# BAKER UNIVERSITY

TEACHER EDUCATION
POLICY AND PROGRAMS HANDBOOK
(TEPPH)

2019-2020

MODEL OF THE SCHOOL OF EDUCATION
Conceptual Framework

SOE Mission:
The Baker University School of Education is committed to learning and
to developing confident and competent educational leaders.

BAKER UNIVERSITY TEACHER EDUCATION POLICY AND PROGRAMS HANDBOOK

The BU TEPPH was edited and updated August 2019.

2019-2020

PREFACE

This Handbook--the TEPPH

The Teacher Education Policy and Programs Handbook (TEPPH) serves as the official document governing six majors in education. It supplements the BU Catalog and Student Handbook as an additional primary document for students seeking teacher licensure. The TEPPH outlines the SOE undergraduate department's conceptual framework, requirements, policies and procedures, and coursework required for licensure. This document is available through the SOE undergraduate department, online, and is distributed to all teacher education candidates upon application to the program.

Accreditation

Baker University's SOE programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Kansas State Department of Education (KSDE).

Mission Statement

Our mission: ***The Baker University School of Education is committed to learning and to developing confident and competent educational leaders.*** This mission statement is one of the seven components of the Conceptual Framework, which is located later in the handbook in complete form.

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Baker University Teacher Education Policy and Programs Handbook

SECTION I
COURSE REQUIREMENTS

Professional Education Courses

All teacher education candidates must take the following professional education courses. In addition, all education candidates must complete the courses listed on the appropriate endorsement pages listed under Section II. Keep in mind that all licensed teachers must also have a college degree from Baker University or elsewhere. Earning a degree at Baker University will include a major, which also has required courses. You must work closely with an advisor or advisors to successfully complete your professional education requirements, your major requirements and teacher licensure requirements in addition to the general education requirements.

*Required Professional Education Courses**

ED 100 Teaching as a Career (for **transfer** students already having ED 243)	1 hour	F/SP
ED 243 Introduction to Education	3 hours	F/SP
ED 100 and ED 243 are prerequisites for all other Professional Education Courses		
ED 244 Education Field Practicum I	1 hour	F/SP
ED 264 Foundations of Classroom Management	1 hour	F/SP
ED 265 Technology for Teachers	1 hour	F/SP
ED 309 Evaluation Techniques for the Classroom	3 hours	F/SP
ED 313 Bilingual Education	3 hours	F/SP
*ED 320 Education Field Service Practicum II	1 hour	F/SP
(BME candidates meet this requirement through music education courses.)		
ED 343 Educational Psychology	3 hours	F/SP
ED 345 Psychology of the Exceptional Learner	3 hours	F/SP
ED 366 Teaching Elementary Language Arts in the Content Areas **OR**	3 hours	F
ED 368 Teaching Reading in the Secondary Content Areas	3 hours	SP
IS 199 Diversity in Education Interterm (junior year)	3 hours	January
ED 462** Education Orientation Internship	1 hour	F
ED 440***Pre-Student Teaching Seminar for Elementary Majors **OR**	3 hours	F/SP
ED 460***Pre-Student Teaching Seminar for Sec. and/or Middle Level Majors		
PY 111 General Psychology	3 hours	F/SP
PY 243 Human Development	3 hour	F/SP/SU
CO 115 Introduction to Communication Studies	3 hours	F/SP

*   Music Majors have some exceptions. Check with your advisor.
** Must be taken in the fall of the academic year of student teaching
***Must be taken in the semester prior to student teaching

A candidate must complete all requirements to be approved for student teaching. During the student teaching semester, candidates enroll in the following course(s) that are required for your particular program.

ED 450 Student Teaching in the Elementary or Middle School **OR**	12 hours	F/SP
ED 470 Student Teaching at the Secondary and/or Middle Level **OR**		
ED 480 Middle Level Student Teaching		
Candidates in a PreK-12 program take 6 hours each of ED 450 and ED 470.		

Total Professional Education Hours: **50-51   hours**

General Education Requirements

All persons who earn degrees from Baker University must meet Baker University's general graduation requirements. If ED 100/ED 243 is taken in a year that differs from the official catalog year, graduation requirements will align with the catalog year and teacher education requirements will align with the applicable TEPPH. These two years may differ.

Persons who hold a degree from an accredited institution and are seeking teacher licensure from Baker University must satisfy the licensure requirements specified in Appendix J.

Majors Offered by the Undergraduate School of Education

Listing of Majors

The Undergraduate School of Education offers six majors:
1. Elementary Education
2. Health
3. Middle Level English
4. Middle Level Mathematics
5. Physical Education
6. Secondary Education

Requirements for Elementary, Health, Middle Level Majors and Physical Education Majors

The major requirements for a candidate majoring in 1) elementary education, 2) health, 3) middle level English, 4) middle level mathematics, or 5) physical education would be those listed in the "endorsement areas" section in the TEPPH from the year the candidate successfully completed ED 100 or ED 243/PE 210. These five majors have requirements identical to the endorsement requirements. The practical application of this ruling means that a candidate could be in a catalog from a year either before or after the TEPPH year of record. Thus a candidate might need to meet the general education and graduation requirements from a catalog year that might differ from the major requirements as defined in the TEPPH from another year.

Required Double Major for Secondary Education Candidates

Candidates who desire to teach in secondary schools will earn a double major in a content field and in secondary education. To earn the secondary education major, the candidate must complete all professional education and general education requirements previously listed as well as the appropriate content courses listed on the following pages. In addition, the candidate must earn a major in a content area. Occasionally the requirements for licensure in a content area and the requirements for the major in that content area are identical, but often they are not. Secondary Education candidates will list their secondary content field as their first major and secondary education as their second major.

SECTION II
ENDORSEMENT AREAS (15)

Endorsement Areas Explanation

It is important to understand the differences between <u>licensure</u> and <u>endorsement</u>. The Kansas State Department of Education licenses teachers to teach at particular levels. The specific levels are elementary (K-6), middle (5-8), secondary (6-12), and elementary-secondary (PreK-12). Further, teachers are <u>endorsed</u> (granted permission) to teach specific subjects within respective licensure levels. In the case of elementary school licensure, teachers are endorsed to teach all the subjects normally taught in the self-contained elementary school classroom; e.g., reading, social studies, science and mathematics. Middle level and secondary licensure include endorsements in the specific subjects taught in the middle and secondary schools. Teachers licensed to teach at the PreK-12 level are endorsed in only one subject; e.g., health, music, or physical education. Regardless of the level(s) of licensure sought, the specific program(s) completed will determine the endorsement(s) received.

1. Biology   Secondary 6-12

2. Business   Secondary 6-12

3. Chemistry   Secondary 6-12

4. Elementary Education   PreK-6

5. English   Secondary 6-12

6. Health   PreK-12

7. History and Government and Social Studies   Secondary 6-12

8. Mathematics   Secondary 6-12

9. Middle Level English   Middle Level 5-8

10. Middle Level Mathematics   Middle Level 5-8

11. Music Education: General   PreK-12

12. Music Education: Instrumental   PreK-12

13. Music Education: Vocal   PreK-12

14. Physical Education   PreK-12

15. Physical Education/Health   PreK-12

Special Education-Provisional opportunities are also available.

Biology

The biology education program is approved by the Kansas Department of Education for the purpose of licensing 6-12 biology teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teacher candidates must have an earned degree, from Baker University or elsewhere, and must satisfy Baker University's professional education and basic general education requirements.

The following courses are required of candidates seeking biology licensure from Baker University.

BI 151	Molecular and Cellular Biology	3 hours	F
BI 151L	Molecular and Cellular Biology Lab	1 hour	F
BI 152	Genetics (with lab)	4 hours	SP
BI 251	Ecology and Evolution	4 hours	F
BI 254	Organismal Diversity	4 hours	SP
BI 298	Experimental Design workshop	1 hour	SP
BI 342	Plant Physiology (with lab)	4 hours	
BI 375	Evolution	3 hours	SP, odd # yrs.
BI 377	Population and Community Ecology	4 hours	F
BI 380	Animal Behavior	4 hours	SP, odd # yrs.
BI 382	Comparative Physiology (with lab)	4 hours	SP
BI 410	Senior Seminar in Biology	2 hours	F
BI 498	Research in Biology	2 hours	F/SP
ED 410	Methods for Teaching Secondary School Science	3 hours	F

Supporting Courses:

CH 137	General Chemistry I (with lab)	4 hours	F
PC 125	Introduction to Physics I (with lab)	4 hours	F
MA 221	Statistics I	3 hours	F/SP

Total hours required   54 hours

Business

The business education program is approved by the Kansas Department of Education for the purpose of licensing 6-12 business teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teacher candidates must have an earned degree, from Baker University or elsewhere, and must satisfy Baker University's professional education and basic general education requirements.

The following courses are required of candidates seeking licensure from Baker University.

BS 141	Introduction to Business	3 hours	F/SP
BS 251	Business Law I	3 hours	F
BS 271	Principles of Marketing	3 hours	SP
BS 353	Fundamentals of Management	3 hours	F
BS 381	Corporate Finance	3 hours	F
ED 417	Methods of Teaching Business	3 hours	F
BS 456	Business Policy	3 hours	F/SP
AC 141	Introduction to Financial Accounting	3 hours	F/SP
AC 142	Managerial Accounting	3 hours	F/SP
AC 351	Intermediate Accounting I	3 hours	F
AC 353	Accounting Information Systems	3 hours	F
EC 242	Principles of Economics: Micro	3 hours	F/SP
EC 243	Principles of Economics: Macro	3 hours	F/SP
IS 111	Personal Finance	2 hours	January

Supporting courses:

BS 230	Quantitative Analysis for Business and Economics I	4 hours	F/SP
BS 330	Quantitative Analysis for Business and Economics II	4 hours	F/SP
BS 331	Business Information Systems	3 hours	F/SP
BS 390	Business Internship	3 hours	F/SP

Total hours required   55 hours

Chemistry

The chemistry education program is approved by the Kansas Department of Education for the purpose of licensing 6-12 chemistry teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teacher candidates must have an earned degree, from Baker University or elsewhere, and must satisfy Baker University's professional education and basic general education requirements.

The following courses are required of candidates seeking chemistry licensure from Baker University.

CH 137	General Chemistry I (with lab)	4 hours	F
CH 138	General Chemistry II	3 hours	SP
CH 140	Quantitative Analysis (with lab)	2 hours	SP
CH 251	Organic Chemistry I (with lab)	4 hours	F
CH 252	Organic Chemistry II (with lab)	4 hours	SP
CH 341	Instrumental Methods of Analysis (with lab)	4 hours	F alt.yr
CH 361	Physical Chemistry I	3 hours	F
CH 363	Integrated Chemistry Lab I (Spectroscopy)	1 hour	F
CH 370	Biochemistry	3 hours	SP
CH 381 or 382	Laboratory Teaching in Chemistry (or equivalent experience)	1 hour	F/SP
CH 491	Chemistry Seminar	2 hours	F
ED 410	Methods of Teaching Secondary School Science	3 hours	F

Supporting courses:

BI 151 & BI 151L Introduction to Molecular and Cellular Biology w/lab
OR   4 hours   F
BI 251   Ecology and Evolution

MA 172   Calculus II   4 hours   F/SP

PC 140   Astronomy
OR   3 hours
PC 141   The Solar System

PC 125, 126   Introductory Physics I and II,
OR   8 hours
PC 225, 226   General Physics I and II

Total hours required   53 hours

Elementary Education

Elementary education majors must complete professional and general education requirements previously listed and the required elementary education hours listed below. In order to assist with program planning, the semester in which courses are offered are indicated below.

The following courses are required of candidates seeking Elementary Education licensure.

ED 262	Children's Literature	3 hours	F
ED 331 *^	Methods for Teaching Elementary and Middle Level Mathematics	3 hours	SP
ED 348	Methods for Teaching Elementary and Middle Level Science	3 hours	SP
ED 352** ^	Essentials of Reading and Literacy	3 hours	SP
ED 353 ^	Core Literacy Practicum	3 hours	SP
ED 363***	Elementary School Social Studies	3 hours	F
ED 381	Integrating Music in the Elementary Classroom	1 hour	F
ED 382	Elementary and Middle-Level Art	1 hour	F
ED 383	Elementary and Middle Level Physical Education and Health	1 hour	F
ED 413 or 414	Special Education Requirement	3 hours	F/SP
MA 261	Mathematics for Elementary and Middle School Teachers I	3 hours	F/odd years
MA 262	Mathematics for Elementary and Middle School Teachers II	3 hours	SP/even years

Total hours required   30 hours

*Prerequisites for ED 331 Methods for Teaching Elementary and Middle Level Mathematics
    MA 262 Mathematics for Elementary and Middle School Teachers II   SP/even years

**Prerequisites for ED 352 Essentials of Reading and Literacy:
    ED 262 Children's Lit. & ED 366 Teaching Elementary Language Arts in the Content Area F

***Supporting Courses for ED 363 Elementary School Social Studies
      US History course   F/SP
      ED 333 Teaching Economics and Geography in the Classroom   SP

^ The following three courses are taken during the same semester:
      ED 331 Methods for Teaching Elementary and Middle Level Mathematics   SP
      ED 352 Essentials of Reading and Literacy   SP
      ED 353 Core Literacy Practicum   SP

    NOTE: Candidates who are considering studying abroad should plan carefully.
          Please note that ED 352 Essentials of Reading and Literacy, ED 353 Core Literacy Practicum, ED 331 Methods for Teaching Elementary and Middle Level Mathematics, and MA 262 Math for the Elementary and Middle School Teacher II have prerequisites.

English

The English education program is approved by the Kansas Department of Education for the purpose of licensing grades 6-12 language arts teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teacher candidates must have an earned degree, from Baker University or elsewhere, and must satisfy Baker University's professional education and basic general education requirements.

The following courses are required of candidates seeking English licensure from Baker University.

EN 152	Introduction to Writing and Research	3 hours	SP
EN 210	American Literature, Colonial Period to 1890	3 hours	
EN 212	American Literature since 1890	3 hours	

One of the following World Literature courses:

EN 223	World Literature		
EN 224	Studies in World Literature	3 hours	every 2 yrs

Each of the following courses:

EN 226	Multi-Ethnic American Literature	3 hours	
EN 330	British Literature to 1780	3 hours	F
EN 331	British Literature since 1780	3 hours	SP
ED 418	Methods of Teaching Secondary and Middle Level English	3 hours	F
ED 362	Exploring Young Adult Literature	3 hours	SP, odd # yrs.
EN 363*	The English Language	3 hours	F, odd # yrs.
EN 365	Advanced Composition	3 hours	SP, odd # yrs.
EN 460	Critical Approaches to Literature	3 hours	
EN 4XX	Two 400-level seminar courses in two different areas	6 hours	

Total hours required	42 hours

*Sometimes offered more often to accommodate candidate schedules

History, Government and Social Studies

The history and government education program is approved by the Kansas Department of Education for the purpose of licensing 6-12 history and government teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teacher candidates must have an earned degree, from Baker University or elsewhere, and must satisfy Baker University's professional education and basic general education requirements.

The following courses are required of candidates seeking U.S. history, U.S. government, and world history licensure from Baker University:

HI 127	History of the United States to 1877	3 hours	F
HI 128	History of the United States since 1877	3 hours	SP
HI 142	World Civilizations III	3 hours	every other fall
HI 143	World Civilizations IV	3 hours	every other spring
HI 226	Laboratory Course in Historical Methods	3 hours	F
HI 346	History of Kansas	3 hours	every other fall
HI 436	Senior Seminar in History	3 hours	F
ED 333	Teaching Econ and Geography in the Clsrm	3 hours	SP
IN 101	Introduction to International Studies	3 hours	F/SP
PS 115	Introduction to American Politics	3 hours	F
SO 115	Principles of Sociology	3 hours	F/SP
ED 419	Teaching Social Studies in the Secondary School	3 hours	F

Total hours required   36 hours

Mathematics

The mathematics program is approved by the Kansas State Department of Education for the purpose of licensing 6-12 mathematics teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teachers must have an earned degree, from Baker University or elsewhere, and must satisfy Baker University's professional education and basic general education requirements.

The following courses are required of candidates seeking mathematics licensure from Baker University.

MA 171	Calculus I	4 hours	F/SP
MA 172	Calculus II	4 hours	F/SP
MA 271	Calculus III	4 hours	SP
MA 281	Introduction to Linear Algebra	4 hours	F
MA 291	Introduction to Higher Mathematics	3 hours	F
MA 332	Geometry for Teachers	3 hours	Sp odd # yrs.
MA 345	Problem Seminar in Mathematics	1 hour	Sp
MA 355	Statistics and Modeling	3 hours	F even # yrs.
MA 362	Modern Geometries	3 hours	Sp even # yrs.
MA 383	Introduction to Modern Algebra	3 hours	F even # yrs
MA 445	Senior Seminar in Mathematics	3 hours	Sp
ED 412	Methods of Teaching Secondary Mathematics	3 hours	F
CS 175	Introduction to Computer Science, C++	4 hours	F

Total hours required		42 hours

Middle Level English
(Grades 5 - 8)

The middle level English education major and/or English language arts licensure program is approved by the Kansas Department of Education for the purpose of licensing grades 5-8 English language arts teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teacher candidates must have an earned degree, from Baker University or elsewhere, and must satisfy Baker University's professional education and basic general education requirements.

The following courses are required of candidates seeking middle level English language arts licensure from Baker University.

EN 120 Introduction to Literature	3 hours	F/SP
EN 152 Introduction to Writing and Research	3 hours	SP
EN 212 American Literature Since 1890	3 hours	SP
EN 226 Multi-Ethnic American Literature	3 hours	SP even # yrs.
EN 232 Poetry Writing I	3 hours	
EN 331 British Literature Since 1780	3 hours	SP
ED 418 Methods of Teaching Sec. and Middle Level English	3 hours	F
EN 363 The English Language	3 hours	F, odd # yrs.
EN 365 Advanced Composition	3 hours	SP, odd # yrs.
ED 262 Children's Literature	3 hours	F
ED 362 Exploring Young Adult Literature	3 hours	SP odd # yrs

Total Hours required	33 hours

Middle Level Mathematics
(Grades 5-8)

The middle level mathematics education major and/or licensure program is approved by the Kansas State Department of Education for the purpose of licensing 5-8 mathematics teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teachers must have an earned degree, from Baker University or elsewhere, and must satisfy Baker University's professional education and basic general education requirements.

The following courses are required of candidates seeking middle level mathematics licensure from Baker University.

All candidates must have taken Algebra II and Geometry in high school or have completed equivalent coursework from a junior college.

MA 142	The Language of Mathematics	3 hours	SP
MA 171	Calculus I	4 hours	F/SP
MA 172	Calculus II	4 hours	F/SP
MA 261	Mathematics for Elem. and Middle School Teachers I	3 hours	F
MA 262	Mathematics for Elem. and Middle School Teachers II	3 hours	SP
MA 291	Introduction to Higher Mathematics	3 hours	F
MA 332	Geometry for Teachers	3 hours	SP odd # yrs.
MA 345	Problem Seminar in Mathematics	1 hour	SP
MA 355	Statistics and Modeling	3 hours	F even # yrs.
ED 331	Methods for Teaching Elem. and Middle School Math I	3 hours	S
CS 151	Introduction to Computing for Non-Science Majors	3 hours	
OR			
CS 175	Introduction to Computer Science, C++	4 hours	F

Total hours required   33-34 hours

Bachelor of Music Education for General Licensure
General - Vocal and Instrumental Music PreK-12

The Bachelor of Music Education for general licensure is approved by the Kansas State Department of Education for the purpose of licensing PK-12 vocal and instrumental music teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teachers must earn a degree, from Baker University or elsewhere, and must satisfy Baker University's professional education requirements. It is recommended that candidates interested in teacher licensure work closely with advisors in both the Department of Education and the Department of Music.
The following courses are required of candidates seeking PK-12 Vocal and Instrumental licensure:

Musicianship:

Course	Title	Hours	Term
MU 151	Music Theory Fundamentals	2 hours	F
MU 153	Sight-singing/ Dictation/Aural Skills	1 hour	F
MU 157	Class Piano	1 hour	F
MU 164	18th Century Harmony	3 hours	Sp
MU 158	Class Piano	1 hour	Sp
MU 263	Chromatic Harmony	3 hours	F
MU 257	Class Piano	1 hour	F
MU 264	20th Century Compositional Techniques	3 hours	Sp
MU 265	Introduction to Music Technology	1 hour	Sp
MU 258	Class Piano	1 hour	Sp
MU 320	World Music	3 hours	Sp/Su
MU 331	History of Western Music I	3 hours	F
MU 332	History of Western Music II	3 hours	Sp
MU 362	Instrumental Arranging	1 hour	Sp
MU 249	Diction: English/Italian/Latin	1 hour	Every three semesters
MU 349	Diction: German/French	1 hour	Every three semesters
MU 354	Form and Analysis	2 hours	Sp
MU 244	Choral Conducting Techniques	1 hour	F
MU 246	Instrumental Conducting Techniques	1 hour	Sp
MU 282	Methods of Teaching Strings	1 hour	Sp, odd-numbered years
MU 283	Methods of Teaching Brass	1 hour	F, odd-numbered years
MU 284	Methods of Teaching Woodwinds	1 hour	Sp, odd-numbered years
MU 285	Methods of Teaching Percussion	1 hour	F, even-numbered years
MU 286	Methods of Teaching Voice	1 hour	Every three semesters
MU 287	Methods of Teaching Guitar	1 hour	F, even-numbered years
MU 461	Teaching Choral Music (+33 hr practicum)	4 hours	Enrollment dictates
MU 462	Teaching Instrumental Music (+33 hr practicum)	4 hours	Enrollment dictates
MU 463	Teaching Elementary General Music (+33 hr practicum)	4 hours	Enrollment dictates
	Recital/Concert Attendance (7 semesters minimum)	0 hours	F/Sp

Performance:

Course	Title	Hours	Term
MU 21XM	Applied Lessons: Primary	7-8 hours	F/Sp
MU 41XM	Applied Lessons: Primary	6 hours	F/Sp
MU 2XX	Large Ensemble: Primary	4 hours	F/Sp
MU 4XX	Large Ensemble: Primary	3+ hours	F/Sp
MU 2XX	Large Ensemble: Secondary	4 hours	F/Sp
MU2XX	Chamber Ensemble	2 hours	F/Sp
MU 480	Partial Recital	1 hour	F/Sp

The candidate earns credit in two of the following depending on the primary performance area.

Course	Title	Hours	Term
MU 207/207L AND 217	Applied Lessons: Secondary Voice (inst. or piano major)	2 hours	F/Sp
MU 21X	Applied Lessons: Secondary Inst. (inst., piano, or voice major)	2 hours	F/Sp
MU 215	Applied Lessons: Secondary Piano (voice major)	2 hours	F/Sp

Total hours required	81-82 hours	

(During first semester, voice candidates enroll in MU 207, which is only 1 cr., while instrumental candidates enroll in MU 21X for 2 cr.; after the first semester, both vocalists and instrumentalists enroll in 2 cr. lessons for 3 additional semesters at the 200-level)

Bachelor of Music Education for Instrumental Licensure
Instrumental Music PreK-12

The Bachelor of Music Education for instrumental licensure is approved by the Kansas State Department of Education for the purpose of licensing PK-12 instrumental music teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teachers must have a degree, from Baker University or elsewhere, and must satisfy Baker University's professional education requirements. It is recommended that candidates interested in teacher licensure work closely with advisors in both the Department of Education and the Department of Music.

The following courses are required of candidates seeking PK-12 Instrumental licensure:

Musicianship:

MU 151	Music Theory Fundamentals	2 hours	F
MU 153	Sight-singing/ Dictation/Aural Skills	1 hour	F
MU 157	Class Piano	1 hour	F
MU 164	18th Century Harmony	3 hours	Sp
MU 158	Class Piano	1 hour	Sp
MU 263	Chromatic Harmony	3 hours	F
MU 257	Class Piano	1 hour	F
MU 264	20th Century Compositional Techniques	3 hours	Sp
MU 265	Introduction to Music Technology	1 hour	Sp
MU 258	Class Piano	1 hour	Sp
MU 320	World Music	3 hours	Sp/Su
MU 331	History of Western Music I	3 hours	F
MU 332	History of Western Music II	3 hours	Sp
MU 362	Instrumental Arranging	1 hour	Sp
MU 246	Instrumental Conducting Techniques	1 hour	Sp
MU 249	Diction: English/Italian/Latin	1 hour	Every three semesters
MU 354	Form and Analysis	2 hours	Sp
MU 282	Methods of Teaching Strings	1 hour	S, odd-numbered years
MU 283	Methods of Teaching Brass	1 hour	F, odd-numbered years
MU 284	Methods of Teaching Woodwinds	1 hour	Sp, odd-numbered years
MU 285	Methods of Teaching Percussion	1 hour	F, even-numbered years
MU 286	Methods of Teaching Voice	1 hour	Every three semesters
MU 462	Teaching Instrumental Music (+33 hr practicum)	4 hours	Enrollment dictates
MU 463	Teaching Elementary General Music (+33 hr practicum)	4 hours	Enrollment dictates
	Recital/Concert Attendance (7 semesters minimum)	0 hours	F/Sp

Performance:

MU 21XM	Applied Lessons: Primary	8 hours	F/Sp
MU 41XM	Applied Lessons: Primary	6 hours	F/Sp
MU 2XX	Large Ensemble: Primary	4 hours	F/Sp
MU 4XX	Large Ensemble: Primary	3+ hours	F/Sp
MU 2XX	Large Ensemble: Secondary	4 hours	F/Sp
MU2XX	Chamber Ensemble	2 hours	F/Sp
MU 480	Partial Recital	1 hour	F/Sp
MU 207/MU 207L	Beginning Collegiate Voice	1 hour	F/Sp
MU 217	Applied Lessons: Voice	1 hour	F/Sp
MU 21X	Applied Lessons: Secondary Instrumental	2 hours	F/Sp

Total hours required	76 hours	

Bachelor of Music Education for Vocal Licensure
Vocal Music PreK-12

The Bachelor of Music Education for vocal licensure is approved by the Kansas State Department of Education for the purpose of licensing PK-12 vocal music teachers. The following courses are required and will satisfy the content courses needed for licensure. Please note that all teachers must have a degree, from Baker University or elsewhere, and must satisfy Baker University's professional education requirements. It is recommended that candidates interested in teacher licensure work closely with advisors in both the Department of Education and the Department of Music.

The following courses are required of candidates seeking PK-12 Vocal and Instrumental licensure:

Musicianship:

MU 151	Music Theory Fundamentals	2 hours	F
MU 153	Sight-singing/ Dictation/Aural Skills	1 hour	F
MU 157	Class Piano	1 hour	F
MU 164	18th Century Harmony	3 hours	Sp
MU 158	Class Piano	1 hour	Sp
MU 263	Chromatic Harmony	3 hours	F
MU 257	Class Piano	1 hour	F
MU 264	20th Century Compositional Techniques	3 hours	Sp
MU 265	Introduction to Music Technology	1 hour	Sp
MU 258	Class Piano	1 hour	Sp
MU 320	World Music	3 hours	Sp/Su
MU 331	History of Western Music I	3 hours	Enrollment dictates
MU 332	History of Western Music II	3 hours	Enrollment dictates
MU 249	Diction: English/Italian/Latin	1 hour	Every three semesters
MU 349	Diction: German/French	1 hour	Every three semesters
MU 354	Form and Analysis	2 hours	Sp
MU 244	Choral Conducting Techniques	1 hour	F

Two of the following five courses:

MU 282	Methods of Teaching Strings	1 hour	S, odd-numbered years
MU 283	Methods of Teaching Brass	1 hour	F, odd-numbered years
MU 284	Methods of Teaching Woodwinds	1 hour	Sp, odd-numbered years
MU 285	Methods of Teaching Percussion	1 hour	F, even-numbered years
MU 288	Methods of Teaching Piano	1 hour	F, even-numbered years

Each of the following courses:

MU 286	Methods of Teaching Voice	1 hour	Every three semesters
MU 287	Methods of Teaching Guitar	1 hour	F, even-numbered years
MU 461	Teaching Choral Music (+33 hr practicum)	4 hours	as enrollment dictates
MU 463	Teaching Elementary General Music (+33 hr practicum	4 hours	as enrollment dictate
Recital/Concert Attendance (7 semesters minimum)		0 hours	F/Sp

Performance:

MU 207 and MU 207L: Beginning Collegiate Voice	1 hours	F/Sp
MU 217M Applied Lessons: Voice	6 hours	F/SP
MU 417M Applied Lessons: Voice	6 hours	F/Sp
MU 234 or MU 235 Large Ensemble: Choral	4 hours	F/Sp
MU 435 Large Ensemble: Choral	3+ hours	F/Sp
MU 222 and/or MU 232 Large Ensemble: Instrumental	4 hours	F/Sp
MU 236 Chamber Singers	2 hours	F/Sp
MU 480 Partial Recital	1 hour	F/Sp
MU 21X Applied Lessons: Secondary Instrument	2 hours	F/Sp
MU 215 Applied Lessons: Secondary Piano	2 hours	F/Sp
Total hours required	70 hours	

Special Education Provisional Endorsement

Education candidates at all levels may **add** a provisional endorsement in special education upon completion of nine credit hours. Note, the provisional endorsement is not valid if candidates do not secure a complete endorsement in another area (e.g. secondary math, physical education, etc.)

The following courses are required of candidates seeking special education provisional endorsement:

ED 413	Methods for Teaching Adaptive Learners	3 hours	F
ED 414	Characteristics of Adaptive Learners	3 hours	SP
ED 415	Practicum for Adaptive Learners	3 hours	F/SP

What is a Provisional License?

The provisional license is a two year license. It may be renewed for an additional two years by making appropriate progress on the remaining coursework.

What are the requirements for a Provisional Teaching Endorsement License?

- You must already hold a valid teaching license in another subject.
- A Kansas district must verify you are assigned to teach in the provisional subject area at the appropriate level.

SECTION III
THE TEACHER EDUCATION PROGRAM:
FROM ADMISSION TO COMPLETION

The Baker University School of Education is committed to learning and to developing confident and competent educational leaders.

Decision Points Leading to Licensure

1 - Admission to USOE
2 - Admission to Student Teaching
3 - Program Completion
4 - Initial Licensure

Decision Point 1 –
Admission to USOE
To be admitted to the USOE, the following requirements must be met:

- ✓ Confirmation of ACT composite minimum score of 18 or higher (SAT score of 940 or above also accepted)
- ✓ Confirmation of a Cum GPA of 2.8 or above
- ✓ Successfully complete ED 100 with a grade of C or above (transfer students)
- ✓ Successfully complete ED 243 or PE 210 with a grade of C or above
    - o Application to the USOE is completed during ED 100, ED 243, or PE 210. Fall applications are due by November 1st and spring applications are due by April 1st.
- ✓ Scores of 235 on all required sections of the C-BASE or passing scores on all sections of the Core (Reading-156, Writing-162, Math-150) or PPST or qualified for an exemption (ACT score of 26 or above or SAT score of 1170 or above)

In addition for International students only:
- ✓ Confirmation of interview and competency in spoken English assessed by no fewer than three individuals (combination of Baker SOE faculty and public school personnel – teachers or administrators)
- ✓ Confirmation of minimum TOEFL score of 525 or minimum IELTS Academic format score of 6 (see below for more details)
ONE of the following:
- ✓ Confirmation of minimum score of 50 on the Test of Spoken English (TSE), **OR**
- ✓ Confirmation of minimum score of 250 Speaking Proficiency English Assessment Kit (SPEAK), **OR**
- ✓ Confirmation of minimum score of 22 on the Speaking section of the Test of English as a Foreign Language internet Based Test (TOEFL iBT)

International Students: All international students, with the exception of native speakers of English, must submit English proficiency scores from **<u>one</u>** of the following sources:

a) **Test of English as a Foreign Language (TOEFL)** – An official copy of the TOEFL results should be sent directly to Baker from Education Testing Service (ETS). The School of Education requires a minimum score of 525 for the paper and pencil test, a minimum score of 195 for the computer-based test or a minimum score of 69 on the iBT, the Internet-based TOEFL. A list of TOEFL examination testing locations is available online at www.ets.org/toefl or may be obtained from U.S. consulates & embassies.

b) **International English Language Test System (IELTS)** – An official copy of the test results should be sent directly to Baker from IELTS. The School of Education requires a minimum Academic format score of 6. A list of IELTS testing locations and all information details is available online at www.ielts.org .

Transfer Candidates: Exceptions may be made for transfer candidates.

Semester Progress Checks: During each required advising period, October for the fall semester and March for the spring semester each candidate's progress will be checked in the following ways:

Candidates, along with their advisor will receive an updated file update.

Candidates are required to meet with their advisor to review current progress and to address any deficiencies by collaboratively creating a plan for success, which will be signed by both the candidate and the advisor.

If the candidate does not have an SOE faculty advisor, the Department Chair will be included on the file update email, and will meet with each candidate. If deficiencies need addressing, a plan of success will be completed and a copy will be given to the teacher candidate's advisor.

Decision Point 2
Admission to Student Teaching
To be admitted to Student Teaching, the following requirements (in addition to all prior requirements) must be met:

- ✓ A grade of "C" or above in all licensure content area courses
- ✓ A grade of "C" or above in all professional education courses
- ✓ An overall cumulative GPA of 2.8 or above
- ✓ A combined content area and professional GPA of 2.8 or above
- ✓ A composite average of 3.5 or above on the Personal and Professional Skills Survey
- ✓ A composite average of 3.5 or above on Professional Development School practicum evaluations
- ✓ Approval from the Council on Undergraduate Teacher Education
- ✓ Submission of Community Service paper
- ✓ Completion and presentation of Developmental Portfolio
- ✓ Verification of at least 15 hours of credit from Baker University (3 hours must be an upper level Professional Education course)
- ✓ Application to the Professional Semester (Student Teaching)
- ✓ Verification the candidate has no grades of Incomplete in the Professional and Content Courses

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Transfer Candidates: Exceptions may be made for transfer candidates.

Decision Point 3
Program Completion

To achieve Program Completion, the following requirements (in addition to all prior requirements) must be met:

- ✓ A grade of "C" or above in student teaching
- ✓ A score of 20 or above on the KPTP
- ✓ An overall cumulative GPA of 2.8 or above
- ✓ A combined content area and professional GPA of 2.8 or above

Decision Point 4
Initial Licensure

To be recommended for Initial Licensure, the following requirements (in addition to all prior requirements) must be met and confirmed:

- ✓ A Bachelor's degree posted on the candidate's transcript
- ✓ A score of 20 or above on the KPTP
- ✓ An overall cumulative GPA of 2.8 or above
- ✓ A combined content area and professional GPA of 2.8 or above
- ✓ Successful completion of the Praxis II Content Area Assessment
- ✓ Successful completion of the Praxis II Principles of Learning and Teaching Assessment (PLT)

Retention in the Program

Automatic Drop

If a student has not taken an additional professional education course within three semesters after taking ED 100/ED 243/PE 210, the student will be removed from the department database unless the student has contacted the Licensure Officer or their Advisor with notification of plans to continue in the program. Students will be emailed of the plans to drop them from the program unless the department is notified. If and when the dropped student decides to take a professional education course, the student will be required to make application again at that time and will then be governed under the requirements of the handbook in use at that time.

Candidate Dismissal

Candidates may not be allowed to enroll in professional education courses if ANY of the following situations occur: and are subject to dismissal from the teacher education program.

- ✓ Personal and/or professional misconduct
- ✓ Academic misconduct
- ✓ Failed the same professional education course twice
- ✓ Failed three or more professional education courses

Readmission

If five or more years have elapsed since a student was deleted from the Undergraduate SOE database, the candidate will be required to meet teacher licensure requirements of the handbook in effect at the time of readmission.

Academic and Professional Misconduct

As students at Baker University and as aspiring professionals in the USOE, integrity is highly valued. Academic and professional conduct above reproach is essential in the development of confident, competent and responsible citizens. To facilitate the attainment of these goals the USOE adheres to the policies in the Baker University Student Handbook. Additional policy insight, specific to candidates in the School of Education, can be found in Appendix G.

Due Process Procedure

Candidates have the right to petition decisions and policies made by the Undergraduate Department of the School of Education. Petitions may be submitted in letter format to the department chair.

In addition, candidates who have complaints should submit them in writing in a formal format addressed to the Department Chair. If not resolved at that level, complaints will be brought to the SOE Dean for resolution. Documentation of all complaints will be housed in the SOE Dean's office with a copy filed in the student's USOE permanent file.

Explanations of Further Requirements

Communication

The official means of communication between the USOE and candidates will be Baker University email. Candidates are responsible for checking their Baker email and maintaining their mailboxes so that messages can be received and sent; ignored mailboxes may become too full and reject messages.

TaskStream by Watermark

A TaskStream account for each candidate will set up by the Teacher Licensure Officer. Candidates may create rubrics, access state standards for lesson plan writing, and create a professional portfolio as part of their capstone project. TaskStream is the primary data collection vehicle for the USOE. Candidates benefit from this data collection since it provides valuable feedback to USOE faculty and supports the accreditation process.

Conviction of a Crime Punishable as a Felony

Candidates who have been convicted of, or who pleaded guilty to a felony or crime involving theft, drugs, or a child are required to submit a certified copy of the court order or diversion agreement to the Kansas State Department of Education (KSDE) at the time of making application for teacher licensure. Persons with felony or criminal convictions will be reviewed by the Kansas Professional Practices Commission prior to issuance of a teaching license. The teacher candidate _may_ not receive licensure to teach in Kansas. KSDE recommends that teacher education institutions inform all teacher education candidates of this practice as they enter and progress through the teacher education program, and certainly inform candidates prior to application for licensure.

All Baker University education candidates will be required to sign a copy of the "Felony Disclosure" form during ED 100/ED 243 or PE210 and in each subsequent course that involves an unsupervised field experience, practicum, or other activity involving school-aged students. Counseling sessions may be required depending on the information collected on this form.

Involvement in and Service to the Larger Community

Candidates are expected to demonstrate involvement in and service to the larger community. The department expects candidates to provide a minimum of 15 hours of community service to the larger community, assisting individuals or groups without pay or course credit. Candidates must keep a listing of hours served on the "Community Service Documentation Form," and write a summary of the learning experiences derived from these experiences. Both documents will be evaluated in ED 440/460 Pre-Student Teaching Seminar. (See Appendix H.)

Candidate Professional Portfolios

In the Beginning:
All teacher education candidates are highly encouraged to begin the process of collecting educational artifacts that demonstrate learning, growth and personal reflection, using Google (drive, docs, sheets, forms, slides, etc.…). These artifacts will provide evidence of the candidate's performance on the program standards throughout the duration of all courses.

Middle:
During the sophomore/junior year candidates are highly encouraged to reflect on their growth throughout the professional education and content courses. The collection of artifacts, experiences and reflections will all facilitate the ease of creating the final electronic portfolio presentation using Google (drive, docs, sheets, forms, slides, etc.…) in the Pre-Student Teaching Seminar course taken the semester before student teaching.

Toward the End:
During the Pre-Student Teaching Seminar teacher candidates will transform this collection into an electronic developmental portfolio by reexamining all entries, organizing contents, and writing reflective analyses over their development, and making an oral presentation of this material including an electronic visual component, using Google (drive, docs, sheets, forms, slides, etc.…) to their peers and faculty. Portfolio entries are organized within five themes: 1) reflective practitioner, 2) planner of instruction, 3) facilitator of learning, 4) assessor of learning, and 5) technologically skilled practitioner.

A Guide for Computing the Cumulative GPA for Candidates

Candidates must possess a cumulative GPA ≥ 2.8 for all professional and required content area courses, and a cumulative GPA ≥ 2.8 for all college credit taken from any campus to be recommended for the student teaching semester. The cumulative GPA must be computed from <u>all</u> college work taken, both at Baker University and other colleges. Pass/No Credit hours are not computed in the GPA. MyBaker offers an electronic way to compute the GPA. This tool is available on the Records and Registration section of the website.

Academic Forgiveness Policy
October 28, 2014

Baker University's School of Education will forgive up to **6 hours** of college credit coursework for a teacher education candidate when computing the cumulative GPA if the following conditions are met:
1. The deleted coursework must have been taken **a minimum of four years** prior to program acceptance; and
2. The deleted coursework **will not be used** to fulfill degree or program requirements.
3. For admission requirements please refer to the beginning of this section.

SECTION IV
PRE-LICENSURE TESTING

Basic Skills Tests

Accrediting agencies require teacher education programs to use a basic skills test for admission to teacher education. Baker University requires the College Basic Academic Subject Examination (C-BASE) or the Core Academic Skills for Educators (Core) for admission to the undergraduate program. The department requires candidates to take the C-BASE, PPST, or Core during the first education course, ED 100/ED 243 or PE 210. All three tests include three sections: Reading/English, Writing, and Mathematics.

The C-BASE will be administered on campus and the Core or PPST can be taken at established testing sites. College graduates with a cumulative grade point average of 3.0 or greater and all persons with either an ACT composite score of 26 or higher, or an SAT composite score of 1170 or higher, are exempt from taking the C-BASE, Core, or PPST.

NOTE: As a convenience to candidates, the testing fee for the first administration of the C-BASE will be included in tuition/course fees for all candidates enrolled in ED 100/ED 243 or PE 210. Those who are exempt from taking the C-BASE will be reimbursed. Any fees for retaking the C-BASE will be the responsibility of the candidate. During the spring semester the USOE will transitioning to using the Core as the main test administered. The C-BASE will not be given on site.

Passing scores for the admissions tests are listed below:

C-BASE:	English - 235	Writing - 235	Mathematics - 235
PPST:	Reading - 173	Writing - 172	Mathematics – 172
Core:	Reading - 156	Writing - 162	Mathematics - 150

Principles of Learning and Teaching (PLT) and Content Area Tests

The Kansas State Department of Education requires each person who is seeking a Kansas teaching license to pass both the Principles of Learning and Teaching Test (PLT) and a content test in each endorsement area. Each of these tests is administered by Educational Testing Service (ETS), a company that specializes in developing tests. Kansas testing locations and testing centers in other states are listed in *The Praxis Series Registration Bulletin* or on-line at www.ets.org. Candidates must verify a passing score for the appropriate content assessments as well as the PLT to qualify for an initial license.

PLT

The PLT should be taken the semester before or during student teaching. To do well on the PLT, it is important that candidates complete most of their professional coursework, particularly ED 343 Educational Psychology, ED 345 Psychology of the Exceptional Learner, and ED 309 Evaluation Techniques for the Classroom prior to taking the test. The Department will assist candidates as they prepare for the PLT; however, the majority of the responsibility to prepare for this test rests with the candidate. The PLT test is offered several times a year at a number of testing sites. The passing score set by the Kansas State Department of Education for the PLT test is 160.

Content Area Tests

KSDE requires teaching candidates to pass a content test over endorsement areas for teacher licensure. For example, those pursuing an endorsement in biology must take a test over biology content. Elementary education majors will take a test over elementary education curriculum, instruction, and assessment. Content tests should be taken as soon as all content courses are completed. The process for signing up and taking this test will be the same as that for the PLT. All required content tests are listed on the KSDE.org website.

Test Procedures and Policies

When completing the applications to take these tests, candidates will be asked where they attended college. This is a very important step in completing the Baker University program and teacher licensure requirements and care should be taken to enter the correct code, 6031. Candidates should not send scores for their Initial license to the State of Kansas. Care should also be taken when entering the social security number on the application form.

Candidates concerned about their performance on any of the required tests are encouraged to consult with department faculty or the Student Academic Success (SAS) center for help with test preparation. SAS is located on the ground floor of the Collins Library.

SECTION V
PROFESSIONAL FIELD EXPERIENCES

Teacher education candidates will complete a minimum of 200 clock hours in classrooms before student teaching. Baker University's Professional Development School (PDS) relationships have expanded to include two distinct consortiums: the Area Professional Development School Partnership and the Urban Professional Development School Partnership. The Area PDS Partnership includes all schools in the USD 348 (Baldwin City) , USD 289 (Wellsville), and USD 231 (Gardner Edgerton) districts. The Urban PDS Partnership are with the following districts USD 500 (Kansas City) , USD 501 (Topeka), Raytown, MO C- 2, and the Kansas City International Academy (KCIA). These partnerships strengthen the field experiences provided to education majors.

Field Experiences Required of All Candidates

ED 244 Education Field Practicum I

Candidates will be assigned to a public school teacher mentor during ED 244 and will spend 20 hours serving as a classroom aide to an assigned mentor teacher. The Baker University candidate will assist in many student learning activities. The prerequisite for ED 244 is ED 243 Introduction to Education.

ED 320 Education Field Service Practicum II

Candidates desiring teacher licensure must enroll in ED 320 after taking ED 243 and ED 244 and before the student teaching semester, spending 30 hours in the classroom. Candidates will take an increasingly sophisticated level of field service responsibilities with an assigned mentor teacher. Music education candidates will satisfy the ED 320 requirement through practicum experiences in music coursework.

IS 199 Diversity in Education – Interterm Only Course

Diversity in Education, a field experience in an urban school, gives prospective teachers the opportunity to gain valuable experience working in a diverse school setting. IS 199 has ED 243 and ED 244 as prerequisites and should be taken during the junior year. Most school districts require a background check and a TB test for this practicum. Additional fees may be required.

ED 462 Education Orientation Internship – Fall Only Course

ED 462 requires candidates to spend 30 hours assigned to a mentor teacher at the beginning of the contract year. These hours include participating in before-school planning, preparation, curriculum meetings, school improvement activities, and attending faculty meetings. Candidates take this course in the fall of the student teaching year. Spring candidates will secure their own locations; fall student teachers will do this internship in their student teaching classroom.

Early Field Experience Practicum Clock Hours

ELEMENTARY		SECONDARY	
Course	**Clock hours**	**Course**	**Clock hours**
ED 244 Education Field Practicum I (all candidates)	20	ED 244	20
ED 320 Education Field Service Practicum II (not music candidates)	30	ED 320	30
IS 199 Diversity in Education Interterm	84	IS 199	84
ED 462 Education Orientation Internship	30	ED 462	30
ED 353 Core Literacy Practicum	60	Secondary Methods Courses ED 410, ED 417, ED 410, ED 418, ED 339, ED 419, ED 412, ED 331, MU 461, MU 462, MU 463	40
TOTAL	224		204

All Level Programs, Music PreK-12	
ED 244 Education Field Practicum I (all candidates)	20
IS 199 Diversity in Education Interterm	84
ED 462 Education Orientation Internship	30
MU 461 Teaching Secondary Choral Music Practicum	33
MU 462 Teaching Secondary Instrumental Music Practicum	33
MU 463 Teaching Elementary General Music Practicum	33
TOTAL	200 (General music plus vocal **OR** instrumental license all level)- 233 (General Music, vocal and instrumental all level)

Optional Field Experiences Available to All Candidates

ED 322 Education Field Service Practicum III

ED 322 is designed to provide candidates with a specialized classroom experience tailored to meet their individualized needs. Candidates will meet with the PDS Coordinator to devise a course of study that best addresses the candidates's needs and the relevant course objectives.

ED 322 will be required of all candidates who average a score of 3.0 or below on the PDS Evaluation form. The PDS Coordinator will oversee this requirement and work with candidates to ensure their enrollment and monitor their progress. The intent of this requirement is attempted remediation of those pre-service candidates whose scores are at or below the Basic level on the PDS Evaluation form. ED 322 offers the candidate one more opportunity to raise the PDS score to the necessary 3.5 which is a factor in approving a candidate for the student teaching semester.

ED 322 is also offered to any candidate who may desire an additional practicum experience. The prerequisites are ED 243, ED 244, and ED 320.

Other Practicums

IE 160 Education in Action – Interterm Only Course

All candidates may choose to gain additional experience by enrolling in the interterm course IE 160 Education in Action. Candidates spend interterm in a classroom of their choice, and will be expected to progress from a classroom observer to a functioning teacher's aide.

Methods Courses

Several courses have required practicum experiences built into the requirements of the courses. For example, elementary education majors are required to complete ED 353 Core Literacy Practicum. This is a three-hour course devoted to literacy activities in the school. Candidates enrolled in this course spend numerous class periods doing whole group and small group teaching of literacy in the content areas. Under direct supervision, Baker University candidates both plan and actually teach reading lessons covering material that has been taught in ED 352 Essentials of Reading and Literacy. Secondary candidates have practicum experiences included in their respective methods courses.

Felony Disclosure Forms

All Baker University education candidates will be required to sign a copy of the "Felony Disclosure" form during ED 100/ED 243 and in each subsequent course that involves a supervised field experience, practicum, or other activity involving school-aged students. Counseling sessions may be required depending on the information collected on this form. Contingent upon the candidate's response, recommendation for continuing in the program and/or licensure may be delayed or denied. (Appendix O)

Interterm Enrollment Timeline

Policy

Candidates taking interterm courses that are education field experiences are required to enroll during the regular enrollment period. Those who enroll after the official enrollment date may be denied a placement. Education field experiences involve placing Baker University candidates within schools that must be arranged prior to leaving for winter break. Placement information and course requirements are distributed to candidates in a mandatory meeting that will take place soon after the regular enrollment period ends. Enrolled candidates will be sent an e-mail indicating the time and place of the mandatory meeting. Only candidates attending the placement meeting will remain in the course, all others will be administratively dropped.

This policy pertains to the following education field experience interterm courses:
    IS 199 Diversity in Education
    IE 160 Education in Action

Rationale

The purpose of this policy is to foster and maintain good relations with the public schools. These courses require advanced planning and arrangements that are done in November before winter break. Also, candidates who do not attend one of the mandatory meetings scheduled in October will not understand the scope or expectations of the courses. This policy will avoid last minute pleas for candidate placements in the schools.

SECTION VI
THE STUDENT TEACHING SEMESTER

Permission to Enter the Student Teaching Semester

The Council for Undergraduate Teacher Education (CUTE) reviews candidate eligibility to enter the student teaching semester. Although most candidates enroll in the student teaching semester during their final semester, a candidate may enroll in student teaching during the first semester of his or her senior year if all content and professional education courses are satisfactorily completed. Still other candidates take the student teaching semester immediately after they graduate.

Prior to the semester in which a candidate wishes to student teach, the candidate must submit an application to enroll in the student teaching semester. In earlier orientation sessions, candidates are informed that they must submit this request. In addition, potential candidates are reminded by email and letter to enroll in the student teaching semester.

In order to be admitted into the student teaching semester, a candidate must have met the following criteria:

- ✓ Completion of all requirements
- ✓ Approval from the Council for Undergraduate Teacher Education
- ✓ Completion of 15 hours of community service
- ✓ Completion of at least 15 hours of credit from Baker University
- ✓ Completion of an application to student teach
- ✓ Completion of all professional and content coursework except the student teaching semester

All candidates who apply for entry into the student teaching semester are notified by letter of the CUTE's decision. Letters to candidates who are approved include a stipulation that the approval is contingent on eligibility. If a candidate falls below the specified standards during the semester in which approval is granted, permission to student teach could be rescinded. Candidates are also informed of any requirements for licensure that have not been met.

Candidates who are denied may appeal the decision. Please refer to the Due Process Procedure found in this TEPPH.

Student Teaching Placement

Candidates who are approved by the Council for Undergraduate Teacher Education for student teaching will be assigned to their student teaching site and cooperating teacher by the Licensure Officer. Baker University has student teaching contracts with most school districts within a 50-mile radius. For a listing of approved sites, please check the list posted in the Education Station. Candidates will be provided a listing of these school districts and will be given the opportunity to request their top three choices; however **candidates are not to make their own arrangements** for student teaching sites**.** Candidates will not be reimbursed for travel expenses incurred while student teaching (or for attending practicum sites before student teaching). Background checks are now required by many school districts before student teaching. The fee for this service is payable by the student the semester you are enrolled in ED 440/460.

Beginning in the 2013-2014 academic year, the Kansas State Department of Education (KSDE) will assess each student teacher a $60 fee for administration costs associated with completing and evaluating the Kansas Performance Teaching Portfolio (KPTP). In order to cover this cost, candidates enrolled in ED 440/460 will be assessed a $60 educational instructional fee that will be used by Baker University to pay KSDE in the student teaching semester for KPTP fees.

Student Teaching Policies

Assignment Policies

Candidates are *not* to make their own arrangements for student teaching sites.

District Assignment Preferences
The Undergraduate School of Education (USOE) will request placements from districts within a 50 mile radius, with which we have contracts. If the USOE does not have a contract with a district within the 50 mile radius and that specific district is of interest to a candidate, a request for a contract will be considered. Candidate requests will be taken into consideration, with districts making the final placements.

Student Teaching in Schools a Candidate Has Attended
To create rich experiences and to increase networking, candidates are highly encouraged to student teach in a new setting. Ideally this would not be where they attended high school, with a previous teacher, or where a parent is employed.

Commitment of Energy and Time
Student teaching is highly demanding. As a result, candidates are strongly discouraged from: enrolling in any additional courses; having outside employment; and/or participating in intercollegiate athletics and/or co-curricular activities.

Candidates must sign a form stating that they recognize that outside demands on their time may jeopardize the successful outcome of student teaching. Candidates participating in athletics will not be allowed to miss student teaching time to attend athletic competitions beyond their available discretionary days.

More information regarding student teaching policies can be found in the Student Teaching Handbook that is made available to cooperating teachers and student teachers during the student teaching semester.

SECTION VII
PROCEDURES FOR OBTAINING TEACHER LICENSURE:

Accrediting Agency Requirements

The minimum requirements specified by accrediting agencies for licensure are:
1) successfully complete the KPTP performance assessment
2) successfully complete a content test and the PLT test.
3) complete an approved teacher education program and be recommended by that institution,
4) possess a bachelor's degree, and
5) complete a license application and submit the licensing fee as set by KSDE.

School of Education's GPA Requirements

In addition, the School of Education has GPA requirements. The GPA requirements for teacher licensure include:
- ✓ A cumulative GPA requirement of 2.8 for all college work; and
- ✓ A 2.8 cumulative GPA for professional and content area courses.

Adding Endorsements to a Current Kansas Teaching License

Additional endorsements can be obtained by:
1) passing the appropriate content tests (as of July 2008)

2) completing additional subject matter components appropriate for the level of licensure and passing the appropriate content tests. The Kansas State Department of Education (KSDE) provided these methods for adding endorsements to a teaching license.

(Elementary, early childhood and all special education endorsements are not available by testing only. Secondary, middle level, and all-level endorsements for art, physical education, music, or world language can be added through testing.)

License Application

During the student teaching semester candidates should complete the on-line application form found on the Kansas State Department of Education website. The application is submitted to Baker and stored electronically until student teaching and all other requirements have been completed. The fee for a Kansas teaching license is set by and payable to KSDE.

Successful applicants submitted for processing will be issued an initial teaching license valid for two years from KSDE. Guidelines for renewal can be obtained from the Kansas State Department of Education.

Additional Licensure Opportunities for Graduates

Special Education Provisional License (for those who have successfully completed the SPED requirements and have accepted a SPED teaching position & are already licensed in another area)
One Year Non-Renewable License (for those candidates who have not taken or passed the content area and/or PLT)
Added Endorsement areas by Test Only option (see above)

Fingerprinting, TB Test, and Background Check (for licensure)

In compliance with state statute, candidates must be fingerprinted in order to have a background check done by a licensed agency prior to their Kansas licensure application. This background check will require candidates to complete a fingerprinting process conducted by a licensed law agency. The department will assist in making arrangements for fingerprinting during student teaching. The fee for this background check is set by KSDE and will be added to the student teaching semester billing by the business office. Most school districts also require testing for Tuberculosis (TB).

Teaching in Other States

Candidates need to apply for a Kansas license even if they do not intend to teach in Kansas. Holding a certificate from the state where the teacher training is received makes it easier to obtain a teaching license from another state.

The Kansas State Department of Education website has a list of all state department websites and contact information. It is wise to contact the individual states for official information.

The Kansas State Department of Education currently has a licensure exchange agreement with Iowa, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, and Wisconsin, which means that any person holding a valid license in Kansas is guaranteed a two-year provisional license in any of these states. The two-year provisional license provides time to meet any additional requirements necessary for full licensure.

SECTION VIII
NON-TRADITIONAL PATHWAYS TO TEACHER EDUCATION

Transfer or Late-Deciding Students

Transfer students are welcome in Baker University's teacher education program. The Licensure Officer and faculty members will work closely with you to individually analyze your past coursework and plan your future classes to help you meet your goal of becoming a teacher.

Transfer students or candidates who enroll in the program during their junior year or later may be permitted, with Department Chair approval, to enroll concurrently in ED 100 Teaching as a Career, ED 243 Introduction to Education, and other Professional Education courses, deemed appropriate. Transfer students must complete a minimum of 15 credit hours at Baker University prior to the student teaching semester. Of these 15 hours, 3 hours must be an upper level Professional Education course.

College Graduates

A person who holds a degree from an accredited institution and seeks teacher licensure through Baker University may meet some of the general education, professional education, and/or content area requirements through equivalent course work if approved by the Undergraduate Department.

Admission Policy of SOE Undergraduate Candidates to SOE Graduate-Level Courses

Juniors and seniors who meet the requirements below and who have received the necessary approvals and permission from the Dean of the School of Education may enroll in ED 515 Practicum for Adaptive Learners and either ED 513 Methods for Teaching Adaptive Learners or ED 514 Characteristics of Adaptive Learners. These courses will be taught on the Baldwin City campus and Baldwin City campus tuition and fees will be assessed.

Minimum Requirements:
1. Completion of at least 80 credit hours prior to the beginning of the graduate level course(s).
2. Completion of either ED 413 Methods for Teaching Adaptive Learners or ED 414 Characteristics of Adaptive Learners with a grade of "C" or above.
3. Earned at least a 3.0 cumulative GPA in all college work.

To request permission to take a graduate-level course, the candidate must:
1. Obtain an application to take a graduate level course from the instructor and an unofficial transcript.
2. Complete the form, attach the transcript to the form, and seek approval signatures on the form from the course instructor, candidate's undergraduate advisor, and the chair of the undergraduate department of education.
3. Submit the completed form to the Dean of the School of Education. This last step should occur no later than one month before the beginning of the course.

This policy is intended to allow undergraduate candidates to earn six (6) hours of graduate credit and the possibility for a provisional license in special education. Undergraduate candidates cannot enroll in more

than six (6) credits of graduate-level credit. Graduate-level credit cannot be applied to bachelor degree requirements and cannot be computed in the undergraduate GPA.

In order to meet financial aid eligibility requirements, candidates should enroll in at least 12 undergraduate hours *in addition* to any graduate-level credit. Undergraduate tuition and fees will apply to these graduate-level enrollments.

Requests by candidates who meet all the requirements stated above will be approved by the Dean of the School of Education or the Dean's designated representative. In exceptional cases, candidates who do not meet the requirements stated above or who miss the deadline may present a petition to the Dean of the School of Education.

SECTION IX
CONCEPTUAL FRAMEWORK

Conceptual Framework Components

The conceptual framework for the Baker University School of Education (SOE) has seven components including the: 1) Mission, 2) Vision, 3) Beliefs, 4) Commitments, 5) Program Objectives, 6) Essential Characteristics, and 7) Evaluation Process. This conceptual framework drives all programs. The Mission, Vision, Beliefs, and Commitments are the same for both the undergraduate and graduate levels of the SOE. The Program Objectives, Essential Characteristics, and Evaluation Process components vary depending on the program. The various components reflect the Baker University Vision and Purpose, Mission, and Values.

Model of the Conceptual Framework

The model of the School of Education (SOE) Conceptual Framework (CF) illustrates the dynamic and systematic process used to develop and sustain educational programs committed to learning and to the development of confident and competent educational leaders. The seven components of the model are encapsulated within two wheels. The larger first wheel contains the 1) Beliefs, 2) Program Objectives, 3) Essential Characteristics, and 4) Commitments. These components surround the 5) Mission, which is the hub of the wheel. The second wheel contains the 6) Vision. The two wheels are linked together by 7) the Evaluation Process. The larger wheel represents the basis on which SOE programs are built and the second wheel provides the basis for future growth. The evaluation process provides the evidence for determining how closely the vision supports and advances our mission.

MODEL OF THE SCHOOL OF EDUCATION
Conceptual Framework

Evaluation Process

Commitments

Program Objectives

MISSION

Beliefs

Essential Characteristics

"Our Vision... advances our Mission."

VISION

BAKER UNIVERSITY
School of Education
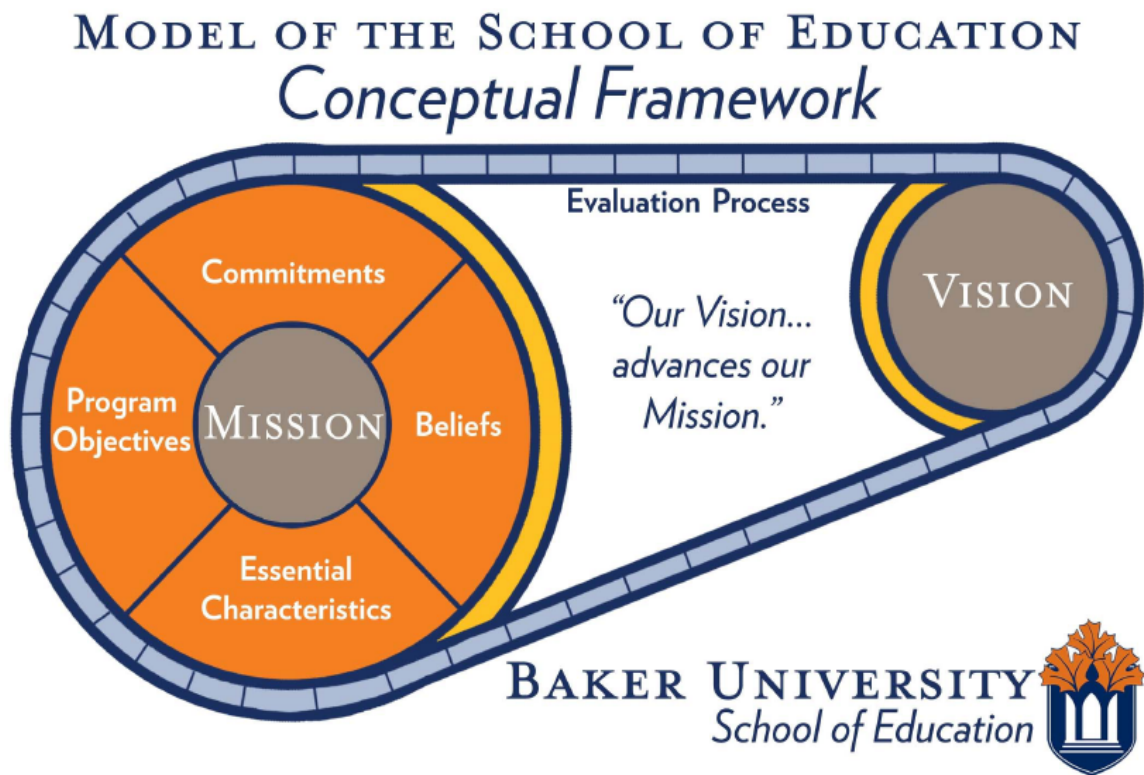
SOE Mission, Vision, and Beliefs

SOE Mission
The Baker University School of Education is committed to learning and to developing confident and competent educational leaders.

SOE Vision
The Baker University School of Education provides quality programs grounded in a tradition of academic excellence and responds to the educational needs of the future.

SOE Beliefs
The School of Education believes a confident and competent educational leader
- Advocates for all students and their learning successes;
- Has a strong knowledge base and sense of beliefs and values supported by educational research and best practices;
- Has the commitment and skills to transfer knowledge, beliefs and values into policy and practice;
- Demonstrates interpersonal practices that advance the welfare and dignity of all persons; and
- Maintains an unremitting drive for improvement.

SOE Commitments

A listing of sixteen SOE commitments has been developed to increase the probability that all SOE faculty and staff members are "committed to learning and to developing confident and competent educational leaders." The SOE commitments are listed below.

The unit is committed to ensuring
1. Candidates understand the conceptual framework.

2. Candidates are committed to student learning and the belief that all students can learn.

3. Candidates know their licensure area content and can make meaningful applications of the content during field experiences.

4. Candidates know how to engage students and organize instruction that enhances learning.

5. Candidates think systematically about their practice and use problem solving, critical thinking and reflection in their daily practice.

6. Candidates become members of professional communities, collaborate with professional educators, and demonstrate the value of life-long learning.

7. Candidates develop a respect for diversity and become inclusive educators who enhance learning opportunities for all students.

8. Candidates demonstrate communications skills appropriate to their field of

endorsement.

9.   Faculty and candidates model ethical practices, values, and dispositions.

10. Faculty model a variety of instructional strategies supported by wisdom of practice and educational research.

11. The integration of content within and across the disciplines and the application of knowledge to life situations.

12. Professional growth for all faculty and staff members.

13. Regular and systematic program evaluations, through the analysis of program data, and making program modifications when appropriate.

14. The development of collaborative/cooperative agreements with school districts, higher education faculty and other members of the professional community.

15. The implementation of a technology plan for each program that enables candidates to enhance learning for all students.

16. Involvement in service to the wider community.

USOE Program Objectives

Using the Mission Statement, Essential Characteristics (personal and professional skills and dispositions), and knowledge bases supported by research and best practices, department members adopted Program Objectives that undergraduate candidates are expected to be able to demonstrate in the process of becoming confident and competent educational leaders. The program objectives mirror the InTASC standards and reflect the Kansas Professional Education Standards adopted by the Kansas State Board of Education April 29, 2016.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

Standard 2: Learning Differences. The teacher uses understand of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.

Standard 3: Learning Environment. The teacher works with others to create learning environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.

Standard 6: Assessment. The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning to collaborate with learners, families, colleagues, and other school professionals, support staff and community members to ensure learner growth and to advance the profession.

A more detailed analysis of the Program Objectives can be found in Appendix S

USOE Essential Characteristics

The Baker University undergraduate teacher education program believes there are essential characteristics that must be associated with becoming a confident and competent educational leader. These essential characteristics are divided into two primary areas of personal and professional skills and dispositions. These personal and professional skills and dispositions can be developed to some degree as one proceeds through the program; however, the department believes that the candidates must bring some levels of these skills and dispositions to the program if they hope to be successful in helping learners develop to their full potential. Instructors of teacher candidates make determinations in selected professional and content area course relative to the degree that these skills and dispositions are possessed by the candidates. Instructors are requested to make these important assessments in light of what the candidate demonstrates as part of the course activities. (See Appendix F.)

Personal and Professional Skills

The Department evaluates seven Personal and Professional Skills that are associated with becoming a confident and competent educational leader. These skills require the candidate to demonstrate:

    1. Professional responsibility and dependability that enable the candidate to assume responsibility for assignments, attend class regularly, plan, schedule, and meet time lines;

    2. Dispositions for teaching that enable candidates to be enthusiastic, be able to relate to others and accept individual differences, be open to new ideas, and be willing to address personal weaknesses;

    3. General emotional maturity that enables candidates to take personal responsibility for their own actions and results (e.g. not engaging in personal conversations during class);

    4. Written communication skills that enable the candidate to express ideas clearly, using good writing conventions, organization, and focus;

    5. Oral communication skills that enable the candidate to clearly articulate oral comments and interact with individuals and groups; and

    6. Problem solving, creativity, and critical thinking skills that enable the candidate to think critically and use problem-solving skills and originality.

Personal and Professional Skills Surveys (PPSS) are completed by instructors in selected professional education courses (with the exception of practicum courses). Candidates receive results of their ratings every semester and those who do not demonstrate adequate skills at the outset have subsequent opportunities for improvement in future classes. Refer to "Personal and Professional Skills Survey" (Appendix F). Should it be necessary for a candidate to retake a course, the most recent survey from that course will replace the prior survey in calculating the composite average.

Dispositions

The Department defines dispositions as patterns of behaviors that are influenced by beliefs and values. The dispositions curriculum is integrated throughout the program and instructors in several professional education courses rate candidates on the four dimensions listed below. Follow-up conferences are conducted with candidates who score low on the dispositions rubric. The purpose of the conferences is to increase awareness of the dispositions that are expected of effective and caring educational leaders. Refer to "Dispositions" (Appendix G).

Baker SOE Candidates…

1. Demonstrate a belief that all students and/or people are capable of learning;
2. Model ethical behavior and treat others with fairness, dignity and respect;
3. Demonstrate that they consider the attitudes, feelings, cultural contexts and contributions of others when communicating or interacting;
4. Demonstrate a process of thoughtful engagement, critical thinking, and a willingness to consider alternative ideas/viewpoints.

Kansas State Department of Education 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

Candidates need to be aware of and should adhere to the Kansas Educator Code of Conduct. (See Appendix E for the Code of Conduct.) The entire Kansas Educator Code of Conduct is on the KSDE website: http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf

USOE Evaluation Process

In order to continually monitor progress and identify program strengths and weaknesses, the School of Education (SOE) intentionally included an evaluation process within the conceptual framework. This evaluation process enables the SOE to assess, both internally and externally, candidate progress, the scope and quality of programs, effectiveness of operation, faculty competency, and graduate performance. The undergraduate department adheres to the following Evaluation Process.

The undergraduate department will:
1. Schedule meetings:
    a. A minimum of twice monthly with the undergraduate Chair of Teacher Education and all full-time undergraduate School of Education faculty and staff members;
    b. Monthly with the Council for Undergraduate Teacher Education ;
    c. A minimum of once each year with the Education Advisory Council; and
    d. Regularly with public school officials and staff members to develop/maintain Professional Development School (PDS) agreements between the School of Education and school partners.

2. Monitor all teacher education candidates on a regular and systematic basis. All pre-candidates and candidates will be closely monitored by the department faculty and staff members. Program data will be collected on all candidates. At the end of each grading period in which a candidate completes a course, the candidate will be informed in writing of his or her professional progress, unless a candidate notifies the department of his or her intent to drop the program. This letter will identify the status of each candidate and may indicate specific deficiencies. The candidate's advisor will be provided a copy of the updated information.

3. Utilize the following evaluation instruments with the stated frequency:
    a. IDEA Student Ratings of Instruction - The IDEA evaluation is completed by program candidates at the end of each course. These forms are summarized by IDEA for each faculty member to use for instructional improvement.
    b. Classroom Evaluation of Instruction - Evaluations are completed regularly by the USOE Undergraduate Department Chair for all faculty (University requirement).
    c. Personal and Professional Skills Survey - This form is completed by instructors of selected professional education courses (with the exception of practicum courses). (See Appendix F)
    d. Instrument for Measuring Candidate Dispositions - The candidate's dispositions are assessed in each of the professional education courses in the manner explained in the dispositions curriculum. (See Appendix G)
    e. Program Rubrics - Program rubrics, such as the lesson plan rubric, assess professional and pedagogical knowledge and skills. These are completed several times during the candidate's program.
    f. Program Portfolios - Professional portfolios are assessed for all candidates during their student teaching semester.

    The results of the Personal and Professional Skills Surveys, completed by faculty in professional education courses, are used as one of the program screening devices. The results of the dispositions assessments are used to counsel candidates regarding the match of their beliefs and values with professional expectations. Data collected on candidate performance on program rubrics, portfolios,

Student Teacher Evaluation Forms, Focus Group Q & A's are used to assess candidate effectiveness. The summarized results gathered from the above assessments are reviewed annually by the undergraduate department staff, the Education Advisory Council, and the Council for Undergraduate Teacher Education for the purpose of evaluating and making recommended program changes.

4. Evaluate candidate skills through selected basic skills competency test scores, Personal and Professional Skills Survey, Dispositions Survey results, and grade point averages (particularly in professional courses and major content courses) to determine the program progress of candidates or potential candidates.

5. Compile an annual Outcomes Assessment Report and use this information as a basis for making annual recommendations to the Council for Undergraduate Teacher Education for revisions of the conceptual framework, policies, assessments, programs, and operational procedures.

It is the Department's belief that developing confident and competent educational leaders implies that all candidates will be provided with the expectations and opportunities to develop all necessary skills. However, the candidates' success will be based not only on opportunities to develop skills but also on their desire, commitment, performance, and efforts.

Conceptual Framework Undergraduate Research Base

The research base used to support the undergraduate Baker University teacher education programs includes the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, the National Board for Professional Teaching Standards (NBPTS), and Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching.*

A. The 10 program standards mirror the InTASC standards and were the 10 professional education standards adopted by the Kansas State Board of Education April 29, 2017 .

B. The USOE Commitments incorporate the Five Core Propositions of the National Board for Professional Teaching Standards (NBPTS).

C. The Professional Skills reflect perceptions used by the Gallup Poll to assess competence of beginning teachers.

SECTION X
GOVERNANCE

Undergraduate School of Education Faculty & Staff

Sharon Zoellner	Dean of the School of Education	Case 203 & Overland Park	913-344-1235
Renee Linder	SOE Licensure Officer & Assessment Coordinator	Case 205A	785-594-4502
Charlsie Prosser	USOE Department Chair, Associate Professor	Case 200	785-594-4593
Verneda Edwards	Physical Education Department Chair, Associate Professor	Case 205 B	913-344-1227
Amy Wintermantel	Associate Professor	Case 201	785-594-4583
Dean Richards	Assistant Professor	Case 201	785-594-8368
Merrie Skaggs	Supervisor of Field Experience	Case 302	785-766-7632

Governance Policies and Procedures

The School of Education administration, faculty, and staff play a major role in formulating policy recommendations; however, all policies must be approved by a variety of groups. The following groups and/or persons determine policy decisions for the undergraduate department:

1. Council for Undergraduate Teacher Education (CUTE)

    a. PURPOSE: The purpose of the CUTE is to advise the SOE Dean about undergraduate Teacher Education programs and policies and ensure compliance with the requirements of accrediting bodies. The CUTE will receive recommendations for changes to Education programs of study from the USOE. CUTE recommendations will be forwarded to the SOE Faculty Senate for endorsement and/or recommendation for change. Changes adopted by the SOE Faculty Senate will be forwarded to the SOE Dean for review and action..
    b. COMPOSITION: The CUTE shall consist of all SOE Undergraduate Department of Education Teaching Faculty, Chair of Education, Chair of Physical Education, two representatives from PK-12, two teacher education students (one elementary and one middle/secondary) and one representative from each CAS department offering discipline courses leading to teacher licensure. The CAS representatives will be appointed by the Dean of CAS. The SOE Dean shall serve ex officio without vote.

    c. CHAIR: The USOE Department of Education Chair shall serve as the CUTE committee chair.

    d. RESPONSIBILITIES: The responsibilities of the CUTE are:
        (1) To review and modify functional policies for undergraduate Teacher Education Programs
        (2) To review procedures and regulations for admission and retention to undergraduate Teacher Education Programs

(3) To decide individual candidate admission to the undergraduate Teacher Education Program compliance with all external agencies and guidelines

(4) To review assessment data for candidates in teacher education licensure programs of study, making recommendations as appropriate for program changes

(5) To inform CAS academic departments and disciplines that in collaboration with SOE offer coursework leading to teacher licensure of licensure and accreditation requirements about program specific data, licensure and accreditation requirements.

(6) CAS disciplines will retain authority to determine the undergraduate general education curriculum for undergraduate teacher education candidates AND courses required within CAS majors.

2. SOE Faculty Senate

The SOE Faculty Senate serves as the policy body for the School of Education. The SOE Faculty Senate consists of the chairs of the undergraduate and graduate departments of education, the Dean of the SOE (ex-officio with voice, but without voting privileges), the Director of Assessment and Accreditation, the University Registrar or designee (ex-officio with voice and vote), a Student Education Ambassador, and all SOE faculty/staff with at least half-time contracts.

The purpose and responsibilities of the SOE Faculty Senate are the following:

a) Serve as the policy body for programs and courses offered by Baker University through the School of Education. In addition, the SOE Faculty Senate will approve all SOE program policy handbooks.

b) Be responsible, in consultation with the SOE Dean, for amendments to the SOE-related sections of the Baker University Faculty Constitution, which shall be submitted to the University Academic Council and are subject to approval by the Board of Trustees.

c) Review and make recommendations regarding admission, program progress and degree requirements. The CAS ASEM Committee will continue to set academic entry standards for undergraduate candidates.

d) Recommend academic programs, curriculum, policies and procedures for the undergraduate and graduate education programs. The CAS will retain the authority to determine the undergraduate general education curriculum for all SOE undergraduate candidates.

e) Recommend undergraduate and graduate program evaluation and assessment requirements including admission, candidate progress, and graduation requirements for all education programs.

f) Evaluate and analyze program data and formulate recommendations for program change.

g) Make recommendations to the SOE Dean for policy and program change.

h) Review candidate progress and approve undergraduate and graduate candidates for degrees.

i) Make recommendations for faculty growth and development.

j) Approve faculty orientation programs for adjunct faculty.

k) Approve the faculty evaluation and/or peer review program.

l) Serve as a resource to the Faculty Development and Evaluation Committees in the promotion and tenure review of SOE faculty.

3. SOE Education Advisory Council (EAC)

The Education Advisory Council shall serve in an advisory capacity to the School of Education. The Council will meet annually to evaluate program data and make recommendations for program change. The Council will be composed of all half-time or more SOE faculty members,

as well as selected teacher education candidates, educators who are former graduates of the SOE, and public school administrators who have demonstrated an interest in the university.

The primary responsibilities of the SOE Education Advisory Council are to:
a. Assist the department in defining and modifying the department's conceptual framework;
b. Annually review data, programs, assessment plans, and evaluation instruments,
c. Provide advisory feedback regarding programs, changes and/or modifications, and suggest future direction; and
d. Assist and advise the department regarding the ongoing evaluation reviews.

4. Other university personnel are involved in departmental decisions.
   A. The Dean of the School of Education plays an important role in the employment of all faculty members.

   (The USOE chair, in consultation with department faculty, identifies part-time faculty and makes employment recommendations to the SOE dean.)

   B. The University Controller, Dean of the School of Education, President's Office and the Board of Trustees each play a role in budgeting for the department.

   C. All curricular changes that are requested by the department and result in the addition or deletion of courses must be approved in sequence by the following groups:
      1) Council for Undergraduate Teacher Education;
      2) SOE Faculty Senate;
      3) University Academic Council; and
      4) Baker University Board of Trustees.

 See Appendix B for the "Baker University Governance Structure for the School of Education."

Revisions of the Teacher Education Policy and Programs Handbook (TEPPH)

Substantive revisions of this handbook must be approved by a majority vote of the Council for Undergraduate Teacher Education.
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SECTION XI
APPENDICES

Matrix Associating Program Standards to Courses

Courses	1	2	3	4	5	6	7	8	9	10
ED 100	X	X	X	X			X	X	X	X
IS 199	X	X	X	X	X	X	X	X	X	X
PE 210 **(PE/Health Only)**	X	X	X	X	X	X	X	X	X	X
ED 243 **(not required for PE/Health)**	X	X	X	X	X	X	X	X	X	X
ED 264 **(not required for PE/Health & music)**	X	X	X	X			X		X	X
ED 265	X		X	X	X	X	X	X	X	X
ED 309 **(not required for PE/Health)**	X	X	X	X	X	X	X	X	X	X
PE 309 **(for PE/Health Only)**	X	X	X	X	X	X	X	X	X	X
ED 313	X	X	X	X	X	X	X		X	
ED 320	X		X	X			X	X	X	X
ED 343	X	X	X	X	X	X	X	X	X	X
ED 345	X	X	X	X	X		X	X	X	X
ED 366 and ED 368	X	X	X	X	X	X	X	X	X	X
ED 440/460	X	X	X	X	X	X	X	X	X	X
ED 462	X	X	X	X	X		X	X	X	X
ED 450/470/480	X	X	X	X	X	X	X	X	X	X
PY 111	X	X		X			X			
PY 243	X	X		X			X			

BAKER UNIVERSITY
GOVERNANCE STRUCTURE FOR THE SCHOOL OF EDUCATION

University Board of Trustees

University President

University Academic Council

Dean of CAS

Dean of the School of Education

Dean of SPGS

Dean of School of Nursing

SOE Faculty Senate

CAS Faculty Senate

SPGS Faculty Senate

Education Advisory Council

Council for Undergraduate Teacher Education (CUTE)

Graduate Education Committee (GEC)

Undergraduate Physical Ed. Chair and UPE

Undergraduate USOE Chair and USOE

Graduate Chair & GSOE
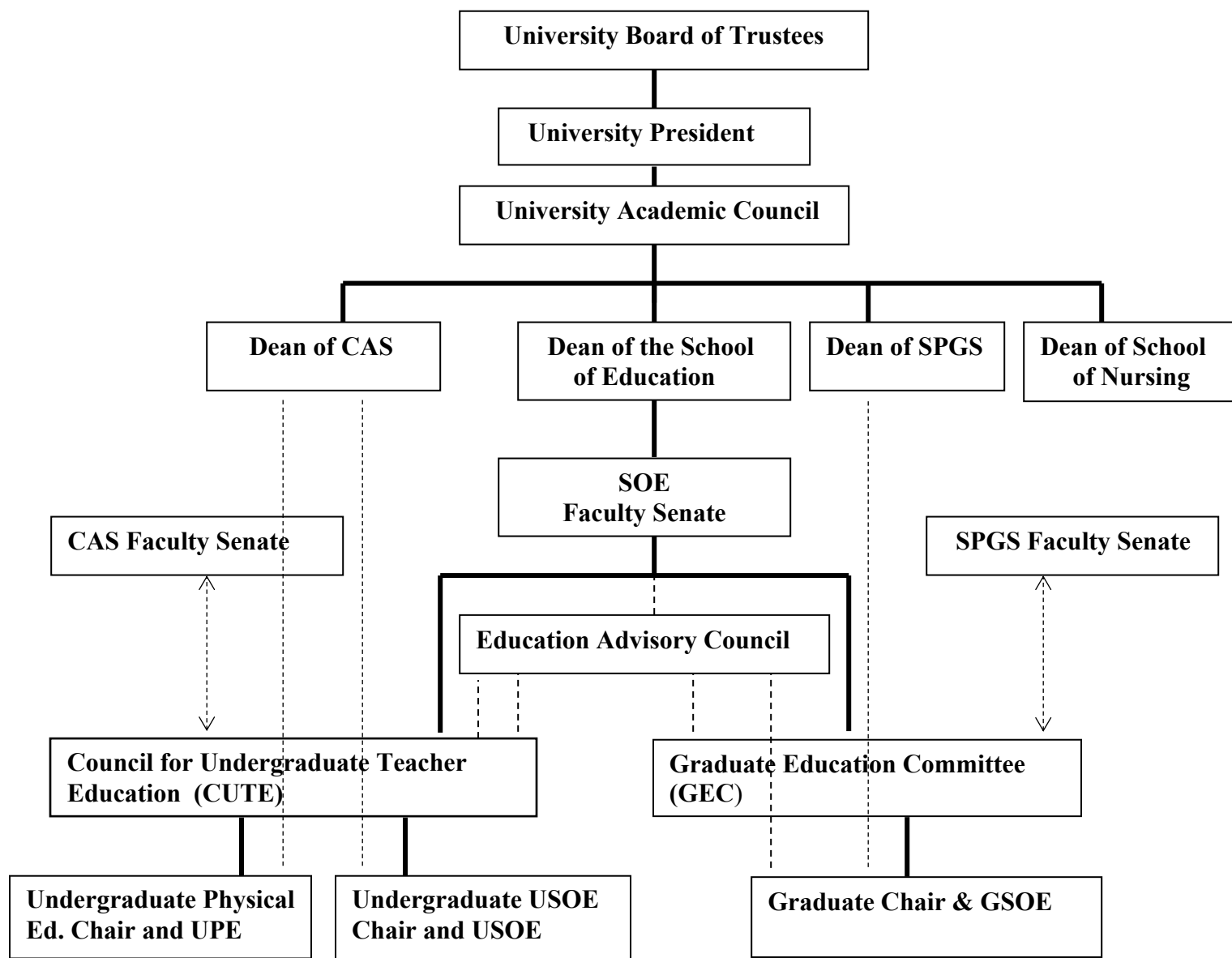
Reporting Lines ─────

Communications Lines ───────

Faculty Senate endorsement and/or recommendation for change <------>

The School of Education (SOE) undergraduate and graduate Chairs, and/or their representatives, serve on the respective CAS and SPGS Faculty Senates and EPCs and communicate with (not report to) the respective Deans to ensure communication and compliance with all licensure programs.

BAKER UNIVERSITY SCHOOL OF EDUCATION
Personal & Professional Skills Survey

Candidate _____   Course Number _____   Date_____

Name of Student _____   Instructor _____

Ratings below imply that the candidate has demonstrated: Refer to rubric for performance descriptions.

1 Unsatisfactory performance
2 Not ready to assume responsibility for classroom
3 Basic performance
4 Meets expected skills of a beginning candidate
5 Distinguished

N/A- you have been unable to evaluate the area or you consider this area not applicable to your course.

	Item Score	Criteria Average Scores
Professional Responsibility and Dependability		
• Assumes responsibility for quality class assignments		
• Assumes responsibility for timely class assignments		
• Arrives to class on time		
• Adheres to attendance policy designated in syllabus		
• Participates in class activities		
Disposition for Teaching		
• Demonstrates ability to relate to others		
• Exhibits belief that all can learn		
• Treats others with dignity and respect		
• Accepts individual differences		
• Displays a willingness to address personal weaknesses		
General Emotional Maturity		
• Demonstrates on-task class behaviors		
• Takes personal responsibility for own actions		
• Uses personal technology appropriately		
• Maintains emotional control during communication with others		
• Uses appropriate language in all situations		
Written Communication Skills		
• Develops clear communication		
• Uses good organization		
• Utilizes appropriate conventions		
• Uses collegiate level vocabulary		
Oral Communication		
• Articulates thoughts in a clear, concise manner		
• Interacts respectfully with others		
• Initiates class discussion		
• Values the contributions of others		
• Communicates with appropriate word choice		
Problem Solving and Critical Thinking		
• Uses originality in assignments		
• Displays problem solving skills		
• Demonstrates a command of tiered thinking skills (i.e. Bloom's taxonomy, etc.)		
• Evidence of critical thinking in decision making		
Comments		
Overall Average		

Revised 11/17

APPENDIX D

PERSONAL AND PROFESSIONAL SKILLS SURVEY RUBRIC
An Instructor's Rating of the Prospective Teacher

	1	2	3	4	5
Professional Responsibility and Dependability N/A 1 2 3 4 5 X 3 = _____ Exhibits skills that enable candidates to assume responsibility for quality and timely class assignments, active class participation, and attendance.	Unsatisfactory in one or more areas.	Emerging confidence in one or more areas but is not yet ready to assume responsibility for a classroom.	Basic competency noted with most expectations being met and demonstrates a developing competence in areas of need.	Confident and competent in all areas; all expectations are met.	Impressive professionalism exhibited in all areas. Outside distractions rarely if ever interfered with timeliness in assignments and or attendance. Exceeds expectations of a beginning teacher.
Disposition for Teaching N/A 1 2 3 4 5 X 3 = _____ Engaging, ability to relate to others, acceptance of individual difference, and belief that all can learn, treat others with dignity and respect and willingness to address person weakness.	Unsatisfactory in one or more areas.	Emerging confidence in one or more areas but is not yet ready to assume responsibility for a classroom.	Basic competency noted with most expectations being met and demonstrates a developing competence in areas of need.	Confident and competent in all areas; all expectations are met.	Impressive professionalism exhibited in all areas; exceeds expectations of a beginning teacher.
General Emotional Maturity Demonstrates on-task behaviors, takes personal responsibility for own actions and results, uses technology appropriately, treats others with dignity and respect.	Unsatisfactory in one or more areas.	Emerging confidence in one or more areas but is not yet ready to assume responsibility for a classroom.	Basic competency noted with most expectations being met and demonstrates a developing competence in areas of need.	Confident and competent in all areas; all expectations are met.	Impressive professionalism exhibited in all areas; exceeds expectations of a beginning teacher.
Written Communication Skill N/A 1 2 3 4 5 X 1 = _____ The ability to legibly write ideas clearly, using good writing conventions, organization, and focus.	Unsatisfactory in one or more areas.	Emerging confidence in one or more areas but is not yet ready to assume responsibility for a classroom.	Basic competency noted with most expectations being met and demonstrates a developing competence in areas of need.	Confident and competent in all areas; all expectations are met.	Stellar on conventions; organization & flow greatly facilitate understanding the content as do sentence fluency and word choice; two or fewer mistakes. Exceeds expectations of a beginning teacher.
Oral Communication Skills N/A 1 2 3 4 5 X 1 = _____ The ability to articulate and interact with individuals and groups, taking into consideration the attitudes, feelings, cultural context, and others' contributions.	Unsatisfactory in one or more areas.	Emerging confidence in one or more areas but is not yet ready to assume responsibility for a classroom.	Basic competency noted with most expectations being met and demonstrates a developing competence in areas of need.	Confident and competent in all areas; all expectations are met.	Fluidity, clarity, and confidence are the springboard for all communication. The candidate is at ease in front of groups and individuals and puts others at ease. Exceeds expectations of a beginning teacher.
Problem Solving, Creativity, Critical Thinking Skills The ability to think critically and use problem-solving skills and originality.	Unsatisfactory in one or more areas.	Emerging confidence in one or more areas but is not yet ready to assume responsibility for a classroom.	Basic competency noted with most expectations being met and demonstrates a developing competence in areas of need.	Confident and competent in all areas; all expectations are met.	Virtually all verbal and written products show a level of thought, problem solving, and/or originality not common to other candidates. Exceeds expectations.

Potential for Teaching Success Overall rating of this student a candidate for the teaching profession.	Limited potential noted.	Emerging confidence in one or more areas but is not yet ready to assume responsibility for a classroom.	Basic competency noted with most expectations being met and demonstrates a developing competence in areas of need.	Confident and competent in all areas; all expectations are met.	Distinguished; exceeds expectations of a beginning teacher.

APPENDIX E
BAKER UNIVERSITY
SCHOOL OF EDUCATION
UNDERGRADUATE DISPOSITIONS

Candidate _____   Course Number _____   Date_____

Dispositions are assessed formally and informally and not limited to the following settings: professional education coursework, course discussions, assignments, field experiences, practicum settings, clinical experiences, collaborative settings, and personal conduct.

Dispositions Ratings

Not applicable NA	Unsatisfactory (0-6.9)	Basic (7-7.9)	Proficient (8-8.9)	Distinguished (9.0-10)

	Item Score	Disposition Average
Demonstrate a belief that all students and/or people are capable of learning		
• Responds to the needs of all learners		
• Includes appropriate accommodations to enhance students' learning		
• Demonstrates an understanding of human development		
• Provides appropriate assessment to guide instruction		
• Provides encouraging feedback to all		
Comments:		
Model ethical behavior and treat others with fairness, dignity and respect		
• Provides equitable learning opportunities for all		
• Reflects on ethical implications of his/her actions		
• Demonstrates honesty and trustworthiness in communications and interactions		
• Understands the role of confidentiality		
• Describes an example of educational equity for students		
Comments:		
Demonstrate that they consider the attitudes, feelings, cultural contexts and contributions of others when communication or interacting		
• Respects diverse groups		
• Cooperatively collaborates with others to support learning		
• Practices respectful communication towards others		
• Maintains emotional control during communication with others		
• Uses appropriate language in all mediums and situations		
Comments:		
Demonstrate a process of thoughtful engagement, critical thinking, and a willingness to consider alternative ideas/viewpoints		
• Is willing to think critically about best practices		
• Is willing to experiment with new ideas		
• Seeks ways to solve problems using a variety of resources		

• Recognizes personal limitations and strengths and seek self-improvement			
• Reflects on feedback from a peer or supervisor and give a plan for improvement based on the feedback			
Comments:			

Overall Average Score

APPENDIX F
Undergraduate School of Education
Dispositions Rubric

	Unsatisfactory (0-6.9)	Basic (7-7.9)	Proficient (8-8.9)	Distinguished (9.0-10)	Score
Demonstrate a belief that all people can learn	The candidate responds to the needs of the classroom; include appropriate accommodations for the classroom; demonstrate an inadequate understanding of human development; provide assessment to guide classroom instruction; offer minimal feedback.	The candidate showed awareness to the needs of the classroom; includes appropriate accommodations for small groups to enhance students' learning; demonstrates a limited understanding of human development; provides assessment to guide classroom instruction; provides feedback for the classroom and small groups.	The candidate responds to the needs of all learners; includes appropriate accommodations to enhance students' learning; demonstrates an understanding of human development; provides appropriate assessment to guide instruction; provides encouraging feedback to the majority of students.	The candidate responds to the needs of all learners by understanding the cultural and community context of each student: analyzing and developing learning strategies which include appropriate accommodations to enhance students' learning; demonstrating an understanding of human development; developing appropriate assessments to guide instruction; evaluating the competencies and deficits for each learner to provide individualized feedback.	
Models ethical behavior; treat others with fairness, dignity, and respect	The candidate is unaware of the impact of their words and/or actions. Verbal interactions lack a positive tone and fail to engage students. Candidate interactions with students are generic and superficial in nature. The candidate has an inadequate understanding of the role of confidentiality and providing educational equity in the classroom.	The candidate is aware of the impact of their words and/or actions and can adjust these actions to provide a positive working classroom environment. The candidate possesses limited understanding of the role of confidentiality and how to provide educational equity for the classroom and small groups.	The candidate models ethical behavior through the creation of a classroom environment where appropriate language is expected; positive affirmation is provided to students; and students are redirected to explore their behavior when necessary; The candidate is aware of the need to self-reflect on voice tone; body language, and the ethical implications of his/her actions. The role of confidentiality and educational equity for all students is apparent.	The candidate interacts with students in creating a classroom environment where appropriate language is used; affirmative feedback is used by candidate and students; and student self-reflection is an integral part of the daily lessons. The candidate demonstrates honesty and trustworthiness in communications and interactions; demonstrates the need for confidentiality in all interactions; and insists on ensuring educational equity for each student.	
Considers attitudes, feelings, cultural contexts, and other's contributions when communicating or interacting	The candidate demonstrates a limited knowledge of diverse groups. The candidate requires supervisory feedback to ensure appropriate modeling, collaboration, cooperation, and respectful communications are taking place.	The candidate understands the need to respect diverse groups. The candidate occasionally collaborates with peers to support learning. Positive communication skills are evident, but the candidate is challenged to maintain appropriate professional language in all situations.	The candidate demonstrates respect for diverse groups; collaborates with peers and supervisors to support learning; practices respectful communication toward others; maintains emotional control during communication with others; uses appropriate professional language in the majority of communications.	The candidate models and creates a classroom climate that fosters genuine respect for diverse individuals, groups, and communities. The candidate deliberately collaborates cooperatively with the entire learning community to support the education process. Cultivating and advocating appropriate emotional control through respectful language and behavior is apparent in all communications.	
Demonstrates process of thoughtful engagement, critical thinking, and willingness to consider alternative ideas/ viewpoints	The candidate rarely thinks critically about classroom concerns and displays an unwillingness to experiment with new ideas. The candidate needs others to point out his/her personal limitations and strengths. The candidate seldom responds to feedback from peers or supervisors and lacks the skills to create a plan for self-improvement	The candidate understands the need to think critically about issues in the classroom but is hesitant to experiment with new ideas or to seek ways to solve problems. Candidate is aware of strengths Personal limitations are recognized when pointed out by peers or supervisors. Limited self-reflection on the feedback from others impacts the candidate's ability to create a	The candidate demonstrates a willingness to think critically about topics, issues, concerns and is willing to experiment with new thoughts and varying points of view. Problem solving techniques are evident through utilizing a variety of resources. The candidate recognizes personal strengths and some weaknesses. The candidate can work on a plan for improvement based on	The candidate is proactive with problem solving skills that are effective. The candidate models ways to solve problems using a variety of resources. The candidate utilizes self-reflection strategies to determine personal limitations and strengths and reflects on verbal and non-verbal feedback from students, peers, and supervisors to create plans for self-improvement and professional growth.	

		plan for self-improvement without assistance.	feedback from peers and supervisors.		

APPENDIX G

Kansas Educator Code of Conduct

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

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

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

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

SCHOOL OF EDUCATION'S
RECOMMENDED STRATEGIES AND BEST PRACTICES

The School of Education believes that the following instructional strategies are supported by research and best practices and should be considered in planning for effective instruction. Furthermore we believe that modeling, one of the identified strategies, is among the most powerful and effective means of ensuring that our candidates learn and apply these important practices. Therefore the Undergraduate Department faculty commit to teaching by incorporating and modeling the following instructional strategies and practices.

The Undergraduate Department of Education faculty will model, use, and encourage:

Actively involving the learner in the learning, including the use of cooperative learning

Effective verbal and non-verbal communication skills

Facilitating vs. lecturing

Setting high expectations for learning

Critical thinking, problem solving, reflection, and inquiry

The use of multiple assessments

Effective questioning techniques and dignifying learner responses

Providing appropriate feedback

Providing guided practice prior to independent practice

Technology that will enhance learning

Clarifying comments follow:

Actively involving the learner in the learning
    The faculty will organize the instructional process so that candidates become active participants in the learning process.

Effective verbal and non-verbal communication skills
    The faculty will encourage communication skills through group and individual activities including discussion and questioning techniques.
    The faculty will also incorporate specific cooperative learning formats and small group work during class sessions.

Facilitating vs. lecturing
    The faculty will attempt to break the usual collegiate pattern of lecturing as the main mode of delivery of information. We recognize that what candidates see and have experienced most frequently will imprint and affect future teaching.

High expectations

    The faculty will hold high expectations, insisting that candidates successfully learn identified outcomes.

Critical thinking, problem solving, reflection, and inquiry

    The faculty will promote problem solving, discovery, active inquiry, and higher levels of Bloom's Taxonomy in planning questioning techniques, assessments, and candidate activities.

The use of multiple assessments

    The faculty will utilize multiple and various assessments in evaluating candidates. Peer evaluations will be used to enhance candidate feedback and reflection.

Effective questioning techniques and dignifying learner responses

    The faculty will use a number of effective teaching strategies that incorporate effective questioning techniques, dignify learner responses, and provide appropriate wait time.

Providing appropriate feedback

    The faculty will ensure that candidates are given appropriate feedback at all times regarding expectations, learning activities, and assessments.

Providing guided practice prior to independent practice

    The faculty will ensure that candidates have ample opportunity to practice and have success on learning activities prior to providing independent assignments.

Technology that will enhance learning

    The faculty will use technology to enhance instruction. Faculty will make use of technologies both in and out of the classroom and set expectations that candidate learn to use instructional technologies.

Academic & Professional Misconduct Policy

Examples of Misconduct; including but not limited to:

Level I	**Level II**	**Level III**
An offense where losing all points would not impact the final grade in the course and/or the offense totally misrepresents the conduct of an aspiring professional educator	*An offense where losing all points could impact the final grade in the course and/or the offense totally misrepresents the conduct of an aspiring professional educator*	*An offense where losing all points would impact the final grade in the course and/or the offense totally misrepresents the conduct of an aspiring professional educator*
Plagiarism Presenting as one's own efforts the work of someone else without proper acknowledgement (See BU Academic Catalog for full description)	**Plagiarism** Presenting as one's own efforts the work of someone else without proper acknowledgement (See BU Academic Catalog for full description)	**Plagiarism** Presenting as one's own efforts the work of someone else without proper acknowledgement (See BU Academic Catalog for full description)
Cheating Unauthorized use of any assistive measure Allowing someone to copy from your work Copying someone's work	**Cheating** Midterm	**Cheating** Final
Counterfeit Work Submitting work as a group member that you did not do Having someone else complete your assignment	**Counterfeit Work** Submitting work as a group member when you did not do any of the actual work	**Counterfeit Work** Submitting work as a group member when you did not do any of the actual work
Theft Using the SOE copier or printer for personal use	**Theft** Use or distribution of any type of assignment, answer(s), or assessment specifically prepared for a course	**Theft** Use or distribution of any type of assignment, answer(s), or assessment specifically prepared for a course
Unauthorized reuse of assignments Submitting work from a different class and/or assignment for a current assignment	**Unauthorized reuse of assignments** Submitting work from a different class and/or assignment for a current assignment	**Unauthorized reuse of assignments** Submitting work from a different class and/or assignment for a current assignment
Falsification Misrepresenting reason for absence(s) for a class or practicum	**Falsification** Misrepresentation of GPA or other information on resume **Repeat offense**	**Falsification** Altering information on any practicum document **Repeat offense**
		Unprofessional Conduct Use of social media and/or any technology that in some way degrades or diminishes the being of a K-12 student, peer, or faculty member
Possible Sanctions; including but not limited to: Written warning Reduction of grade that may result in a zero on an assignment Reduction of grade for the course Automatic decrease in Teacher Education Program status for at least two semesters	Any level I sanction Failing the course Transcript citation will be placed on the candidate's transcript Suspension from the School of Education	Any level I or II sanction Dismissal from the School of Education Suspension from the University Expulsion from the University

Baker University Undergraduate Department of Education Technology Expectations

Candidates completing the School of Education undergraduate teacher education program will demonstrate the technology skills identified below. It is assumed that all candidates possess and use the basic skills of word processing, internet access, and email. The SOE expects all candidates to check their Baker University email account daily since this is a primary means of communicating within the department.

Updated August 2019

7. Internet Searches
    A. ED 243: Candidates find applicable educational resources. Candidates write critiques of two educational websites.
    B. ED 343: Candidates use the internet as a resource for preparing presentation on educational theorist.
    C. ED 366/ED 368: Candidates use the internet as a resource for writing a unit.
    D. ED 366/ED 368: Candidates access program standards online and cite standards addressed in writing an integrated unit.
    E. PE 210: Candidates find applicable educational resources to critique and include in sources to use for teaching. Students will also use the internet as a resource for researching areas of physical education and health.
8. PC/Apple Comparison
    A. ED 265: Candidates will explore Apple platforms
    B. PE 303 and PE 305: Candidates will explore the differences in PC and Apple based products through the use of tablets and iPads.
9. Technology-Based Educational Resources, and Software Programs
    A. ED 309: Candidates use an on-line grade book program to enter student data.
    B. ED 309: Candidates examine resources on the www.ksde.org site, paying particular attention to the formative state assessment component of the site and write a summary of the resources available on the site.
    C. ED 265: Candidates create websites that are evaluated with a rubric.
    D. ED 309: Candidates access www.taskstream.com and create at least one rubric for their authentic assessment assignment.
    E. ED 345: Candidates examine technology specific to accommodating the needs of diverse students.
    F. PE 309: Candidates will explore was to use online programs to share student progress with parents.
    G. PE 309: Candidates will examine resources available on the www.ksde.org website, paying particular attention to the development of formative assessments, and writing a summary of sources available through the site.
    H. PE 309: Candidates will access a variety of websites to build rubrics and develop one that will assess an authentic assessment developed by the candidate.
    I. PE 303 and PE 305: Candidates will create classroom websites that are evaluated with a rubric.
    J. ED 100: Candidates will be exposed to electronic to Professional Portfolio options.
    K. ED 366/368: Candidates design a Flipped Classroom Lesson.
    L. ED 366/368: Candidates create a literacy coding demonstration using tablets and iPads
10. Electronic Presentation
    A. ED 343: Candidates prepare electronic presentation over the life and work of an educational theorist.
    B. ED 366/368: Candidates will create and present an electronic presentation as a Flipped Classroom lesson.
11. Technology Hardware
    A. ED 265: Candidates examine/interact with current available technology.
    B. ED 366/ED 368: Candidates will use presentation hardware.
    C. PE 303 and PE 305: Candidates will utilize current technology to implement learning activities.
12. E-mail Communication
    A. ED 244 and ED 320: Candidates will communicate with their PDS mentor teachers via email.
    B. ED 309: Candidates create a parent communication in response to a parent email.
    C. PE 309: Candidates will create a system to communicate with parents. This will include a response to parent emails.
13. On-line course management system
    A. Candidates use TaskStream to access assignment guidelines, submit assignments, and examine assignment results via TaskStream rubrics in all professional education courses.

Baker University Undergraduate Department of Education and the ISTE NETS-T Standards

Candidates completing the School of Education undergraduate teacher education program will demonstrate technology skills guided by the ISTE National Educational Technology (NETS-T) and Performance Indicators for Teachers.

The ISTE
National Educational Technology Standards (NETS•T) and Performance Indicators for Teachers

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

  a. promote, support, and model creative and innovative thinking and inventiveness
  b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
  c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
  d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

  a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
  b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
  c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
  d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

  a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
  b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
  c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
  d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

  a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
  b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
  c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
  d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

  a. participate in local and global learning communities to explore creative applications of technology to improve student learning
  b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
  c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
  d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

APPENDIX L

COMMUNITY SERVICE

RATIONALE:
The School of Education's Conceptual Framework includes ten Program Objectives which "confident and competent educational leaders" possess. One of these competencies relates to the educator's responsibility to the larger community. It is our belief that confident and competen.t educational leaders must be community participants. Consequently, the teacher education curriculum includes a required community service component.

PROCESS:
To maximize flexibility in service opportunities and scheduling, this requirement is not tied to any particular course, but must be completed by ED 440/ED 460 Pre-Student Teaching Seminar. Candidates must provide fifteen (15) hours of unpaid volunteer service at an approved site, beyond the Baker University community, to satisfy this requirement. The documentation form, along with the reflection paper, will be turned in at midterm.   The required documentation form is on the next page.

GUIDELINES:
Since the purpose of this experience is to **volunteer** at a setting that provides a service to the larger community, several types of placements are possible. Possible opportunities include but are not limited to:

> Habitat for Humanity
> Increased hours in practicum settings
> Boys and Girls Club
> Coaching little league teams
> Sunday/Bible school
> Special Olympics

If unsure, contact a member of the School of Education for approval. Candidates are responsible for contacting the agency, arranging the specifics of the experience, completing the documentation form, and writing the reflective paper.

ASSIGNMENTS:
Candidates are required to write a two-page reflection paper detailing this fifteen-hour experience. This reflection should explain the nature of the volunteer service(s), the particular setting(s), and the social benefits provided by this service. In addition, candidates should focus on the affective component of this experience and reflect on any attitudinal changes facilitated by this experience.

COMMUNITY SERVICE DOCUMENTATION FORM

I hereby attest that I completed the community service hours listed below.

_____
Candidate Signature

Service Site_____

Date   Time   Nature of Duty

Service Site_____

Date   Time   Nature of Duty

Service Site_____

Date   Time   Nature of Duty

APPENDIX M

Criteria for Admission to Student Teaching

The following table outlines the criteria necessary before admission to student teaching will be approved. Please note that the CORE or C-BASE test may be used to satisfy the basic skills test.

	Your Scores	Required Scores for Good Standing
Cum GPA:		2.8
Professional and Content Area GPA:		2.8
Average score on Prof. Skills Survey:		3.5
PDS Evaluations		3.5
CORE Reading or C-BASE English		156/235
CORE; C-BASE – Writing		162/235
CORE; C-BASE – Math		150/235
Successfully completed, with a grade of "C" or better, the professional education and content area courses taken to- date.	Yes or No	Deficiency
Successfully completed general education courses; PY 111, PY 243, and CO 115 successfully completed with a grade of "C" or better.	Yes or No	Deficiency

In addition, a candidate must meet the following requirements to be admitted to student teaching:

- ✓ Approval from the Council for Undergraduate Teacher Education
- ✓ Completion of 15 hours of community service
- ✓ Completion of at least 15 hours of credit from Baker University
- ✓ Completion of an application to student teach
- ✓ Completion of all professional and content coursework except the student teaching semester

LICENSURE REQUIREMENTS FOR CANDIDATES
WHO HAVE PREVIOUSLY EARNED A DEGREE

_____   _____
Student Name   Date of Initial Contact

Persons who come to Baker with a baccalaureate degree from an accredited institution and wish to obtain teaching licensure in a field or fields must satisfy the expectations of the School of Education, which operates in concert with the Kansas State Department of Education (KSDE) and the National Council for Accreditation of Teacher Education (NCATE). Baker is accredited by KSDE and NCATE to license teachers in elementary education and a number of secondary fields.

Persons wishing to obtain licensure must successfully satisfy the following:

I.   Possess a cumulative GPA $\geq$ 2.8 for all professional and required content area courses, and possess a cumulative GPA $\geq$ 2.8 for all college credit taken from any campus;

II.   Obtain satisfactory faculty ratings on the Personal and Professional Skills Survey (3.5 on a 5 pt. scale);

III.   Satisfy the following general education course requirements:

	Course	Credit Hrs.	Grade	Sem. Comp.
1. Writing equivalent to English Comp.*	_____	2 - 3	_____	_____
2. Literature	_____	2 - 3	_____	_____
3. History	_____	2 - 3	_____	_____
4. Mathematics (Inter. Algebra* or higher)	_____	2 - 3	_____	_____
5. Science	_____	2 - 3	_____	_____
6. Multicultural or global (could be met by one of the above or IS 199)	_____	2 - 3	_____	_____

* A grade of C or above required. Grades of "C-" will NOT be accepted

IV.   Satisfy the following professional education requirements (**A grade of C or above required. Grades of "C-" will NOT be accepted**):

1. ED 100 Teaching as a Career	_____	1	_____	_____
2. ED 243 Introduction to Education	_____	3	_____	_____
3. ED 244 Education Field Practicum I	_____	1	_____	_____
4. ED 264 Foundations of Classroom Mgmt	_____	1	_____	_____
5. ED 265 Technology for Teachers	_____	1	_____	_____
6. ED 309 Evaluation Techniques for the Classroom	_____	3	_____	_____
7. ED 313 Bilingual Education	_____	3	_____	_____
8. ED 320 Education Field Service Practicum II	_____	1	_____	_____
9. ED 343 Educational Psychology	_____	3	_____	_____
10. ED 345 Psychology of the Exceptional Learner	_____	3	_____	_____
11. ED 366/ED 368 Teaching Reading in Content Areas	_____	3	_____	_____
12. ED 440/460 Pre-Student Teaching Seminar,	_____	3	_____	_____
13. ED 462 Education Orientation Internship	_____	1	_____	_____
14. IS 199 Diversity in Education	_____	3	_____	_____
15. ED 450/470/480 Student Teach. In Elem./Middle/Sec. School	_____	12	_____	_____
16. CO 115 Introduction to Communication Studies	_____	3	_____	_____
17. PY 111 General Psychology	_____	3	_____	_____
18. PY 243 Human Development	_____	3	_____	_____

V.   Complete the requirements in the major field(s) of endorsement (refer to separate sheet)

VI.   **Complete at least 15 hours of Baker University credit prior to the professional semester. Of these 15 hours, 3 hours must be an upper level Professional Education course.**

VII.   C-BASE scores**:_____ English (235) _____ Writing (235) _____ Math (235)
CORE scores: _____ Reading (156) _____ Writing (162), _____ Math (150) (PPST also accepted)
**College graduates with a cumulative grade point average of 3.0 or above are exempted from the basic skills test.
PLT (160) score: _____ The PLT is a licensure requirement and not a program requirement.
Content Area (   ): _____ The Content Area test is a licensure requirement and not a program requirement.
KPTP (20) _____ The KPTP is a licensure and program requirement.

(Updated August 2017)

APPENDIX O

School of Education Undergraduate Department
Attendance Policy

MWF Classes: The following is a policy for MWF (or three-days-per-week) classes and will be a policy that the entire department will use and will put on each syllabus:

The School of Education is committed to preparing "confident and competent educational leaders." In preparation for being a professional, it is important that you attend each class session. One "sick day" is allowed without affecting your grade. Any absence beyond the one sick day will result in grade reductions. Two percent (2%) will be deducted for each absence for the second and third absence. For every subsequent absence, an additional 4% will be deducted from the final grade.

Number of Absences	Total percentage deducted from final grade
1	0%
2	2%
3	4%
4	8%
5	12%
6	16% *
7	20%
8 or more	an additional 4% deduction per absence

* Passing the course is unlikely at this point.

TR Classes: The following is a policy for TR (or two-days-per-week) classes and will be a policy that the entire department will use and will put on each syllabus:

The School of Education is committed to preparing "confident and competent educational leaders." In preparation for being a professional, it is important that you attend each class session. One "sick day" is allowed without affecting your grade. Any absence beyond the one sick day will result in grade reductions. Three percent (3%) will be deducted for each absence for the second and third absence. For every subsequent absence, an additional 5% will be deducted from the final grade.

Number of Absences	Total percentage deducted from final grade
1	0%
2	3%
3	6%
4	11%
5	16% *
6	21%
7	26%
8 or more	an additional 5% deduction per absence

* Passing the course is unlikely at this point.

Weekly Classes (1-2 hours a week): The following is a policy for weekly (or one-day-per-week) classes and will be a policy that the entire department will use and will put on each syllabus:

The School of Education is committed to preparing "confident and competent educational leaders." In preparation for being a professional, it is important that you attend each class session. One "sick day" is allowed without affecting your grade. Any absence beyond the one sick day will result in grade reductions. Four percent (4%) will be deducted for each absence for the second and third absence. For every subsequent absence, an additional 6% will be deducted from the final grade.

Number of Absences	Total percentage deducted from final grade
1	0%
2	4%
3	8%
4	14%*
5	20%
6	26%
7	32%
8 or more	an additional 6% deduction per absence

* Passing the course is unlikely at this point.

Weekly Classes (3 hours a week): The following is a policy for weekly (or one-day-per-week) classes and will be a policy that the entire department will use and will put on each syllabus:

The School of Education is committed to preparing confident and competent educational leaders. In preparation for being a professional, it is important that you attend each class session. This class meets one night a week for 3 hours. Consequently, one "sick day," consisting of one week of class is allowed without affecting your grade. Any absence beyond the one "sick day" will result in grade reductions. Six percent will be deducted from the final grade for each absence beyond the first.

Number of Absences	Total Percentage deducted from final grade
1	0%
2	6%
3	12%
4	18%*
5 or more	an additional 6% deduction per absence

* Passing the course is unlikely at this point.
Plan to be in class on time, as you would expect to do in meeting your job commitments. Absences will not affect due dates for assignments. Please arrange for your assignments to be in on time whether or not you are physically present in class on a due date. An assignment turned in after the due date will be considered late and will be docked 10 percentage points for each 1-24 hours it is late. Tests must be taken on the scheduled date. Any conflict must be cleared with the instructor prior to test time.

APPENDIX P

The Baker University School of Education is committed to learning and to developing confident and competent educational leaders.

FREQUENTLY ASKED QUESTIONS

1. Can I finish in four years?
Most programs can be finished in four years.

2. What courses will I have to take?
The Teacher Education Policies and Programs Handbook (TEPPH) is designed to give you an accurate listing of the required courses as well as the other requirements for your particular program.

3. What are the distinguishing components of your program?
The Baker Teacher Education Program is based on a long-standing tradition of integrating the theoretical with the practical with early classroom placement. In the 1950s, Baker teacher candidates began enhancing their understanding of how to teach by observing and aiding in schools. This tradition continues today with a minimum of 200 practicum hours required of all candidates before student teaching.

Also, all USOE faculty consciously attempt to model appropriate teaching strategies that we hope our candidates will use when they have their own classrooms and students.

4. I am a transfer student. What about me?
Transfer students are welcome in Baker University's teacher education program. The Licensure Officer and faculty members will work closely with you to individually analyze your past coursework and plan your future classes to help you meet your goal of becoming a teacher.

5. I already have a degree but I now want to be a teacher. Is this possible at Baker?
Many non-traditional students have earned their teaching licenses with the USOE. The Licensure Officer and a department faculty member will work closely with you to individually analyze your past coursework and plan your future classes to help you meet your goal of becoming a teacher.

6. Is the Baker Teacher Education Program accredited?
All Baker SOE programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Kansas State Department of Education (KSDE).

APPENDIX Q
BAKER UNIVERSITY UNDERGRADUATE SCHOOL OF EDUCATION
FELONY DISCLOSURE FORM

The Kansas State Department of Education (KSDE) requires a background clearance before they will issue *any* teaching license. It's "good" if you have nothing on your record. We want to talk about possible solutions to the "bad" situations for those students with criminal records or diversions in their past. And we want to warn you against the "ugly" situation that would happen if you lied on a licensure application…

Criminal history questions on licensure applications vary from state to state, and should be read carefully and **answered honestly**.

As you read these questions, note that alcohol is not indicated above, so you do not have to report alcohol-related incidents like an MIP (minor in possession), MIC (minor in consumption) or misdemeanor DUI due to alcohol. If any of these appear as your only charge/conviction, you can answer all questions "no." (Be aware that in other states, like MO, alcohol crimes may impact licensure, and some school districts may consider alcohol crimes for student teachers and employees.) A DUI for Drugs or a felony DUI should be reported! **If you are unsure, WHEN IN DOUBT, REPORT IT!** Every year, a few new teachers have to do this, so you're not alone! **(If you answer "yes" to any question, you'll need to contact your Licensure Officer to get a hardcopy Form 1 application** so you can attach certified copies of court documents.)

If you:
- **assume or have been told your diversion took the crime off your record – IT DOES NOT.**
- **are "not sure" whether you had something expunged, YOU DID NOT.**
- **assume you don't have to report it because you were a juvenile – YOU MUST REPORT IT.**
- **"forget" your past record and you don't reveal it, this is considered dishonesty and creates another issue with KSDE who will aggressively review your case. DO NOT LIE.**

If you receive a letter from the KSDE Office of General Counsel:
- **follow all directions carefully and submit all documents they request.** KSDE cannot provide you with advice or help you obtain those documents;
- you will need to contact the Clerk of the Court to obtain documents related to your case:
  - for Convictions-
    - obtain <u>certified</u> copies of the charging documents (complaint or citation/ticket); and
    - obtain <u>certified</u> copies of the journal entry of conviction.
  - for Diversions-
    - obtain <u>certified</u> copies of the charging documents, and
    - <u>certified</u> copy of the diversion agreement; and
    - <u>certified</u> copy of the journal entry of dismissal.

- **you may be instructed to appear before the Professional Practices Commission (**a KSDE committee of working teachers, KSDE and Higher Education representatives); and
- any decision from the Professional Practices Commission will go before the State Board of Education for final action.
- *just because you may have had an emergency sub license approved does not guarantee a teaching license will be!*

Advice about getting a record expunged:
- it's a fairly simple process that may not require a lawyer;
- can take a 4-6 weeks to complete;
- start by contacting the court (county or municipal) where the conviction/diversion occurred OR look for the paperwork on the court website;
- check to make sure of the time required for an expungement to be completed;
- if it can be completed well before you apply for a license, DO IT NOW;
- if it cannot be completed before you apply, REPORT IT on your license application;
- **an expungement can benefit you in more ways than just your license application!**

If your crime happened in Lawrence Municipal Court, like some other courts, they have made it easy to request expungement: go online for the forms and instructions. There is no charge (no lawyer or court fees involved). In other courts, the typical cost would be $100-200, or with more serious cases, you might need to hire a lawyer.
*PLEASE NOTE: **Question 8c refers to ALL diversions EVER entered – including juvenile diversions.** Also, KSDE is discussing a possible change from "theft" to "dishonesty", which is a broader term that could include things like falsifying academic records or getting caught with a fake ID. We are monitoring this situation and will revise this document if necessary.

Remember, too, that KSDE can revoke or suspend your license for a variety of reasons, including breach of employment contract.
Be sure to read the Kansas Educator Code of Conduct too! Some states also have a Code of Ethics. Check it out!
The School of Education (SOE) at Baker University has the responsibility for placing candidates in school-based field experiences and for recommending candidates for teacher licensure. The SOE takes its responsibility seriously and requires that each student fill out a Felony Disclosure Form prior to placement in the schools for any unsupervised field experience or other SOE-sanctioned activity in which a candidate participates with school students. Baker University's School of Education is also responsible for recommending to the Kansas State Department of Education (KSDE) individuals who have completed the teacher education program for licensure as a teacher. However, the Kansas State Department of Education reserves the right to deny a license to individuals who have been convicted of or pleaded guilty to any act punishable as a felony.

The following questions were taken from the KSDE Initial License application. You should answer honestly; dishonest answers could result in the denial of a teaching license from KSDE. If an affirmative answer is given to the background questions below, applications or classroom field experience will be placed on hold until additional information is provided to the Dean of the School of Education. Students will be asked to meet with the Dean to determine their status for continuance in the teacher education program.   It is the student's obligation to notify the Dean if a change to one of the following questions occurs. Here are the current KSDE questions:

1.   Have you ever been convicted of a felony?

     No _____ Yes _____ If yes, attach a certified copy of the charging document and of the journal entry of conviction.

2.   Have you ever been convicted of ANY crime involving theft, drugs, or a child?

     No _____ Yes _____ If yes, attach a certified copy of the charging document and of the journal entry of conviction.

3.   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?

     No _____ Yes _____ If yes, attach a certified copy of the charging document, the diversion agreement, and the journal entry closing that case.

4.   Are criminal charges pending against you in any state involving any felony or any crime involving theft, drugs, or a child?

     No _____ Yes _____ If yes, attach a certified copy of the charging document.

5.   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?

     No _____ Yes _____ If yes, circle the action taken: denied, suspended, or revoked.
     Which state(s) _____ . Attach a copy of the documents regarding the official action taken.

6.   Is disciplinary action pending against you in any state regarding a teacher's or administrator's certificate or license?

     No _____ Yes _____ If yes, attach a copy of the official documents regarding the action pending against you.

7.   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?

     No _____ Yes _____ If yes, circle the action taken: denied, suspended, or revoked.
     Which state(s) _____ . Attach a copy of the documents regarding the official action taken.

8.   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?

     No _____ Yes _____ If yes, which district(s) _____ When? _____

9.   Have you ever falsified or altered assessment data, documents, or test score reports required for licensure?

     No _____ Yes _____If yes, which state(s) _____ When? _____

_____   _____
Signature   Course number and name

_____   _____
Printed Name   Date

APPENDIX R
Kansas Educator Preparation Program Standards for Professional Education

**Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language (single and/or multi), religion, and geographic origin.

***Learning environments are defined as the diverse physical locations, face-to-face and virtual environments, contexts, and cultures in which students learn.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

Function 1: The teacher understands how learners grow and develop.

Content Knowledge (CK):	Professional Skills (PS):
1.1.1CK The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes.	1.1.3PS The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.
1.1.2CK The teacher understands the role of language and culture in learning.	1.1.4PS The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

Function 2: The teacher recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.

Content Knowledge (CK):	Professional Skills (PS):
1.2.1CK The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning.	1.2.2PS The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and enables each learner to advance his/her learning.

Function 3: The teacher designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

Content Knowledge (CK):	Professional Skills (PS):
1.3.1CK The teacher knows how to use instructional strategies that promote student learning.	1.3.3PS The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds to the next level of development.
1.3.2CK The teacher knows how to make instructional decisions that build on learners' strengths and needs.	1.3.4PS The teacher modifies instruction to make language comprehensible and instruction accessible, relevant, and rigorous.

Standard 2: Learning Differences. The teacher uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.

Function 1: The teacher uses an understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments.

Content Knowledge (CK):	Professional Skills (PS):
2.1.1CK The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.	2.1.4PS The teacher uses strategies and accesses resources, including specialized assistance and services to meet particular learning differences or needs.
2.1.2CK The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.	2.1.5PS The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
2.1.3CK The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.	2.1.6PS The teacher brings multiple perspectives to the discussion of content, including attention to learner's personal, family, and community experiences and cultural norms.

Function 2: The teacher uses an understanding of differences in individuals, languages, cultures, and communities to enable each learner to meet rigorous standards.

Content Knowledge (CK):	Professional Skills (PS):
2.2.1CK The teacher understands and identifies differences in appropriate approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.	2.2.3PS The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in multiple ways.
2.2.2CK The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate each learner's experiences, languages, cultures, and community into instruction.	2.2.4PS The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
	2.2.5PS The teacher designs instruction to activate prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

Standard 3: Learning Environment. The teacher works with others to create learning environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self- motivation.	

Function 1: The teacher works with others to create learning environments that support individual and collaborative learning.

Content Knowledge (CK):	Professional Skills (PS):
3.1.1CK The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals. -	3.1.3PS The teacher manages the learning environment, to actively engage all learners appropriately by organizing, allocating, and coordinating the resources of time, space and learner's attention.
3.1.2CK The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.	3.1.4PS The teacher uses a variety of methods to engage learners by evaluating the learning environment and by observing and collaborating with learners to make appropriate adjustments.

Function 2: The teacher works with others to create environments that include teacher and student use of technology.

Content Knowledge (CK):	Professional Skills (PS):
3.2.1CK The teacher understands digital citizenship, knows safe and appropriate technology tools for teachers and students, and their effective use in all learning environments.	3.2.2PS The teacher works collaboratively with technology leaders to promote responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
	3.2.3PS The teacher intentionally builds learner capacity to collaborate through applying effective academic activities and discussions in virtual and classroom environments.

Function 3: The teacher works with others to encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge (CK):	Professional Skills (PS):
3.3.1CK The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-governance, self-direction, and ownership of learning.	3.3.2PS The teacher collaborates with learners, families and colleagues to build a safe, positive learning climate of openness, mutual respect, support and inquiry.
	3.3.3PS The teacher develops learning experiences that engage learners in collaboration, self-governance, self-directed learning and that extend learner interaction with ideas and people locally and globally.
	3.3.4PS The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
	3.3.5PS The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the diverse backgrounds and differing perspectives learners bring to the learning environment.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.	
Function 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	
Content Knowledge (CK):	**Professional Skills (PS):**
4.1.1CK The teacher understands major concepts, assumptions, debates, the process of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.	4.1.4PS The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
4.1.2CK The teacher understands common misconceptions that occur in learning the discipline and how to guide learners to accurate conceptual understanding.	4.1.5PS The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline and appropriateness for his/her learners.
4.1.3CK The teacher has a deep knowledge of Kansas College and Career Ready Standards and their learning progressions for the discipline(s) s/he teaches.	4.1.6PS The teacher uses supplementary resources and technologies effectively to ensure accessibility, rigor, and relevance for all learners.
Function 2: The teacher creates learning experiences that make the discipline accessible and relevant for learners to assure mastery of the content and provides opportunities for literacy experiences across content areas.	
Content Knowledge (CK):	**Professional Skills (PS):**
4.2.1CK The teacher knows and uses the academic language of the discipline and knows how to make it accessible, relevant, and rigorous.	4.2.3PS The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
4.2.2CK The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.	4.2.4PS The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
	4.2.5PS The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
	4.2.6PS The teacher recognizes learner misconceptions in a discipline that interfere with learning and creates experiences to build accurate conceptual understanding.
	4.2.7PS The teacher creates opportunities for students to learn, practice, and master academic language in their content.
	4.2.8PS The teacher accesses school and/or district based resources to evaluate the learner's content knowledge in their primary language.

Standard 5: Application of Content. The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.

Function 1: The teacher engages learners through the creation of interdisciplinary lessons and facilitates the examination of issues from multiple perspectives through varied communication modes.

Content Knowledge (CK):	Professional Skills (PS):
5.1.1CK The teacher understands how cross-curricular themes interlace and provide an in depth learning experience.	5.1.3PS Using content specific pedagogy, the teacher creates interdisciplinary lessons connecting content themes and literacy.
5.1.2CK The teacher understands varied communication methods are used as vehicles for gaining and expressing learning, and for gaining an understanding of and expressing multiple perspectives.	5.1.4PS The teacher develops learners' communication skills by creating interdisciplinary learning opportunities requiring the employment of varied forms of communication tailored to given audiences and purposes.
	5.1.5PS The teacher facilitates learning opportunities that require examination of issues from multiple perspectives, expanding understanding of local and global issues.

Function 2: The teacher facilitates learning opportunities involving critical and creative thinking.

Content Knowledge (CK):	Professional Skills (PS):
5.2.1CK The teacher understands thinking processes which lead to creative and critical analysis.	5.2.3PS The teacher facilitates innovative learning experiences that require creative and critical analysis.
5.2.2CK The teacher understands the role of high level questioning to promote independent thinking.	5.2.4PS The teacher engages learners through experiences requiring analysis of complex issues resulting in inventive solutions through original thinking.
	5.2.5PS The teacher engages learners in questioning and challenging assumptions and processes to foster innovative thinking and problem solving.

Function 3: Through concept-based teaching, the teacher incorporates learning opportunities that involve solving authentic, real world problems independently and collaboratively.

Content Knowledge (CK):	Professional Skills (PS):
5.3.1CK The teacher understands the concepts that govern his/her content area.	5.3.4PS The teacher creates concept-based lessons, which facilitate conceptual and philosophical understandings.
5.3.2CK The teacher understands how concept based teaching leads to conceptual and philosophical understandings.	5.3.5PS The teacher facilitates the application of conceptual and philosophical understandings to the resolution of local and global issues.

5.3.3CK The teacher understands the role information literacy skills play in understanding issues and solving problems independently and collaboratively.	5.3.6PS Through the use of varied technologies and resources, the teacher facilitates the acquisition and application of that knowledge to solve real world problems.

Standard 6: Assessment. The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.

Function 1: The teacher understands how to use multiple measures to monitor and assess individual student learning.

Content Knowledge (CK):	Professional Skills (PS):
6.1.1CK The teacher understands the difference between formative and summative assessment.	6.1.4PS The teacher designs assessment plans with a balance between formative and summative assessments.
6.1.2CK The teacher understands the multiple methods of assessment and how to select assessments based that are both reliable and valid based on the specific learning goals and learner needs.	6.1.5PS The teacher designs assessments aligned with the learning goals, utilizing multiple measures that maintain validity and reliability.
6.1.3CK The teacher understands the role of feedback in learner achievement and can supply feedback in a variety of communication modes.	6.1.6PS The teacher differentiates assessments and assessment environments based on learner needs.
	6.1.7PS The teacher provides effective feedback and shares this with learners in a variety of communication modes.

Function 2: The teacher understands how to engage learners in self-assessment.

Content Knowledge (CK):	Professional Skills (PS):
6.2.1CK The teacher knows when to engage learners in analyzing their own assessment results.	6.2.4PS The teacher engages learners in analyzing their own assessment data.
6.2.2CK The teacher knows how and when to engage learners in setting goals for future achievement.	6.2.5PS The teacher guides learners through a process of analyzing their own thinking and learning, resulting in goal setting using data.
6.2.3CK The teacher knows how to prepare learners for assessments.	6.2.6PS The teacher engages learners in the assessment process through appropriate feedback utilizing technology and other communication modes.

Function 3: The teacher understands how to make informed decisions.

Content Knowledge (CK):	Professional Skills (PS):
6.3.1CK The teacher knows how to analyze and report assessment data to understand patterns and gaps in learning based on given learning goals.	6.3.4PS The teacher works independently and collaboratively to examine test and other performance data to understand patterns and gaps in learning based on given learning goals.
6.3.2CK The teacher knows how to use data to guide planning and instruction.	6.3.5PS The teacher works independently and collaboratively to examine test and other performance data to understand each learner's differentiated needs and to guide planning and instruction accordingly.

6.3.3CK The teacher knows how to provide relevant feedback to all learners.	6.3.6PS The teacher communicates feedback from assessments to assist students in making relevant decision.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Function 1: The teacher plans instruction that supports every student in meeting rigorous learning goals.

Content Knowledge (CK):	Professional Skills (PS):
7.1.1CK The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.	7.1.3PS The teacher develops and evaluates plans in relation to short- and long-range goals.
7.1.2CK The teacher knows when and how to adjust plans based on assessment information and learner responses.	7.1.4PS The teacher systematically adjusts plans to enhance each student's learning.

Function 2: The teacher plans instruction by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy.

Content Knowledge (CK):	Professional Skills (PS):
7.2.1CK The teacher understands content and content standards and how these are organized in the curriculum.	7.2.4PS The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
7.2.2CK The teacher understands how integrating cross- disciplinary skills in instruction engages learners in applying content knowledge in relevant ways.	7.2.5PS The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, instructional technology coordinators, librarians, media specialists) to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs.
7.2.3CK The teacher knows when and how to access multiple types of resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, instructional technology coordinators, librarians, media specialists, community organizations).	

Function 3: The teacher plans instruction based on knowledge of learners and the community context.

Content Knowledge (CK):	Professional Skills (PS):

Content Knowledge (CK)	Professional Skills (PS)
7.3.1CK The teacher understands learning theory, human development, cultural diversity, linguistic diversity, community context, and individual differences and how these impact ongoing planning.	7.3.3PS The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, instructional and assistive technologies, and materials to differentiate instruction for individuals and groups of learners.
7.3.2CK The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.	7.3.4PS The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
	7.3.5PS The teacher plans for instruction based on formative, informative, and summative assessment data, prior learner knowledge, and learner interest.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.

Function 1: The teacher understands and uses a variety of instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections.

Content Knowledge (CK):	Professional Skills (PS):
8.1.1CK The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.	8.1.5PS The teacher uses appropriate strategies and resources to differentiate instruction to meet the needs of individuals and groups of learners.
8.1.2CK The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.	8.1.6PS The teacher continuously monitors student learning, engages learners in assessing their progress and setting goals, and adjusts instruction in response to student learning needs.
8.1.3CK The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.	8.1.7PS The teacher collaborates with learners to design and implement relevant and rigorous learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
8.1.4CK The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for rigor, quality, accuracy, and effectiveness.	8.1.8PS The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, co-teacher, audience) in relation to the content and purposes of instruction and the needs of learners.
	8.1.9PS The teacher engages all learners in developing higher order questioning skills and the metacognitive processes.

	8.1.10PS The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Function 2: The teacher understands and uses a variety of instructional strategies and resources to encourage learners to build skills to apply knowledge in relevant ways.

Content Knowledge (CK):	Professional Skills (PS):
8.2.1CK The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.	8.2.3PS The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
8.2.2CK The teacher knows how to use a wide variety of appropriate resources, including human resources, print and visual materials, and technology, to engage students in skill building and learning.	8.2.4PS The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
	8.2.5PS The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, visual representation, and viewing.
	8.2.6PS The teacher uses a variety of resources, including human resources, print and visual materials, and technology to engage students in learning.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Function 1: The teacher engages in ongoing professional learning.

Content Knowledge (CK):	Professional Skills (PS):
9.1.1CK The teacher understands the laws related to learner rights and teacher responsibilities (educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, and reporting situations related to possible child abuse).	9.1.4PS The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in using social media.

Content Knowledge (CK):	Professional Skills (PS):
9.1.2CK The teacher understands ethical practice, and upholds the Kansas Educator Code of Conduct focused on the best interests of their students, and responsibilities to the student(s) and families, the district, and the profession.	9.1.5PS The teacher takes responsibility for implementing new knowledge, ideas, and strategies.
9.1.3CK The teacher understands a professional educator is a lifelong learner, staying apprised of current trends and research in the field.	

Function 2: The teacher uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Content Knowledge (CK):	Professional Skills (PS):
9.2.1CK The teacher understands the role and goals of reflection in professional growth.	9.2.3PS The teacher effectively uses student data, self-assessment, teaching evaluations / observations, educator colleagues, school and district goals, and problem solving strategies to analyze and reflect on his/her practice related to all stakeholders, and to plan for professional growth.
9.2.2CK The teacher understands how the elements of the evaluation protocol corresponds with professional learning experiences or opportunities.	

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.	
Function 1: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning.	
Content Knowledge (CK):	**Professional Skills (PS):**
10.1.1CK The teacher 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.	10.1.2PS The teacher is able to incorporate multiple measures of student learning with a clear focus on improving teacher practice.
	10.2.3PS The teacher is an active participant in professional learning communities, recognizing that all teachers share responsibility for student success.
Function 2: The teacher seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	

Content Knowledge (CK):	Professional Skills (PS):
10.2.1CK The teacher understands the importance of the multiple roles of teachers with regards to the diversity of learners, families, colleagues, other school professionals, and community members and interacts with each appropriately in planning, instructing, collaborating, mentoring, learning, leading, etc.	10.2.3PS The teacher welcomes families; participates in regular two-way, meaningful communication; supports student successes; advocates for every child; shares power with the families and professionals involved with each individual student; and collaborates with appropriate school and community resources (PTA.org, n. d.).
10.2.2CK The teacher knows how to collaborate with families, colleagues, other school professionals, and community members to contribute to a common culture that supports high expectations for student learning.	10.2.4PS The teacher provides information to families about the instructional programs, each individual student's progress, and ways that they can be engaged in learning activities (Danielson, 2013).
	10.2.5PS The teacher works with colleagues in a leadership role to examine teacher practice and student data to plan and jointly meet the needs of learners.
	10.2.6PS The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, to identify common goals, and monitor and evaluate progress toward those goals.

(Revised 2019)

Baker University USOE Lesson Plan Format

Lesson Title/Topic					
	Name:		Content Area(s):		Unit:
	Date(s):		Grade Level(s):		Time Frame:
Planned…	…with cooperating teacher _____ … with partner/team _____ …independently _____				
Standard(s)	1.				
Learning Objective(s) & Level(s) of Bloom's	Learning Objective(s): 1.		Level of Bloom's Taxonomy or DOK: 1.		
Materials Needed	For Students:		For Teacher:		
Technology Used	By Students:		By Teacher:		
Instructional Strategies/ Activities & Student Arrangements	Instructional Strategies/Activities: 1.		Student Arrangements: 1.		

Learner Needs/ Exceptionalities/ Extensions & Teacher Responses	Description of Needs/Exceptionalities: 1.	Response/Accommodations/Modifications: 1.
Keywords/ Vocabulary and/or Language Objective		
Lesson Sequence	1.	
Forms of Assessment/ Evaluation	Form: 1.	Description: 1.
Safety Considerations		
Sources		
Post-Lesson Comments/ Reflection		

Baker University USOE Lesson Plan Format Guide

Lesson Title/Topic			
	Name: *This is the name of the creator of the lesson plan.*	Content Area(s): *This may be plural to allow for integration of content areas or thematic units/lessons.*	Unit: *If part of an overall unit, provide the topic/title.*
	Date(s):	Grade Level(s):	Time Frame:
Planned…	…with cooperating teacher _____ … with partner/team _____ …independently _____		
Standard(s)	1. *Standards are curricular standards from national, state, district or professional sources. Sources of standards should be selected based on course, assignment, district, and/or state requirements. Sources of standards should be provided along with tags/codes and worded descriptions. Copy and paste the full standard with indicators; do not just include the identifying numbers and letters.*		
Learning Objective(s) & Level(s) of Bloom's	Learning Objective(s): 1. *Learning objectives should be derived from and align with the curricular standards listed above. They should be measurable/observable, and they should describe what the learners) should be able to do as a result of the lesson.*	Level of Bloom's Taxonomy or DOK: 1. *For each objective, depending on course/assignment or school/district requirements, identify the level of Bloom's Taxonomy or Depth of Knowledge (DOK).*	
Materials Needed	For Students:	For Teacher:	
Technology Used	By Students:	By Teacher:	
Instructional Strategies/ Activities & Student Arrangements	Instructional Strategies/Structures: 1. *List the strategies you will use to engage students, such as modeling, direct instruction, guided discussion, cooperative-learning groups, inquiry-based instruction, think-pair-share, content reading strategies, etc. You will describe specific activities for these strategies in the "Lesson Sequence" section below.*	Student Arrangements: 1. *For each instructional strategy, describe how and where students will be grouped, e.g. whole-group on the reading carpet, in partners at their regular seats, individually in student-selected spots, etc.*	

Learner Needs/ Exceptionalities/ Extensions & Teacher Responses	Description of Need/Exceptionalities: 1. *Describe learning needs for individual, groups and/or the entire class of students. Student "needs" may include the following: social, emotional, and/or cognitive needs; learning differences/disabilities, both identified and observed; language barriers, such as limited English proficiency or differences in dialect; cultural considerations or mis/underrepresentation in curricula; out-of-school factors, such as lack of resources or opportunities; behavioral challenges; etc. This section may be tiered according to MTSS/RTI. How you frame this section and the needs/exceptionalities you describe may depend on course and classroom requirements. Student first names may be used to increase specificity.*	Response/Accommodations/Modifications: 1. *Describe how the instructor(s) will specifically meet/address each of the described student needs/exceptionalities. Teacher responses may be general and referenced to the "Instructional Strategies" above, or may be described as particular accommodations/modifications made to learning activities, assignments, materials, sources of information, student arrangements, supervision, etc. Be as specific as possible in your response descriptions; include rigorous, evidence-based strategies and interventions; and avoid shallow or vague interventions, such as "checking-in" or "working with a para."*
Keywords/ Vocabulary and/or Language Objective	*Describe vocabulary and terms that must be understood in order to complete the lesson. A language objective may be included for ESOL learners and/or language-specific standards.*	
Lesson Sequence	1. *This is the "main" section for the lesson plan. Describe all activities, for teacher(s) and students, in clear and sequential steps/components. A variety of lesson plan/learning experience/project-based approaches may be employed. Possible models include, but are not limited to, the following:* *The Madeline Hunter approach:* 　*1.　Anticipatory Set* 　*2.　 Pre-Assessment* 　*3.　 Instructional Phase (with above included strategies)* 　*4.　Guided Practice* 　*5.　Independent Practice (or homework)* 　*6.　Post-Assessment* 　*7.　Lesson Closure* *5E or 6 E formats:* 　*1.　Emphasis (for 6E)* 　*2.　Engagement* 　*3.　Exploration* 　*4.　Explanation* 　*5.　Extensions* 　*6.　Evaluation* *Physical Education:* 　*1.　Warmup/Fitness*	

	2. *Set*
	3. *Focus Activity*
	4. *Closure*
	
	Music (Secondary level – Orchestra, Gen. Music, Choir or Band
	   1. *Warmup*
	   2. *Sight Reading activity*
	   3. *Instructional Moments*
	   4. *Guided Practice*
	   5. *Closure*

Forms of Assessment/ Evaluation	Name & Form: 1. *Briefly list both formative and summative assessments for this lesson. These descriptors could also include pre- and post-assessments, as well as formal and informal assessments. For this section, simply provide the name and type of assessment, e.g. "small-group conferences – formative" or "Exit Slip – summative."*	Description: 1. *Provide a brief description of each assessment, including both student and teacher activities/roles, e.g. "students will submit completed graphs and teacher will assess scores according to provided rubric (see attached)."*
Safety Considerations	*PE classes, field trips, chemistry labs, dangerous materials, etc. are all considerations for this category.*	
Sources	*Cite all sources used in the creation of this plan for 1) access and 2) academic honesty.*	
Post-Lesson Comments/ Reflection	*Requirements for this section may differ. The following questions may be considered in writing your reflection: Who was this lesson designed for/taught to (provide location, class period, supervising teacher, group of learners, class characteristics, etc.)? What went well and why? What did not go so well and why? What will you do differently the next time and why?*	

Glossary of Terms

Accreditation	A process for assessing and enhancing academic and educational quality through voluntary peer review
Adjunct Faculty	Faculty and administrative positions at a college or university that are not permanent positions at the academic institution
CAEP	Council for the Accreditation of Educator Preparation
Candidates	Individuals admitted to, or enrolled in, programs for the initial preparation of teachers. Candidates are distinguished from *students* in P-12 schools.
C-BASE	College Base Academic Subject Examination
Clinical Practice	Another name for the professional or student teaching semester
Conceptual Framework	An underlying structure in a professional education unit that gives conceptual meaning to the unit's operations through an articulated rationale and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. (NCATE)
Cooperating Teacher	The classroom teacher who works with the student teacher during the student teaching semester
CUTE	Council for Undergraduate Teacher Education
Curriculum	Courses, experiences, and assessments necessary to prepare candidates to teach or work with students at a specific age level and/or to teach a specific subject area (NCATE)
Dispositions	Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. (NCATE)
Endorsement	The legend printed on each license that identifies the subject in which an individual has specialization (KSDE)
Ethnicity	Physical and cultural characteristics that make a social group distinctive. These may include, but are not limited to national origin, ancestry, language, shared history, traditions, values, and symbols--all of which contribute to a sense of distinctiveness among members of the group. (NCATE)
Ex officio	An ex officio member is a member of a body (a board, committee, council, etc.) who is part of it by virtue of holding another office.

Felony Disclosure	Revealing the history of having been involved in a crime termed a felony
INTASC	The Interstate Teacher Assessment and Support Consortium, a project of the Council of Chief State School Officers (CCSSO) that has developed model performance-based standards and assessments for the licensure of teachers. (CAEP)
Interterm	January term offered at Baker between first and second semesters
KSDE	Kansas State Department of Education
Licensure	The official recognition by a state governmental agency that an individual has met certain qualifications specified by the state and is, therefore, approved to practice in an occupation as a professional. (NCATE) The granting of access to practice teaching, administration, or school services in Kansas public schools (KSDE)
Licensure Officer	The person in this position will work closely with the SOE Dean, the Undergraduate Department Chair, and the Kansas State Department of Education (KSDE) to monitor teacher licensure requirements, candidate progress toward licensure, and KSDE correspondence, rules and regulations pertaining to program licensure.
Pedagogical Content Knowledge	The interaction of the subject matter and effective teaching strategies to help students learn the subject matter. It requires a thorough understanding of the content to teach it in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of students. (NCATE)
Pedagogical Knowledge	The general concepts, theories, and research about effective teaching, regardless of content areas (NCATE)
Pedagogy	The art, science, or profession of teaching
Portfolio	An accumulation of evidence about individual proficiencies (NCATE)
Practicum	The experience and application in a classroom of previously studied theory
Practitioner	One who practices a profession; a teacher with a license
Praxis	Tests by Educational Testing Service (ETS): The *Praxis I* Test (PPST) measures reading, writing and mathematical skills that colleges often require for entry into a teacher education program. The *Praxis II* Tests (PLT and Content Area Tests) measures subject knowledge and skills that are needed for teacher licensure in 39 states. (ETS)
Probationary	A Probationary candidate is a candidate who has not met all requirements for either Conditional or Good Standing status in the Teacher Education Program.

PDS	Professional Development School
Prorated Policies	The attendance policies are calculated according to a proportion of the policy for MWF classes.
Provisional	"Provisional teaching endorsement license" means a license issued to an individual that allows access to practice in an endorsement area while the individual is in the process of completing requirements for that endorsement. (KSDE)
Qualitatively	Involving qualities or characteristics
Quantitatively	Involving quantities or measurement of amounts
Rubric	Assessment guide that reflects content and performance standards; an assessment rubric reflects what is important, defines what work meets a standard and distinguishes between different levels of performance
SOE	School of Education
GSOE	Graduate School of Education
USOE	Undergraduate School of Education
SPGS	School of Professional Graduate Studies
TEPPH	Teacher Education Policy and Programs Handbook
Tenure	A status granted after a trial period to a teacher protecting him/her from dismissal that is done without a formal process
UAC	University Academic Council

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