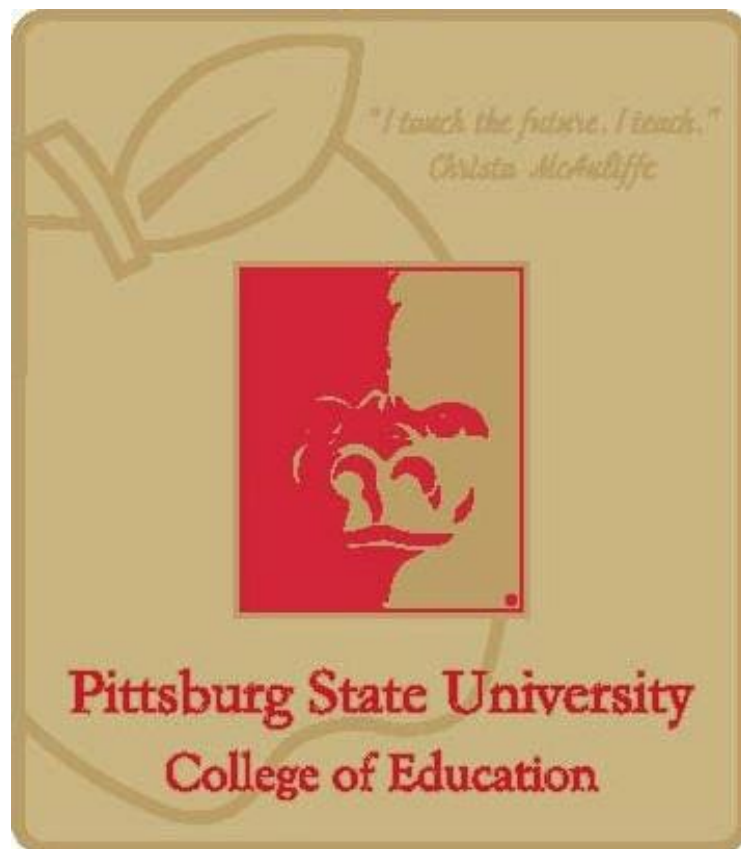


TEACHER EDUCATION HANDBOOK

2026-2027



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

TABLE OF CONTENTS	PAGE
Welcome	1
Civil Rights Compliance	1
Teacher Education Endorsements	2
Associated Program Fees	3
University Support Services	4
• Student Success Programs	4
• The Writing Center	4
• Center for Student Accommodations	4
• Gorilla Geeks	4
• Bryant Student Health Center	4
• Testing Center	4
Expectations for Professional Behavior	5
• Dispositions	5
• Academic Integrity	5
• Code of Student’s Rights and Responsibilities	6
• Confidentiality	6
• Attendance	6
• Professional Use of Technology	7
• Dress Code	7
Professional Responsibilities	9
• Kansas Educator Code of Conduct	9
• Family Education Rights and Privacy Act	9
• Child Abuse and Neglect Reporting	9
Teacher Education Admission Requirements	10
• Background Check	11
• Recommendations for Teacher Education	12
• Basic Skills Requirement	13
○ Core General Information	13
• Introductory Courses	14
• Transfer Credit for Explorations in Education and the First Field-Based Experience	14
Field Experiences in Teacher Education	15
• Required Field Experiences and their Descriptions	15
• Performance Evaluation	17
• Evaluation Scale for Field Experiences	17
• Health Certification Requirements	17
• Transportation Responsibility	17
Issues with Teacher Candidates	18
• Issues During Your Program	18
• Issues During Field Experience	18
Restricted Coursework	19
Internship Opportunities	20
The Professional Semester	21
• Professional Semester Admission Requirements	23
• Student Teaching Placement	24
• Supervision	24
• Student Teacher Orientation	24
• Outside Activities/Classes During Professional Semester	25

• Professional Semester Recognitions	25
• Licensing	25
• <i>Praxis</i> Subject Assessment Information	26
Timeline for Teacher Education candidates	27
Appendix	Blank cell
• Professional Knowledge Base	1
• Field Evaluation Instrument	3

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 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
Phone: (620) 235-4489
[E-mail Office of Teacher Education](#)

Dr. Jean Dockers
Director of Teacher Education
[Email Dr. Jean Dockers](#)

Amanda Hill
Educational Licensing Officer/
Placement Coordinator
[Email Amanda Hill](#)

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

Civil Rights Compliance

Pittsburg State University does not discriminate in employment, educational programs, activities, including with respect to applications for enrollment. The University prohibits discrimination against any person on the basis of race, color, religion, national origin, sex – including pregnancy, age, physical or mental disability, military or veteran status, protected genetic information, marital status, parental status, or an any other basis as provided for by law. The University also prohibits retaliation as provided by law.

The following person has been designated to address inquiries regarding the nondiscrimination policies:

Director of Civil Rights Compliance/Title IX Coordinator

212 Russ Hall

[Email Civil Rights & Compliance](#)

Website: [Civil Rights & Compliance](#)

Teacher Education Endorsements

Teacher Education programs available:

- Early Childhood Unified (Birth – Kindergarten)
- Elementary (PreK-6)
- Elementary Education Unified (K-6)
- Art (PreK-12)
- Music (PreK-12)
- Physical Education (PreK-12)
- Spanish (PreK-12)
- Biology (6-12)
- Chemistry (6-12)
- English (6-12)
- Family and Consumer Science (6-12)
- History (6-12)
- Mathematics (6-12)
- Mathematics (5-8)
- Physics (6-12)
- Speech/Theatre (6-12)
- Technology and Engineering Education (6-12)

Minors which lead to a teaching endorsement:

- English for Speakers of Other Languages (PreK-12)
- Teaching Mathematics for Grades 5-8

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 July 2026 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.

Required Testing

- Basic Skills Testing (page 16)
 - ACT plus Writing - \$95
 - Core Academic Skills for Educators - \$150
 - Accuplacer - varies by provider
- Licensure Exams (page 30)
 - Content exams – \$130 - \$220 (A content exam is required for each endorsement sought for a teaching license.)

Licensing Fees (page 30)

- License application fee - \$80 - \$90
- KSDE background check fee - \$57
- 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: [Student Success Programs website](#)

The Writing Center

The Writing Center is located in 311 Grubbs Hall. 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: [The Writing Center website](#)

Student Disability Services

Student Disability Services are provided to currently enrolled PSU students who are substantially impaired during one or more major life activities. Students may qualify for services that accommodate for their impairments and provide equal access to educational opportunities. [Student Disability Services website](#)

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: [Gorilla Geeks website](#)

Bryant Student Health Center

Community Health Center of Southeast Kansas serves students, staff, and families of Pittsburg State University at the Bryant Student Health Center. Further information, including available services, can be found at: [Bryant Student Health Center website](#)

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. The full policy can be found in the online university catalog under Student Rights and Responsibilities.

[PSU's Code of Student Rights and Responsibilities website](#)

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 and do not allow students to “follow” you on social media accounts.
- Do NOT post or blog about your cooperating teacher, students, and/or school.
- Do NOT use 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!

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, dress 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 wear dress 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.

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

Family Educational Rights and Privacy Act (FERPA)

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

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 freshman 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 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 any 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 impact on the candidate's ability to obtain a teaching license. 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

- Have you EVER been convicted of a felony?
- Have you EVER been convicted of ANY crime involving theft, drugs or a child?
- Have you EVER 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?
- Are criminal charges pending against you in any state involving any felony or any crime involving theft, drugs, or a child?
- 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?
- Is disciplinary action pending against you in any state regarding a teacher's or administrator's certificate or license?
- 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?
- 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?
- 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:

ACT: Composite - 22

ACT Subscores: Reading – 16; Writing – 6; Math – 16

SAT: Combined score of 1120 (for tests taken after March 2016)

Core: Reading – 156; Writing – 162; Math – 142

Accuplacer Next Generation: Reading – 255; Writing – 255; Mathematics* – 263

*Quantitative Reasoning, Algebra, and Statistics

Note: Elementary majors are not allowed to enroll in any professional block courses 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 [Praxis website](#). Registration instructions request that you designate which institution is to receive your test scores. Please designate **Pittsburg State University** as that institution (**Code: 6336**).

Accuplacer Next Generation

Accuplacer is a series of tests that evaluate students' skills in reading, writing, and math to determine if additional support will be required. It is offered by local community college institutions. Information about the test can be found at [Accuplacer website](#).

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 freshman 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.

Field Experience: Field Placement I+

Correlating Course: EDUC 261 Explorations in Education

Clock Hours: 33

Majors Required: All majors

Description: Initial field experience in candidate's area of study which consists primarily of observation and working with small groups and/or individuals

Field Experience: Field Placement II*,+

Correlating Course: EDUC 307 Clinical Experience

Clock Hours: 33

Majors Required: Elementary Education, Elementary Education Unified, Early Childhood Unified, Art, English, History, Physical Education

Description: 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 a lesson

Field Experience: Tutoring Project+

Correlating Course: SPED 510 Overview of Inclusive Education

Clock Hours: 10

Majors Required: All majors

Description: Each candidate works with an at-risk student for one-on-one tutoring

Field Experience: Science of Reading I Practicum

Correlating Course: EDUC 366 Science of Reading I

Clock Hours: 20

Majors Required: Elementary Education, Elementary Education Unified, Early Childhood Unified, English

Description: Candidates will investigate the role of the teacher in the development of language processes in classroom settings; the focus is on literacy instruction in the primary grades

Field Experience: Science of Reading II Practicum+

Correlating Course: EDUC 367 Science of Reading II

Clock Hours: 30

Majors Required: Elementary Education, Elementary Education Unified, English

Description: Candidates will learn strategies to strengthen students' ability to read advanced texts as well as the use of reading and writing to learn content across the curriculum

Field Experience: Early Childhood Disability Observations+

Correlating Course: SPED 350; 450; 550 – Methods, Infant/Toddlers, Preschoolers, Primary Children

Clock Hours: 10 (each)

Majors Required: Early Childhood Unified

Description: Candidates primarily observe the setting and work with small groups and/or individuals

Field Experience: Professional Collaboration+

Correlating Course: SPED 514 Professional Collaboration in Inclusive Settings

Clock Hours: 30

Majors Required: Elementary Education Unified

Description: Candidates work with a school professional to participate in various collaborative experiences with parents, other school professionals, etc.

Field Experience: Elementary Internship+

Correlating Course: EDUC 345 Tp: Internship Supervision

Clock Hours: 1.5 days/week

Majors Required: Elementary Education, Elementary Education Unified

Description: 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.

Field Experience: Secondary Internship*,+

Correlating Course: Various

Clock Hours: 20-40

Majors Required: English, Mathematics

Description: Candidates work collaboratively with the cooperating teacher; specific requirements for the secondary internship vary by major

Field Experience: Student Teaching

Correlating Course: Professional Semester courses

Clock Hours: 560

Majors Required: All majors

Description: 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

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

+ Field experience is completed outside of scheduled course meeting times.

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.

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 tuberculin (TB) screening must be on file in the Office of Teacher Education prior to any candidate reporting to a cooperating school. This exam is valid for two calendar years from the date of examination.

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

Teacher candidates at PSU participating in a field experience are expected to conduct themselves in accordance with the requirements and expectations of their degree program and professional field. Candidates in a teacher education program should likewise not engage in unprofessional conduct or unlawful behaviors. Candidates unable to meet the following expectations, as deemed by faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience.

- Candidates may not engage in any inappropriate interactions with students, guardians, school personnel, or university personnel.
- Candidates' social interactions and communications (including phone, email, internet, etc.) with students, guardians, school personnel, or university personnel should be limited to those occurring in an official capacity at officially sponsored school events or sites.
- Candidates may not be in possession of or under the influence of alcoholic beverages, illegal drugs, or dangerous weapons or substances on school property, nor with or in presence of any student.
- Candidates may not use inappropriate language (including sexually explicit, obscene, profane, abusive, derogatory, etc.) at school sites or school sponsored events.
- Candidates may not escort or transport students off school property unless accompanied by the cooperating teacher or other full-time district employee assigned by administration.
- Candidates may not be consistently be tardy, leave early or be absent from the field experience.
- Candidates may not falsify, forge, or alter any academic record including assessment data, test scores, documents, or evaluations.

If at any time a candidate's conduct causes concern about their presence in the field experience being detrimental to students, the candidate can be removed from the placement at the request of school personnel or university faculty. The conduct in question will be reviewed by the Office of Teacher Education in communication with appropriate school personnel or university faculty. PSU can deny candidates a second opportunity to complete the requirement if warranted by the candidate's actions.

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. Secondary and PreK-12 education majors must be admitted to teacher education before enrolling in EDUC 370 Organization and Management of the Middle and Secondary Classroom, 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.

PreK-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.

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 in 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	Fredonia	Nevada, MO
Basehor-Linwood	Frontenac	Northeast (Arma)
Baxter Springs	Galena	Olathe
Blue Valley	Gardner-Edgerton	Oswego
Bronaugh, MO	Girard	Paola
Caney Valley	Humboldt	Parsons
Carl Junction, MO	Independence	Pittsburg
Carthage, MO	Iola	Pleasanton
Chanute	Jayhawk	Prairie View
Cherokee (Southeast)	Joplin, MO	Quapaw, OK
Cherryvale	Kansas City, KS	Riverton
Chetopa-St. Paul	Labette County	Shawnee Mission
Coffeyville	Lamar, MO	Spring Hill
Columbus	Lee's Summit, MO	St. Mary's-Colgan
Commerce, OK	Liberal, MO	Tulsa, OK
De Soto	Marmaton Valley	Uniontown
Erie	Miami, OK	Webb City, MO
Fort Scott	Neodesha	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/PreK-12** majors:

- GPA of 2.75 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 Inclusive 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 Timeline

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
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 the Teacher Education website 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 *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 content assessment must be successfully passed and reported to PSU.

As noted, 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: [Praxis website](#)

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 At Home Testing. 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: [Praxis website](#)

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 communities and how to incorporate languages, experiences, 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 various 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 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 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, 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 an environment 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

Novice - Candidate shows awareness and beginning skills

Developing - Candidate skills and awareness levels are developing

Effective - Candidate consistently demonstrates competence with minimal assistance or prompting

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

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 the student population |
| 8 | Understands and respects all students and parents and helps all students learn respect for 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 |

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 various 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 |

Instructional Practice

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

FIELD EVALUATION INSTRUMENT

- 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 **Conducts class with poise, confidence, and enthusiasm*
- 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

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 |
| 51 | <i>*Demonstrates effective interpersonal skills</i> |
| 52 | <i>*Maintains a consistently positive and professional demeanor</i> |
| 53 | Communicates effectively, appropriately, and professionally in all forms and to all audience |