

BAKER UNIVERSITY

TEACHER EDUCATION POLICY AND PROGRAMS HANDBOOK (TEPPH)

2022-2023

MODEL OF THE SCHOOL OF EDUCATION *Conceptual Framework*



SOE Mission:

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

BAKER UNIVERSITY TEACHER EDUCATION POLICY AND PROGRAMS HANDBOOK

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2022-2023

PREFACE

This Handbook--the TEPPH

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

Accreditation

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

Mission Statement

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

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SECTION I COURSE REQUIREMENTS

Professional Education Courses

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

Required Professional Education Courses

ED 100 Teaching as a Career (for transfer students already having ED 243)	1 hour	F/SP
ED 243 Introduction to Education	3 hours	F/SP
ED 100 and ED 243 are prerequisites for all other Professional Education Courses		
ED 244 Education Field Practicum I	1 hour	F/SP
ED 264 Foundations of Classroom Management	1 hour	F/SP
*ED 265 Technology for Teachers	1 hour	F/SP
(*BME & PE candidates meet this requirement through education courses in their programs)		
*ED 309 Evaluation Techniques for the Classroom	3 hours	F/SP
(*PE candidates meet this requirement through education courses in their program)		
ED 313 Bilingual Education	3 hours	F/SP
*ED 320 Education Field Service Practicum II	1 hour	F/SP
(*BME & PE candidates meet this requirement through education courses in their programs)		
ED 343 Educational Psychology	3 hours	F/SP
ED 345 Psychology of the Exceptional Learner	3 hours	F/SP
ED 350 Dyslexia & Research Based Interventions for Elementary OR	2 hours	F
ED 351 Dyslexia & Research Based Interventions for Secondary	1 hour	SP
ED 366 Teaching Elementary Language Arts in the Content Areas OR	3 hours	F
ED 368 Teaching Reading in the Secondary Content Areas	3 hours	SP
IS 199 Diversity in Education Interterm (junior year)	3 hours	January
**ED 462 Education Orientation Internship	1 hour	F
***ED 440Pre-Student Teaching Seminar for Elementary Majors OR	3 hours	F/SP
***ED 460Pre-Student Teaching Seminar for Sec. and/or Middle Level Majors		
PY 111 General Psychology	3 hours	F/SP
PY 243 Human Development	3 hour	F/SP/SU

* Music & PE Majors have some exceptions. Check with your advisor.

** Must be taken in the fall of the academic year of student teaching

***Must be taken in the semester prior to student teaching

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

ED 450 Student Teaching at the Elementary Level OR	12 hours	F/SP
ED 470 Student Teaching at the Secondary Level OR		
ED 480 Student Teaching at the Middle Level		

*Candidates in a PreK-12 program will enroll in ED 470 and will have a split placement between elementary and secondary.

Total Professional Education Hours: 48-49 hours

General Education Requirements

All persons who earn degrees from Baker University must meet Baker University's general graduation requirements. If ED 100/ED 243 or PE 210 is taken in a year that differs from the official catalog year, graduation requirements will align with the catalog year and teacher education requirements will align with the applicable TEPPH. These two years may differ.

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

Majors Offered by the Undergraduate School of Education

Listing of Majors

The Undergraduate School of Education offers the following majors:

1. Elementary Education
2. Middle Level English
3. Middle Level Mathematics
4. Secondary Biology Education
5. Secondary Business Education
6. Secondary Chemistry Education
7. Secondary English Education
8. Secondary History Education
9. Secondary Mathematics Education
10. Music Education: General, Instrumental & Vocal
11. Physical Education/Health
12. Recreation (non-licensure)
13. Education in Community Settings (non-licensure)

Listing of Minors

The Undergraduate School of Education offers the following minor:

1. Coaching
2. Leadership Studies

Requirements for Education Majors

The major requirements for a candidate majoring in an academic content area for licensure would be those listed in the “endorsement areas” section in the TEPPH from the year the candidate successfully completed ED 100 or ED 243/PE 210. Education majors have requirements identical to the endorsement requirements. The practical application of this ruling means that a candidate could be in a catalog from a year either before or after the TEPPH year of record. Thus, a candidate might need to meet the general education and graduation requirements from a catalog year that might differ from the major requirements as defined in the TEPPH from another year.

SECTION II ENDORSEMENT AREAS

Endorsement Areas Explanation

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

1. Biology	Secondary 6-12
2. Business	Secondary 6-12
3. Chemistry	Secondary 6-12
4. Elementary Education	PreK-6
5. English	Secondary 6-12
6. History	Secondary 6-12
7. Mathematics	Secondary 6-12
8. Middle Level English	Middle Level 5-8
9. Middle Level Mathematics	Middle Level 5-8
10. Music Education: General, Instrumental & Vocal	PreK-12
11. Physical Education/Health	PreK-12

Special Education-Provisional opportunities are also available.

Secondary Biology Education

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

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

PC 125	Introductory Physics I (with lab)	4 hours	F
BI 151	Molecular and Cellular Biology	3 hours	F
BI 151L	Molecular and Cellular Biology Lab	1 hour	F
BI 152	Genetics (with lab)	4 hours	SP
BI 251	Ecology and Evolution	4 hours	F
BI 254	Organismal Diversity	4 hours	SP
BI 298	Experimental Design workshop	1 hour	SP
BI 340	Plant Form and Function	4 hours	SP
BI 375	Evolution	3 hours	SP, odd # yrs.
BI 377	Population and Community Ecology	4 hours	F
BI 380	Animal Behavior	4 hours	SP, odd # yrs.
BI 382	Comparative Physiology (with lab)	4 hours	SP
BI 410	Senior Seminar in Biology	2 hours	F
BI 498	Research in Biology	2 hours	F/SP
ED 410	Methods for Teaching Secondary School Science	3 hours	F
MA 221	Statistics I	3 hours	F/SP
Total hours required		51 hours	

Secondary Business Education

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

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

BS 110	Personal Finance Decision Making	1 hour	F/SP
BS 141	Introduction to Business	3 hours	F/SP
BS 230	Quantitative Analysis for Business and Economics I	4 hours	F/SP
BS 251	Business Law I	3 hours	F
BS 330	Quantitative Analysis for Business and Economics II	4 hours	F/SP
BS 331	Business Information Systems	3 hours	F/SP
BS 353	Fundamentals of Management	3 hours	F
BS 371	Principles of Marketing	3 hours	SP
BS 381	Corporate Finance	3 hours	F
BS 390	Business Internship	3 hours	F/SP
BS 456	Business Policy	3 hours	F/SP
AC 141	Introduction to Financial Accounting	3 hours	F/SP
AC 242	Managerial Accounting I	3 hours	F/SP
AC 351	Intermediate Accounting I	3 hours	F
AC 353	Accounting Information Systems	3 hours	F
EC 242	Principles of Economics: Micro	3 hours	F/SP
EC 243	Principles of Economics: Macro	3 hours	F/SP
ED 417	Methods of Teaching Business	3 hours	F

Total hours required

55 hours

Secondary Chemistry Education

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

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

CH 137	General Chemistry I (with lab)	4 hours	F
CH 138	General Chemistry II	3 hours	SP
CH 140	Quantitative Analysis (with lab)	2 hours	SP
CH 251	Organic Chemistry I (with lab)	4 hours	F
CH 252	Organic Chemistry II (with lab)	4 hours	SP
CH 341	Instrumental Methods of Analysis (with lab)	4 hours	F alt.yr
CH 370	Biochemistry	3 hours	SP
CH 381 or 382	Laboratory Teaching in Chemistry (or equivalent experience)	1 hour	F/SP
CH 491	Chemistry Seminar	2 hours	F
ED 410	Methods of Teaching Secondary School Science	3 hours	
BI 151 & BI 151L	Introduction to Molecular and Cellular Biology w/lab	4 hours	F
PC 140	Astronomy		
OR		3 hours	
PC 141	The Solar System		
PC 125, 126	Introductory Physics I and II,		
OR		4 hours	
PC 225, 226	General Physics I and II		

Total hours required	41 hours
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Elementary Education

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

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

ED 262	Children's Literature	3 hours	F
ED 331 *^	Methods for Teaching Elementary and Middle Level Mathematics	3 hours	SP
ED 333	Teaching Economics and Geography in the Classroom	3 hours	SP
ED 348	Methods for Teaching Elementary and Middle Level Science	3 hours	SP
ED 352** ^	Essentials of Reading and Literacy	3 hours	SP
ED 353 ^	Core Literacy Practicum	3 hours	SP
ED 363***	Elementary School Social Studies	3 hours	F
ED 381	Integrating Music in the Elementary Classroom	1 hour	F
ED 382	Elementary and Middle-Level Art	1 hour	F
ED 383	Elementary and Middle Level Physical Education and Health	1 hour	F
ED 413 or 414	Special Education Requirement	3 hours	F/SP
MA 261	Mathematics for Elementary and Middle School Teachers I	3 hours	F/odd years
MA 262	Mathematics for Elementary and Middle School Teachers II	3 hours	SP/even years

Total hours required	33 hours
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*Prerequisites for ED 331 Methods for Teaching Elementary and Middle Level Mathematics
 MA 262 Mathematics for Elementary and Middle School Teachers II SP/even years

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

***Supporting Course for ED 363 Elementary School Social Studies
 US History course (HI 127 or HI 128) F/SP

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

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

Secondary English Education

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

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

EN 210	American Literature, Colonial Period to 1890	3 hours
EN 212	American Literature since 1890	3 hours

One of the following World Literature courses:

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

Each of the following courses:

EN 226	Multi-Ethnic American Literature	3 hours
EN 330	British Literature to 1780	3 hours F
EN 331	British Literature since 1780	3 hours SP
ED 418	Methods of Teaching Secondary and Middle Level English	3 hours F
ED 362	Exploring Young Adult Literature	3 hours SP, odd # yrs.
EN 365	Advanced Composition	3 hours SP, odd # yrs.
EN 460	Critical Approaches to Literature	3 hours
EN 4XX	One 400-level seminar course	3 hours

Total hours required	33 hours
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Secondary History Education

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

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

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

Total hours required	36 hours
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Secondary Mathematics Education

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

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

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

Total hours required	42 hours
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Middle Level English **(Grades 5 - 8)**

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

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

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

Total Hours required	27 hours
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Middle Level Mathematics (Grades 5-8)

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

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

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

MA 171	Calculus I	4 hours	F/SP
MA 172	Calculus II	4 hours	F/SP
MA 261	Mathematics for Elem. and Middle School Teachers I	3 hours	F
MA 262	Mathematics for Elem. and Middle School Teachers II	3 hours	SP
MA 291	Introduction to Higher Mathematics	3 hours	F
MA 332	Geometry for Teachers	3 hours	SP odd # yrs.
MA 345	Problem Seminar in Mathematics	1 hour	SP
MA 355	Statistics and Modeling	3 hours	F even # yrs.
ED 331	Methods for Teaching Elem. and Middle School Math I	3 hours	S
CS 151	Introduction to Computing for Non-Science Majors	3 hours	
OR			
CS 175	Introduction to Computer Science, C++	4 hours	F
Total hours required		30-31 hours	

Bachelor of Music Education for General Licensure

General - Vocal and Instrumental Music PreK-12

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

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

Musicianship:

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

Performance:

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

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

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

Total hours required

81-82 hours

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

Bachelor of Music Education for Instrumental Licensure

Instrumental Music PreK-12

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

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

Musicianship:

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

Performance:

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

Total hours required	76 hours
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Bachelor of Music Education for Vocal Licensure

Vocal Music PreK-12

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

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

Musicianship:

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

Two of the following five courses:

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

Each of the following courses:

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

Performance:

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

Total hours required

70 hours

PHYSICAL EDUCATION/HEALTH

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

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

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 246	Health Seminar	2 hours	F
PE 247	Techniques of Teaching Team, Dual, & Individual Sports	3 hours	S
PE 303	Methods of Teaching Early Childhood & Elem. PE & Health	3 hours	F odd
PE 305	Methods of Teaching Secondary PE & Health	3 hours	F even
PE 309	Tests and Measurements in Physical Education and Health	3 hours	S even
PE 327	Kinesiology for Physical Education and Health	3 hours	S
PE 332	Physical Education and Health for Special Populations	3 hours	S odd
PE 351	Exercise Physiology for Physical Education and Health	3 hours	F
PBH 186	Concepts of Health	3 hours	S
EX181	Introduction to Applied Health Science	3 hours	F/S
EX 184	Lifetime of Fitness	3 hours	F/S
EX 245	Human Nutrition	3 hours	F
EX 342	Motor Learning	3 hours	F

SUPPORTING COURSE WORK

BI 130	Essentials of Human Biology <u>OR</u>	3 hours	F
BI 246	Anatomy and Physiology I	4 hours	F
BI 246L	Anatomy and Physiology I Lab	0 hours	F

Total hours required	44-44 hours
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Special Education Provisional Endorsement

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

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

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

What is a Provisional License?

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

What are the requirements for a Provisional Teaching Endorsement License?

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

NOYCE STEM Scholarship

The Noyce Scholarship and ASTRA Program trains excellent STEM teachers, who will inspire the next generation of innovators to develop solutions to our biggest challenges. The program also addresses interview skills, grant writing, leading a STEM club, managing workplace stress, and conducting field research at the Baker University Wetlands. ASTRA graduates will be provided support to attend local, state, and national meetings to facilitate networking and continue to learn STEM best practices.

Baker is partnering with three neighboring school districts that will receive Noyce Scholars as student-teachers: Grandview C-4, Baldwin City USD 348, and Topeka Public Schools. Each scholar is assigned two Baker faculty advisors: one based in the STEM department and the other in the School of Education. Each partner school district also recruits teachers to serve as mentors.

Eligibility:

To be eligible, applicants must fulfill the following:

Be in a position to attain third-year status in the following year

Major in biology, chemistry, or mathematics **and** Secondary Education

Attain and maintain at least a 3.0 cumulative GPA

Complete a FAFSA

Acknowledge the requirement to teach in a high-need school district in Kansas or Missouri

Have status as a United States citizen or permanent resident

Candidates must meet all the criteria for entering the Baker University School of Education teacher preparation program, including passing a background check, passing a TB test, and adhering to state and district requirements for student teachers.

Applicants will be required to provide one letter of recommendation from a faculty member at Baker and must submit a short personal statement that addresses their interest in STEM education.

Program Requirements

All recipients of scholarships and stipends must commit to teach for two years in high-needs schools for every year of Noyce funding. High-need schools constitute a wide array of districts from urban to rural, and Noyce Scholars can pursue positions throughout Kansas and Missouri upon graduation and teacher licensure. As specified by the National Science Foundation, applicants must be United States citizens, nationals, or permanent resident aliens.

For additional information contact Dr. Prosser or check out this link: <https://www.bakeru.edu/noyce/>

Education in Community Settings (non-licensure)

ED 100	Teaching as a Career OR	1 hour
ED 243	Introduction to Education	3 hours
ED 244	Education Field Practicum I	1 hour
ED 264	Foundations of Classroom Management	1 hour
ED 265	Technology for Teachers	1 hour
ED 309	Evaluation Techniques for the Classroom	3 hours
ED 313	Bilingual Education	3 hours
ED 320	Education Field Practicum II	1 hour
ED 322	Education Field Practicum III	1 hour
ED 343	Educational Psychology	3 hours
ED 345	Psychology of the Exceptional Learner	3 hours
ED 413 or 414	Special Populations Requirement	3 hours
IS 199	Diversity in Education Interterm (junior status) OR	3 hours
ED 262	Children's Literature	3 hours
PY 111	General Psychology	3 hours
PY 243	Human Development	3 hours
MA 261	Mathematics for Elementary & Middle School Teachers I	3 hours
MA 262	Mathematics for Elementary & Middle School Teachers II	3 hours
HI 127 or 128	US History course	3 hours

At least 9 hours from the following:

ED 333	Teaching Economics and Geography in the Classroom	3 hours
ED 363	Elementary School Social Studies	3 hours
ED 381	Integrating Music in the Elementary Classroom	1 hour
ED 382	Elementary & Middle Level Art	1 hour
ED 383	Elementary & Middle Level PE and Health	1 hour
ED 331	Methods for Teaching Elementary & Middle Level Math	3 hours
ED 348	Methods for Teaching Elementary & Middle Level Science	3 hours
ED 352	Essentials of Reading and Literacy	3 hours
ED 353	Core Literacy Practicum (must be taken with ED 352 & ED 331)	3 hours
ED 366	Teaching Elementary Language Arts in the Content Areas	3 hours
LR 100	Introduction to Leadership	3 hours
LR 200	Leadership in Organizations and Teams	3 hours
LR 310	Adaptive Leadership	3 hours
LR 340	Lessons in Leadership	3 hours
PE 303	Methods of Teaching Early Childhood & Elementary PE/Health	3 hours
PE 305	Methods of Teaching Secondary PE/Health	3 hours

Total hours required: 54-56

Performance required: Minimum Cumulative GPA 2.00

Recreation (non-licensure)

The Recreation candidate must complete each of the professional courses in the program with a C- or better and have a 2.50 GPA in all recreation classes to complete the program and to be eligible to enroll in the practicum experiences and internship. These classes are:

PE 210	Introduction to Physical Education and Health, and Recreation	3 hrs
PE 247	Techniques of Teaching Team, Dual, and Individual Sports	
PE 303	Methods of Teaching Early Childhood & Elementary Physical Education and Health	3 hrs
	or	
PE 305	Methods of Teaching Secondary Physical Education and Health	3 hrs
PE 351	Physiology of Exercise for Physical Education and Health	3 hrs
	or	
PE 327	Kinesiology for Physical Education/Health	3 hrs
ED 313	Bilingual Education	3 hrs
EX 184	Lifetime Fitness	3 hrs
EX 245	Human Nutrition	3 hrs
PE 239	Practicum Experience for Recreation I	1 hr
PE 320	Practicum Experience for Recreation II	1 hr
PE 439	Internship for Recreation	12 hrs

***Recreation candidates must be certified in First Aid and CPR prior to the Recreation Internship.**

Total hours required: 30 hrs

Supporting Courses:

CO 115	Introduction to Communication Studies	3 hrs
CO 242	Interpersonal Communications	3 hrs
BI 130	Introduction to Human Biology	3 hrs
	or	
BI 246, 246L	Human Anatomy and Physiology I	4 hrs
BS 141	Introduction to Business	3 hrs

Total hours required: 12 hrs

Areas of Emphasis: (must complete 12 – 16 hours)

Note: This is only one example that could be an area of emphasis.

By identifying an area of emphasis, the student can personalize course work to focus on the area of recreation they choose to pursue. For example, a student who wants to pursue an emphasis in youth sports programs may take the following courses (in addition to the required coursework) to be prepared to enter the profession. An example of the courses can be seen below:

PE 332	Physical Education and Health for Special Populations	3 hrs
SA 350	Sports Leadership	3 hrs
SA 351	The Law of Sports	3 hrs
BS 353	Fundamentals of Management	3 hrs

Total Hours to Complete Major: 61-65 hours

Students need to declare their area of emphasis before their junior year. If the candidate is a transfer student and has junior standing, the area of emphasis must be declared at the time the program begins.

Coaching Minor

Required Courses:

EX 244	Essentials of Sports Medicine	3 hours
EX 245	Human Nutrition	3 hours
PE 248	Sports Psychology	3 hours
PE 420	Theory and Principles of Coaching	3 hours

Total hours required: 12 hours

Leadership Studies Minor

The interdisciplinary, undergraduate minor in leadership studies provides students with knowledge, skills, and behaviors that prepare them to become agents of change for the common good. Students develop the capacity to become adaptive leaders in their profession, organizations, and communities.

Required Courses:

LR 100	Introduction to Leadership	3 hours
LR 200	Leadership in Organizations and Teams	3 hours
LR 310	Adaptive Leadership	3 hours
LR 340	Lessons in Leadership	3 hours

One course from the following:

BS 361	International Management	3 hours
BS 370	Ethics in Business	3 hours
CO 237	Introduction to Intercultural Communication	3 hours
CO 257	Pathways to Conflict Management	3 hours
CO 337	Interpersonal Conflict Management	3 hours
CO 342	Ethical Choices in Interpersonal Relationships	3 hours
CO 350	Organizational Communication	3 hours
CO 355	Group and Team Communication	3 hours
CO 467	Nonviolence and Social Movements	3 hours
GS 201	Introduction to Gender Studies	3 hours
IN 212	Global Problems	3 hours
PH 120	Ethics	3 hours
PH/PS 310	Social Justice: Theory and Practice	3 hours
PY 386	Clinical and Counseling Psychology	3 hours
RE 240	Theories of Religion: Gender, Power, and Race	3 hours
RE 340	Critical Response to the Holocaust	3 hours
RE 345	Judaism, Christianity, and Islam	3 hours
SJ 210	Foundations of Social Justice	3 hours
SO 410	Power, Politics, and Society	3 hours

Total hours required: 15 hours

SECTION III THE TEACHER EDUCATION PROGRAM: FROM ADMISSION TO COMPLETION

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

Decision Points Leading to Licensure

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

Decision Point 1 – Admission to USOE

To be admitted to the USOE, the following requirements must be met:

- ✓ Confirmation of ACT composite minimum score of 18 or higher (SAT score of 940 or above also accepted)
- ✓ Confirmation of a Cum GPA of 2.8 or above
- ✓ Successfully complete ED 100 with a grade of C- or above (transfer students)
- ✓ Successfully complete ED 243 or PE 210 with a grade of C- or above
 - Application to the USOE is completed during ED 100, ED 243, or PE 210. Fall applications are due by November 1st and spring applications are due by April 1st.

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.

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

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

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

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

Decision Point 2

Admission to Student Teaching

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

- ✓ A grade of "C-" or above in all licensure content area courses
- ✓ A grade of "C-" or above in all professional education courses
- ✓ An overall cumulative GPA of 2.8 or above
- ✓ A combined content area and professional GPA of 2.8 or above
- ✓ A composite average of 3.5 or above on the Personal and Professional Skills Survey
- ✓ A composite average of 3.5 or above on Professional Development School practicum evaluations
- ✓ Review 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

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 45 or above on the K-TWS
- ✓ An overall cumulative GPA of 2.8 or above
- ✓ A combined content area and professional GPA of 2.8 or above

Decision Point 4

Initial Licensure

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

- ✓ A Bachelor's degree posted on the candidate's transcript
- ✓ A score of 45 or above on the K-TWS
- ✓ An overall cumulative GPA of 2.8 or above
- ✓ A combined content area and professional GPA of 2.8 or above
- ✓ Successful completion of the Praxis II Content Area Assessment
- ✓ Successful completion of the Praxis II Principles of Learning and Teaching Assessment (PLT)

Retention in the Program

Automatic Drop

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

Candidate Dismissal

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

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

Readmission

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

Academic and Professional Misconduct

As students at Baker University and as aspiring professionals in the USOE, integrity is highly valued. Academic and professional conduct above reproach is essential in the development of confident, competent and responsible citizens. To facilitate the attainment of these goals the USOE adheres to the policies in the Baker University Student Handbook.

Due Process Procedure

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

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

Explanations of Further Requirements

Communication

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

TaskStream by Watermark

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

Conviction of a Crime Punishable as a Felony

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

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

Involvement in and Service to the Larger Community

Candidates are expected to demonstrate involvement in and service to the larger community. The department expects candidates to provide a minimum of 15 hours of community service to the larger community, assisting individuals or groups without pay or course credit. Candidates should keep track of hours served and write a summary of the learning experiences derived from these experiences. This requirement will be evaluated in ED 440/460 Pre-Student Teaching Seminar.

Candidate Professional Portfolios

In the Beginning:

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

Middle:

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

Toward the End:

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

A Guide for Computing the Cumulative GPA for Candidates

Candidates must possess a cumulative GPA ≥ 2.8 for all professional and required content area courses, and a cumulative GPA ≥ 2.8 for all college credit taken from any campus to be recommended for the student teaching semester. The cumulative GPA must be computed from 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.

Academic Advising Expectations

Once a Candidate has met the requirements to be admitted to the USOE, it is highly recommended to request a change of advisor if the current academic advisor is not USOE Faculty. Advising support provided throughout your program by USOE faculty will help you to stay on track for graduation as advising is a collaborative experience. Candidates meet with advisors before each enrollment period and as needed. Advisors guide students on a graduation plan however, it is the responsibility of the candidate to communicate with the advisor if the plan is modified, as this could delay graduation if Baker Core or Licensure requirements are overlooked.

School of Education Ambassadors

The School of Education Ambassadors (SEA) provides leadership, service, and learning opportunities for education students who are dedicated to the profession of education and the community of educators. Members of SEA seek active roles in planning, organizing and participating in events that benefit their fellow students in the School of Education. The Ambassadors also plan and collaborate with teachers and administrators in local school districts to develop activities that benefit Pre-K -12 students. SEA meets weekly to plan events, discuss needs within the School of Education student body, and participate in professional development activities.

Students interested in serving as a Student Education Ambassador should contact Dr. Prosser for an application. All education students are encouraged to join!

SECTION IV PRE-LICENSURE TESTING

ACT

An ACT cohort score of 18 or higher is required; individuals with an ACT score at or below 17 will be placed on a remediation plan.

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

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

PLT

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

Content Area Tests

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

Test Procedures and Policies

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

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

SECTION V

PROFESSIONAL FIELD EXPERIENCES

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

Field Experiences Required of All Candidates

ED 244 Education Field Practicum I

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

ED 320 Education Field Service Practicum II

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

IS 199 Diversity in Education – Interterm Only Course

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

Interterm Enrollment Timeline Policy

Candidates in the Diversity in Education interterm course 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 must be arranged prior to leaving for winter break. The purpose of this policy is to maintain good partnerships with public schools. Placement information and course requirements are emailed to candidates soon after the enrollment period ends.

ED 462 Education Orientation Internship – Fall Only Course

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

Early Field Experience Practicum Clock Hours

ELEMENTARY		SECONDARY	
Course	Clock hours	Course	Clock hours
ED 244 Education Field Practicum I (all candidates)	20	ED 244	20
ED 320 Education Field Service Practicum II (not music candidates)	30	ED 320	30
IS 199 Diversity in Education Interterm	80	IS 199	80
ED 462 Education Orientation Internship	30	ED 462	30
ED 353 Core Literacy Practicum	60	Secondary Methods Courses ED 410, ED 412, ED 417, ED 418, & ED 419	40
TOTAL	220		200

All Level Programs, Physical Education/Health and Music PreK-12	
ED 244 Education Field Practicum I (all candidates)	20
IS 199 Diversity in Education Interterm	80
ED 462 Education Orientation Internship	30
PE 303 Methods of Teaching Early Childhood & Elementary PE & Health	20
PE 305 Methods of Teaching Secondary PE & Health	20
MU 461 Teaching Secondary Choral Music Practicum	33
MU 462 Teaching Secondary Instrumental Music Practicum	33
MU 463 Teaching Elementary General Music Practicum	33
TOTAL	170 Physical Education/Health 229 General music, vocal, & instrumental all level

Optional Field Experiences Available to All Candidates

ED 322 Education Field Service Practicum III

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

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

ED 322 is also offered to any candidate who may desire an additional practicum experience. The prerequisites are ED 100, ED 243, PE 210, ED 244, and ED 320.

Other Practicums

Methods Courses

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

Felony Disclosure Forms

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

SECTION VI THE STUDENT TEACHING SEMESTER

Permission to Enter the Student Teaching Semester

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

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

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

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

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

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

Student Teaching Placement

Candidates who are approved by the Undergraduate School of Education Department for student teaching will be assigned to their student teaching site and cooperating teacher by the Licensure Officer. Baker University has student teaching contracts with most school districts within a 50-mile radius. Candidates may request a placement beyond the 50-mile radius of the Baldwin City campus and the Undergraduate School of Education Department will determine a final decision. For a listing of approved sites, please check with the Licensure Officer. Candidates will be provided a listing of these school districts and will be given the opportunity to request their top three choices; however **candidates are not to make their own arrangements** for student teaching sites. Candidates will not be reimbursed for travel expenses incurred while student teaching (or for attending practicum sites before student

teaching). Background checks and TB tests are now required by many school districts before student teaching. The fees for these services is payable by the student the semester you are enrolled in ED 440/460.

Candidates in the student teaching semester will complete the Kansas-Teacher Work Sample (K-TWS). Final assessment scores will be shared with the Kansas State Department of Education (KSDE).

Student Teaching Policies

Assignment Policies

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

District Assignment Preferences

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

Student Teaching Beyond the 50 Mile Radius

One of the changes made due to the pandemic included modifying the 50 mile radius student teaching placement on a case by case option. For example, one of the school districts we now have a contract is with the Wichita USD 259 school district. Candidates interested in this option must submit a formal letter detailing how this would be a good fit for you. Candidates are assigned a University Supervisor who will communicate with the student teacher and cooperating teacher primarily on zoom, rather than the in-person connection during observation meetings. Recorded lessons using GoReact will be utilized for the required observations.

Student Teaching in Schools a Candidate Has Attended

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

Commitment of Energy and Time

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

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

Withdrawing from Student Teaching

Once a student teacher placement is finalized you may not withdraw from this placement at any time. If you are experiencing a conflict; you must communicate with your assigned University Supervisor and a plan will be developed to move forward in the current placement or in an extreme situation if a different

placement is approved by the Undergraduate School of Education Department; then you will be contacted on a revised plan. If you enroll in the Student Teaching semester and decide at any point to not complete Student Teaching, then it is your responsibility to officially withdraw from Baker University through communicating with the Registrar's Office, your advisor, and to communicate this decision with your cooperating teacher.

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

SECTION VII PROCEDURES FOR OBTAINING TEACHER LICENSURE:

Accrediting Agency Requirements

The minimum requirements specified by accrediting agencies for licensure are:

- 1) successfully complete the K-TWS performance assessment
- 2) successfully complete a content test and the PLT test.
- 3) complete an approved teacher education program and be recommended by that institution,
- 4) possess a bachelor's degree, and
- 5) complete a license application and submit the licensing fee as set by KSDE.

School of Education's GPA Requirements

In addition, the School of Education has GPA requirements. The GPA requirements for teacher licensure include:

- ✓ A cumulative GPA requirement of 2.8 for all college work; and
- ✓ A 2.8 cumulative GPA for professional and content area courses.

Adding Endorsements to a Current Kansas Teaching License

Additional endorsements can be obtained by:

- 1) passing the appropriate content tests (as of July 2008)
- 2) completing additional subject matter components appropriate for the level of licensure and passing the appropriate content tests. The Kansas State Department of Education (KSDE) provided these methods for adding endorsements to a teaching license.

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

License Application

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

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

Additional Licensure Opportunities for Graduates

Special Education Provisional License (for those who have successfully completed the SPED requirements and have accepted a SPED teaching position & are already licensed in another area)

One Year Non-Renewable License (for those candidates who have not taken or passed the content area and/or PLT)

Added Endorsement areas by Test Only option (see above)

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

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

Teaching in Other States

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

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

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

SECTION VIII

NON-TRADITIONAL PATHWAYS TO TEACHER EDUCATION

Transfer or Late-Deciding Students

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

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

College Graduates

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

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

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

Minimum Requirements:

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

To request permission to take a graduate-level course, the candidate must:

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

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

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

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

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

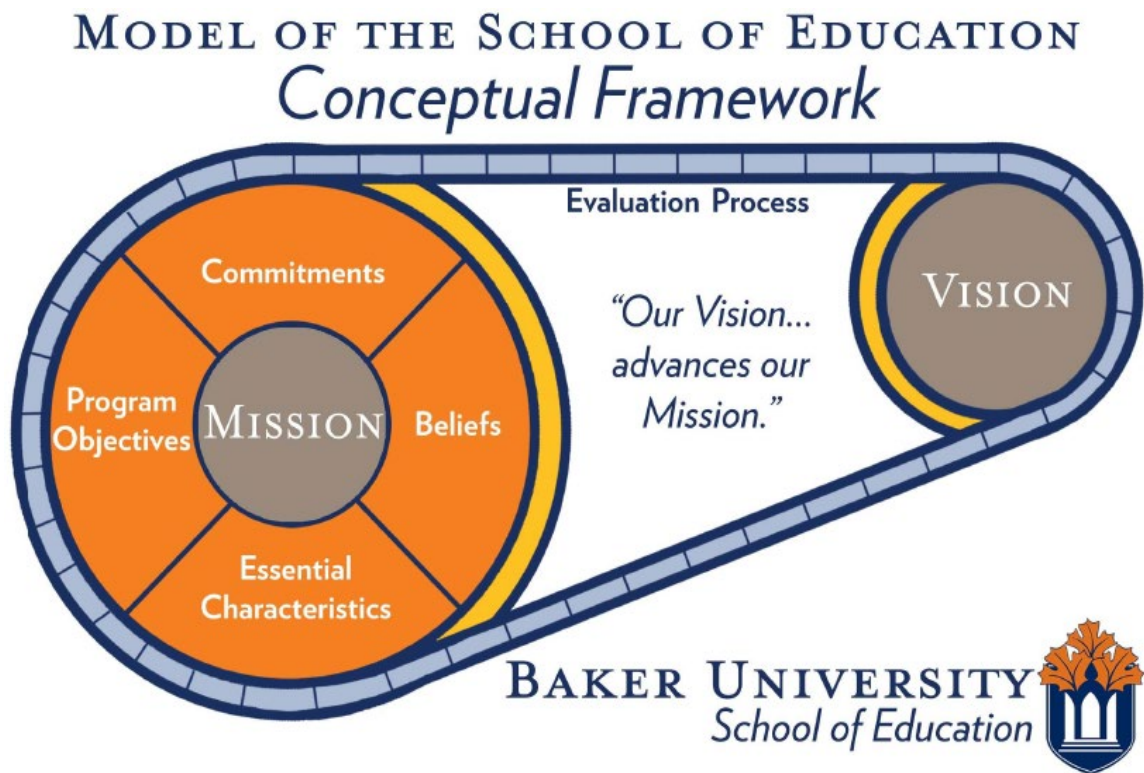
SECTION IX CONCEPTUAL FRAMEWORK

Conceptual Framework Components

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

Model of the Conceptual Framework

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



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.

USOE Essential Characteristics

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

Personal and Professional Skills

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

- 1. Professional responsibility and dependability** that enable the candidate to assume responsibility for assignments, attend class regularly, plan, schedule, and meet time lines;
- 2. Dispositions for teaching** that enable candidates to be enthusiastic, be able to relate to others and accept individual differences, be open to new ideas, and be willing to address personal weaknesses;
- 3. General emotional maturity** that enables candidates to take personal responsibility for their own actions and results (e.g. not engaging in personal conversations during class);
- 4. Written communication skills** that enable the candidate to express ideas clearly, using good writing conventions, organization, and focus;
- 5. Oral communication skills** that enable the candidate to clearly articulate oral comments and interact with individuals and groups; and
- 6. Problem solving, creativity, and critical thinking skills** that enable the candidate to think critically and use problem-solving skills and originality.

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

Dispositions

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

Baker SOE Candidates...

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

Kansas State Department of Education Code of Conduct

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

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

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

USOE Evaluation Process

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

The undergraduate department will:

1. Schedule meetings:
 - a. A minimum of once a month with the undergraduate Chair of Teacher Education and all full-time undergraduate School of Education faculty and staff members;
 - b. A minimum of once a year with the Council for Undergraduate Teacher Education;
 - c. A minimum of once a year with the Education Advisory Council; and
 - d. Regularly with public school officials and staff members to develop/maintain Professional Development School (PDS) agreements between the School of Education and school partners.
2. Monitor all teacher education candidates on a regular and systematic basis. All pre-candidates and candidates will be closely monitored by the department faculty and staff members. Program data will be collected on all candidates. At the end of each grading period in which a candidate completes a course, the candidate will be informed in writing of his or her professional progress, unless a candidate notifies the department of his or her intent to drop the program. This email will identify the status of each candidate and may indicate specific deficiencies. The candidate's advisor will be provided a copy of the updated information.
3. Utilize the following evaluation instruments with the stated frequency:
 - a. IDEA Student Ratings of Instruction - The IDEA evaluation is completed by program candidates at the end of each course. These forms are summarized by IDEA for each faculty member to use for instructional improvement.
 - b. Classroom Evaluation of Instruction - Evaluations are completed regularly by the USOE Undergraduate Department Chair for all faculty (University requirement).
 - c. Personal and Professional Skills Survey - This form is completed by instructors of selected professional education courses (with the exception of practicum courses).

- d. Instrument for Measuring Candidate Dispositions - The candidate's dispositions are assessed in each of the professional education courses in the manner explained in the dispositions curriculum. (See Appendix G)
- e. Program Rubrics - Program rubrics, such as the lesson plan rubric, assess professional and pedagogical knowledge and skills. These are completed several times during the candidate's program.
- f. Program Portfolios - Professional portfolios are assessed for all candidates during their student teaching semester.

The results of the Personal and Professional Skills Surveys, completed by faculty in professional education courses, are used as one of the program screening devices. The results of the dispositions assessments are used to counsel candidates regarding the match of their beliefs and values with professional expectations. Data collected on candidate performance on program rubrics, portfolios, Student Teacher Evaluation Forms, Focus Group Q & A's are used to assess candidate effectiveness. The summarized results gathered from the above assessments are reviewed annually by the undergraduate department staff, the Education Advisory Council, and the Council for Undergraduate Teacher Education for the purpose of evaluating and making recommended program changes.

- 4. Evaluate candidate skills through selected basic skills competency test scores, Personal and Professional Skills Survey, Dispositions Survey results, and grade point averages (particularly in professional courses and major content courses) to determine the program progress of candidates or potential candidates.
- 5. Compile an annual Outcomes Assessment Report and use this information as a basis for making annual recommendations to the Council for Undergraduate Teacher Education for revisions of the conceptual framework, policies, assessments, programs, and operational procedures.

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

Conceptual Framework Undergraduate Research Base

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

- A. The 10 program standards mirror the InTASC standards and were the 10 professional education standards adopted by the Kansas State Board of Education April 29, 2017 .
- B. The USOE Commitments incorporate the Five Core Propositions of the National Board for Professional Teaching Standards (NBPTS).
- C. The Professional Skills reflect perceptions used by the Gallup Poll to assess competence of beginning teachers.

SECTION X GOVERNANCE

Undergraduate School of Education Faculty & Staff

Verneda Edwards	Dean of the School of Education	Case 205 B & Overland Park	913-344-1227
Pam Best	Director of Assessment and Accreditation	Case 203 & Overland Park	913-344-1249
Tara Burnham	Assistant Professor	Case 202	785-594-4525
Regan Dodd	Assistant Professor	Case 201	785-594-8368
Renee Linder	SOE Licensure Officer & Assessment Coordinator	Case 205 A	785-594-4502
Charlsie Prosser	USOE Department Chair, Associate Professor	Case 200	785-594-4593
Amy Wintermantel	Associate Professor	Case 205 C	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:

1. Council for Undergraduate Teacher Education (CUTE)
 - a. **PURPOSE:** The purpose of the CUTE is to advise the SOE Dean about undergraduate Teacher Education programs and policies and ensure compliance with the requirements of accrediting bodies. The CUTE will receive recommendations for changes to Education programs of study from the USOE. CUTE recommendations will be shared with the USOE Department Senate for endorsement and/or recommendation for change. Changes will be forwarded to the SOE Dean for review and action.
 - b. **COMPOSITION:** The CUTE shall consist of all SOE Undergraduate Department of Education Teaching Faculty, Chair of Education, two representatives from PK-12, two teacher education students (one elementary and one middle/secondary) and one representative from each CAS department offering discipline courses leading to teacher licensure. The CAS representatives will be appointed by the Dean of CAS. The SOE Dean shall serve ex officio without vote.
 - c. **CHAIR:** The USOE Department of Education Chair shall serve as the CUTE committee chair.
 - d. **RESPONSIBILITIES:** The responsibilities of the CUTE are:
 - (1) To review functional policies for undergraduate Teacher Education Programs
 - (2) To review procedures and regulations for admission and retention to undergraduate Teacher Education Programs
 - (3) To review individual candidate admission to the undergraduate Teacher Education Program compliance with all external agencies and guidelines
 - (4) To review assessment data for candidates in teacher education licensure programs of study, making recommendations as appropriate for program changes

- (5) To inform CAS academic departments and disciplines that in collaboration with SOE offer coursework leading to teacher licensure of licensure and accreditation requirements about program specific data, licensure and accreditation requirements.
- (6) CAS disciplines will retain authority to determine the undergraduate general education curriculum for undergraduate teacher education candidates AND courses required within CAS majors.

2. SOE Faculty Senate

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

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

- a) Serve as the policy body for programs and courses offered by Baker University through the School of Education. In addition, the SOE Faculty Senate will approve all SOE program policy handbooks.
- b) Be responsible, in consultation with the SOE Dean, for amendments to the SOE-related sections of the Baker University Faculty Constitution, which shall be submitted to the University Academic Council and are subject to approval by the Board of Trustees.
- c) Review and make recommendations regarding admission, program progress and degree requirements. The CAS ASEM Committee will continue to set academic entry standards for undergraduate candidates.
- d) Recommend academic programs, curriculum, policies and procedures for the undergraduate and graduate education programs. The CAS will retain the authority to determine the undergraduate general education curriculum for all SOE undergraduate candidates.
- e) Recommend undergraduate and graduate program evaluation and assessment requirements including admission, candidate progress, and graduation requirements for all education programs.
- f) Evaluate and analyze program data and formulate recommendations for program change.
- g) Make recommendations to the SOE Dean for policy and program change.
- h) Review candidate progress and approve undergraduate and graduate candidates for degrees.
- i) Make recommendations for faculty growth and development.
- j) Approve faculty orientation programs for adjunct faculty.
- k) Approve the faculty evaluation and/or peer review program.
- l) Serve as a resource to the Faculty Development and Evaluation Committees in the promotion and tenure review of SOE faculty.

3. 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) SOE Faculty Senate;
 - 2) University Academic Council; and
 - 3) Baker University Board of Trustees.

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

Substantive revisions of this handbook must be approved by a majority vote of the Department of Undergraduate Teacher Education.

SECTION XI

APPENDICES

APPENDIX A

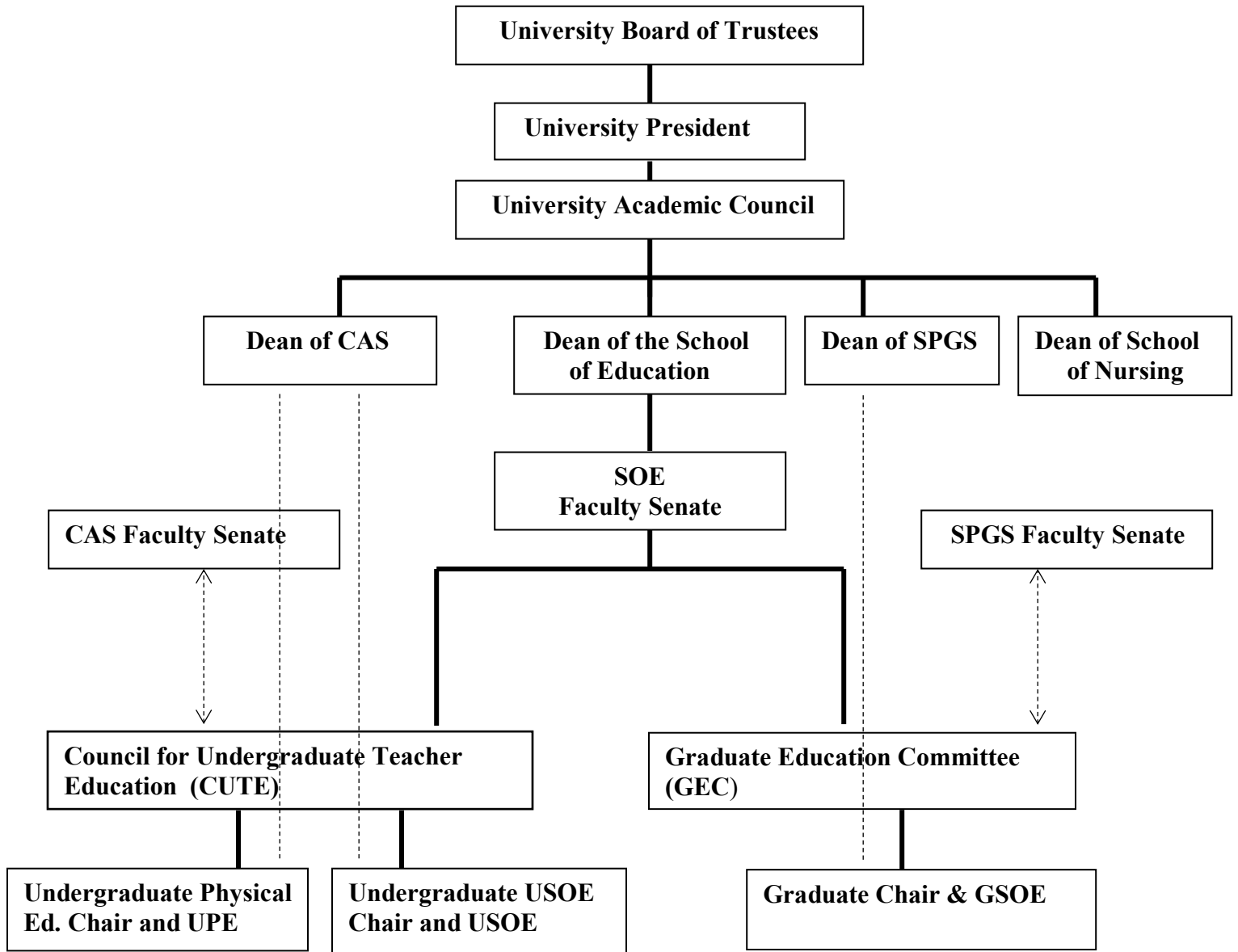
Matrix Associating Program Standards to Courses

	<i>Learner Development</i>	<i>Learning Differences</i>	<i>Learning Environment</i>	<i>Content Knowledge</i>	<i>Application of Content</i>	<i>Assessment</i>	<i>Planning for Instruction</i>	<i>Instructional Strategies</i>	<i>Professional Learning & Ethical Practice</i>	<i>Leadership & Collaboration</i>
<i>Program Standards >>></i>	1	2	3	4	5	6	7	8	9	10
Courses										
ED 100	X	X	X	X	X	X	X	X	X	X
IS 199	X	X	X	X	X	X	X	X	X	X
PE 210 (PE/Health Only)	X	X	X	X	X	X	X	X	X	X
ED 243 (not required for PE/Health)	X	X	X	X	X	X	X	X	X	X
ED 264 (not required for PE/Health & music)	X	X	X	X			X		X	X
ED 265	X		X	X	X	X	X	X	X	X
ED 309 (not required for PE/Health)	X	X	X	X	X	X	X	X	X	X
PE 309 (for PE/Health Only)	X	X	X	X	X	X	X	X	X	X
ED 313	X	X	X	X	X	X	X		X	
ED 320	X		X	X			X	X	X	X
ED 343	X	X	X	X	X	X	X	X	X	X
ED 345	X	X	X	X	X		X	X	X	X
ED 366 and ED 368	X	X	X	X	X	X	X	X	X	X
ED 440/460	X	X	X	X	X	X	X	X	X	X
ED 462	X	X	X	X	X		X	X	X	X
ED 450/470/480	X	X	X	X	X	X	X	X	X	X
PY 111	X	X		X			X			
PY 243	X	X		X			X			

APPENDIX B

BAKER UNIVERSITY

GOVERNANCE STRUCTURE FOR THE SCHOOL OF EDUCATION



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.

APPENDIX C

PERSONAL AND PROFESSIONAL SKILLS RUBRIC (USOE)

An Instructor's Rating of the Prospective Teacher

Professional Responsibility and Dependability	1	2	3	4	5	Score
Assumes responsibility for quality class assignments	Assignments meet only one or two requirements. The quality of the work is inferior. Assignments are received once in a while.	Assignments lack some requirements. Completed assignments do not meet college level work. Assignments are turned in some of the time.	Completes the assignment meeting most of the requirements. The finished product is adequate and typically is in grade range of a "C". Assignments are usually turned in.	Assignments are complete and meet all requirements but at varying levels of performance-more high than low overall. All assignment are turned in.	Consistently produces assignments which are high quality, completes all requirements at the highest level possible, and always turns in assignments.	
Assumes responsibility for timely class assignments	Majority of assignments are late and this adversely impacts the candidate's progress.	Timeliness is a concern for the candidate in terms of being responsible to turn in assignments. Most assignments are late.	Some of the assignments are turned in on time with the others not meeting the deadline.	Candidate turns in assignments on time.	Candidate turns in assignments on time or prior to the deadline.	
Arrives to class on time	Candidate usually late when arriving for class.	Timeliness is a concern for the candidate being responsible enough to arrive to class when scheduled.	Usually on time for class state.	Almost always on time for start of class. Rationale offered for tardiness when candidate is late.	Always on time or arrives prior to class start.	
Adheres to attendance policy designated in syllabus	Candidate's attendance does not adhere to attendance policy and may result in unsuccessful completion of the course.	Attendance may be an issue for the candidate's ability to pass the course.	Adheres to the attendance policy most of the time.	Typically adheres to the attendance policy as stated in syllabus. Communicates with instructor when there is a need to be late or cannot attend.	Consistently adheres to the attendance policy as stipulated in the syllabus.	
Participates in class activities	Very little participation in class activities.	May participate but most often chooses not to do so.	Participates some of the time in class activities but is often non-participatory.	Participates in almost all class activities and in class discussions.	Consistently engages in active participation in class activities and class discussions	
Disposition for Teaching						Score
Demonstrates ability to relate to others	Shows very little interest in being friendly or understanding to others.	Demonstrates limited interest in being friendly to others.	Displays interest in relating to a few select people.	Typically demonstrates ability to connect with others.	Consistently demonstrates empathy for others.	
Exhibits belief that all can learn	Approaches learning for others in the same way with very little effort made to adjust learning for individuals.	Observable behavior confirms that candidate demonstrates that some students will be unable to learn. Limited interest in differentiating learning for individuals.	Displays the belief that all can learn but demonstrates moderate differentiation to assist learning.	Encourages others to make the effort to learn and initiates steps to support that effort.	Always willing to work with others to assist their learning. Demonstrates the understanding that they can learn it in their own time frame and with differentiation.	
Treats others with dignity and respect	Awareness is lacking in how candidate treats others with respect. Dignity is not evident in interactions.	Interactions with others demonstrates limited awareness in being respectful and how to treat others with dignity.	Usually treats others with respect and dignity but does have a few situations where that does not happen.	Treats individuals in a respectful manner and with dignity.	Consistently deals with everyone in a respectful way. Each individual deserves and is dealt with dignity.	
Accepts individual differences	Biases are displayed and disregard for those who are different is evident.	Limited acceptance of individual differences and limited willingness to support the differences.	Awareness of differences in individuals is present with some acceptance of those differences and support for a few.	Candidate typically is aware of individual differences in others and supports these diverse individuals.	Candidate behavior demonstrates how candidate sees others and how they are different and is always accepting of them and their differences.	
Displays a willingness to address personal weaknesses	Very little awareness of his/her own personal weaknesses.	Limited awareness of his/her own personal weaknesses.	Candidate is aware of personal weaknesses and wants to address a few of them.	Candidate understands personal weaknesses, deals with changing some, and asks for support in addressing other changes.	Proactive in understanding personal weaknesses and willing to devote time and effort to make changes.	

General Emotional Maturity						Score
Demonstrates on-task class behaviors	Attention is lacking and thus candidate demonstrates very little participation in class discussions and activities.	Minimal participation in class discussions and responding to questions.	Pays attention most of the time, able to respond to some questions and take part in some class discussion.	Takes part in class discussion and responds to direct questions.	Very attentive in class and very responsive to questions and discussions.	
Takes personal responsibility for own actions	Chooses to take very little responsibility for his/her own actions.	Limited responsibility for actions taken and minimal understanding of consequences.	Demonstrates some responsibility for his/her own actions and is aware of possible impact of his/her actions.	Candidate demonstrates responsibility for his/her own actions and knows there are consequences.	Proactive response for being responsible for his/her own actions and understands the consequences.	
Uses personal technology appropriately	Appropriate use of personal technology is lacking.	Appropriate use of personal technology is limited.	Demonstrates appropriate use of personal technology most of the time.	Typically uses personal technology when appropriate as directed by guidelines.	Candidates uses personal technology appropriately in all situations following guidelines set by SOE..	
Maintains emotional control during communication with others	Very little control of his/her emotions when communicating with others.	Minimal control over his/her emotions when communicating with others.	Displays some control over his/her emotions when communicating with others.	Typically stays calm while communicating with others even if stressful.	Candidate communicates with others and maintains control of his emotions in all scenarios and events no matter the situation.	
Uses appropriate language in all situations	Appropriate language use is lacking in many situations.	Minimal use of appropriate language in most situations.	Usually uses appropriate language but not always in some situations.	Candidate knows to use appropriate language and typically does in almost all scenarios.	Candidate uses appropriate language at all times for every situation and understands the need to do so.	
Written Communication Skills						
Develops clear communication	The candidate's written communication is unclear.	The candidate has difficulty in clearly communicating ideas.	The candidate has some skill in communicating with others in writing.	The candidate effectively communicates with others in writing.	The candidate effectively communicates with confidence and clarity in his/her writing.	
Uses good organization	The candidate's writing is confusing and lacks focus.	The candidate's writing is confusing.	The candidate's writing lacks consistent organization.	The candidate's writing is organized. The candidate's writing shows evidence of proofing of the content.	The candidate's writing is organized effectively for the reader.	
Utilizes appropriate conventions	The candidate's writing includes frequent or repetitive errors in writing conventions.	The candidate's writing includes multiple mistakes in writing conventions.	The candidate's writing includes several mistakes in writing conventions.	The candidate's writing has few or repetitive errors in writing conventions. The candidate makes appropriate writing changes based on feedback.	The candidate's writing is free of mistakes in writing conventions. The candidate's writing requires limited feedback from the instructor.	
Uses professional-level vocabulary	The candidate's word choice is rudimentary.	The candidate's word choice lacks professional vocabulary.	The candidate's word choice shows improvement but is sometimes incorrect or misleading. The candidate's use of some professional terms, vocabulary, and acronyms are incorrect.	The candidate chooses professional vocabulary. Acronyms are used appropriately.	The candidate consistently chooses precise professional vocabulary. The candidate uses acronyms according to writing conventions.	
Oral Communication Skills						
Articulates thoughts in a clear, concise manner	The candidate demonstrates poor verbal skills.	The candidate demonstrates difficulty in communicating his/her thoughts.	The candidate has some skill in sharing his/her own thoughts and ideas.	The candidate communicates effectively with others in order to convey his/her thoughts, ideas, and issues.	The candidate demonstrates confidence in his/her articulation of ideas, issues, and content in all discussions.	
Interacts respectfully with others	Respect is lacking in interaction with others.	Respectful interactions with others is minimally evident.	The candidate shows respect for others at a superficial level to maintain appearances.	The candidate demonstrates respect for stakeholders in many situations.	The candidate consistently demonstrates a respect for other educators,	

					students, families and other stakeholders in his/her interactions.	
Initiates class discussion	Most often sits in class and rarely takes part in a discussion. Does not initiate discussions.	Will respond to direct questions when asked. Does not initiate class discussions.	Rarely will initiate class discussion but will take part in a discussion.	Typically will take part in class discussion, may ask a question or ask for clarification. At times will offer his/her own viewpoint.	Consistently initiates discussions by asking questions, offering his/her viewpoint, and asking for clarification.	
Values the contributions of others	The candidate fails to consider other points of view.	The candidate display minimal willingness to accept other points of view and sees little value in their ideas.	The candidate demonstrates some willingness to consider other points of view and sees some value in what a few people say.	Candidate demonstrates a positive acceptance of many points of view of others and values what is said by them.	Candidate is accepting of other points of view and sees positive value in what they contribute.	
Communicates with appropriate word choice	The candidate's word choice is rudimentary.	The candidate's word choice is ineffective and professional terms are missing.	The candidate's word choice is incorrect or misleading.	The candidate chooses professional vocabulary.	The candidate chooses precise professional language.	
Problem Solving and Critical Thinking						
Uses originality in assignments	Assignments lack creativity and results in a rote approach to completing the product at a very basic level.	Candidate completes the assignment with simple and very fundamental responses.	Usually responds in assignments with traditional and literal responses. Minimal creativity or original thinking.	Typically completes assignments with some originality and inspiration. Exhibits some novel ideas.	Consistently brings original thinking and creativity to assignment. Thinks out-of-the-box to develop his assignments.	
Displays problem solving skills	Problem solving skills are rudimentary. Has difficulty making decisions and explaining the rationale for those decisions.	The candidate's problem-solving skills and critical thinking skills are limited. This is evident in the decisions he/she makes.	The candidate ineffectively assesses situations resulting in poor problem solving.	Using critical thinking skills is evident in most decisions, issues, and discussions.	The candidate consistently uses critical thinking skills. This is evident in discussions, projects, observations and decision making.	
Demonstrates a command of tiered thinking skills (i.e. Bloom's taxonomy, etc.)	Candidate lacks awareness of Bloom's and his/her cognitive processes function at the lower levels of remembering and understanding. This is evident in coursework and situations.	The candidate has limited awareness of Bloom's as far as how he/she functions. He/she problem solves at the lower three levels—remember, understand, and apply	The candidate displays minimal use of all of the tiers of Bloom's in his/her work and thinking processes. Functions primarily at the lower three levels but may move occasionally to the next three tiers.	The candidate knows and understands the tiers of Bloom's Taxonomy and functions most of the time applying, analyzing, and evaluating key issues and assesses situations.	Candidate is very comfortable consistently functioning at the top four tiers of Bloom's. He/She creates, evaluates, analyzes, and applies in his/her cognitive processes to assess situations and identify key issues.	
Evidence of critical thinking in decision making	The candidate shows little evidence of critical thinking when making decisions. Decisions are made quickly with no bearing as to consequences and are based on little to no data or prior thought.	The candidate's use of data and evaluation is flawed in the decision-making process. Decisions often made with little thought to consequences.	The candidate's use of data, evaluation, and prior thinking in decision making is limited.	The candidate considers data when making some decisions and also gives prior thought/evaluation to most of the key issues and makes most decisions based on what he/she has learned.	The candidate collects and analyzes data and acts on the data when making decisions. He/She also assesses situations and identifies key issues prior to decision making.	

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APPENDIX D

Undergraduate School of Education Dispositions Rubric

	Unsatisfactory (0-6.9)	Basic (7-7.9)	Proficient (8-8.9)	Distinguished (9.0-10)	Score
Demonstrate a belief that all people can learn					
Responds to the needs of all learners	The candidate responds to the needs of the whole classroom.	The candidate shows limited awareness to the needs of the classroom and a few students.	The candidate responds to the needs of all learners through community context.	The candidate responds to the needs of all learners by understanding the cultural and community context of each student.	
Includes appropriate accommodations to enhance students' learning	The candidate includes appropriate accommodations for the whole group.	The candidate includes appropriate accommodations for small groups to enhance students' learning	The candidate includes appropriate accommodations to enhance students' learning;	The candidate analyzes and develops learning strategies which include appropriate accommodations to enhance students' learning;	
Demonstrates an understanding of human development	The candidate demonstrates an inadequate understanding of human development which is revealed in the coursework.	The candidate demonstrates a limited understanding of human development.	The candidate demonstrates an understanding of human development which is evident in coursework and planning.	The candidate demonstrates an understanding of human development and utilizes this knowledge in his/her instruction.	
Provides appropriate assessment to guide instruction	The candidate provides simple assessments to guide whole group instruction;	The candidate provides assessment to guide classroom instruction;	The candidate provides appropriate assessment to guide instruction for the class and for several students.	The candidate develops appropriate assessments to guide instruction for all students.	
Provides encouraging feedback to all	The candidate offers minimal feedback.	The candidate provides feedback for the classroom and small groups	The candidate provides encouraging feedback to the majority of students.	The candidate evaluates the competencies and deficits for each learner to provide individualized feedback.	
Models ethical behavior; treat others with fairness, dignity, and respect					
Provides equitable learning opportunities for all	The candidate is unaware of all the strategies to provide a positive working classroom environment. The candidate works with the whole group in instruction and very little effort to individualize instruction for students.	The candidate uses a few strategies to provide a positive working classroom environment. The candidate works with a few students to individualize some instruction.	The candidate establishes a classroom environment where appropriate language is expected; positive affirmation is provided to students; and students are redirected to explore their behavior when necessary. The candidate plans for differentiation for most students so they have equal opportunities for learning.	The candidate interacts with students in creating a classroom environment where appropriate language is used; positive, affirmative, constructive feedback is used by candidate and students; and student self-reflection is an integral part of the daily lessons. Expectations are clearly delineated. Differentiation is utilized to address learning for all	
Reflects on ethical implications of his/her actions	The candidate is unaware of the impact of their words and/or actions on the students. Verbal interactions lack a positive tone and fail to engage students.	The candidate has limited awareness of the ethical impact of their words and/or actions on the classroom.	The candidate models ethical behavior and reflects on his/her actions and their impact on the students.	The candidate is aware of the need to self-reflect on voice tone; body language, and the ethical implications of his/her actions. The candidate models ethical behavior at all times for positive impact on students.	
Demonstrates honesty and trustworthiness in communications and interactions	Candidate interactions with students are generic and superficial in nature. It is difficult to assess candidate honesty and trustworthiness in all interactions.	The candidate appears to interact with others in a decent and fair way.	The candidate exhibits honesty and trustworthiness in communications and interactions with others. Faculty have found the candidate to be an honorable individual who behaves in a commendable manner.	The candidate demonstrates honesty and trustworthiness in all communications and interactions. Students, candidate peers, faculty and school personnel interact with candidate with honor and principled behavior.	
Understands the role of confidentiality	The candidate has an inadequate understanding of the role of confidentiality.	The candidate possesses limited understanding of the role of confidentiality and shares information when caution should be observed.	The candidate recognizes when he/she must hold information confidential. The candidate adheres to the guidelines for confidentiality in the Kansas Code of Conduct.	The candidate demonstrates the need and understanding for confidentiality in all interactions. The candidate is able to discern when confidentiality must be maintained and when specific information is mandated to be shared as in the Kansas Code of Conduct.	
Describes an example of educational equity for students	The candidate has an inadequate understanding of providing educational equity in the classroom.	The candidate possesses limited understanding of how to provide educational equity for the classroom and small groups.	The understanding of educational equity for all students is apparent. He/She can discuss an example of educational equity and how it applies to students.	The candidate insists on ensuring educational equity for each student. He/She has a deep understanding of how educational equity impacts students and can discuss several examples of equity.	

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Considers attitudes, feelings, cultural contexts, and other's contributions when communicating or interacting					
Respects diverse groups	The candidate demonstrates a limited knowledge of diverse groups and what would be considered respectful behavior.	The candidate understands the need to respect diverse groups.	The candidate demonstrates respect and respectful behavior for diverse groups in his interactions and discussions.	The candidate models and creates a classroom climate that fosters genuine respect for diverse individuals, groups, and communities.	
Cooperatively collaborates with others to support learning	The candidate requires supervisory feedback to ensure cooperative collaboration with others.	The candidate occasionally collaborates with peers to support student learning.	The candidate collaborates with peers and supervisors to support learning.	The candidate deliberately collaborates cooperatively with the entire learning community to support the education process.	
Practices respectful communication towards others	The candidate requires supervisory feedback to ensure respectful communications are taking place.	Positive communication skills are evident with students.	The candidate practices respectful communication toward others which is evident in his/her interactions.	The candidate consistently is respectful in his/her communications with all stakeholders.	
Maintains emotional control during communication with others	The candidate requires supervisory feedback to ensure candidate is able to control his/her emotions while communicating with others.	The candidate is challenged to maintain control over his/her emotions in all situations.	The candidate maintains emotional control during communication with others.	The candidate always demonstrates control over his/her emotions during communicating with all stakeholders. He/She stays calm during stressful situations.	
Uses appropriate language in all mediums and situations	The candidate requires supervisory feedback to ensure candidate uses appropriate language in all situations.	The candidate is challenged to maintain appropriate language in all situations	The candidate uses appropriate language in the majority of communications and in most situations.	The candidate cultivates and advocates respectful language and behavior in all communications.	
Demonstrates process of thoughtful engagement, critical thinking, and willingness to consider alternative ideas/ viewpoints					
Is willing to think critically about best practices	The candidate rarely thinks critically about classroom concerns.	The candidate understands the need to think critically about issues in the classroom.	The candidate demonstrates a willingness to think critically about topics, issues, concerns.	The candidate consistently reflects critically about his/her instruction and best practices.	
Is willing to experiment with new ideas	The candidate displays an unwillingness to experiment with new ideas.	The candidate is hesitant to experiment with new ideas.	The candidate is willing to experiment with new thoughts and varying points of view.	The candidate is proactive to pursue new, innovative ideas and to try them out. He/She learns from his experiments.	
Seeks ways to solve problems using a variety of resources	The candidate demonstrates minimal efforts to problem solve.	The candidate is hesitant to seek ways to solve problems and very cautious in attempting problem solving.	Problem solving techniques are evident through utilizing a variety of resources.	The candidate is proactive with problem solving skills that are effective. The candidate models ways to solve problems using a variety of resources.	
Recognizes personal limitations and strengths and seeks self-improvement	The candidate needs others to point out his/her personal limitations and strengths.	Candidate is aware of strengths. Personal limitations are recognized when pointed out by peers or supervisors.	The candidate recognizes personal strengths and some limitations and demonstrates a willingness to improve.	The candidate utilizes self-reflection strategies to determine personal limitations and strengths in order to make self-improvement steps.	
Reflects on feedback from a peer or supervisor and gives a plan for improvement based on the feedback	The candidate seldom responds to feedback from peers or supervisors and lacks the skills to create a plan for self-improvement.	Limited self-reflection on the feedback from others impacts the candidate's ability to create a plan for self-improvement without assistance.	The candidate can work on a plan for improvement based on feedback from peers and supervisors.	The candidate reflects on verbal and non-verbal feedback from students, peers, and supervisors to create plans for self-improvement and professional growth.	

APPENDIX E

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

APPENDIX F

SCHOOL OF EDUCATION'S RECOMMENDED STRATEGIES AND BEST PRACTICES

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

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

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

Effective verbal and non-verbal communication skills

Facilitating vs. lecturing

Setting high expectations for learning

Critical thinking, problem solving, reflection, and inquiry

The use of multiple assessments

Effective questioning techniques and dignifying learner responses

Providing appropriate feedback

Providing guided practice prior to independent practice

Technology that will enhance learning

Clarifying comments follow:

Actively involving the learner in the learning

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

Effective verbal and non-verbal communication skills

The faculty will encourage communication skills through group and individual activities including discussion and questioning techniques.

The faculty will also incorporate specific cooperative learning formats and small group work during class sessions.

Facilitating vs. lecturing

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

High expectations

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

Critical thinking, problem solving, reflection, and inquiry

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

The use of multiple assessments

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

Effective questioning techniques and dignifying learner responses

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

Providing appropriate feedback

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

Providing guided practice prior to independent practice

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

Technology that will enhance learning

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

APPENDIX G

Academic Misconduct Policy

ACADEMIC MISCONDUCT

The university community traditionally has been a place where all members may feel free to express and exchange ideas. Such fundamental goals of the university as intellectual growth and development are predicated on honest investigation, straightforward expression of views and opinions, and genuine dialogue. The attainment of these goals requires that all who participate in the exchange of ideas maintain intellectual integrity.

The purpose of this document is not to resolve the moral, religious, and philosophical issues involved in “cheating, plagiarism, or dishonesty.” Rather, the purpose is to identify unacceptable behaviors and enforce honesty in academic endeavors. A further purpose is to ensure that both instructor and student are protected from unfair actions or accusations in cases of cheating and plagiarism. A further purpose of the university is to encourage instructors and students to adopt a responsible attitude toward one another.

STANDARDS AND DEFINITIONS

Baker University expects students and instructors (“instructor” is used as the term to designate members of the faculty and others in their role and function as teachers or supervisors in connection with academic course work at the university) to have solely completed or prepared the work or research that bears their name, and to acknowledge the materials and sources of others. The university expects students to do their own work and research, to prepare their own reports and papers, and to take examinations without the assistance of others or aids not allowed in the testing procedure. The standards and ideals of learning at the university assert that students participate directly in the process of learning rather than substitute others’ labor and experience. The following definitions are intended as guides and are not meant to be comprehensive.

Academic misconduct includes but is not confined to plagiarizing; cheating on tests or examinations; turning in counterfeit reports, tests, and papers; stealing of tests and other academic material; knowingly falsifying academic records or documents; and turning in the same work to more than one class without informing the instructors involved.

Plagiarism includes presenting as one’s own efforts the work of someone else without proper acknowledgment of that source. It is not enough to copy the work of someone else and provide a citation. Exact copying must be enclosed in quotation marks or properly blocked with an appropriate citation of its origin. Failure to cite paraphrasing in which the basic sentence structure, phraseology, and unique language remain the same constitutes plagiarism, as well as failure to acknowledge unique, unusual, or new ideas or facts not the product of one’s own investigation or creativity. It is the student’s responsibility to understand what constitutes plagiarism and how to properly paraphrase and cite sources. When in doubt, it is the student’s responsibility to seek guidance from the instructor of the course.

Cheating includes possession, use, or receipt of unauthorized aids or assistance. Notes, charts, books, and mechanical devices used in a quiz, test, or examination, but not specifically allowed by the examiner, constitutes cheating. Visually or verbally receiving or giving information during a quiz, test, or examination that is not specifically allowed by the examiner is also cheating.

Counterfeit work includes work submitted as one’s own that was created, researched, or produced by someone else. Submission of the work of another person, joint work as if that work was solely one’s own, or production of work to be submitted in the name of another person are all forms of counterfeit work.

Theft, use or circulation of quizzes, tests, or examinations, or answer sheets specifically prepared for use in a given course and as yet not used or publicly released by the instructor of the course constitutes academic misconduct.

Falsification of data or creation of false data by instructors or students in research or experimental procedures is academic misconduct.

Unauthorized reuse of work or the turning in of the same work to more than one class without informing the instructors involved constitutes academic misconduct.

Falsification or procurement of falsified academic records by knowingly or improperly changing transcripts, grade sheets, or related documents constitutes academic misconduct.

STUDENT AND INSTRUCTOR RESPONSIBILITIES

Students

- Have the responsibility to do their own academic work
- Must acknowledge sources of their materials and material that is the work of others
- Have the responsibility to inquire of the instructor when they are uncertain as to what constitutes proper acknowledgment
- Have the responsibility to inquire of the instructor as to what materials and aids are permitted in testing and research work
- Have an obligation to know their rights and responsibilities as delineated in the Baker University Student Handbook
- Have the responsibility to know the university's position with respect to academic misconduct as set forth in this document

Instructors

- Have the responsibility to support and implement the standards, policies, and procedures with respect to scholarship and academic misconduct adopted and approved by Baker University, as outlined in the Faculty Handbook
- Have the responsibility to be familiar with the students' rights, freedoms and responsibilities, as outlined in the Baker University Student Handbook
- Are responsible for informing a class in writing with respect to special scholarship standards, rules and penalties for the class or field of study, and to give clarification in the event of private or class queries on the subject
- Must treat fairly and impartially all members of a class and devise testing and assignment procedures that reflect this impartiality
- Have the responsibility to respect contrary opinions and the right of a student to think differently or to be critical without being penalized
- Shall not use ideas originating with and expressed by a student without permission and proper acknowledgment
- Shall inform the student in writing when a student's semester grade is affected by the student's academic misconduct

Rights of Students and Instructors

- Students have those rights, freedoms, and responsibilities as enunciated in the Baker University Student Handbook
- Students or instructors have the right to differing and contrary opinions without fear of reprisal or unfair treatment
- A student charged with academic misconduct is innocent unless judged guilty through due process
- A student has the right of appeal as specified in "Appeals" in this document

In Any Instance of Academic Misconduct

Individual instructors have the autonomy to deal with individual instances of academic misconduct in their courses. The instructor may choose from a variety of possible sanctions including, but not limited to: a lowered grade on the assignment, a failing grade on the assignment, a failing grade in the course, and 'XF' notification on the student's academic transcript. The 'XF' designation will be considered in instances in which the academic misconduct represents a substantial portion of work or demonstrates premeditation and intent on behalf of the student. The 'XF' designation must only be

given in consultation with the Dean of the College of Arts and Sciences (CAS). Instructors are required to document all instances of academic misconduct.

The instructor shall notify the student in writing of the misconduct and the course-related sanctions for it and is required to report the instance to the Dean of the CAS on the Notification of Student Academic Misconduct form along with appropriate documentation. Copies of the report will be sent to the student's academic advisor and the report will be made a part of the student's record. Additional institutional sanctions may follow if the student has accumulated sanction points.

The Dean of the CAS will review the form and supporting documentation and will assign an appropriate sanction point. The student will receive a letter from the Dean of the CAS that a Notification of Student Academic Misconduct form has been filed in the Office of the Dean of the CAS. Included in this correspondence will be a description of the institutional sanction as well as an outline of the appeal process. Students may be required to meet with the Dean of the CAS to review the accusation and to discuss the importance of academic integrity. A copy of the conversation of that meeting will be placed in the student's file.

Academic Misconduct Violation and Sanction Examples & Guidelines

Individual instances of academic misconduct vary in their magnitude and severity. The list of violations and sanctions that follow should be used as a guideline for making decisions regarding academic misconduct. These guidelines should not be considered an exhaustive list.

Lower level violations are considered to be less severe because they impact a minor portion of course work or include little to no premeditation or intent. In contrast, upper level violations are more severe violations that impact a larger portion of coursework or that include evidence of premeditation and intent. There are sanction points associated with each violation. Students will receive a sanction point for each violation and these points will be cumulative over a student's time at Baker University.

I. Violation Levels

Warning Level Violation – 0.0 sanction point (first semester only, first offense only)

- For plagiarism or copying in work done for a course, if the plagiarized or copied material constitutes a minor portion of the assignment
- Unauthorized collaboration on homework assignments constituting a minor portion of the assignment
- Any subsequent Warning Level Violations will be classified as a Level One Violation (and 0.5 sanction points will be applied)

Level One Violation – 0.5 sanction point for each violation

- Submission of plagiarized or counterfeit work including the submission of the work of another person as one's own that was created, researched, or produced by someone else; the submission of joint work as if that work was solely one's own; or the production of work to be submitted in the name of another
- Collaboration with other students on homework assignments or laboratory work that is not specifically allowed by the instructor
- Witnessing another student engaging in academic misconduct and not reporting the misconduct to the professor
- Possession, use, or receipt of unauthorized aids or assistance (including, but not limited to: notes, charts, books, and mechanical devices) during a quiz, test, or examination, that is not specifically allowed by the instructor
- Visually or verbally receiving or giving information during a quiz, test, or examination that is not specifically allowed by the instructor
- Unauthorized reuse of work or the turning in of the same work to more than one class without informing the instructors involved
- Falsifying evidence of attendance or participation by the student, or on behalf of another student

Level Two Violation - 1.0 sanction point for each violation

- Theft, use or circulation of quizzes, tests, or examinations, or answer sheets specifically prepared for use in a given course and as yet not used or publicly released by the instructor of the course
- Falsification of data or creation of false data in class assignments, laboratory work, or research conducted inside or outside a class setting
- Taking an exam for another person, or allowing another person to take an exam on one's behalf

Level Three Violation - 3.0 sanction points for each violation

- Falsification or procurement of falsified academic records by knowingly or improperly changing transcripts, grade sheets, or related documents
- Providing someone else's signature on any university-related document
- Destroying or in any way altering the work of another student without his or her specific consent

II. Range of Institutional Sanctions:

Sanction points = 0.0. The student will be asked to take part in an educational experience designed to improve his or her understanding of academic misconduct (first offense only).

Sanction points = 0.5. The student will be issued a Letter of Reprimand from the office of the Dean of the CAS and may be asked to take part in an educational experience designed to improve his or her understanding of academic misconduct.

Sanction points = 1.0. The student will have a meeting with the Dean of the CAS to discuss the importance of academic integrity. In consultation with the Dean of the CAS, the student may also receive notification of 'XF' on his or her transcript.

Sanction points = 1.5. The student will be allowed to complete the current semester, but will be suspended for the following semester.

Sanction points = 2.0. The student will be allowed to complete the current semester, but will be suspended for the following two semesters.

Sanction points = 2.5. The student will be allowed to complete the current semester, but will be suspended for the following three semesters.

Sanction points = 3.0 or more. The student will be expelled immediately from the university. Expulsion from Baker University for academic misconduct will be permanently noted on the student's transcript.

III. Degrees, Awards & Honors Membership

In addition to possible suspension or expulsion, violations of the Academic Misconduct Policy may lead to the removal of degrees, awards, or membership in the Baker University Honors program.

IV. Removal of 'X' from Student Transcript

Students will not be allowed to drop courses in which they are receiving a failing grade ('XF') due to academic misconduct. If a student retakes a course, this action will not erase the 'X' on his or her transcript as this is notation that the student has engaged in academic misconduct.

For a first offense of any Level One or Level Two violation, or a second offense of a Level One violation, after the completion of two semesters of acceptable behavior in which a student remains in good academic and social standing, the student may petition the Office of the Dean of the CAS to remove the 'X' from his or her transcript. This written petition must provide evidence that the student has a better understanding of ethical behavior (e.g., evidence that the student has studied how to cite sources properly, has taken a course on ethics, has attended a library workshop on how to avoid plagiarism, has written a paper on the importance of academic integrity, etc.). The Dean of the CAS may consult with the Chair of ASEM or other faculty members before deciding to remove the 'X.'

V. Appeals

Alleged Academic Misconduct

Students may appeal an allegation of academic misconduct or a grade awarded because of alleged academic misconduct to a Hearing Board. Students may also appeal any sanctions imposed by the Dean.

A student wishing to appeal an allegation of academic misconduct or a grade awarded because of alleged academic misconduct must submit a completed petition to the office of Academic Affairs within ten (10) days after the beginning of

the subsequent term or session. The hearing board shall normally be convened within ten (10) days following the receipt of a completed petition. For petitions filed during the summer or Winterterm, the absence of potential board members may delay hearings until the start of the following semester.

Hearing Board

The hearing board shall consist of three faculty members, drawn from ASEM members and a pool of faculty appointed by the chairs council, together with three student representatives selected by the ASEM chair. The composition of the hearing board shall reflect a reasonable attempt to avoid bias or conflict of interest. The chair of the Academic Standards and Enrollment Management Committee will serve as the nonvoting chair of the hearing board. ASEM will elect a hearing board chair from among its members when the chair of ASEM has a conflict of interest. The accused student has the right to a faculty advisor who will be selected by the Office of Academic Affairs in consultation with the chair of ASEM.

Hearing Board Meetings

The first meeting of the hearing board will normally take place within ten (10) days following the receipt of a completed petition by the Office of Academic Affairs. The hearing board will meet as often as necessary to interview affected parties and review relevant documentation and evidence. After thorough review of the evidence regarding the course syllabus or alleged violations, the hearing board will make a finding regarding the allegation of academic misconduct or the grade to be changed. Findings of the hearing board will be communicated to the Dean of the CAS who will provide notification to all parties named in the petition. Findings should be delivered in a timely manner – in no fewer than 30 school days. The recommendation requires the approval of five of the six voting members. A finding exonerating a student of academic misconduct shall result in all references to that misconduct being expunged from the student's record.

Committee meetings are closed to outside parties, including legal counsel. All proceedings and materials reviewed by the committee will be kept strictly confidential.

Appeal of Sanctions

Sanctions imposed by the Dean as a result of a finding of academic misconduct may be appealed to the Vice President for Academic Affairs. The student has ten days to appeal such sanctions. The Vice President for Academic Affairs has three options: 1) to uphold the decision of the Dean, 2) to lessen the sanction proposed by the Dean, or 3) to remove the sanction proposed by the Dean. If either of the latter two options is selected, the Vice President for Academic Affairs must provide an explanation for the decision in writing to the Dean. There is no appeal beyond this point.

VI. Academic Misconduct Records

All records of academic misconduct will be kept by the Office of Academic Affairs. All records of academic misconduct will be kept for five years after a student has graduated or five years past the date that they depart campus. These records will be consulted only if a) an additional Notification of Student Academic Misconduct form has been submitted by a faculty member, b) if a student is petitioning for the removal of an "X" from his or her transcript, or c) if a student is petitioning for some other mitigation of imposed sanctions. All decisions of suspension and expulsion will remain in the student's file permanently.

Non-Academic Misconduct Grade Appeal

Students must first attempt to resolve non-academic misconduct grievances involving grades with the individual instructor. If the grade grievance is not resolved, the student has the right to appeal a course grade not related to alleged academic misconduct to a hearing board as outlined above. A finding to change a course grade shall require the approval of five of the six voting members. Findings of the hearing board shall be communicated to the Dean of the CAS who will provide notification to all parties named in the petition. There is no appeal beyond this point.

APPENDIX H

STUDENT COMPLAINT PROCESS AND POLICY

Concerns and complaints about any function of the university are ordinarily handled through the normal administrative chain. In accordance with the [Higher Learning Commission Policy FDCR.A.10.030](#), Baker University has established a student complaint process. Information about individual established process may be found at <https://www.bakeru.edu/student-complaint-process/>

Steps for Initiating a Student Complaint

When a student encounters a problem on campus or feels they have been treated unfairly, the student should first try to resolve the issue informally with the faculty member, staff member, or department directly involved. Many issues can be resolved by making an appointment with a faculty or staff member and calmly and honestly communicating the concerns.

- If the informal resolution is unsuccessful or the student is unable, the student may choose to use one of the established processes for filing a complaint or pursuing an appeal.
 - [Academic Grievance](#)
 - [Accounting and Financial](#)
 - [Athletic Grievance](#)
 - [Ethics and Compliance Reporting](#)
 - [Personnel Issues](#)
 - [Risk and Safety Matters](#)
 - [Prohibited Harassment Complaints](#)
 - [Sexual Misconduct Policy and Procedures](#)
 - [Student Nonacademic Concerns](#)
 - [Student Conduct Violations](#)
 - [Student Academic Concerns](#) (attendance, academic progress)
- If a student is not satisfied after working informally or through an established process to resolve the concern, and resolution has not been achieved through one of the processes listed above, the student may file a formal student complaint. A formal student complaint is defined as follows:
 - An issue that is not resolved or resolved satisfactorily through routine channels
 - A nonroutine issue

A formal student complaint must contain the following elements:

- Identity attributed (not anonymous)
- Actionable with an explicit call for action
- Arising from any area on campus
- Timely

Formalized by submitting the [student complaint form](#) found at <https://www.bakeru.edu/student-complaint-process/>

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.

Updated August 2019

-
1. Internet Searches
 - A. ED 243: Candidates find applicable educational resources. Candidates write critiques of two educational websites.
 - B. ED 343: Candidates use the internet as a resource for preparing presentation on educational theorist.
 - C. ED 366/ED 368: Candidates use the internet as a resource for writing a unit.
 - D. ED 366/ED 368: Candidates access program standards online and cite standards addressed in writing an integrated unit.
 - E. PE 210: Candidates find applicable educational resources to critique and include in sources to use for teaching. Students will also use the internet as a resource for researching areas of physical education and health.
 2. 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.
 3. 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
 4. 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.
 - C. ED 440/460: Candidates will create an electronic developmental portfolio including evidence throughout the program in the following five themes: reflective practitioner, planner of instruction, facilitator of learning, assessor of learning, and technologically skilled practitioner, with a visual component in the final presentation.
 5. 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.
 6. 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.
 7. 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 Teachers.

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

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

1. Facilitate and Inspire Student Learning and Creativity

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

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

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

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

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

3. Model Digital-Age Work and Learning

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

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

4. Promote and Model Digital Citizenship and Responsibility

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

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

5. Engage in Professional Growth and Leadership

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

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

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APPENDIX K

COMMUNITY SERVICE

RATIONALE:

The School of Education's Conceptual Framework includes ten Program Objectives which "confident and competent educational leaders" possess. One of these competencies relates to the educator's responsibility to the larger community. It is our belief that confident and 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 440/ED 460 Pre-Student Teaching Seminar. Candidates must provide fifteen (15) hours of unpaid volunteer service at an approved site, beyond the Baker University community, to satisfy this requirement. A reflection paper outlining these community service experiences will be evaluated in the ED 440/ED 460 Pre-Student Teaching Seminar

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:

During the ED 440/ED 460 Pre-Student Teaching Seminar, 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.

APPENDIX L

Criteria for Admission to Student Teaching

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

	Your Scores	Required Scores for Good Standing
Cum GPA:		2.8
Professional and Content Area GPA:		2.8
Average score on Prof. Skills Survey:		3.5
PDS Evaluations		3.5
Successfully completed, with a grade of “C-” or better, the professional education and content area courses taken to- date.	Yes or No	Deficiency
Successfully completed general education courses; PY 111 and PY 243 successfully completed with a grade of “C-” or better.	Yes or No	Deficiency

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

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

APPENDIX M

LICENSURE REQUIREMENTS FOR CANDIDATES WHO HAVE PREVIOUSLY EARNED A DEGREE

Student Name _____

Date of Initial Contact _____

Persons who come to Baker with a baccalaureate degree from an accredited institution and wish to obtain teaching licensure in a field or fields must satisfy the expectations of the School of Education, which operates in concert with the Kansas State Department of Education (KSDE) and the Council for the 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.**

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

1.	ED 100 Teaching as a Career	1	_____	_____
2.	ED 243 Introduction to Education	3	_____	_____
3.	ED 244 Education Field Practicum I	1	_____	_____
4.	ED 264 Foundations of Classroom Mgmt	1	_____	_____
5.	ED 265 Technology for Teachers	1	_____	_____
6.	ED 309 Evaluation Techniques for the Classroom	3	_____	_____
7.	ED 313 Bilingual Education	3	_____	_____
8.	ED 320 Education Field Service Practicum II	1	_____	_____
9.	ED 343 Educational Psychology	3	_____	_____
10.	ED 345 Psychology of the Exceptional Learner	3	_____	_____
11.	ED 350 Dyslexia & Research Interventions for Elementary or	2	_____	_____
12.	ED 351 Dyslexia & Research Interventions for Secondary	1	_____	_____
13.	ED 366/ED 368 Teaching Reading in Content Areas	3	_____	_____
14.	ED 440/460 Pre-Student Teaching Seminar,	3	_____	_____
15.	ED 462 Education Orientation Internship	1	_____	_____
16.	IS 199 Diversity in Education	3	_____	_____
17.	ED 450/470/480 Student Teach. In Elem./Middle/Sec. School	12	_____	_____
18.	PY 111 General Psychology	3	_____	_____
19.	PY 243 Human Development	3	_____	_____

- V. Complete the requirements in the major field(s) of endorsement (refer to separate sheet)
- VI. **Complete at least 15 hours of Baker University credit prior to the professional semester. Of these 15 hours, 3 hours must be an upper level Professional Education course.**
- VII. PLT (160) score: _____ The PLT is a licensure requirement and not a program requirement.
Content Area (): _____ The Content Area test is a licensure requirement and not a program requirement.
K-TWS (45) _____ The K-TWS is a licensure and program requirement.

(Updated August 2020)

APPENDIX N

School of Education Undergraduate Department Attendance Policy

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

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

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

*** Passing the course is unlikely at this point.**

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

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

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

*** Passing the course is unlikely at this point.**

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

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

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

*** Passing the course is unlikely at this point.**

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

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

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

*** Passing the course is unlikely at this point.**

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

APPENDIX O

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



FREQUENTLY ASKED QUESTIONS

1. Can I finish in four years?

Most programs can be finished in four years.

2. What courses will I have to take?

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

3. What are the distinguishing components of your program?

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

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

4. I am a transfer student. What about me?

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

5. I already have a degree but I now want to be a teacher. Is this possible at Baker?

Many non-traditional students have earned their teaching licenses with the USOE. The Licensure Officer and a department faculty member will work closely with you to individually analyze your past coursework and plan your future classes to help you meet your goal of becoming a teacher.

6. Is the Baker Teacher Education Program accredited?

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

APPENDIX P

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 certified copies of the charging documents (complaint or citation/ticket); and
 - obtain certified copies of the journal entry of conviction.
 - for Diversions-
 - obtain certified copies of the charging documents, and
 - certified copy of the diversion agreement; and
 - certified copy of the journal entry of dismissal.
- **you may be instructed to appear before the Professional Practices Commission** (a KSDE committee of working teachers, KSDE and Higher Education representatives); and
- any decision from the Professional Practices Commission will go before the State Board of Education for final action.
- *just because you may have had an emergency sub license approved does not guarantee a teaching license will be!*

Advice about getting a record expunged:

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

If your crime happened in Lawrence Municipal Court, like some other courts, they have made it easy to request expungement: go online for the forms and instructions. There is no charge (no lawyer or court fees involved). In other courts, the typical cost would be \$100-200, or with more serious cases, you might need to hire a lawyer.

***PLEASE NOTE: Question 8c refers to ALL diversions EVER entered – including juvenile diversions.** Also, KSDE is discussing a possible change from "theft" to "dishonesty", which is a broader term that could include things like falsifying academic records or getting caught with a fake ID. We are monitoring this situation and will revise this document if necessary.

Remember, too, that KSDE can revoke or suspend your license for a variety of reasons, including breach of employment contract.

Be sure to read the Kansas Educator Code of Conduct too! Some states also have a Code of Ethics. Check it out!

The School of Education (SOE) at Baker University has the responsibility for placing candidates in school-based field experiences and for recommending candidates for teacher licensure. The SOE takes its responsibility seriously and requires that each student fill out a Felony Disclosure Form prior to placement in the schools for any unsupervised field experience or other SOE-sanctioned activity in which a candidate participates with school students. Baker University's School of Education is also responsible for recommending to the Kansas State Department of Education (KSDE) individuals who have completed the teacher education program for licensure as a teacher. However, the Kansas State Department of Education reserves the right to deny a license to individuals who have been convicted of or pleaded guilty to any act punishable as a felony.

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

1. Have you ever been convicted of a felony?

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

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

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

3. Have you ever entered into a diversion agreement or otherwise had a prosecution diverted after being charged with any felony or any crime involving theft, drugs, or a child?

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

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

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

5. Have you had a teacher's or school administrator's certificate or license denied, suspended, revoked, or been the subject of other disciplinary action in any state?

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

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

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

7. Have you ever been disbarred or had a professional license or state issued certificate denied, suspended, revoked or been the subject of other disciplinary action regarding any profession in Kansas or any other state?

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

8. Have you ever been terminated, suspended, or otherwise disciplined by a local Board of Education for falsifying or altering student tests or student test scores?

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

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

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

Signature

Course number and name

Printed Name

Date

APPENDIX Q

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.
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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.
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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.

	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 R

(Revised 2019)

Baker University USOE Lesson Plan Format Guide

Lesson Title/Topic			
	Name: <i>This is the name of the creator of the lesson plan.</i>	Content Area(s): <i>This may be plural to allow for integration of content areas or thematic units/lessons.</i>	Unit: <i>If part of an overall unit, provide the topic/title.</i>
	Date(s):	Grade Level(s):	Time Frame:
Planned...	...with cooperating teacher _____ ... with partner/team _____ ...independently		
Standard(s)	1. <i>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.</i>		
Learning Objective(s) & Level(s) of Bloom's	Learning Objective(s): 1. <i>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.</i>	Level of Bloom's Taxonomy or DOK: 1. <i>For each objective, depending on course/assignment or school/district requirements, identify the level of Bloom's Taxonomy or Depth of Knowledge (DOK).</i>	
Materials Needed	For Students:	For Teacher:	
Technology Used	By Students:	By Teacher:	
Instructional Strategies/ Activities & Student Arrangements	Instructional Strategies/Structures: 1. <i>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.</i>		Student Arrangements: 1. <i>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.</i>

Learner Needs/ Exceptionalities/ Extensions & Teacher Responses	<p>Description of Need/Exceptionalities:</p> <p>1.</p> <p><i>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.</i></p>	<p>Response/Accommodations/Modifications:</p> <p>1.</p> <p><i>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.”</i></p>
Keywords/ Vocabulary and/or Language Objective	<p><i>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.</i></p>	
Lesson Sequence	<p>1.</p> <p><i>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:</i></p> <p><i>The Madeline Hunter approach:</i></p> <ol style="list-style-type: none"> 1. <i>Anticipatory Set</i> 2. <i>Pre-Assessment</i> 3. <i>Instructional Phase (with above included strategies)</i> 4. <i>Guided Practice</i> 5. <i>Independent Practice (or homework)</i> 6. <i>Post-Assessment</i> 7. <i>Lesson Closure</i> <p><i>5E or 6 E formats:</i></p> <ol style="list-style-type: none"> 1. <i>Emphasis (for 6E)</i> 2. <i>Engagement</i> 3. <i>Exploration</i> 4. <i>Explanation</i> 5. <i>Extensions</i> 6. <i>Evaluation</i> 	

	<p><i>Physical Education:</i></p> <ol style="list-style-type: none"> 1. Warmup/Fitness 2. Set 3. Focus Activity 4. Closure <p><i>Music (Secondary level – Orchestra, Gen. Music, Choir or Band)</i></p> <ol style="list-style-type: none"> 1. Warmup 2. Sight Reading activity 3. Instructional Moments 4. Guided Practice 5. Closure 	
Forms of Assessment/Evaluation	<p>Name & Form:</p> <ol style="list-style-type: none"> 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.” 	<p>Description:</p> <ol style="list-style-type: none"> 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	<p><i>PE classes, field trips, chemistry labs, dangerous materials, etc. are all considerations for this category.</i></p>	
Sources	<p><i>Cite all sources used in the creation of this plan for 1) access and 2) academic honesty.</i></p>	
Post-Lesson Comments/Reflection	<p><i>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?</i></p>	

Appendix S

Baker University USOE Lesson Plan Rubric

(Revised 2021)

Criteria	(0-6.9)	(7-7.9)	(8-8.9)	(9.0-10.0)
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USOE Lesson PLAN RUBRIC

Measurable Learning Objectives(s)/Targets					SCORE
Measurable learning targets/objectives	Measurable learning targets/objectives identified do not provide a clear sense of what students will know or be able to do.	Measurable learning targets/objectives identify what students should know and be able to do because of participating in the lesson.	Measurable learning targets/objectives are directly linked to the identified standard(s).	Measurable learning targets are grade-level appropriate, clearly tied to state standards and allow scaffolding of learning experiences to meet development levels of learners.	
Aligned to the identified standards(s)	The lesson plan is not aligned to the standards.	The lesson plan demonstrates minimal alignment to the standards.	The lesson plan is aligned to the standards.	The lesson plan is aligned to the standards and shows the candidate's understanding of major concepts central to the discipline being taught.	
Provide a clear sense of what students will know and be able to do because of the lesson	Descriptive statements do not indicate what students know and will be able to do as a result of the lesson.	Descriptive statements minimally reference what students know and will be able to do as a result of the lesson.	Descriptive statements indicate what students know and will be able to do as a result of the lesson.	Descriptive statements identify and integrate what students know and will be able to do as a result of the lesson.	
Connection to assessment	The learning target is not assessed.	The assessment is not aligned to the learning target.	Assessment connections are accurately identified and concisely explained.	Assessment options identified and explained to help students and teacher determine mastery and directions.	
Anticipatory Set & Classroom Environment					SCORE
The anticipatory set was well developed	The anticipatory set was not evident.	The anticipatory set was developed.	The anticipatory set was connected to the learning targets and/or prior learning.	The anticipatory set provides an effective overview of the learning target by reviewing or preparing the student for the lesson.	
Set the stage for the lesson	The anticipatory set was not evident.	An anticipatory set was provided but it did not review or set up the lesson effectively.	An anticipatory set was provided that reviewed previous learning and set up for the lesson.	The anticipatory set reviewed prior learning and made connections to the lesson.	
Lesson Sequence: Instructional Strategies, Activities, Modeling, Checking for Understanding, Guided Practice, Exploration, Independent Practice, Closure (x2)					SCORE
Appropriate evidence, research-based or best practice strategies/activities were selected	There were not clear instructional strategies identified.	There was a mis-alignment between instructional strategies and content delivery.	There was an alignment between the instructional strategies selected and the content delivered for understanding.	There was an alignment between instructional strategies, the content delivered for understanding, and the learning target.	
Lesson sequence and instructional strategies are comprehensive and provides detail information	Sequential path to meet objectives or assignments were not developed.	A lesson sequence and instructional strategies are provided.	A lesson sequence with appropriate instructional strategies are provided.	Lesson sequence and instructional strategies are comprehensive and provide detailed information.	
Promoted active engagement by the students	The lesson sequence did not provide for student engagement.	The lesson sequence provided some active engagement.	The lesson sequence clearly provided active engagement.	The lesson sequence clearly provided active engagement throughout.	

Learner Needs/Exceptionalities/Extensions Noted and Addressed					SCORE
Specific student need(s) are identified	Students needs are not identified.	Some student need(s) are identified.	All student need(s) are identified.	All student need(s) for this lesson are included and concisely explained.	
Differentiated instruction is present	Differentiation was not included in the plan.	Differentiated instruction with accommodations and modifications for some learners was evident.	Differentiated instruction with accommodations and modifications for all learners is evident.	Differentiated instruction for all students are included using a variety of strategies.	
Provides inclusive classroom instruction	Classroom instruction is not inclusive.	Classroom instruction includes some learners.	Classroom instructions are inclusive and provide for appropriate interventions.	Classroom instructions are inclusive and provide for appropriate and detailed interventions.	
Forms of Assessment					SCORE
Assessments are directly related to the learning objectives/targets of the lesson	Assessment and alignment to learning objectives/ targets is not evident.	Assessments and alignment to learning objectives/targets is limited.	A clear explanation is provided for selection of assessments and alignment to learning objectives/targets.	A comprehensive rationale and explanation is provided for the selection of assessments and alignment to learning objectives/targets.	
Both formative and/or summative assessments are included	Assessments were not included.	An assessment was provided that related to the learning objectives/targets of this lesson.	Assessments were provided that directly relate to the learning objectives/targets of this lesson.	Assessments were provided that directly related to the learning objectives/targets of the lesson with the use of results very specific.	
Assessments allow for needed modifications or accommodations	No explanation is given explaining how either formative or summative could be used for modifications or accommodations.	Formative and/or summative assessments allow for some modifications or accommodations.	Formative and/or summative assessments allow for needed modifications or accommodations.	Formative and/or summative assessments allow for needed modifications or accommodations with scoring process explained	

APPENDIX T

Continuum of Instructional Progress in Practicum Settings

Candidate _____ Instructor _____

Course Number _____ Date _____

- ☐ **ED 244: Knowledge/Remembering:** Do I want to be a teacher?
- ☐ **ED 320: Comprehension/Understanding:** Can I identify components of effective instruction specific to classroom management and strategies and accommodations to facilitate student learning?
- ☐ **Methods: Application;** Am I capable of selecting and teaching appropriate interventions for small or whole group instruction?
- ☐ **IS 199: Analysis:** Am I capable of selecting and teaching appropriate interventions for diverse small and/or whole group instruction; can I adjust on a daily basis?
- ☐ **ED 462: Synthesis/Evaluation:** Can I project interventions and assessments essential to the first few weeks of school and create the framework for a positive and productive classroom climate?

	Unsatisfactory 1-2	Basic 3	Proficient 4	Distinguished 5	Score
244- Knowledge/ Remembering	Did not address the guiding question.	Addressed the guiding question with too much ambiguity.	Addressed the guiding question with sufficient relevant evidence.	Addressed the guiding question with convincing relevant evidence.	
320- Comprehension/ Understanding	Did not address the guiding question.	Addressed the guiding question with too much ambiguity.	Addressed the guiding question with sufficient relevant evidence.	Addressed the guiding question with convincing relevant evidence.	
Methods- Application	Did not address the guiding question.	Addressed the guiding question with too much ambiguity.	Addressed the guiding question with sufficient relevant evidence.	Addressed the guiding question with convincing relevant evidence.	
IS 199 Analysis	Did not address the guiding question.	Addressed the guiding question with too much ambiguity.	Addressed the guiding question with sufficient relevant evidence.	Addressed the guiding question with convincing relevant evidence.	
ED 462 Synthesis/ Evaluation	Did not address the guiding question.	Addressed the guiding question with too much ambiguity.	Addressed the guiding question with sufficient relevant evidence.	Addressed the guiding question with convincing relevant evidence.	

Ratings below imply that the candidate has demonstrated:

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

Criteria (suggested but not limited to):

ED 244: Knowledge/Remembering: Do I want to be a teacher?
<input type="checkbox"/> Specific comments on experiences with students that helped to affirm desire to be a teacher or pursue another career option. <input type="checkbox"/> Specific comments from mentor teacher that helped to affirm desire to be a teacher or pursue another career option. <input type="checkbox"/> Specific comments on over-all experience that helped to affirm desire to be a teacher or pursue another career option.
ED 320: Comprehension/Understanding: Can I identify components of effective instruction specific to classroom management and strategies and accommodations to facilitate student learning?
<input type="checkbox"/> Provided examples of classroom management specific but not limited to: <ul style="list-style-type: none"> ○ How to create and maintain relationships with students ○ How to structurally organize a classroom ○ How to empower students ○ How to create classroom rules and procedures <input type="checkbox"/> Provided examples of strategies and accommodations to facilitate student learning, specific but not limited to: <ul style="list-style-type: none"> ○ Any type of strategy/intervention to teach a specific concept ○ Any type of strategy/intervention to reinforce a specific concept ○ Accommodations that facilitate student success (when taking a spelling test, writing a paper, completing a math assignment, responding in class, etc.)
Methods: Application: Am I capable of selecting and teaching appropriate interventions for small or whole group instruction?
IS 199: Analysis: Am I capable of selecting and teaching appropriate interventions for diverse small and/or whole group instruction; can I adjust on a daily basis?
ED 462: Synthesis/Evaluation: Can I project interventions and assessments essential to the first few weeks of school and create the framework for a positive and productive classroom climate?
<input type="checkbox"/> Provided examples of how to create a positive and productive classroom climate <ul style="list-style-type: none"> ▪ How to address/assign/weight homework ▪ Meaningful ways to include/contact/inform parents <input type="checkbox"/> Provided examples of what might be required for beginning of the year assessments <input type="checkbox"/> Provided examples of what might be
Comments

APPENDIX U

Educators and Para-Educators Waiver Request for ED 244 and/or ED 320

Adopted by Undergraduate SOE March 12, 2010

Updated 9/2021

Any person requesting a waiver for the practicum courses ED 244 and/or ED 320. A waiver will be granted based on a recommendation from the Department Licensure Officer. If seeking a waiver for both courses, ED 320 will be considered after successful completion of three other professional education courses. At that time the candidate can submit a letter to the USOE Department Chair that outlines their superior performance in the professional education courses and the request will be considered by the department.

The request must include the following.

1. A letter reflecting on experience as a para-educator or teacher
2. Verification of employment is required; contact information must be included in the letter requesting the waiver.
3. A positive recommendation from the immediate supervisor which includes dates of service and area(s) of responsibility must be included.
4. An official evaluation of work experience be submitted.
5. Documentation must be mailed directly to the Licensure Officer at:
Baker University
School of Education Licensure Officer
P. O. Box 65
Baldwin City, KS 66006

The following rubric will be used to verify the meeting of the above criteria.

Practicum Waiver Rubric

Student Name:	Date	Yes	No
Reflective request letter submitted			
Verification of employment experience			
Positive recommendation from immediate supervisor			
Official evaluation			
All paperwork submitted/mailed directly to the Licensure Officer.			
Waiver granted by Department Chair and Licensure Officer			

Department Chair Signature

Licensure Officer Signature

Date

Date

APPENDIX V

Glossary of Terms

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

Felony Disclosure	Revealing the history of having been involved in a crime termed a felony
INTASC	The Interstate Teacher Assessment and Support Consortium, a project of the Council of Chief State School Officers (CCSSO) that has developed model performance-based standards and assessments for the licensure of teachers. (CAEP)
Interterm	January term offered at Baker between first and second semesters
KSDE	Kansas State Department of Education
K-TWS	Kansas Teacher Work Sample, assessment during student teaching
Licensure	The official recognition by a state governmental agency that an individual has met certain qualifications specified by the state and is, therefore, approved to practice in an occupation as a professional. (NCATE) The granting of access to practice teaching, administration, or school services in Kansas public schools (KSDE)
Licensure Officer	The person in this position will work closely with the SOE Dean, the Undergraduate Department Chair, and the Kansas State Department of Education (KSDE) to monitor teacher licensure requirements, candidate progress toward licensure, and KSDE correspondence, rules and regulations pertaining to program licensure.
Pedagogical Content Knowledge	The interaction of the subject matter and effective teaching strategies to help students learn the subject matter. It requires a thorough understanding of the content to teach it in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of students. (NCATE)
Pedagogical Knowledge	The general concepts, theories, and research about effective teaching, regardless of content areas (NCATE)
Pedagogy	The art, science, or profession of teaching
Portfolio	An accumulation of evidence about individual proficiencies (NCATE)
Practicum	The experience and application in a classroom of previously studied theory
Practitioner	One who practices a profession; a teacher with a license
Praxis	Tests by Educational Testing Service (ETS): The <i>Praxis I</i> Test (PPST) measures reading, writing and mathematical skills that colleges often require for entry into a teacher education program. The <i>Praxis II</i> Tests (PLT and Content Area Tests) measures subject knowledge and skills that are needed for teacher licensure in 39 states. (ETS)

Probationary	A Probationary candidate is a candidate who has not met all requirements for either Conditional or Good Standing status in the Teacher Education Program.
PDS	Professional Development School
Prorated Policies	The attendance policies are calculated according to a proportion of the policy for MWF classes.
Provisional	"Provisional teaching endorsement license" means a license issued to an individual that allows access to practice in an endorsement area while the individual is in the process of completing requirements for that endorsement. (KSDE)
Qualitatively	Involving qualities or characteristics
Quantitatively	Involving quantities or measurement of amounts
Rubric	Assessment guide that reflects content and performance standards; an assessment rubric reflects what is important, defines what work meets a standard and distinguishes between different levels of performance
SEA	School of Education Ambassadors
SOE	School of Education
GSOE	Graduate School of Education
USOE	Undergraduate School of Education
SPGS	School of Professional Graduate Studies
TEPPH	Teacher Education Policy and Programs Handbook
Tenure	A status granted after a trial period to a teacher protecting him/her from dismissal that is done without a formal process
UAC	University Academic Council

APPENDIX W

(Revised 2022)

BIBLIOGRAPHY OF PEDAGOGICAL KNOWLEDGE BASE

The following bibliography provides support for the instructional strategies that are promoted and modeled by department faculty. In order to match the format of the Baker University School of Education's Recommended Strategies and Best Practices document, the advocated instructional strategy will be listed with supporting bibliographical material underneath.

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