BAKER UNIVERSITY

POLICY AND PROGRAM HANDBOOK FOR HEALTH AND PHYSICAL EDUCATION

2020-2021

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 STUDENT HANDBOOK FOR HEALTH EDUCATION, PHYSICAL EDUCATION, AND RECREATION

This handbook was revised in August 2020

2020-2021

PREFACE

This handbook serves as a support document governing the Physical Education and Recreation Department. The majors include Health Education, Physical Education, and Physical/Health Education. This handbook supplements the BU catalog, BU Student Handbook and the USOE Teacher Education Program Handbook (TEPHH) as an additional primary document for students seeking teacher licensure in Physical Education and Health education. The handbook outlines the SOE undergraduate department's conceptual framework, requirements, policies and procedures, and coursework required for licensure. This document is available through the SOE online and the undergraduate department and is distributed to all physical education and health education candidates upon entry into the program.

Accreditation

Baker University's SOE programs are accredited by the Council for 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.

For supplemental information to this handbook please refer to the TEPPH 2020-2021.

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Baker University Health Education and Physical Education Handbook

Section I

COURSE REQUIREMENTS

Professional Education Courses

All physical education and health candidates must take the following professional education courses. In addition, all education candidates must complete the following professional education courses in addition to the content courses. 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 *(transfer students only)*	1 hour	F/SP
PE 210 Introduction to Physical Education, Health, and Recreation	3 hours	F
PE 210 is a prerequisite for all other Professional Education Courses		
ED 244 Education Field Practicum I	1 hour	F/SP
ED 313 Bilingual Education	3 hours	F/SP
ED 343 Educational Psychology	3 hours	F/SP
ED 345 Psychology of the Exceptional Learner	3 hours	F/SP
ED 366/368 Teaching Reading in the Secondary Content Areas		
or Teaching Elem Language Arts in Content Areas	3 hours	F/SP
IS 199 Diversity in Education Interterm (juniors or seniors)	3 hours	January
ED 462* Education Orientation Internship	1 hour	F
ED 460**Pre-Student Teaching Seminar for Sec. and/or		
Middle Level Majors	12 hours	F/SP
PY 111General Psychology	3 hours	F/SP
PY 243 Human Development	3 hours	F/SP/SU

* 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 **and**	6 hours	F/SP
ED 470 Student Teaching at the Secondary and/or Middle Level	6 hours	F/SP

Candidates in a PreK-12 program take 6 hours each of ED 450 and ED 470.

Total Professional Education Hours: **41-43**   **hours**

General Education Requirements

All persons who earn a degree from Baker University must meet Baker University's general graduation requirements. If ED 100 or PE 210 is taken in a year that differs from the official catalog year, graduation requirements will align with that catalog year and teacher education requirements will align with the applicable student Physical Education/Health handbook. 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 A.

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. Many times, the requirements for licensure in a content area and the requirements for the major in that content area are identical, but occasionally they are not. Secondary Education candidates will list their secondary content field as their first major and secondary education as their second major.

Special Education-Provisional opportunities also available.

National Professional Standards for Physical Educators

Standard 1 -
Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

Component 1.a-Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.

Component 1.b-Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.

Component 1.c-Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.

Component 1.d Describe the historical, philosophical, social perspectives and legislation in general physical education and adapted physical education.

Component 1.e Describe and apply content knowledge of enhanced physical activity and how it affects cognitive, affective and behavioral functioning.

Standard 2 - **Health-Related Fitness**
Physical education candidates are physically literate individuals who can demonstrate
skillful performance in physical education content areas and health-enhancing levels of fitness.

Component 2.a--Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).*

*(Skillful Performance) A person's effective employment of techniques, tactics, strategies, rules and etiquette in the context of the activity.

Standard 3 - **Planning and Implementation**
Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for PreK-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and critical thinking strategies to address the diverse needs of all students.

Component 3a. Plan and implement appropriate short- and long-term **objectives** that are aligned with local, state and SHAPE America's National Standards and Grade-Level Outcomes for PreK-12 Physical Education. Outcomes must be measurable, developmentally appropriate, and performance-based.

Component 3b. Plan and implement progressive (over-time) and sequential content and skill development, allowing for individualized instruction, that aligns with short- and long- term plan outcomes, which address the diverse needs of all students.

Component 3c. Plan for and manage resources, including adapted equipment, to provide active, fair and equitable learning experiences.

Component 3d. Plan and implement individualized instruction, specially designed when necessary, adding specific accommodations and/or modifications for all students.

Component 3f. Plan and implement learning experiences that engage students in using critical thinking strategies appropriately to analyze their own performance. results.

Standard 4 - **Instructional Delivery and Management** Physical education candidates engage all students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

Component 4a. Establish a caring and inclusive learning environment through constructive feedback and positive behavior management strategies that support relationship building.

Component 4b. Employ verbal and/or nonverbal communication skills that clearly state the learning objectives to students during the lesson introduction and closure.
Component 4c. Provide clear, accurate, and concise task instructions and cues to meet the needs of students with exceptionalities and different learning styles (e.g. auditory, visual, kinesthetic).
Component 4d. Exhibit the ability to modify or adjust instructional activities in response to off-task behavior, schedule changes, and unanticipated classroom events.
Component 4e. Execute effective management strategies for safety, efficient use of time, maximized participation, and student self-management.
Component 4f. Utilize a variety of techniques to observe and evaluate student performance and provide specific, individual or group feedback to include accommodations and modifications for the enhancement of student learning.
Standard 5 - **Assessment of Student Learning** Physical Education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.
Component 5a. Implement formal and/or informal pre-assessments and utilize data to plan developmentally appropriate learning experiences.
Component 5b. Conduct formal and/or informal formative assessments to guide instructional strategies, student practice, and modification of learning objectives.
Component 5c. Collect and utilize summative assessment data to evaluate and communicate student progress, inform curricular modifications, and reflect upon teacher effectiveness.
Standard 6. Susan **Technology and Digital Citizenship**. Physical education candidates exhibit technological fluency, model appropriate digital citizenship, and engage students in technology use to enhance learning.
Component 6.a Select and utilize digital tools to create and implement innovative learning experiences that maximize student engagement with lesson content.
Component 6.b Use technology for the collection, analysis, evaluation and communication of student performance and data.
Component 6.c Facilitate student use of technology to meet learning outcomes in a safe, legal, and ethical manner.
Standard 7 - **Professional Responsibility** Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of
promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.
Component 7.a Engage in behavior that exhibits self-reflection, professional ethics, practice and cultural competence.
Component 7.b Demonstrate the knowledge and importance of professional growth and collaboration in schools and/or professional organizations.
Component 7.c Describe strategies for the promotion and advocacy of physical education and expanded physical activity opportunities for all.

NATIONAL PROFESSIONAL STANDARDS FOR HEALTH

Standard #1: Content and Foundational Knowledge

Health education candidates demonstrate an understanding of health education content, health literacy skills, digital literacy skills, theoretical foundations, applicable preK - 12 health education standards for the purpose of instilling healthy behaviors in all learners.

Component 1.a: Candidates demonstrate knowledge acquisition in the ten health education content areas (Community Health, Consumer Health, Environmental Health, Family Life, Relationships and Human Sexuality, Injury Prevention and Safety, Mental and Emotional Health, Nutrition, Personal Health, Prevention and Control of Disease, and Substance Use, Abuse and Addiction) and the six adolescent risk behaviors (tobacco use, nutritional behaviors, sedentary lifestyle, sexual behaviors, intentional/unintentional injury and other drugs).

Component 1.b: Candidates demonstrate knowledge of health education standards.

Component 1.c: Candidates demonstrate knowledge of theoretical foundations for health behavior and learning.

Component 1.d: Candidates have knowledge of developmentally appropriate instructional strategies that meet the needs of diverse learners.

Component 1.e: Candidates understand the process of curriculum development and ability to integrate into other content areas.

Component 1.f: Candidates demonstrate proficiency in health literacy skills and digital literacy skills.

Standard #2: Planning

Health education candidates plan relevant and meaningful school health education instruction and programs that are sequential and aligned with appropriate preK-12 health education standards. Plans include the use of instructional technology, integration of other content areas, resources and accommodations that support the needs of all learners.

Component 2.a: Candidates collect and analyze contextual information to plan relevant school health instruction and programs.

Component 2.b: Candidates design a logical scope and sequence of meaningful, comprehensive and challenging learning experiences.

Component 2.c: Candidates construct measurable, developmentally appropriate, performance-based objectives that are aligned with local, state, and/or the National Health Education Standards.

Component 2.d: Candidates plan instruction that facilitates skill development and application of functional health knowledge.

Component 2.e: Candidates will plan instruction to meet the needs of all learners, adding accommodations and/or modifications specific to individual learners.

Component 2.f: Candidates apply the process of curriculum development and the ability to integrate into other content areas.

Standard #3: Implementation

Health education candidates implement a range of school health education instructional strategies, and classroom management practices, to support all learners. Candidates demonstrate communication skills, feedback, and the use of reflective practice strategies to meet the diverse needs of all learners.

Component 3.a: Candidates implement a variety of instructional strategies to facilitate students' development of health-related skills and their application of functional health knowledge.
Component 3.b: Candidates implement instructional strategies that incorporate verbal and visual cues, technology, media and other appropriate resources to enhance student learning.
Component 3.c: Candidates reflect on and adjust instruction to meet student learning outcomes, and current community health issues.
Component 3.d: Candidates apply effective, developmentally appropriate, and respectful communication skills (verbal & non-verbal) and feedback.
Component 3.e: Candidates implement a variety of classroom management strategies to promote intrinsic motivation, a productive and safe learning environment, appropriate social behavior and managerial and instructional routines that create a smoothly functioning learning environment.
Standard #4: Assessment of Student Learning Health education candidates use multiple methods of assessment to plan instruction, engage all learners, monitor learner progress, provide meaningful feedback, and reflect on/adjust units and lessons to enhance the acquisition of functional health knowledge and health-related skill proficiency for all learners.
Component 4.a: Candidates implement a variety of summative and formative assessment techniques to document learners' progress.
Component 4.b: Candidates use assessment data to plan instruction, analyze student learning, reflect on implementation practices, provide meaningful feedback and adjust units and lessons.
Standard #5: Professional Responsibility Health education candidates work collaboratively with all stakeholders, demonstrate ethical behavior, and engage in and reflect on professional learning opportunities in order to meet the diverse needs of all learners. Health education candidates communicate with stakeholders and advocate for school health education as an integral component of the school experience.
Component 5.a: Candidates demonstrate ethical behavior, as defined by health education and/or Kansas Educators Code of Conduct.
Component 5.b: Candidates work collaboratively with stakeholders, professional organizations and/or peer groups to advocate for, and enhance, health education.
Component 5.c: Candidates participate in ongoing, meaningful learning opportunities that are aligned with professional needs, and they remain current with health education, evolving technologies, emerging research and student, school and community needs.
Component 5.d: Candidates reflect on their roles as teacher, professional and resource, and they identify strategies for adapting practice to meet the diverse needs of all learners.
Component 5.e: Candidates demonstrate strategies for communications and socialization with school colleagues and parents/community members.

Courses Required for License in Health and/or Physical Education

Health and Physical Education

In order to teach both content areas candidates must successfully complete both licensure assessments

The Health education program is approved by the Kansas Department of Education for the purpose of licensing PreK-12 health and physical education 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.

PHYSICAL EDUCATION/HEALTH CORE REQUIREMENTS

PE 210	Introduction to Physical Education, Health, and Recreation	3 hours	F
PE 230	Movement and Rhythm	2 hours	S odd
PE 240	Techniques of Teaching Team Sports	3 hours	S
PE 241	Techniques of Teaching Individual and Team Sports	3 hours	F
PE 246	Health Seminar	2 hours	F
PE 303	Methods of Teaching Early Childhood and Elementary Physical Education and Health	3 hours	F odd
PE 305	Methods of Teaching Secondary Physical Education and Health	3 hours	F even
PE 309	Tests and Measurement in Physical Education and Health	3 hours	S even
PE 327	Kinesiology for Physical Education and Health	3 hours	S
PE 351	Physiology of Exercise for Physical Education and Health	3 hours	F
PE 332	Physical Education and Health for Special Populations	3 hours	S odd
EX 184	Lifetime of Fitness	3 hours	F & S
EX 342	Motor Learning	3 hours	S odd
EX 245	Human Nutrition	3 hours	F
EX 181	Introduction to Applied Health Sciences	3 hours	S

SUPPORTING COURSE WORK

BI 246	Human Anatomy and Physiology I	4 hours	F
BI 246L	Human Anatomy and Physiology Lab		
Or			
BI 130	Essential of Human Biology	3 hours	F

Total Hours   **46-47 hours**

Special Education Provisional Endorsement

Education candidates at all levels may **add** a provisional endorsement in special education upon completion of nine credit hours.

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 that you are assigned to teach in the provisional subject area at the appropriate level.

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

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

Career Exploration

During Career Exploration, a student has the opportunity to discover whether being a teacher is the career that he/she wants to pursue and to work on requirements for admission to the Undergraduate School of Education (see below). In this discovery process the student will reflect on the dispositions, skills and knowledge needed to become a career educator.

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

- ✓ ... of 18 or higher (SAT score of 980 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
- ✓ Successfully complete ED 243 with a grade of C 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 **one** 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.

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
- ✓ 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

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
- ✓ 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, he/she 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, he/she 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 will not be allowed to enroll in 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

Professional Education courses have been listed earlier in this document (see page 4).

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 B.

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 Chair of the Physical Education, Health, and Recreation department.

In addition, candidates who have concerns or complaints should submit them in writing in a formal format addressed to the Chair of the Physical Education, Health, and Recreation department. If not resolved at that level, complaints will be brought to the Dean of Education for resolution. Documentation of all complaints will be housed in the Dean's office with a copy filed in the licensure officer's office.

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

Candidates will be required to keep their TaskStream account updated. Each year there will be a new code that will need to be entered for current submissions. Candidates may create rubrics, access state standards for lesson plan writing, and create a Professional Portfolio that will be used for a capstone project in the Pre-Student Teaching Seminar class. 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) prior to 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 <u>may</u> not receive licensure to teach in Kansas if they have a felony or crime in their background. KSDE recommends that all teacher education candidates are aware of this 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 PE 210 (or ED 100 if a transfer student) and in each subsequent course that involves an unsupervised field experience, practicum, or other activity involving school-aged students. Counseling sessions with the candidate's advisor or department chair may be required depending on the information collected on this form.

Background Check and TB Test

Candidates in the teacher education program are often required to complete a background check in order to observe in public school buildings. Background checks are effective for one year. Currently a background check costs $35.00. Candidates can contact the Licensure Officer to see if a new background check in necessary. The needed form can be secured from the Licensure Officer located on the 2nd floor of Case Hall. In addition to a background check, candidates will need to provide a negative tuberculous (TB) test to each school visited with requested. <mark>A TB test must be taken each year</mark>. This test can be taken at the student health center and costs $10.00.

Involvement in and Service to the Larger Community

Candidates are expected to demonstrate involvement and service to the larger community. The department expects candidates to participate in a minimum of 15 hours of approved 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 462 Education Orientation Internship (See Appendix C).

Candidate 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 $\geq$ 2.8 for all professional and required content area courses, and a cumulative GPA $\geq$ 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 all 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 III

PRE-LICENSURE TESTING

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. The current passing score for the PLT is Kansas is 160. The passing score for the content assessment in Physical Education is 148. A score of 153 is required to pass the Health content test. All scores are subject to change by KSDE at any time. To be licensed in each content area (physical education and health), both tests must be taken and passed.

PLT

The PLT should be taken the semester of 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 PE 309 Test and Measurements in Physical Education and Health 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 most teaching candidates to pass a content test over endorsement areas for teacher licensure. For example, those pursuing an endorsement in physical education must take a test over physical education content. Content tests should be taken during the student teaching semester. An exception may be those who are completing their degree the semester after student teaching. Material to review for each content test can be found on the ETS/Praxis website. The process for signing up and taking the test will be the same as that for the PLT. All required content tests are listed on the KSDE.org website. **Physical Education and Health students will need to pass test 5551 to be licensed in Health and test 5091 to be licensed in Physical Education**. To be licensed in either area requires the passing of the content test.

Test Procedures and Policies

When completing 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.** Note, ETS does not send the scores to the Baker USOE. Candidates are responsible for getting their scores to the licensure officer in order to submit all data required for licensure. **Candidates should <u>not</u> 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.** All required content tests are listed on KSDE.org website.

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: Area Professional Development School Partnership and Urban Professional Development School Partnership. The Area PDS Partnership includes all schools in the USD 348 (Baldwin City) and USD 289 (Wellsville) districts. The Urban PDS Partnership is with USD 500 (Kansas City) district. These partnerships strengthen the field experiences provided to education majors. Candidates will not be reimbursed for travel expenses incurred while attending practicums or field experiences.

Field Experiences Required of All Physical Education and Health Education 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.

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 or senior year.

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.

PE 246 Health Seminar

PE 246 is designed to provide candidates with a specialized health classroom experience tailored to meet candidate's individualized needs. Candidates will meet with the instructor to devise a course of study that best addresses the candidates's needs and the relevant course objectives.

Several courses have required practicum experiences built into the requirements of the courses. For example, physical education majors are required to complete PE 303 and 305, elementary and secondary physical education and health method courses. Each is a three-hour course devoted to teaching physical education and health at each level, elementary and secondary. Candidates enrolled in these courses spend numerous class periods doing small-group teaching in physical education and health. Separate sessions allow a candidate to work at different age levels. Under direct supervision, Baker University candidates both plan and actually teach lessons in physical education. The courses that require practicum experiences are PE 230, PE 246, PE 303, PE 305, and PE 332. Each student will be in schools, working with students and staff, for a minimum of 110 hours in major classes.

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.

Felony Disclosure Forms

All Baker University physical education and health candidates are required to sign a copy of the "Felony Disclosure" form during PE 210 and in each subsequent course that involves an unsupervised field experience, practicum, or other activity involving school-aged students. Counseling sessions with the candidate's advisor and/or department chair 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 D).

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 December before winter break. Also, candidates who do not attend one of the mandatory meetings scheduled in December will not understand the scope or expectations of the courses. This policy will avoid last minute pleas for candidate placements in the schools.

<center>**Section V**</center>

<center>**THE STUDENT TEACHING SEMESTER**</center>

<center>**Permission to Enter the Student Teaching Semester**</center>

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

Prior to the semester in which a candidate wishes to do his/her student teaching, 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 be in Good Standing and 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 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 remaining in good standing. 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 of the CUTE. Please refer to the Due Process Procedure found in this handbook.

<center>**Student Teaching Placement**</center>

Candidates who are approved by the CUTE for student teaching will be assigned to their student teaching site and cooperating teacher by the Licensure Officer in the School of Education. 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 lobby of the education department. 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. **It is not appropriate for candidates to contact the district.** Candidates will not be reimbursed for travel expenses incurred while student teaching. Background checks are now required by many school districts before student teaching. The fee for this service should be paid by the student and will be added to tuition the semester you are enrolled in student teaching.

The Kansas State Department of Education (KSDE) assesses each student teacher a $60 fee for administration costs associated with completing and evaluating the Kansas Performance Teaching Portfolio (KPTP. Prior to student teaching candidates are required to enroll in PE 440 which reviews pre-student teaching requirements.

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 by the Licensure Officer will be considered. Candidate requests will be taken into consideration, with districts making the final placements. A list of available districts is held by the Licensure Officer.

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. Placement will not be given in high school the candidate attended.

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 Teacher Handbook that is made available to cooperating teachers and student teachers during the student teaching semester.

Section VI

PROCEDURES FOR OBTAINING TEACHER LICENSURE

Accrediting Agency Requirements

The minimum requirements specified by accrediting agencies for licensure are:
1) successfully complete the content tests and the PLT test.
2) complete an approved teacher education program and be recommended by that institution,
3) possess a bachelor's degree, and
4) 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
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.

Special Education Provisional License (for those who have successfully completed the SPED requirements and have accepted a SPED teaching position)
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 and Background Checks (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.

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.

Teaching Credentials

Information regarding teaching credentials can be obtained by visiting the Career Development Center in the Harter Union. A representative of the Career Development Center will work with candidates during ED 440 or ED 460 to inform candidates of the services available. Spring graduates must complete credential files before March 1 of the year of graduation in order to participate in the Teacher Fair. Fall graduates should complete their credential file by Nov. 1.

Section VII

NON-TRADITIONAL PATHWAYS TO TEACHER EDUCATION

Transfer or Late-Deciding Students

Transfer students are welcomed 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 PE 210 Introduction to Physical Education, Health, and Recreation, 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's 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 VIII

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
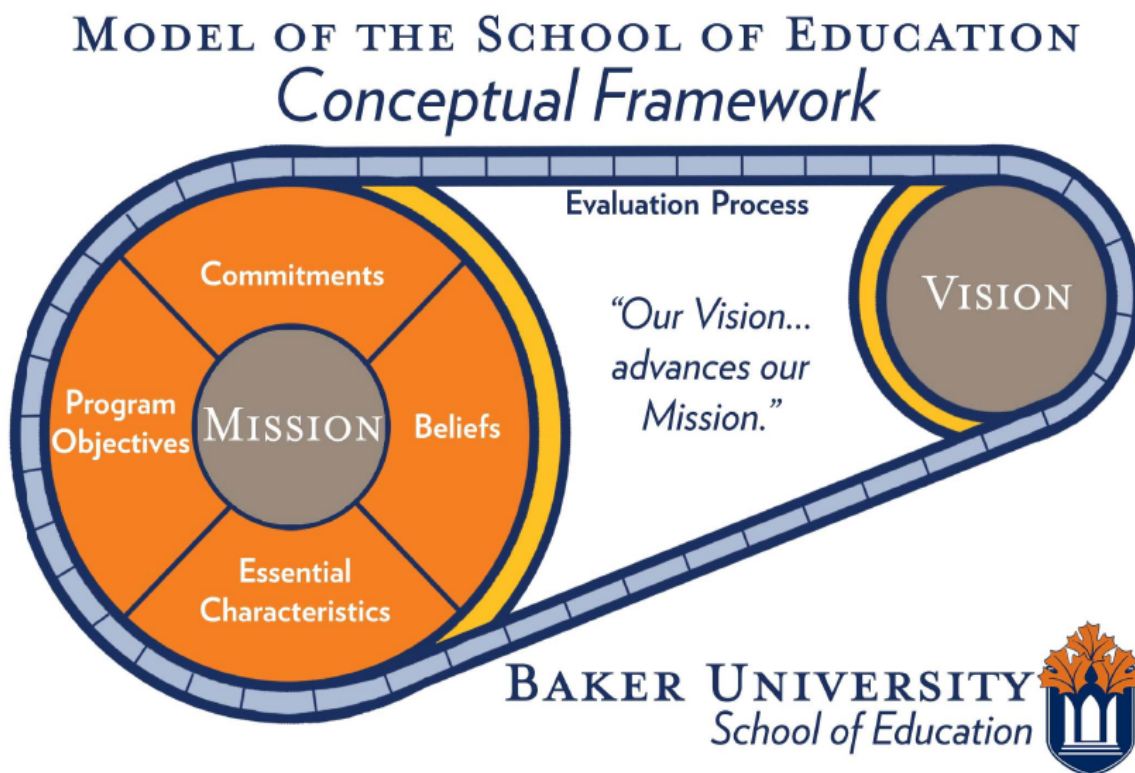
SOE Mission, Vision, and Beliefs

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.

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USOE Essential Characteristics

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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 each 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 student demonstrates as part of the course activities (See Appendix E).

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.

7. Potential for teaching success

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 F).

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 G 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. 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. **Student Teacher Evaluation** - This form is completed by supervising teachers during every student teacher on-site visit.
   d. **Student Teacher Evaluation** - This form is completed twice during the student teaching semester by cooperating teachers. (See Appendix H)
   e. **Personal and Professional Skills Survey** - This form is completed by instructors of all professional education courses (with the exception of practicum courses). (See Appendix E)
   f. **Instrument for Measuring Candidate Dispositions** - The candidate's dispositions are assessed in each of the professional education courses in the manner explained in the curriculum. (See Appendix F)
   g. **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.
   h. **Program Portfolios** - Developmental and 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 (with the exception of practicum 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 Evaluations, and Graduate Evaluations 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 C-BASE or PPST 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 first 10 program objectives 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 IX

GOVERNANCE

Undergraduate School of Education Faculty & Staff

Sharon Zoellner	Dean of the School of Education	Case 200 & Overland Park	913-344-1235
Verneda Edwards	Department Chair, Physical Education, Health, and Recreation	Case 205B	913-344-1227
Dean Richards	Assistant Professor	Case 202	785-594-8368
Charlsie Prosser	Associate Professor, Department Chair, School of Education	Case 203	785-594-4593
Merrie Skaggs	Supervisor of Field Experience	Case 302	785-766-7632
Renee Linder	SOE Licensure Officer & Assessment Coordinator	Case 205A	785-594-4502
Amy Wintermantel	Associate Professor	Case 201	785-594-4583

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:

4. **Council for Undergraduate Teacher Education (CUTE)**

   a. 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 candidates (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.

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

   c. 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; a) the chairs of the undergraduate and graduate departments of education; b) the Dean of the SOE (ex-officio member with voice but without vote); c) the Director of Assessment and Accreditation; d) University Registrar or designee (ex-officio members with vote); e) all SOE faculty/administrative 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.

5. **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.

6. **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.

Major revisions of this document must be approved by the CUTE committee.

Section X

APPENDICES

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APPENDIX A
**LICENSURE REQUIREMENTS FOR CANDIDATES
WHO HAVE PREVIOUSLY EARNED A DEGREE**

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_____   _____
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 Council for Accreditation of Educator Preparation (CAEP). Baker is accredited by KSDE and CAEP 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**):

	Course	Credit Hrs.	Grade	Sem. Comp.
1. ED 100 Teaching as a Career	_____	1	_____	_____
2. ED 243 Introduction to Education I	_____	3	_____	_____
3. ED 244 Education Field Practicum	_____	1	_____	_____
4. ED 313 Bilingual Education	_____	3	_____	_____
5. ED 320 Education Field Service Practicum II	_____	1	_____	_____
6. ED 343 Educational Psychology	_____	3	_____	_____
7. ED 345 Psychology of the Exceptional Learner	_____	3	_____	_____
8. ED 366/ED 368 Teaching Reading in Content Areas	_____	3	_____	_____
9. ED 440/460 Pre-Student Teaching Seminar,	_____	3	_____	_____
10. ED 462 Education Orientation Internship	_____	1	_____	_____
11. IS 199 Diversity in Education Interterm	_____	3	_____	_____
15. ED 450/470 Student Teach. In Elem./Sec. School	_____	12	_____	_____
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.**

                                                                                            (Updated August 2020)

Appendix B
Academic and Professional Misconduct Policy

The School of Education follows the Academic and Professional Misconduct Policy approved by the Undergraduate School of Education.

The University follows a similar policy. Students and instructors are expected to do their own work. Academic misconduct includes plagiarizing, cheating on tests and/or other assignments, turning in papers as your own when you are not the primary author, accessing tests and other materials inappropriately, falsifying academic records or documents, and turning in the same work in more than one class (without letting the instructor know prior to the due date).

Plagiarizing is the copying of other people's work without giving credit to the original source. It can also what many consider to be paraphrasing. If you use the basic structure, language and phrases of the article or passage you must use a citation!

Sanctions by the university for academic misconduct are as follows:
- Warning: one time, first semester freshman, warning
- Level 1: 0.5 sanction points, infraction – using test aids that are not allowed, submitting counterfeit work. Receive letter of reprimand.
- Level 2: 1.0 sanction points, infraction – falsifying data, taking a test for another student. Required to meet with the dean, may also receive notification on transcripts.
    - 1.5 sanction points – suspension for the university for one semester.
    - 2.0 sanction points – suspension for two semesters after completion of current term.
    - 2.5 sanction points -   cannot register for 3 semesters
- Level 3.0 and 3.0 plus sanction points, infraction – falsifying academic records, forging university–related documents. Immediate expulsion, permanent noted in students' permanent folder.

If you chose to engage in academic misconduct and it comes to the attention of the instructor credit for the that assignment will result in a zero and action will be taken according to policy.

APPENDIX C

COMMUNITY SERVICE

RATIONALE:
The School of Education's Conceptual Framework includes ten Program Standards 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 competent 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 462 Education Orientation Internship. 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 included under section #5 *Community Service Record.* The required documentation form is attached.

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

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

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

1 unsatisfactory ability; 2 = not ready to assume responsibility for classroom; 3 = basic ability; 4 = meets expected skills of a beginning teacher; and 5 = distinguished.

	1	2	3	4	5
Professional Responsibility and Dependability (x2) 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 (x2) Engaging, ability to relate to others, acceptance of individual difference, and belief that all can learn, treats others with dignity and respect and willingness to address personal 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 (x2) 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 Skills 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 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 as 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.

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)

Demonstrate a belief that all students and/or people are capable of learning	Score
• 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	Score
• 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	Score
• 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	Score
• 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:	

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

BAKER UNIVERSITY
GOVERNANCE STRUCTURE FOR THE SCHOOL OF EDUCATION

University

University

University

| Dean | Dean of | Dean | Dean |

SOE

CAS

SPGS

| Council for | Graduate |

Education

| Undergrad | Undergra | Associate |

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. All reporting lines move upward.

APPENDIX I
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.

ED

Internet Searches

A. 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.
  a. ED 366/ED 368: Candidates access program standards online and cite standards addressed in writing an integrated unit.
  b. 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.

D. 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.

E. 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

F. 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.

G. 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.

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H. 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.
I. 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.

Appendix J

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 Educators.

Skills to be mastered:

    J. Internet Searches
        a. PE 210: Candidates find applicable educational resources to include in the student artifacts notebook. Candidates write critiques of three educational websites for inclusion in the student artifacts notebook.
        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. The unit bibliography is included in the student artifacts notebook.
        d. ED 366/ED 368: Candidates access program standards online and cite standards addressed in writing an integrated unit.
    K. PC/Apple Comparison
        a. ED 265: Candidates will explore Apple platforms
    L. Technology-Based Educational Resources, and Software Programs
        a. PE 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.
        b. PE 309: Candidates create authentic assessments that are evaluated with a rubric.
        c. PE 309: Candidates access www.taskstream.com and create at least one rubric for their authentic assessment assignment. This alternative assignment, with rubric, is included in the student artifacts notebook.
        d. ED 345: Candidates examine technology specific to accommodating the communication needs of diverse students. Resources are kept in the candidate's artifact notebook.
        e. ED 440/460: Candidates will be exposed to electronic to Professional Portfolio options.
    M. 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 reflective
        report of their practicum experience.
    N. Technology Hardware
        a. ED 265: Candidates examine/interact with current available technology.

      b. ED 366/ED 368: Candidates will use presentation hardware such as (but not limited to) Elmo and SMART Boards.

O. 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.

P. 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.

STRETCH YOUR EDTECH PRACTICE

Breathe into the ISTE Standards for Educators

ISTE Standards

The ISTE Standards for Educators are a lot like yoga.

- ☑ Start where you are, get out of your comfort zone and progress at your own pace.
- ☑ Practice with others to move toward mastery.
- ☑ Don't forget to breathe!

Get the standards today at iste.org/StandardsForEducators

LEARNER

Learn from and with others and explore promising practices that leverage technology to improve student learning.

Extended Triangle Pose
Reach beyond your comfort zone to deepen your practice as you commit to continuous self-improvement.

LEADER

Seek opportunities to support student empowerment, help shape a shared vision and advocate for student equity.

Warrior I Pose
Tap into your courage and confidence as you use your strength to inspire and empower your students and colleagues.

CITIZEN

Inspire students to contribute responsibly in the digital world and guide them to be curious, wise, empathetic, safe and ethical.

Downward Facing Dog
View the world from a different perspective as your students explore ethical ways to use digital tools to change the world.

COLLABORATOR

Collaborate with others to improve practice, discover and share resources, and solve problems with others around the globe.

Partner Tree Pose
Lean on your partner to maintain your balance. If you fall out of the pose, smile and try again.
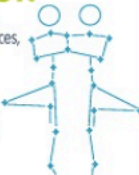
DESIGNER

Design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

Wild Thing Pose
Open up to new possibilities so you can create innovative digital environments that engage and support learning.

FACILITATOR

Model creative expression, empower students to take ownership of their learning and create opportunities for students to innovate and solve problems.

Bridge Pose
Lying on your back, stretch into the role of facilitator and breathe as you become more comfortable with student-driven learning.

ANALYST

Use data to drive instruction and provide alternate ways for students to demonstrate competency and use assessment data to guide progress.

Upward Facing Dog
When analyzing data to inform practice, start small and work toward greater flexibility. Focus on goals, measure progress and reach higher.

Appendix K

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):

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.

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

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.

Appendix L
Practicum Hours for
Physical Education Majors

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
PE 230 Movement and Rhythm	30	PE 230	30
PE 303 Methods for Teaching Physical Education to Early Childhood and Elementary Children	30	PE 303	
PE 305 Methods for Teaching Physical Education to Secondary Students		PE 305	30
PE 246	10	PE 246	10
IS 199 Diversity in Education Interterm	84	IS 199	84
ED 462 Education Orientation Internship	30	ED 462	30
TOTAL	204		204

(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?*	

Appendix N
Baker University USOE Lesson Plan Rubric

Criteria NA is an option on TaskStream.	Not Meeting Expectations (0-6.9)	Meeting Expectations (7-8.9)	Exceeding Expectations (9-10)	Total
Standards	___There is not a direct link to the standards. ___Fewer than three levels of hierarchy are included ___with or ___without appropriate numbers/code and the ___descriptions.	___The lesson is designed with the standards as a focus. ___At least three levels of hierarchy are included ___with appropriate numbers/code and the ___descriptions.	___Standards for two or more content areas are included and ___integrated in the lesson. ___All descriptors in Level 2 of this criteria are met.	
Measurable Learning Objective(s)/Targets & Level(s) of Bloom's Taxonomy	___Measurable learning targets/objectives identified do not provide a clear sense of what students will know or be able to do. ___Learning targets are not always related to the standard(s). ___Bloom's/DOK level are not identified. ___Insufficient or too many standards are referenced.	___Measurable learning targets/objectives identify what students should know and be able to do because of participating in the lesson. ___Most of the learning targets are related to the standard(s). ___Bloom's/DOK levels are accurately identified.	___Measurable learning targets/objectives are directly linked to the identified standard(s). ___The learning targets provide a clear sense of what students will know and be able to do because of the lesson. ___Bloom's/DOK levels are accurately identified and concisely explained.	
Materials Needed (includes equipment, handouts, all relevant materials)	___Some materials needed for the lesson are not listed in the plan. ___Supporting written work or assignments are not professionally developed.	___All materials needed for the lesson are included in the plan. ___Supporting materials and written work are professionally done. ___Material listed directly supports the lesson.	___All materials needed for this lesson are included with the plan. ___The materials are comprehensive and provide detailed information. ___Materials are professionally done. ___The needed materials enhance the lesson.	
Technology Used	___Technology was not used in the lesson ___when it could have enhanced what was taught.	___Technology was used ___only by the teacher to enhance instruction.	___Technology was used __by both the teacher and students ___to enhance instruction, engagement, and learning.	
Instructional Strategies/Activities and Student Arrangements	___Few instructional strategies were used. ___Strategies were not appropriate to the lesson. ___Student arrangements were not included.	___A variety of instructional strategies and activities were used. ___These strategies were both teacher- and student-centered/constructivist. ___Strategies were effective. ___Some student arrangements were aligned with the strategies.	___Instructional strategies and activities with rigor, student direction, and accountability were used for instruction. ___All strategies impacted learning effectively. ___Student arrangements for each strategy were included.	
Learner Needs/Exceptionalities/Extensions & Teacher Responses	___Lesson plan includes minimal differentiated instruction for students.	___Lesson includes aspects of differentiated instruction with accommodations and modifications for most learners in the class.	___Lesson clearly offers appropriately differentiated instruction for all learners.	
Keywords/Vocabulary and/or Language Objective	___No vocabulary was identified as part of the lesson.	___Vocabulary was integrated into the lesson.	___Vocabulary was taught and engaged in multiple ways throughout the lesson.	
Anticipatory Set	___There was no anticipatory set. ___An anticipatory set was provided but ___it did not review OR ___it did not set up the lesson effectively.	___The anticipatory set was developed and ___was linked to the learning targets and prior learning ___or it set up the lesson effectively.	___The anticipatory set was well developed, ___provided an effective overview of the learning target of the lesson ___by reviewing ___or preparing for the lesson.	
Lesson Sequence	___Some of the activities were related to the standards/learning targets. ___The lesson provides for	___Activities directly relate to the standards or learning targets of the lesson. ___A sequence of learning	___Activities directly relate to the standards or learning targets of the lesson. ___Plans provided	

	some active participation but not consistently. ___The lesson did not follow a clearly listed sequence.	activities was listed. ___A clear sequence that follows one of the various approaches was included.	exceptional details for both teacher and student behaviors/activities during the lesson.	
Closure	___Closure is not included. ___The bell or the teacher merely dismissed the students.	___Closure is included and ___is linked to the standards/learning targets of the lesson. ___Students (rather than the teacher) had the opportunity to summarize their learning.	___Closure is included and is linked to the standards/learning targets of the lesson. ___Students (rather than the teacher) had the opportunity to summarize their learning. ___The closing activity provides reinforcement of the skills and content learned during the lesson.	
Forms of Assessment/Evaluation	___Assessment is not included in the lesson. __No explanation is given explaining why there was neither formative nor summative assessment in this lesson.	___Assessments are directly related to the standards/learning targets of this lesson. ___Formative assessments assess students' prior knowledge. ___Formative assessments check for understanding during the lesson.	___Assessments are directly related to the standards/learning targets of the lesson. ___Both formative and summative assessments are included ___or are referenced if done on prior or future days. ___The assessments allow for needed modifications or accommodations.	
Safety Considerations	___Safety considerations were not included ___when they should have been.	___Safety considerations were included as needed. ___They were explained thoroughly. ___Safety considerations were not needed for this lesson.	___Safety considerations were included and ___the rationale for the safety procedure is included. ___They were explained thoroughly. ___Students followed the safety procedures.	
Sources	___No or very little source information was provided.	___Source information was provided for ___easy access and ___the citing of sources for academic honesty.	___All source information was provided ___in the correct format for ___easy access and ___the citing of sources for academic honesty.	
Inclusion of Various Components of the Lesson Plan as Needed	___If this lesson was taught, the Post-Lesson Comments/Reflec-tions were not included. ___One or more of the following were omitted: ___Lesson Title/Topic ___Name (yours) ___Content Area(s) ___Time Frame ___Planned with whom ___Appropriate use of writing conventions. ___Proofreading of the plan.	___If this lesson was taught, the Post-Lesson Comments/Reflections were included. ___All components were included: ___Lesson Title/Topic ___Name (yours) ___Content Area(s) ___Time Frame ___Planned with whom ___Appropriate use of writing conventions. ___Proofreading of the plan.	___If this lesson was taught, the Post-Lesson Comments/Reflec-tions were included. ___These comments showed insight and ___should be helpful for future teaching. ___All components were included: ___Lesson Title/Topic ___Name (yours) ___Content Area(s) ___Time Frame ___Planned with whom ___Appropriate use of writing conventions. ___Proofreading of the plan.	