation to support that the person made a report to use as a defense against a failure-to-report charge.

FREQUENTLY ASKED QUESTIONS: How to Make a Report

Q: How should the report be made?

A: The report may be made orally and followed by a written report if requested by DCF or law enforcement agencies.

Q: What type of information should a report contain?

A: Both mandated reporters and concerned citizens should attempt to include the following information:

- The name and address of the child, the child's parents or other individuals responsible for the child's care
- The child's location
- The child's condition, including the nature and extent of the child's injury
- Whether the alleged perpetrator has access to the child
- Any other information that the reporter believes might be helpful in showing the cause of the injuries or the extent to which the child might be in danger.

Q: To whom should reports of suspected child abuse or neglect be made?

A: Reports of suspected child abuse or neglect should be made to the Kansas Protection Report Center or if the child has serious injuries or is in immediate danger to the appropriate law enforcement agency. (On the next day that DCF is open for business, the law enforcement agency will report to DCF any report received and any investigation initiated.)

Reports of abuse and neglect in an DCF institution (such as State hospitals) should be made to DCF or the Attorney General's office at 785-296-7968. Reports of DCF employees as alleged perpetrators should be made to local law enforcement agencies. Kansas law requires that these types of cases not be investigated by DCF. A reporter should call the statewide number 1-800-922-5330. The Kansas Protection Report Center can be called 24-hours a day, seven days a week and may be reached from any location. Reports are referred to the appropriate local office to be investigated. If the DCF office is closed, Kansas Protection Report Center staff immediately refer emergencies to local law enforcement agencies.

Q: Where do I report a suspected incident with a child that lives on an Indian reservation?

A: The Kansas Protection Report Center accepts reports for all children. The Indian Child Welfare Act of 1978 was enacted to give Indian tribes more authority over their children, both on and off the reservation. A state court proceeding that may result in the out-of-home placement of an Indian child triggers the Act.

In addition, reports can also be made by

- **Telephone:** 1-800-922-5330
- **Fax:** Sent to Kansas Protection Report Center, 1-866-317-4279
- **Mail:** Kansas Protection Report Center 500 S.W. Van Buren St., Topeka, KS 66603
- **On-Line Web Intake:** The Kansas Protection Report Center has an option for mandated reporters to report concerns of child and adult abuse or neglect online.

Mandated reporters may access the online report by visiting the DCF website at <http://www.dcf.ks.gov>, select "Report Abuse" under the list of "Quick Links" right of screen. On the Report Abuse page, click on the link "Mandatory Reporters Online Report Form."

FREQUENTLY ASKED QUESTIONS: After Report is Made

Q: Will the identity of the reporter be disclosed once a report is made?

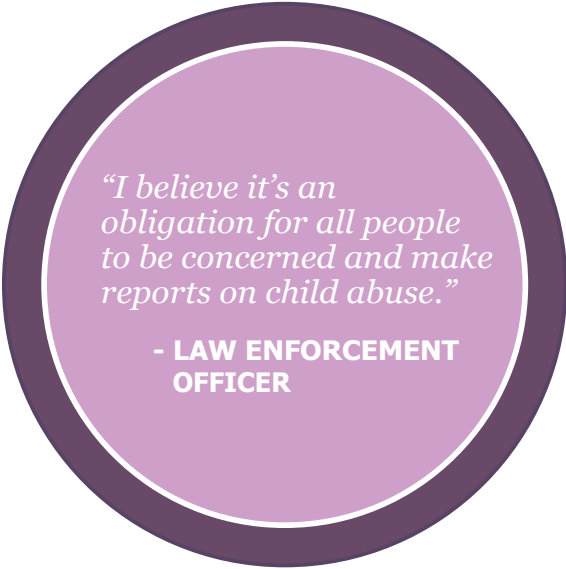
A: Kansas law provides the identity of the reporter may not be disclosed to the child's parents, persons having legal responsibility for the child or to such persons' legal representatives. The protection is not absolute, however. If a case is heard in court or if a DCF finding is appealed and heard in a DCF administrative hearing, there is a possibility the identity of a reporter will be discovered.

Q: What can a reporter know about a case once a report is made?

A: Kansas law requires confidentiality of all records and reports of child abuse or neglect received by DCF or law enforcement agencies. DCF may inform the reporter of child abuse or neglect the agency's decision to either accept the report for investigation or to not assign for further assessment.

Q: If an agency receives a court order to disclose confidential information about an individual under investigation, what procedure should be followed?

A: Under Kansas law, a multidisciplinary team, DCF or law enforcement agency may request disclosure of documents, reports or information by applying to a court for an order to release information. If a subpoena or order is received for a person and/or his/her records, the person will be given an opportunity to notify the court of any objection. A judge will then make a final decision as to what information to disclose.



"I believe it's an obligation for all people to be concerned and make reports on child abuse."

**- LAW ENFORCEMENT
OFFICER**

INVESTIGATION OF CHILD ABUSE AND NEGLECT

FREQUENTLY ASKED QUESTIONS: Investigation Process

Q: What does Kansas law require of child protection and law enforcement agencies concerning the investigation of child abuse and neglect?

A: DCF and law enforcement agencies have the duty to receive and investigate reports of child abuse or neglect for the purpose of determining whether the report is valid and whether action is required to protect the child from further abuse or neglect. If DCF determines no action is necessary to protect the child but that a criminal prosecution should be considered, then DCF may make a report of the case to the appropriate law enforcement agency.

Q: How quickly are reports of suspected child abuse or neglect investigated?

A: Based on the age of the child, nature of the allegation, continued access of the perpetrator to the child, and other factors, Kansas Protection Report Center specialists determine the response time assignment for the report. If the Kansas Protection Report Center specialist determines a child is in imminent risk of serious harm, the report is assigned a same-day response time. These reports may require the involvement of law enforcement. If the report does not allege a child is in imminent risk of serious harm, DCF must respond within 72 hours, excluding weekends and holidays. If the report alleges that a child may be in need of services for reasons not related to maltreatment, DCF may respond within 20 working days, unless criteria is met to assign with a same-day or 72-hour response time.

Q: Under what circumstances is a joint investigation of child abuse or neglect between child protection agencies and the appropriate law enforcement agencies required under Kansas law?

A: A joint investigation by DCF and the appropriate law enforcement agency is required when a report of child abuse or neglect indicates the following:

- Serious physical injury or deterioration; or
- Sexual abuse of the child; and
- Reason to believe action may be required to protect the child

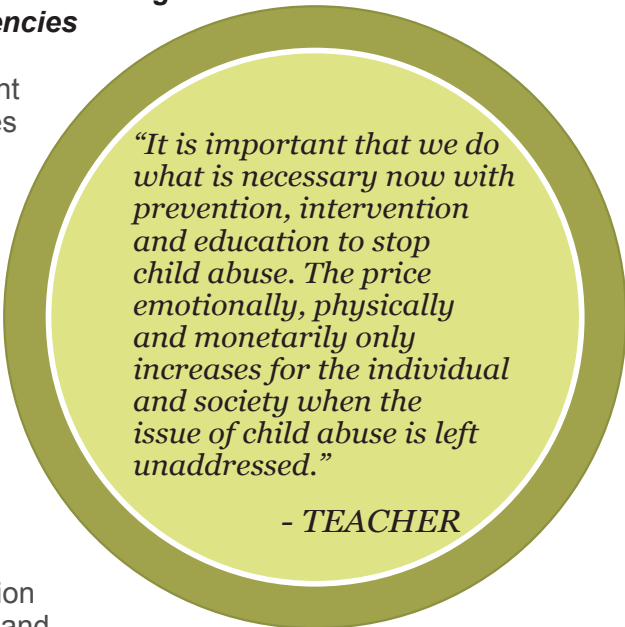
In the course of a joint investigation, there should also be a free exchange of information between the agencies. In the event a statement is obtained by either agency, a copy of the statement must be provided to the other agency upon request.

Q: Does DCF report investigations of licensed facilities to the Department of Health and Environment?

A: Investigations involving a facility subject to licensing or regulation are promptly reported to either the Kansas Department of Health and Environment or to DCF Foster Care and Residential Facility Licensing. Child Care facilities and maternity centers are licensed by the Kansas Department of Health and Environment. Family foster homes and residential facilities for children and youth are licensed by DCF Foster Care and Residential Facility Licensing.

Q: Is school personnel required to provide DCF access to a child?

A: School personnel, DCF and law enforcement agencies must cooperate with the investigation of reports of suspected child abuse or neglect. Furthermore, administrators of elementary and secondary schools must provide employees of DCF and law enforcement agencies access to a child in a non-threatening environment on school premises determined by school personnel for the purpose of investigating a report of suspected child abuse or neglect. School personnel should only be present during the investigation at the request of law enforcement or DCF.



"It is important that we do what is necessary now with prevention, intervention and education to stop child abuse. The price emotionally, physically and monetarily only increases for the individual and society when the issue of child abuse is left unaddressed."

- TEACHER

FREQUENTLY ASKED QUESTIONS: Child Protective Custody

Q: When may a law enforcement officer remove the child from his/her home?

A: A law enforcement officer is authorized to remove the child from the location where the child is found if the officer reasonably believes the child is in imminent danger. DCF may not remove the child from a location without a court order. However, DCF can contact law enforcement agencies if the child is in immediate physical danger.

Q: What happens when a child is under the protective custody of a law enforcement officer?

A: When any law enforcement officer takes a child into custody without a court order, the child must be delivered to the custody of the parent or caregiver unless there is reason to believe it would not be in the best interest of the child. If the child is not delivered to the custody of the parent or caregiver, the child must be delivered to a facility or person designated by DCF or to a court-designated shelter or person. A court hearing is required within 72 hours (not including weekends or holidays) to determine if the child can be returned home.

Q: Are Multidisciplinary Child Protection Teams used in the investigation of and response to reports of child abuse?

A: Yes. Multidisciplinary Teams may be appointed by the court at the recommendation of DCF or the county or district attorney to assist DCF with the investigation of suspected child abuse and neglect. Teams may be comprised of a standing group of community experts from a variety of disciplines or may be specific to a case, bringing together professionals who have knowledge about the child and family. The team members review the selected case(s) brought to their attention, share knowledge they have about specific children and recommend a plan of action. To determine the existence of a Multidisciplinary Team in a particular area, contact the local DCF office.

Q: What is the role of the Child Advocacy Center?

A: A Children's Advocacy Center (CAC) is an agency where a team of professions, including DCF, law enforcement, prosecutors, therapists, medical providers and victim advocates come together to respond to cases of suspected or alleged child abuse, especially sexual and serious physical abuse. Children are referred to a CAC by DCF, law enforcement or other designated professionals after a report is made about suspected abuse. At the CAC, forensic interviews take place with children about their experience. Interviews are completed by a trained interviewer and take place in a neutral, child-friendly setting. Victim Advocates at the CAC educate families about the dynamics of abuse, connect children with specialized mental health and medical care, either provided onsite or are referred to a facility in the community, and identify other helpful community resources. The goal of a CAC is to maintain a professional response to child abuse that is child-centered and makes the process easier for abused children and their families.

CACs are required to follow State guidelines defined in K.S.A. 38-2227, and are modeled on a specific set of standards developed by the National Children's Alliance. Many CACs in Kansas are nationally-accredited, and others are working toward securing accreditation. To find out if a CAC is active in your area, go to www.kscac.org and link to "CACs in Kansas" for a current map of CAC service areas.

Q: What is DCF's response to child abuse and neglect following investigation?

A: Services for prevention and treatment of child abuse may be provided by DCF and other community resources to children and families such as: intensive in-home services, family preservation services, in-home visits, parenting classes, foster care, referrals to mental health centers, drug and alcohol treatment, and Batterer's Intervention Programs. It is always the goal of DCF to maintain children with their families when this can be done safely.

Allegation of suspected child abuse or neglect is received from a reporter

Initial Assessment Decision and Response Determination are done by the Kansas Protection Report Center. Reports are initially assessed to determine if they meet statutory criteria for further assessment. The response determination specifies how quickly contact with the alleged victim and/or family shall be initiated.

Investigation, Family Assessment and Finding are made to assess health and safety of child and to determine whether abuse or neglect occurred. Depending on the assessment, the case is referred to...

...Protective Custody:

If the information shows the child is in imminent danger or harm, DCF may request a law enforcement officer to take the child into protective custody for as long as 72 hours pending court action.

...District/County Attorney

may file a petition to request the Child in Need of Care. District/County Attorney can become involved on his/her own initiative, but usually at the request of DCF.

...Family Services or Family Preservation

may include direct services by DCF or a referral to intensive in-home Family Preservation services provided to prevent removal of the child from the home.

...Other Alternatives

may include referrals to a community mental health center or other community services.

District Court

The court may release the child to the parents, or if there is evidence that the child is not safe in the home, the court can order temporary custody pending the hearing. The court can find a child to be a Child In Need of Care and grant custody to DCF or another person. The court can order the family to accept family services or can dismiss the case.

Evaluation and Placement

For children placed in DCF custody by the court, DCF's placement options include: foster care with services to unite the family or adoption, if indicated. While children are in DCF custody, services are provided to the child and family, and progress is reported to court. The court may return custody to the parents, grant custody to a relative or sever parental rights to allow for adoption.

STRENGTHENING FAMILIES

Strengthening Families is a research-based, cost-effective strategy to increase family stability, enhance child development and reduce child abuse and neglect. The Strengthening Families Approach, developed by the Center for the Study of Social Policy, promotes five protective factors that shifts the focus of prevention efforts from risks and deficits to strengths and resiliency. By employing strategies that increase protective factors, all families will be better equipped to deal with stress and diminish factors that place them at risk for abuse and neglect. Kansas is one of more than 30 states using the Strengthening Families framework to establish a strengths-based approach that focuses on families.

THE FIVE PROTECTIVE FACTORS ARE:

- Parental Resilience
- Social Connections
- Knowledge of Parenting and Child Development
- Concrete Support in Times of Need
- Social and Emotional Competence of Children

For more information, visit the Kansas Strengthening Families Plan online at bit.do/KSFP.

WHAT CAN I DO TO PREVENT CHILD ABUSE?

It is important that mandated reporters and citizens in the community know what their role is in preventing child abuse. The goal is to prevent abuse before it occurs. To do this, it is important that families receive the support and help they need. Listed are some ways you can help strengthen families:

- **ADVOCATE:** Help change the way our state and nation thinks about prevention by focusing on community activities and public policies that prioritize prevention right from the start. Contact local, state and national lawmakers about the importance of prevention programs.
- **VOLUNTEER:** Serve on a committee or board. We all play a role in raising children, whether we are neighbors, educators, caregivers or family members.
- **EDUCATE:** Contact local school districts and faith communities about sponsoring classes for parents. Be a mentor to a new parent, share your skills with your neighbors. A healthy, nurturing environment for children is one of the best lifelong investments we can make.
- **SUPPORT:** Get to know and support the children and families in your community. With the support of engaged communities and nurturing families, all of our children can thrive. Know the resources available in your community and how to connect families to them. Call the Parent Helpline at 1-800-CHILDREN.
- **REPORT:** Recognize the signs and symptoms of child abuse. If you suspect child abuse and/or neglect, call the Kansas Protection and Report Center at 1-800-922-5330.

To learn more about child abuse prevention, contact Prevent Child Abuse Kansas.

1-800-CHILDREN.

CONCLUSION

Child Maltreatment 2014 relies on data states provide through the National Child Abuse and Neglect Data System (NCANDS), with information collected from 50 states, the District of Columbia and the Commonwealth of Puerto Rico. During FFY 2014, CPS agencies received an estimated 3.6 million referrals. Of these referrals, 60.7 percent were assigned for investigation or assessment. For FFY 2014, approximately 3.2 million children were the subjects of at least one report. Approximately 17.8 percent of children were found to be victims with dispositions of substantiated.

Information provided by Kansas for this national report is compiled from the DCF Family and Child Tracking System (FACTS). DCF received 65,631 reports from July 2014 to June 2015. During this same time period, 36,611 (56 percent) were assigned for further assessment.

Even when child abuse is not fatal, it can have disastrous effects on normal growth and development. It is important to report suspected or known child abuse or neglect to protect the child. Dr. Bruce Perry once said:

“If 20 million people were infected by a virus that caused anxiety, impulsivity, aggression, sleep problems, depression, respiratory and heart problems, vulnerability to substance abuse, antisocial and criminal behavior, retardation and school failure, we would consider it an urgent public health crisis. Yet in the United States alone, there are more than 20 million abused, neglected and traumatized children vulnerable to these problems. Our society has yet to recognize the epidemic, let alone develop an immunization strategy.”

The intent is to strengthen children and families by getting them the help they need. We all have a stake in protecting children. The lessons necessary to the development of interpersonal skills may not be taught in an abusive or neglectful environment. The emotional damage that commonly accompanies child abuse or neglect may be vented through self-destructive actions, such as substance abuse, prostitution, suicide or criminal acts against others.

It is our hope that by encouraging the reporting of child abuse and neglect and raising awareness of prevention efforts taking place across the state, the state's next generation will be productive Kansans capable of rearing their children in a caring, nurturing fashion.

Communities currently offer programs that promote strengthening families and the prevention of child abuse and neglect. Some programs include the *Period of PURPLE Crying®* Shaken Baby Syndrome prevention program; parent support groups; parent education; and early childhood home visitation models, such as Parents As Teachers, Healthy Families, Early Head Start and Head Start.

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The Parent Helpline

1- 800-CHILDREN



***Because
Kids Don't
Come With
Instructions***

The Parent Helpline is a **FREE**, anonymous information and referral service. The Helpline is **available 24 hours a day, seven days a week, in English and Spanish**, and can refer you to services anywhere in Kansas. Call the Parent Helpline whenever you have a parenting question or concern.

TO REPORT SUSPECTED CHILD ABUSE OR NEGLECT:

Phone: 1-800-922-5330

Fax: 1-866-317-4279

Email: DCF.KSPRC@ks.gov Online: [bit.do/DCFreport](https://bit.ly/3DQF0p0)

TO ORDER ADDITIONAL GUIDES CONTACT:

Kansas Children's Service
League 1365 N. Custer
Wichita, KS 67203
316-942-4261 • 877-530 5275

Guide Sponsors:

