

Bethany College

Bethany Education Department

2026-2027



Teacher Education Handbook & Assessment Manual
Cover art by Kelsee Adam, Class of 2028

<https://www.bethanylb.edu/education>



PREFACE

Bethany College Mission Statement

The mission of Bethany College is to educate, develop, and challenge individuals to reach for truth and excellence as they lead lives of faith, learning, and service.

Education Department Mission Statement

The Bethany College Education Department strives to instill in candidates the knowledge base, teaching skills, as well as professional attitudes and values necessary to become exceptional, reflective teachers in a diverse culture.

Education Program Vision

We believe teacher education is a cooperative venture in building relationships and empowering candidates to be knowledgeable, skillful, and inspiring professionals who focus on the interests, welfare, and success of learners.

Teaching Programs: Bethany College has implemented programs for teacher preparation since its founding in 1881. Today, Bethany students can receive a degree leading to licensure at the elementary (PreK-6), secondary content (6-12), and PreK-12 levels in Art, Health/P.E., and Music. There are 9 teaching majors offered: Elementary Education, Art, Biology, English, Health and Physical Education, Mathematics, Vocal Music, Instrumental Music, and Social Science Teaching.

Endorsements: Candidates can pursue added endorsements at the secondary and elementary levels including Special Education High-Incidence (K-6 or 6-12) and English as a Second Language (PreK-12). The Kansas State Department of Education (KSDE) offers middle level (5-8) endorsements in Social Studies, Math, Science, and English to candidates who pass the middle level content PRAXIS tests.

Accreditation: The Teacher Education Program was officially accredited by the Kansas State Board of Education on March 11, 2021, and the program will continue to be fully accredited until December 31, 2027. The program met all standards required by CAEP, the Council for the Accreditation of Educator Preparation, which ensures the quality of the education program leading to teacher licensure for students who are wanting to teach in elementary, middle, or secondary levels. Bethany was the first private college in Kansas accredited by NCATE in 1954.

The Bethany College Teacher Education Handbook and Assessment Manual is updated and published each academic year to provide information about Bethany's Teacher Education Program, including current policies, transition points, and multiple assessments. The assessments and student learning outcomes are aligned with Interstate Teacher Assessment and Support Consortium (InTASC), Kansas State Department of Education (KSDE) Professional Education Standards, and CAEP national standards. These standards ensure that beginning teachers develop the knowledge, skills, and professional characteristics for effective classroom teaching.

This handbook is available to the public via the college website, and available to students, cooperating teachers, administrators, and college supervisors who monitor the progress of Bethany's teaching candidates. <https://www.bethanylb.edu/education>

An additional section of the handbook is devoted to Clinical Practice (Student Teaching). Bethany's **Clinical Practice Guide** is also available to the public on the website and is a thorough review of the student teaching policies and teacher licensure processes, the goal for future educators. Bethany teaching candidates are required to meet KSDE licensure standards, and the graduation requirements established by the college and Bethany's Teacher Education Program.

Licensure Disclosure Statement regarding the U.S. Department of Education federal regulation Section 668.43 A-C

Bethany College's Teacher Education Program has been accredited by the Kansas State Department of Education and meets the requirements for a professional teaching license in the state of Kansas. Additional conditions may be required for teacher licensure in other states. Bethany College Teacher Education Department is not required to determine whether the college's courses, program or curriculum meet the educational requirements for licensure in states other than Kansas. **Students planning to seek a professional teaching license outside of Kansas must first obtain an initial Kansas license prior to seeking license transfer.** It is recommended that students with an interest in teaching in another state meet with Bethany College's Licensure Officer for direction and guidance.

Guidelines regarding teaching outside Kansas and an interactive state license reciprocity compact map can be found under the Licensure Eligibility section of the webpage:

<https://www.bethanylb.edu/education>



INTRODUCTION TO TEACHER EDUCATION

The Bethany College Education Department is dedicated to helping candidates acquire the knowledge, skills, attitudes and values necessary for becoming responsible, reflective, ethical professionals. The liberal arts program at Bethany is integrated with the professional studies, academic coursework, and clinical field experiences to help teaching candidates build a deep understanding of the subject matter and pedagogical knowledge, interact with diverse learners, schools and communities, and develop critical competencies in reaching a level of excellence and success in the profession. Bethany's Teacher Education Program seeks to prepare qualified candidates for teaching positions in approved programs through the Kansas State Department of Education including program objectives that:

- Provide opportunities through which candidates can develop the qualities depicted in the Bethany's Exceptional Teacher Model, and those of a liberally educated person.
- Provide early experiences in elementary, middle level, and secondary classrooms.
- Provide guidance services related to candidates' academic goals and social concerns.

Teacher Education Coordinators (TEC)

Alan English, PhD, Associate Professor of Education
Chair of the Education Department

Gretchen Norland, EdD, Professor of Education
Coordinator of Secondary Education

James Baker, MEd, MAEL, Assistant Professor of Education
Coordinator of Elementary Education

Katie Pearson, MS, Licensure Officer and Placement Coordinator

Jordan R. Ismaiel, MA, MFA, Assistant Professor of Art
Coordinator of PreK-12 Art Teaching

Emily Rude, MS, Assistant Professor of Biology
Coordinator of Biology Teaching 6-12

Audrey Saxton, PhD, Assistant Professor of English
Coordinator of English Teaching 6-12

Laura Jackson-Stenlund, MAT, LAT, ATC, Exercise Science Department Chair
Associate Professor of Health, Coordinator of Physical Education

Pari Ford, PhD, Associate Professor of Mathematics
Coordinator of Math Teaching 6-12

Rana Razek, PhD, Assistant Professor of History
Coordinator of Social Science Teaching 6-12

Troy Robertson, DMA, Assistant Professor of Vocal Music, Director of Choral Activities
Coordinator of PreK-12 Vocal Music Education

Shaun Day, DMA, Assistant Professor of Instrumental Music
Coordinator of PreK-12 Instrumental Music Education

Bethany Teacher Education Committees and Responsibilities

The **Education Department Team (EDT)** meets at least twice a month to conduct teacher education program operations, and to monitor candidates' performance and progress. The EDT consists of the Education Department Chair, the Coordinator of Secondary Education, the Coordinator of Elementary Education, and the Licensure Officer/Placement Coordinator. EDT works closely with the Teacher Education Coordinators (TEC) committee of faculty members who represent the teaching majors. Together, the TEC and EDT professors serve as instructors, advisors, and supervisors for the teaching majors. (Health and Physical Education are counted by KSDE as two programs; English Language Learners/ESOL is an add-on endorsement and is considered by KSDE to be a program.) The Chair of the Education Department serves as Unit Head and conducts the monthly TEC meetings, bi-monthly EDT meetings, and chairs the Education Advisory Council.

The Education Advisory Council includes EDT, stakeholders, alumni, adjuncts, representative students, educators, and administrators from partnering school districts. The Education Advisory Council helps review teacher education processes, including program data and assessments, and provides input on best practices of the teaching profession. The council advises the program especially on matters of clinical practice and student observations in field experiences. The council members' feedback is thoughtfully integrated into the Bethany College Teacher Education program. The Advisory Council meets biannually in the Fall and Spring. The Advisory Council discusses trends in education and offers suggestions to prepare candidates for today's classrooms. Topics such as teaching vacancies and district needs, diversity, technology, recruitment, and Social Emotional Learning (SEL) have been discussed. The Education Advisory Council helps the program make decisions about curriculum and professional development, which **provides evidence of CAEP Standard R.5.3, Stakeholder Involvement**.

Teacher Education Coordinators (TEC) Responsibilities

Teacher Education Coordinators (TEC) is a stand-alone faculty committee with direct oversight over the Teacher Education Programs at Bethany College. Teacher Education is an accredited program of the Kansas State Department of Education, which is required to meet KSDE regulations and professional education standards leading to teacher licensure. TEC is composed of faculty members who serve as representatives for each teaching major program. Every seven years, TEC participates in KSDE program review and the accreditation processes of all the Teacher Education Programs at Bethany College.

The Education Department carries the responsibility of monitoring and maintaining the program requirements and providing avenues of communication among all areas of the college concerned with teacher education. TEC meets once a month to review program data and curriculum and evaluate candidates' qualifications for admission to the program and clinical practice. TEC plays a vital role in decision-making processes including the development and review of assessments and policies, the approval of revised or new courses affecting teacher education, and continuous program improvement.

The Teacher Education Coordinators (TEC) shall have the following responsibilities:

- TEC shares the responsibility of ensuring a quality Teacher Education Program that maintains compliance with the KSDE regulations and criteria that lead to teacher licensure.
- TEC members represent their teaching major programs and stay informed by participating in monthly TEC meetings.
- TEC members also serve as content supervisors who observe and evaluate student teachers.
- TEC members participate in the co-scoring of candidates' Teacher Work Samples.
- TEC strives to communicate an understanding of education program requirements and policies to all academic departments which offer courses leading to teacher licensure.

TEC Committee Structure:

The TEC committee consists of full-time faculty members who are designated or self-selected representatives of their teaching majors in their departments. The elementary education and content majors of each of Bethany's approved teacher education programs include Art, Biology, Elementary Education, English Language Learners (ELL), English, Health and Physical Education, Mathematics, Social Science, Instrumental Music, and Vocal Music.

The Chair of the Department of Teacher Education is appointed by the Chief Academic Officer, in consultation with the college president, and reports directly to the CAO. The Education Department Chair is automatically appointed as the Chair of TEC and is responsible for departmental and committee supervision and responsibilities.

Other TEC duties include:

- The Licensure Officer records and submits TEC minutes.
- The Licensure Officer prepares licensure reports and candidate data for TEC meetings.
- Ad-hoc committees may be assigned within TEC to complete relevant education program tasks.
- TEC members with current student teachers attend a training session on scoring the Teacher Work Sample and utilizing the education assessments for Clinical Practice.
- TEC supervision of **one student teacher per semester is equivalent to one credit hour** (.75 credit hours supervision with an additional .25 credit hours for scoring each Teacher Work Sample.)

Conceptual Framework: Bethany College Exceptional Teacher Model

Bethany College's Exceptional Teacher Model reflects the education department's expectations for beginning teachers and shared vision for preparing candidates to teach effectively. A three-dimensional pyramid illustrates the three significant stages that facilitate the development of exceptional teachers.

Bethany College Exceptional Teacher Model



1. The base of the pyramid model is the **Foundation of Individuality** that focuses on the knowledge, skills, attitudes, values, and interpersonal, and cultural experiences that each student brings into the teaching program. The foundation of the teaching program begins with discovering and reflecting on each learner's potential.

2. The middle layer symbolizes **Preservice Education** as shown by three faces of the pyramid model:

- **Knowledge Base (KB)**
- **Teaching Strategies and Applications (TSA)**
- **Professional Attitudes and Values (PAV)**

Candidates develop and expand on each area during coursework, field experiences and clinical practice.

3. The pinnacle of the pyramid represents candidates' **Professional Growth and Development** as demonstrated by highly effective levels of performance in educational settings, academic experiences, and positive impact on learners and learning. Candidates can make knowledge meaningful, create a climate conducive to learning, and motivate students to learn.

The Bethany College Exceptional Teacher Model is introduced in ED100: Introduction to Teacher Education and the Teaching Profession. The model is shared with the Teacher Education Coordinators, the Bethany College Advisory Council, adjunct professors, cooperating teachers, administrators, and other stakeholders. The conceptual framework is reviewed with candidates during their academic coursework and considered in the processes and assessments of preservice education and clinical practice. The conceptual framework is integral to course objectives and the teacher education program's mission to "instill in candidates the knowledge base, teaching skills, as well as professional attitudes and values necessary to become exceptional, reflective teachers in a diverse culture."

Student Learning Outcomes of the Teacher Education Program are based on the Bethany College Exceptional Teacher Model, and align with InTASC/KSDE Professional Education Standards, CAEP national standards, and program assessments. Students are assessed on their:

- **Knowledge Base (KB):** The teaching candidate demonstrates a strong content knowledge base of learners and learning, and the ability to make knowledge meaningful, to respond to diverse learner's needs and increase motivation for learning.
- **Teaching Strategies and Applications (TSA):** The teaching candidate demonstrates the ability to use effective teaching strategies and methods, and design lessons and assessments to promote a meaningful and conducive learning environment that motivates learners.
- **Professional Attitudes and Values (PAV):** The teaching candidate demonstrates professional qualities and behaviors to fulfill teaching responsibilities and utilize reflective and interpersonal communication skills.

Teaching Program Transition Points

Bethany's Education Program and assessment system are based on four transition points with criteria for candidates to advance to the next level. The four transition points support and reflect the conceptual framework and help the educators and teaching candidates adhere to program requirements regarding admission, retention, and exit criteria.

Transition Point 1: Admission to Teacher Education

Transition Point 2: Admission to Clinical Practice

Transition Point 3: Completion of the Teaching Program

Transition Point 4: Following Program Completion and Licensure

As candidates progress through the program, advisors and professors in specific content majors play a key role in monitoring student progress, and meeting with students during enrollment to review program expectations and policies. All required courses in the teaching major are passed with a C or higher.

Introduction to Teacher Education and the Teaching Profession

Bethany students who show an interest in teacher education will be guided in making decisions about the content areas, grade levels, and endorsement areas offered in the college's programs. They complete a "Major Declaration Form" to submit to the registrar and take introductory education courses. They explore the field of teaching, participate in early field experiences, and become familiar with the Teacher Education Handbook & Assessment Manual, and the Kansas Educator Code of Conduct <https://www.bethanylb.edu/education>

Beginning education students enroll in ED100 (described below) and must pass all class requirements and receive a grade of C or higher. During academic years 1 and 2, the focus is mostly on general education or core experience courses, with opportunities for a few introductory education classes. The next major class, and one step closer to applying for admission to the teaching program, is ED200, described on the following page.

ED100 Introduction to Teacher Education & the Teaching Profession (1 credit hour)

This course is designed to help direct those students who are considering a career in education. The seminar is an exploration of the teaching profession for students as potential teachers. Throughout this course, students become familiar with the Bethany College Exceptional Teacher Model. They examine how the model relates to a career in teaching, as well as the various content areas, grade levels, and endorsements available to Bethany's teaching candidates. Students have the opportunity to engage in class discussion, hands-on activities, and meaningful reflections.

Key Assessments for ED100:

- Teaching Candidate Disposition Evaluation
- Background Self-Disclosure Form for Education
- Student reflections, mini lessons
- Individual Development Plan
- Ethical Code of Conduct Assessment

ED200 Introduction to Teaching: Classroom Experience (3 credit hours) After completing ED100 (described above) students with the required 2.5 GPA will complete a minimum of 40 hours of field experience in ED200. The course is an exploratory field experience course in which students considering a career in education work with a cooperating teacher in their content area of interest during the fall, spring, or December terms. Students will gain insight into the career of teaching through observing, reflecting, and working with students in this in-person classroom field experience.

ED200 Preparation

Education students who have passed ED100 with a C or higher and believe they have met the GPA scores (listed below), will complete an ED200 Placement Application. It is the students' responsibility to verify that they have met all the requirements and can provide evidence of grades and completed forms. The ED200 Placement Application will be emailed to class members by the Placement Coordinator.

Admission to ED200 Checklist:

- ☐ ED100 passed with a grade of C or higher
- ☐ 2.5 GPA
- ☐ Complete the ED200 Placement Application
- ☐ Complete the Self-Disclosure Background Form (ED100)
- ☐ Complete required background check through Bethany Human Resources

Key Assessments and Requirements for ED200:

- Attend mandatory meetings and submit all required documents
- ED200 instructional activities and reflections
- Record a minimum of 40 field experience hours
- ED200 Student Observation Field Experience Evaluation
- Teacher Education Application (online form) completed at final class meeting with professor(s)

➡ **Upon completion of ED200, prepare for admission into the Teacher Education Program.**

FIELD EXPERIENCES

Field experiences are incorporated into selected methods courses and other education classes for elementary and secondary education majors, and PreK-12 Music, Art, and Health/PE teaching majors. Field experiences provide opportunities for observations and active participation in working with students in diverse classrooms and other environments. These may include various events, community projects, or experiences in teaching, learning, mentoring and leadership.

All teaching candidates must complete at least 70 field experience hours prior to Clinical Practice. This includes completing ED200 Introduction to Teaching Classroom Experience (described above). In Clinical Practice (student teaching) all preservice teachers complete at least 70 days or 14 weeks of student teaching, adding up to 420 hours of field experience. *Refer to instructor syllabus for detailed field experience assignments.*

Course Name and Number	Education Content Area	Field Experience Hours
ED200 Introduction to Teaching	All	40
ED240 Diversity and Pluralism in Education	All	3
ED358 Foundations of Education	All	3
ED342 Middle Level/Secondary (6-12) Teaching and Learning Strategies	Secondary	10
ED346 Reading Strategies for Secondary and Middle Level Teachers	Secondary	5
ED345 Methods, Materials, and Reading Strategies for Health/PE	Health/PE	5
ED325 Methods of Teaching and Assessing English Language Learners	ESL Endorsement	5-10
ED314 Methods of Elementary and Middle Level Reading and Language Arts	ELED	10
ED301 Foundations of Literacy	ELED	10
MU303 Instrumental Conducting and Rehearsal Techniques	Instrumental Music	5
MU364 Choral Conduction & Materials	Vocal Music	5
Support with on and off campus music festivals and events	All Music Ed. Majors	5-10
ED326 Teaching Social Studies in the PreK-Middle Level Classroom	ELED	5
ED327 Teaching Mathematics in the PreK-Middle Level Classroom	ELED	5
ED328 Teaching Science/Health in the PreK-Middle Level Classroom	ELED	5
Elementary/middle level methods courses in ED320 (Art), ED329 (Health, Music, PE)	ELED	Integrated FE
Art (ED318/340), Music (ED322/341), or Health/Physical Education (ED343/344) Methods Courses	PreK-12 Art, Music, PE	15 (split between elementary/secondary)

FIELD EXPERIENCE ASSESSMENT

Preservice teachers are expected to be professional representatives of the college during field experiences, as they observe, reflect, learn, and participate in authentic classroom settings and environments, and interact with other educators, community members, parents, and students. Through these valuable experiences, teaching candidates develop and refine “the knowledge base, teaching skills, as well as professional attitudes and values necessary to become exceptional, reflective teachers in a diverse culture.”

The Student Observation Field Experience Rubric is sent externally to cooperating teachers via email so they can evaluate candidates during ED200, and in other methods courses that require 10 or more hours or more hours of field experience.

NOTE: A minimum score of 14 or higher is acceptable for passing the Student Observation Field Experience Rubric. Teaching candidates may use the rubric for a self-assessment also.

Student Record of Field Experience Hours

Teaching candidates will keep an ongoing log or record of their field experience hours and upload these records to Education Department Assessment course on Canvas. A copy of the [**Student Record of Field Experience Hours**](#) is located on the Education website.

The Student Observation Field Experience Rubric can be found in [Appendix A](#).

Teaching Candidate Disposition Rubric

Bethany College Education Department expects teaching candidates to develop, maintain, and demonstrate the positive attitudes and behaviors and responsible habits and dispositions of professionals who are going into a career in teaching. The Teaching Candidate Disposition Rubric is an evaluation tool that is completed by several instructors and the candidate's advisor to measure and monitor a candidate's Professional Attitudes and Values (PAV), which correlate with the competencies in the PAV section of the Student Teacher Evaluation Form.

Education course grades may include a 20-point disposition evaluation that is completed by the instructor and recorded on each student's portfolio or completed on a hard copy for the student, as well as included in the course grade. Education students may do self-assessments to monitor their progress in professional dispositions and responsibilities.

Teaching Candidate Disposition scores are averaged and used as one criterion for admission to the Teacher Education Program and acceptance into Clinical Practice/Student Teaching. All disposition scores from several courses will be averaged for each teaching candidate at various transition points. Courses include ED100, ED250, SE210, ED301/314, ED341, ED346, ED345, ED355, ED358, among others as needed or completed by advisors or other professors who have education majors in class.

Candidates have opportunities to complete a self-assessment for purposes of self-improvement in non-academic areas, which are essential components of reflective, exceptional teachers.

NOTE: A minimum score of 14 or higher is acceptable for passing.

The Teaching Candidate Disposition Rubric can be found at [Appendix B](#).

BETHANY COLLEGE PROFESSIONAL EDUCATION REQUIREMENTS

All degree-seeking students complete the college core experience requirements, Bethany Quest, and Interdisciplinary courses. The specific teaching major course lists and course descriptions are found in the current college catalog: <https://www.bethanylb.edu/college-catalog>

Teacher Education **four-year plans** are available in the Education Department.

All teaching majors complete the following professional education course requirements:

Credit hours	All education majors must pass professional education courses with a C or higher before student teaching.
3	MA104 College Algebra, MA124 Math for the People, or equivalent
3	PY101 General Psychology
3	PY205 Developmental Psychology
3	SE210 Introduction to Infants, Children, and Youth with Special Needs
1	ED100 Introduction to Teacher Education and the Teaching Profession
3	ED200 Introduction to Teaching: Classroom Experience (40 hrs. field experience)
3	ED240 Diversity and Pluralism in Education
2	ED250 Classroom Management
2	ED251 Instructional Technology for Teachers/MU361 Music History II: Classical, Romantic, and World Music (music education)
3	ED355 Educational Psychology
Hours vary	Content specific Methods Courses with ED prefixes. *See four-year plans for specific each teaching major
2-4	Reading Strategies Courses – ED346 (secondary level); ED345 (health/PE); ED301/314 (elementary); ED341 (music education)
3	ED358 Foundations of Education *This is the only course that can be taken before or after clinical practice.
ED395 Clinical Practice Seminar (1 hr.) ED3XX Clinical Practice (12-13 hrs.) dependent on placements/endorsements	

TRANSITION POINT 1: ADMISSION TO TEACHER EDUCATION

Education students will apply for Admission to Teacher Education following ED200. Candidates must have passed ED100 and ED200 with a C or higher, be of sophomore standing (31 credit hours), and can verify they have met the requirements of field experience hours, minimum GPA, disposition evaluation scores, completed the required courses in math, writing, literacy, and other criteria for Transition Point 1. Refer to the list of requirements on the following page.

The **Teacher Education Application Online Form** will be emailed and completed at the final ED200 session.

NOTE:

Transfer students or students with college credits may come to Bethany with equivalent ED100 and/or ED200 courses and field experience hours (to be determined or approved by the Chair of the Education Department, EDT, and the Registrar). If they meet these requirements, they may request the electronic application form to be emailed to them. **Advisors are responsible for informing incoming education transfer students of this step of the process.** The transfer students must provide evidence of 40 hours of field experience.

Applications for Admission into Teacher Education will be submitted to the education department to the Licensure Officer and Placement Coordinator. These occur twice a year:

➡ Fall applications are due the last Friday of November.

➡ Spring applications are due the last Friday of April.

TEC Approval: The Licensure Officer and Placement Coordinator compiles a report for the TEC committee to review each candidate after they have submitted an application for admission into the teacher education program. Candidates must meet all requirements to be admitted into Bethany's Teacher Education Program. Pending extenuating circumstances, the TEC is empowered to make exceptions to the admission requirements if they deem it in the best interest of the student and department.

It is the teaching candidate's responsibility to verify that they have met all requirements, and can provide evidence of grades, scores, completed courses, forms, and documentation of field experience hours. The candidate's Application for Admission will be submitted to the Education Department. The names of applicants will be brought to the subsequent Teacher Education Coordinators (TEC) committee meeting to determine if individuals qualify for admission into Bethany's teaching program, according to the criteria for **Transition Point 1: Admission to Teacher Education** on the following page of the handbook.

TRANSITION POINT 1: Requirements for Admission to Teacher Education

- ☐ Submission of Teacher Education Application
- ☐ Submission of Background Self-Disclosure Form
- ☐ Sophomore standing (31-61.99 credit hours)
- ☐ Have a cumulative GPA of 2.75 or higher (including transfer hours)
- ☐ Pass ED100 Introduction to Teacher Education and the Teaching Profession with a grade of C or higher or equitable transfer course approved by the Education Chair.
- ☐ Pass ED200 Introduction to Teaching: Classroom Experience with a grade of C or higher, or equitable transfer course approved by the Education Chair
- ☐ Include evidence of 40 hours of field experience
- ☐ Have a minimum Teaching Candidate Disposition score of 14 (out of 20)
- ☐ Pass a math course (MA104 College Algebra, MA124 Mathematics for the People, or equivalent course) with a grade of C or higher.
- ☐ Pass one ID20X writing, research, or religion, or equivalent course with a grade of C or higher to demonstrate reading, writing and literacy skills.

Until students have been accepted into the Teacher Education Program, they are not eligible to take 300 level education courses without prior permission from the Education Department Chair. Transferring students will receive a one semester exemption from this policy. The Licensure Officer will inform students of progress.

Following the TEC's review of applicants, the Licensure Officer and Placement Coordinator will communicate with the candidate promptly to alert them of their acceptance status.

In the case of a non-acceptance, the candidate and advisor will select a time to have a face-to-face conversation to discuss and develop a written plan for improvement that may include steps including but not limited to tutoring, repeating courses, taking summer courses, reviewing the academic integrity policy and/or having the teaching candidate complete self-assessments on disposition evaluations, or recommend other support courses. When the above requirements have been fulfilled, the candidate may reapply to the TEC for admittance to the Education Department.

In the case of non-acceptance, a *Teaching Candidate Intervention Contract* may be implemented. The document will be signed by all parties involved including the student. Further changes in the major of study or advisors may be recommended to the student, as needed.

Appeals Process: In the event of denial of admission to the Teacher Education Program, the candidate may request, in writing, that they wish to have their appeal heard. The student is encouraged to confer with their advisor, and follow the guidelines listed in the Bethany College Catalog under the Academic Policies and Procedures section.

Intervention and Support: Students that have not yet met the requirements for an individual transition point will be contacted as to the outstanding requirements and inquired as to how the Education Department and/or TEC can support them.

If during any transition point, TEC and/or an individual student's advisor deem it necessary to provide additional academic or professional support for a student, a *Teaching Candidate Intervention Contract* may be implemented. The document will be signed by all parties involved including the student. Additional support will be provided as described in the *Teaching Candidate Intervention Contract* and deemed appropriate by TEC and/or the individual student's advisor.

The Teaching Candidate Intervention Contract can be found in [Appendix C](#).

ACADEMIC ARTIFACTS FROM COURSEWORK

The Education Department collects data on students in an assessment portfolio including five academic artifacts from courses required for all teaching majors and aligned these with student learning outcomes and rubrics for purposes of college and program level assessment. Education majors submit five coursework artifacts that represent knowledge acquired from 200-300 level classes that are assessed by the following Student Learning Outcomes (SLOs). Multiple data are presented in annual college and department reports, and analyzed by the Education Department Team, Teacher Education Coordinators, and Advisory Council to inform decisions on program changes, and monitor on-going progress.

Teacher Education Program Outcomes and Academic Artifact Portfolio SLOs

Student Learning Outcomes of the Teacher Education Program are based on the Bethany College Exceptional Teacher Model and aligned with InTASC / KSDE Professional Education Standards, and Teacher Education Program assessments.	Academic /Coursework Artifacts and Assessed SLOs: ED250 - Classroom Management Artifact - SLOs #2, 3, 4, 6 ED240 - Diversity & Pluralism in Education - SLOs #1, 5, 6 ED314/ED341/ED345/ED346 - Content-Reading Integrated Units - SLOs #1, 3, 5, 6 ED358 - Philosophy of Education - SLOs #2, 4, 5, 6 ED355 - Educational Psychology Reflection - SLOs #1, 2
Knowledge Base (KB): The teaching candidate demonstrates a strong content knowledge base of learners and learning, and the ability to make knowledge meaningful, to respond to diverse learners' needs, and increase motivation for learning.	SLO 1 - Knowledge of Learner: Student recognizes developmental characteristics, learner exceptionalities, and cultural, ethnic, and linguistic diversities. SLO 2 - Knowledge of Learning: Student demonstrates knowledge of content, educational foundations, theories, philosophies, and learning differences.
Teaching Strategies and Applications (TSA): The teaching candidate demonstrates the ability to use effective teaching strategies and methods, and design lessons and assessments to promote a meaningful and conducive learning environment that motivates learners.	SLO 3 - Instruction and Assessment: Student applies instructional objectives, critical thinking, performance skills, and relevant strategies in lesson and assessment design. SLO 4 - Instruction and Classroom Management: Student analyzes classroom management and motivational strategies to promote a conducive learning environment.
Professional Attitudes and Values (PAV): The teaching candidate demonstrates professional qualities and behaviors to fulfill teaching responsibilities and utilizes reflective and interpersonal communication skills.	SLO 5 - Professionalism: Student demonstrates understanding of current educational responsibilities, ethical behaviors, and reflective practices. SLO 6 – Communication: Student demonstrates effective communication skills in writing, research, presentations, and the use of technology.

The Education Academic Artifacts Rubric can be found in [Appendix D](#).

Academic artifacts are completed by all education majors in content areas depending on enrollment in ED200/ED300 level courses with required artifacts.

Transition Point 2: Admission into Clinical Practice criteria includes that the candidate has submitted all required academic artifacts to be scored (or per approval of the Department Chair). Each instructor in courses with artifacts will determine how the artifact impacts the overall course grade; however, a recommended goal would be for students to score 3 or higher on each SLO objective.

TRANSITION POINT 2: ADMISSION TO CLINICAL PRACTICE

Teaching candidates at a junior status (62 completed credit hours or more) will be contacted to complete the Admission to Clinical Practice Application from the Licensure Officer and Placement Coordinator.

It is the students' responsibility to verify they have met all requirements on the list below.

The candidate's Application for Admission to Clinical Practice will be reviewed by the Education Department Team and by the Teacher Education Coordinators committee for approval. Qualifying candidates will be contacted about pre-student teaching interviews and attending a required student teacher meeting the semester prior to clinical practice to review information, requirements, and documents needed to student teach.

Requirements for Admission to Clinical Practice:

- ☐ Have been admitted to the Teacher Education Program.
- ☐ Submit the formal application to Clinical Practice **a year prior student teaching**
 - *Fall student teachers' CP applications are due the first Friday in November.
 - *Spring student teachers' CP applications are due the first Friday in April.
- ☐ Submit the Graduation Application (form on eSwede) to the Registrar **a year prior to student teaching** to ensure the completion of sufficient hours/requirements to graduate.
- ☐ Have a grade of "C" or higher in all required courses.
- ☐ Have a cumulative GPA of 2.75 or higher (including transfer hours).
- ☐ Have a Teaching Candidate Disposition score of 14 (out of 20 points).
- ☐ Provide evidence of a minimum of 70 field experience hours before entering student teaching.
- ☐ Submitted education course artifacts for required classes already taken.

Following Admission to Clinical Practice:

- ☐ Complete pre-student teaching interview with education professor(s) and/or content professor the semester before student teaching.
- ☐ Submit proof of health/negative TB test to the Licensure Officer the semester before student teaching.
- ☐ Submit proof of \$1,000,000 professional liability insurance policy to the Licensure Officer the semester before student teaching. (www.knea.org OR www.aekansas.org)
- ☐ The Licensure Officer submits placement requests for clinical practice to area districts.
- ☐ Submit required forms and paperwork to the Licensure Officer to send to districts by the end of semester prior to student teaching.
- ☐ Complete background check procedures through Bethany Human Resources if not completed during ED200 (students with a substitute teaching license are exempt from this requirement).

Students who do not complete the Admission into Clinical Practice requirements in a timely manner, especially a Degree Audit from the Registrar, and/or fail to meet deadlines for turning in applications or documents, risk a later student teaching placement delayed by an additional semester.

➡ **Next: Review the Clinical Practice Guide to become familiar with Transition Point 3**

Pre-student Teaching Interview: One of the criteria for admission to clinical practice is the pre-student teaching interview that takes place the semester before student teaching. Teaching candidates are interviewed by two TEC representatives. The interview process contains 10 selected questions, which assess the student teachers' intrapersonal and interpersonal communications, readiness to teach, and understanding of professionalism and appropriate ethical conduct.

The interview places an emphasis on the Bethany College Exceptional Teacher Model domain of **Professional Attitudes and Values (PAV)**. An acceptable score is 9 out of 12 points (averaged between two raters.)

The Pre-Student Teaching Interview Rubric can be found in [Appendix E](#).

Clinical Practice Placement Process

Placement Timeline:

- The teaching candidate submits the Clinical Practice application and forms to the Placement Coordinator one year prior to the intended student teaching year.
 - Candidate may request in writing the preferred building, teachers, district.
 - EDT may not always be able to fulfill requests but does consider these.
 - Candidate's location and living arrangement are considered.
- Pre-student teaching interview is completed the semester prior to placement.
 - Two TEC members evaluate the candidate on professionalism per the Pre-Student Teaching Interview Rubric.
- EDT reviews and discusses all placements:
 - Recommendations for districts/schools/teacher based on applications
 - Suggested placement to be different than previous schools attended as well as extensive field observations - emphasis on diverse placements
 - Qualified and best fitting cooperating teacher matched with each candidate
 - EDT may communicate with potential cooperating teachers and principals
- Secondary education majors and PE/art/music majors' placements:
 - Discussion with TEC faculty and coordinator of secondary education
 - Content supervisor or advisor input and recommendations
 - PE/art/music majors' advisors and content supervisors' input
- TEC review
 - Consideration of above conversations and suggestions/approvals given
- Requests made by Placement Coordinator to school districts:
 - The Placement Coordinator contacts partnering districts' Human Resources departments and requests specific cooperating teachers, grade levels, and content areas as applicable.
 - The Human Resources personnel coordinate with cooperating principals and classroom teachers. Once tentative agreements are in place, Human Resources sends confirmation to the Placement Coordinator. *It is not the practice of the Education Department to reach out to cooperating teachers directly, nor should teaching candidates solicit their own placements.*
- Contracts sent to HR and cooperating principals
- Cooperating teacher contact information is shared with candidates who are encouraged to begin communications prior to the start of clinical practice.
- CP paperwork completed and sent to HR and cooperating principals (per school district policy)
- Placement dates set according to district calendars for a total of 70 days
- Student Teacher Certificates are printed and delivered to schools. (Reg. 91-19-2)
- Student Teachers/Cooperating Teachers/Supervisors orientation meeting arranged

91-19-2. Student teacher certification.

- (a) Each individual serving as a student teacher in an accredited or approved educational agency in Kansas shall hold a valid student teacher certificate.
- (b) Issuance of student teacher certificates. Student teacher certificates shall be issued only to students who have fulfilled the requirements of the teacher education institution and have been recommended by the designated official responsible for teacher education at the teacher education institution. Only teacher education institutions shall issue student teacher certificates.
- (c) Provision and filing of certificates. The state board of education shall provide student teacher certificate forms to teacher education institutions. Each student teacher serving in an accredited or approved educational agency shall file a valid student teacher certificate in the office of the administrator of the accredited or approved educational agency. The certificate shall be returned to the student teacher upon completion of the student teaching assignment. A copy of the student teacher certificate shall be filed with the state board of education and with the teacher education institution.
- (d) Form of certificate. The form of the student teacher certificate shall be as prescribed by the state board.
- (e) This rule and regulation shall take effect on and after July 1, 1989. *(Authorized by and implementing K.S.A. 72-1392; effective, E-70-36, July 31, 1970; effective Jan. 1, 1971; amended May 1, 1979; amended July 1, 1989.)*

CLINICAL PARTNERSHIPS AND DIVERSITY

Bethany College Education Department strives to offer multiple experiences with individuals from diverse backgrounds, cultures, races, ethnicities, genders, abilities, socio-economic statuses, and exceptionalities. Teaching candidates are involved in early observations, and actively participate with diverse faculty, educators, and students in various environments, events, or community projects. These are rich opportunities for learning, mentoring and leadership.

All teaching candidates complete 70 days or 14 weeks of student teaching. The Education Department maintains policies that provide teaching candidates with experiences that are new to them, such as urban or rural settings, or different socioeconomic or diverse settings. To ensure that candidates obtain diverse experiences, their prior field and educational experiences are considered when determining clinical practice placements and in selecting cooperating teachers. Candidates are generally not placed for clinical practice in the same school which they attended as a child or in schools where family members are employed. Clinical practice placements are collaborative decisions made by Bethany's Education Team, content-specific education faculty, and the Placement Coordinator and in cooperation with the local school districts. Local placements are within a 75-mile radius of Lindsborg. Teaching candidates may request specific placements on their clinical practice applications. These will be considered but are not guaranteed. Teaching candidates with endorsements will be placed with qualified ESL certified and/or special education instructors.

According to the **Student Teaching Affiliation Contract**:

The assignment of student teachers to cooperating teachers [will] be done cooperatively by the Chair of the Education Department or College Supervisor of Bethany College or the Program Director of Special Education of the Kansas Independent College Association (KICA) in the placement of special education student teachers and the Superintendent of Schools or the Public School Supervisor upon approval by the Cooperating Teacher. Cooperating teachers assigned to work with student teachers shall have at least three years of prior teaching experience, with at least one of those three years recently occurring in the same building selected for the placement. Qualifying cooperating teachers must hold a current teaching license in the content area and grade level range that is appropriate to the desired placement.

Note: Bethany College's Teacher Education Program has been accredited by the Kansas State Department of Education and meets the requirements for a **professional teaching license in the state of Kansas**. Additional conditions may be required for teacher licensure in other states. Students planning to seek a professional teaching license outside of Kansas are encouraged to first obtain an initial Kansas license before seeking license transfer.

Out-of-Area Clinical Practice Policy

The following guidelines apply to all candidates seeking placement outside a 75-mile radius of Bethany College or the college supervisor's residence. The candidate must have exhibited exceptional dedication in their coursework and other responsibilities to apply for this privilege.

- The candidate must have a cumulative 3.0 GPA or higher, while demonstrating a superior level of independence and resourcefulness regarding course requirements.

- The candidate must have a minimum score of 15 out of 20 on the Teaching Candidate Disposition forms that are filled out by faculty, demonstrating an outstanding commitment to professionalism, positive attitudes, and responsible behaviors.

Candidates must meet with the Financial Aid director for information regarding policies that may impact decisions for living off campus prior to making an out-of-area request.

Letter of Request for Out-of-Area Placement:

Candidates for either fall or spring clinical practice must present a letter of request to the Chair of the Education Department **by the second Friday of September (for upcoming spring student teaching) or the second Friday of February (for upcoming fall student teaching)**, which will be reviewed by the Education Department Team.

For the letter of request to be considered, it must address the following points:

- a reason or the significance of how an out-of-area placement will be more beneficial,
- a description of how the candidate has met all the required criteria with specific information, and
- the **meeting date** with Financial Aid in which potential financial impacts were discussed. *(The department does **not** need to know the particulars about the candidate's financial situation.)*

Additional Policy Requirements for Out-of-Area Placements

Candidates and their advisors are not permitted to communicate or arrange placements on their own with the out-of-area district, school, or administrators or teachers beforehand. Advisors of teaching candidates are encouraged to visit with the Licensure Officer and Placement Coordinator regarding proposals or potential out-of-area placements for students. The Placement Coordinator will move forward with suggestions upon approval of an out-of-area placement.

- Candidates who have submitted an acceptable letter of request by the deadline will be invited to participate in an interview with the college advisor/supervisor (TEC member), and at least two of the members of EDT.
- The Licensure Officer will confirm any state-specific requirements for placing student teachers out-of-state, such as a similar type of temporary student teaching credential, fingerprinting requirement, etc.
- Out-of-area requests are not guaranteed. The requests will be denied if Kansas student teaching regulations cannot be met – the student teacher needs to be placed in an accredited school under a cooperating teacher, with the appropriate supervision (see above information and regulations.)
- All approved candidates will be charged a fee of \$750.00 to cover the cost of hiring an observer from another college, or the increased mileage and time spent for the Bethany College Supervisor for a 14-week placement.

- Candidates who are granted an out-of-area placement must still meet all requirements of clinical practice (See the Clinical Practice Guide).

NOTE: Teaching candidates who fail to meet the above criteria or miss the deadline for submitting a letter of request, do not qualify for considerations of out-of-area placements in student teaching.

Bethany College's Teacher Education Program has been accredited by the Kansas State Department of Education and meets the requirements for a **professional teaching license in the state of Kansas**. Additional conditions and testing may be required for teacher licensure in other states. Students planning to seek a professional license outside Kansas must first obtain an initial license before seeking license transfer.

Bethany Teacher Education: Assessment

Assessment is central to the process of measuring specific, cumulative skills leading to the success of the teacher education program and the College's mission: "to educate, develop, and challenge individuals as they reach for truth and excellence." Assessment data are collected for teaching candidates at various transition points throughout the program, and compiled for assessment, accreditation, and continuous improvement purposes. The Bethany Education Department utilizes this comprehensive system with multiple assessments to provide evidence of candidates' academic and non-academic abilities in pre-service education and clinical practice.

All Bethany faculty and students have access to Canvas, where all assessment data are stored. External evaluators (cooperating teachers) are emailed electronic assessments for clinical practice from the education department's Licensure Officer and Placement Coordinator (LOPC). Evaluators are paired to score each student teacher's TWS tasks for inter-rater reliability. Each task is submitted by the student and automatically goes to each scorer for their evaluation on a rubric and open text box for feedback comments. Students can also complete self-assessments, submit academic artifacts, and keep an ongoing record of field experience hours.

Bethany's Teacher Education Program has multiple internal and external assessments that provide data of content and pedagogical knowledge, professional responsibilities, and program impact. Education Department-created assessments are periodically reviewed and developed with input from the TEC and Education Advisory Council. The Education Department has employed Lawshe's Method for content validity, piloted new surveys, and utilized inter-rater reliability on evaluations.

General College Assessments:

GPA scores, course grades, academic artifacts portfolio, and Bethany's Teacher Work Sample

Survey Assessments (Education Department-created):

Student Observation Field Experience Rubric, Teaching Candidate Disposition Rubric, Pre-Student Teaching Interview Rubric, and exit surveys. Other key assessments are the Student Teaching Evaluation, Bethany Teacher Work Sample, and Annual Education Surveys of Alumni, 1st and 3rd Year Teachers, and Administrators. Candidates evaluate college supervisors and cooperating teachers on the Evaluation of Cooperating Teachers and Evaluation of College Supervisors Surveys.

Clinical Practice Assessments

The key clinical practice assessments are the Student Teaching Evaluation and Bethany's Teacher Work Sample. These assessments align with the conceptual framework, professional education standards, and CAEP Standard 1: Content and Pedagogical Knowledge including professional responsibility. The Alumni Survey, 1st and 3rd Year Teachers Surveys provide data for CAEP Standard 4: Program Impact. The Administrators Survey demonstrates CAEP Standard R.4.2. Employer Satisfaction.

Bethany's Student Teaching Evaluation Form is a formative assessment used to measure the candidate's skills during clinical practice and a culminating assessment measuring the candidate's success for Transition Point 3 – Completion of Program. Each student teacher is formally assessed twice in the Mid-Term Evaluation and Final Evaluation by cooperating teachers and college supervisors. The candidate also completes a mid-term self-assessment. The Student Teacher Evaluation is aligned with InTASC/ KSDE Professional Education Standards, which correlate with the program's three domains of Knowledge Base (KB), Teaching Strategies and Applications (TSA), and Professional Attitudes and Values (PAV). Alignment occurs with four components of CAEP Standard 1: Content and Pedagogical Knowledge - Learner and Learning, Content, Instructional Practice, and Professional Responsibility.

Bethany Student Teaching Evaluation - Overview of 18 Competencies

KNOWLEDGE BASE (KB)	
KB1.	Gives accurate instruction in content knowledge, vocabulary, concepts, skills, or techniques.
KB2.	Uses relevant resources and integrates technology to enhance content instruction.
KB3.	Integrates content with other subjects, literacy experiences, and related interdisciplinary topics.
KB4.	Provides time for students to process, practice, and assess skills, independently and collaboratively.
KB5.	Responds to learners' diverse backgrounds, languages, abilities, learning differences and needs.
KB6.	Gives encouragement and feedback to help learners reflect, self-regulate, and self-motivate.
TEACHING STRATEGIES & APPLICATIONS (TSA)	
TSA 1.	Uses a variety of strategies for critical and creative thinking, problem solving, and skill development.
TSA 2.	Implements lessons that address appropriate objectives, standards, and learning outcomes.
TSA 3.	Uses various assessments, such as informal, formal, and performance, to measure understanding and progress.
TSA 4.	Uses questions that prompt learners to reflect, expand responses, and make connections to experiences.
TSA 5.	Uses appropriate verbal and non-verbal cues to gain class attention, and direct and refocus learners.
TSA 6.	Maintains an inclusive, safe, respectful environment that supports students' well-being & learning.
PROFESSIONAL ATTITUDES & VALUES (PAV)	
PAV 1.	Demonstrates enthusiasm, confidence, patience, and compassion in interactions with diverse learners.
PAV 2.	Fulfills professional responsibilities, and is dependable, prepared, reflective, and devoted to teaching and learning.
PAV 3.	Shows integrity and leadership when collaborating and interacting with colleagues in the profession and families
PAV 4.	Instills a value for honesty in academic settings, including the responsible use of technology, as appropriate.
PAV 5.	Uses respectful and fair classroom management strategies to reinforce or address learner behavior in appropriate ways.
PAV 6.	Uses accurate written and verbal communications in the classroom, and in professional interactions with others.

Overview of Bethany College Teacher Education Assessments

From Admission to Teacher Education to Clinical Practice through Graduation: Key Assessment Measures	Persons Responsible	Ongoing data for Teacher Education
Transition Point 1. Admission to Teacher Education - Submission of Teacher Education application - Submission of Background Self-Disclosure Form - Submission of Background Bethany HR background check - Sophomore standing (a minimum of 31 hours) - Completed required courses for math, writing, literacy - A cumulative GPA of 2.75 or higher (including transfer hours) - Passed ED100 with a grade of C or higher. - Passed ED200 with a grade of C or higher - Include evidence of 40 hours of field experience - Teaching Candidate Disposition average of 14	Teacher Education Coordinators (TEC) and Advisors Education Department Team (EDT)	Teaching Candidate Disposition Rubrics - ED100: Intro to Teaching - SE210: Intro to Special Education - ED250, Classroom Management - ED301/314, ED345/346 /ED341 - Content-Reading Integration - ED355: Educational Psychology - ED358: Foundations of Education - Other Methods courses - Student Self-Assessments
Transition Point 2. Admission to Clinical Practice - Submit a graduation application to the Registrar for a degree audit one year prior to student teaching - Clinical Practice application one year prior to student teaching - Maintained a cumulative GPA of 2.75 or higher - Passed the required courses in math, writing, and literacy prior student teaching with a grade of C or higher - Submitted a minimum of 70 hours of records of field experiences - Submitted required education course artifacts - Completed pre-student teaching interview - Received positive recommendation (degree audit) from Registrar - Certification of Health for School Personnel (TB test) - Submitted proof of \$1,000,000.00 in professional liability insurance	Licensure Officer and Placement Coordinator (LOPC) TEC and Advisors, Professors Registrar	Student Records of Field Experience ED200: 40 hours Methods classes: 30 hours. TOTAL: 70 Hours Field Experience Evaluations ED200: Intro to Teaching – Classroom Experience Educational Artifacts - ED250 Classroom Management - ED240 Diversity and Pluralism in Education - ED314/ED345/b/ED341 - Content-Reading Integration Unit - ED358 Philosophy of Education - ED355 Edu. Psych. Reflection
Transition Point 3. Completion of the Teaching Program - Passed Clinical Practice/Student Teaching with a C or higher - Completed the Student Teacher Exit Survey - Completed the Evaluation for College Supervisor - Completed the Evaluation for the Cooperating Teacher - Completed an Exit Interview with the supervising professor - Passed all required courses, and Seminar, with a C or higher - A cumulative GPA of 3.0 or higher - Final Student Teaching Evaluation (score of 50 or higher) - Teacher Work Sample (score of 110 or higher)	College supervisors College professors Registrar LOPC	Pre-Student Teaching Interview Candidates prior to clinical practice End of Student Teaching Surveys - Exit Survey - Evaluation of College Supervisor - Evaluation of Cooperating Teacher
Transition Point 4. Following Program Completion & Licensure - Met with the Licensure Officer - Completed application for licensure - Passed state-required PRAXIS exams - Degree awarded/Graduation or program completed - Completed fingerprinting for the licensure check	LOPC EDT Registrar	

*Reference the Clinical Practice Guide, which is a separate handbook focused on student teaching.

Appendix A: Student Observation Field Experience Rubric

(Assessment for ED200, 301, 315, 342 and other courses with 10+ hour field experiences)

	Ineffective - 1	Developing - 2	Effective - 3	Highly Effective - 4
Scoring Criteria	Teaching candidate rarely exhibits an adequate level of performance on this component.	Teaching candidate sometimes exhibits an adequate level of performance on this component.	Teaching candidate usually exhibits a more than adequate level of performance on this component.	Teaching candidate consistently exhibits a high level of performance on this component.
KB 1, KB5 Knowledge and Learners <i>CAEP RI.1</i>	Candidate shows a lack of interest in the content and/or is unresponsive to diverse learners at this age/grade level or setting.	Candidate shows a limited interest in the content or is uncomfortable with teaching diverse learners at this age/grade/setting.	Candidate shows an interest in the content and makes efforts to teach content and skills to diverse learners at this age/grade level.	Candidate shows an interest and a strong ability to give instruction about the content knowledge, concepts, and skills to diverse learners at this age/grade level.
TSA 1 Teaching Strategies and Interaction <i>CAEP RI.3</i>	Candidate lacks skills to interact effectively with students and/or shows little to no interest in teaching strategies.	Candidate shows a hesitance to interact with students and/or is limited in abilities to learn, use, or teach strategies.	Candidate shows a willingness to interact with students and attempts to try out and use strategies to help students learn.	Candidate interacts positively with students and can use and teach a variety of strategies that help students think and connect to their experiences.
TSA 4, TSA 6 Active Participation and Inquiry <i>CAEP RI.1</i>	Candidate fails to participate due to other distractions (i.e., on cell phone) and/or does not ask questions about student learning.	Candidate shows limited or minimal engagement in the classroom or with students, and/or infrequently asks questions about learning.	Candidate is involved, as appropriate to the setting, and shows an interest in students. Candidate makes efforts to ask questions about student learning.	Candidate is actively involved in the learning environment and supports students' well-being. Candidate is reflective and asks teacher and students questions about the learning experience.
PAV 1 Professional Presence <i>CAEP RI.4</i>	Candidate shows a disregard for the teaching role due to inappropriate or undesirable conduct (verbal/nonverbal) and/or a careless appearance.	Candidate shows partially acceptable conduct and/or appearance for the teaching role or is inattentive and/or hesitant to contribute.	Candidate dresses and behaves appropriately and is generally attentive in the classroom. Candidate shows respect for others and is willing to interact.	Candidate represents self professionally in appearance and conduct and shows enthusiasm about learning. Candidate demonstrates a positive attitude and integrity in all interactions.
PAV 2 Professional Responsibility <i>CAEP RI.4</i>	Candidate is ineffective in fulfilling two or more of listed responsibilities on a regular basis.	Candidate is frequently absent or late, seldom or partially prepared or dependable.	Candidate adequately fulfills responsibilities of being present, punctual, prepared, and dependable.	Candidate consistently fulfills all responsibilities of being present, punctual, prepared, and dependable.

Appendix B: Teaching Candidate Disposition Rubric

	Ineffective – 1	Developing – 2	Effective – 3	Highly Effective – 4
Scoring Criteria	Teaching candidate rarely exhibits an adequate level of performance on this component.	Teaching candidate sometimes exhibits an adequate level of performance on this component.	Teaching candidate usually exhibits a more than adequate level of performance on this component.	Teaching candidate consistently exhibits a high level of performance on this component.
PAV 1 Professional Presence <i>CAEP RI.4</i>	Candidate uses inappropriate verbal or non-verbal behaviors in the learning experience or topics of study.	Candidate shows a lack of interest or minimal effort in participating in the learning experience or topics of study.	Candidate demonstrates a positive attitude and a willingness to participate in the learning experience and topics of study.	Candidate demonstrates enthusiasm and confidence and actively engages in the learning experience and topics of study.
PAV 2 Professional Responsibility <i>CAEP RI.4</i>	Candidate is ineffective in fulfilling two or more of the listed responsibilities on a regular basis.	Candidate is frequently absent or late or is seldom or partially prepared or dependable.	Candidate adequately fulfills responsibilities of being present, punctual, prepared, and dependable.	Candidate consistently fulfills all responsibilities of being present, punctual, prepared, and dependable.
PAV 3 Collaboration and Interpersonal Interactions <i>CAEP RI.4</i>	Candidate disconnects during collaborative activities with peers or displays inappropriate or disrespectful behaviors.	Candidate shows minimal or limited engagement in collaboration with peers or responses are unhelpful or irrelevant.	Candidate conveys a willingness to collaborate with peers and contribute to the group effort. Demonstrates appropriate interpersonal interactions with others.	Candidate shows integrity and leadership when collaborating with peers and is respectful to others' ideas. Maintains thoughtful interpersonal interactions with others.
PAV 4 Integrity and Ethical Work Practices <i>CAEP RI.4, 3.6</i>	Candidate seldom shows academic integrity and has one or more incidents of cheating or plagiarism in this class.	Candidate lacks understanding of academic integrity or frequently disregards instructor's expectations.	Candidate demonstrates honest work habits in general and shows integrity by following instructions or class expectations.	Candidate demonstrates honest work habits and consistently shows academic integrity by following instructions and all class expectations.
PAV 6 Communication and Professionalism <i>CAEP RI.4</i>	Candidate lacks or does not exhibit effective communication skills needed in professional interactions.	Candidate frequently shows weaknesses in written or verbal communications or has limited professional skills.	Candidate generally uses appropriate written and verbal communication with peers, instructors, and others for various reasons and in professional settings.	Candidate demonstrates clear and effective written and verbal communication with peers, instructors, and others for various reasons and consistently shows professionalism.

Appendix C:

BETHANY COLLEGE - TEACHING CANDIDATE INTERVENTION CONTRACT

Date:

Person(s) writing contract:

Teaching Candidate:

Status of the Candidate: (Clinical Practice)

Purpose of this Contract: (State the reason the Intervention Contract has been implemented.)

Describe the areas of concern. (Give specific evidence.)

Plan of Action: (Specific steps, strategies, or required expectations to address the concern(s).)

Timeline for successful implementation to remain in the placement or teaching program:

By the end of _____ weeks, on the date of _____, (teaching candidate) _____
will demonstrate sufficient improvement in the stated area(s) of concern, according to the Plan of Action.

Failure to Meet Criteria: If the teaching candidate fails to show improvement or progress to correct academic efforts or professional behaviors by the dates and plans stated in this Intervention Contract, further actions may result in the implementation of the Due Process Procedures in the Teacher Handbook or Policies on Academic Progress in the College Catalog.

Signatures:

College Supervisor/Instructor: _____ (DATE): _____

Cooperating Teacher: _____ (DATE): _____

Other/Administrator: _____ : _____ (DATE): _____

Teaching candidate: _____ (DATE): _____

Appendix D: Education Academic Artifacts Rubric

EDUCATION ARTIFACTS RUBRIC STUDENT LEARNING OUTCOMES	Not Present or Addressed - 0 NO evidence	Unsatisfactory - 1 Response provides inaccurate or limited evidence.	Beginning - 2 Response provides incomplete or partial evidence.	Developing - 3 Response provides general or adequate evidence.	Mastery - 4 Response provides detailed and complete evidence.
1 Knowledge of Learner: Student recognizes developmental characteristics, learner exceptionalities, and cultural, ethnic, and linguistic diversities. <i>CAEP RI.1</i>	The student artifact is omitted.	The student fails to identify or describe learner characteristics or differences, or gives biased, inaccurate, or unclear information.	The student gives brief or general statements about some aspects of learner development, exceptionalities, or diversities.	The student provides appropriate examples and/or descriptions of learner characteristics, exceptionalities, and various diversities.	The student provides perceptive and specific descriptions of learners' developmental needs, exceptionalities, and diversity, and draws valuable conclusions.
2 Knowledge of Learning: Student demonstrates knowledge of content, educational foundations, theories, philosophies, and learning differences <i>CAEP RI.2</i>	The student artifact is omitted.	The student shows a lack of understanding or inaccurate ideas about most theories, philosophies or learning differences that affect learning.	The student shows a limited understanding of some of the theories, philosophies or learning differences and/or the effect on learning.	The student demonstrates an adequate understanding of theories, philosophies and/or learning differences and identifies appropriate connections to learning.	The student demonstrates a proficient understanding of theories, philosophies and learning differences, and provides insightful descriptions of the implications on learning.
3 Instruction and Assessment: Students apply instructional objectives, critical thinking, performance skills, and strategies in lesson and assessment design. <i>CAEP RI.3</i>	The student artifact is omitted.	The student fails to apply or is unclear on using instructional objectives with appropriate levels and planning the strategies in the lesson or assessment.	The student partially applies instructional objectives or is limited in the ranges of cognitive levels or performance skills or in planning appropriate strategies, lessons or assessments.	The student applies instructional objectives with related cognitive levels or performance skills to plan strategies in lessons and assessments that are appropriate to the age level and content area.	The student effectively applies instructional objectives using critical thinking and performance skills in the thoughtful planning of strategies in lessons and assessments appropriate to the age level and content.
4 Instruction and Classroom Management: Student analyzes classroom management and motivational strategies to promote a conducive learning environment. <i>CAEP RI.1</i>	The student artifact is omitted.	The student gives no or little evidence of appropriate classroom management methods and/or motivational strategies that may be weak or missing.	The student mentions a few examples of classroom management and/or motivational strategies that may not be based on researched practices or appropriate.	The student provides research-based examples of classroom management and sensible motivational strategies and describes a purposeful relationship between the two.	The student effectively analyzes classroom management methods and philosophies and discusses the relevance of motivation to student learning and engagement in specific age levels and content areas.

5 Professionalism: Student demonstrates understanding of current educational responsibilities, ethical behaviors and reflective practices. <i>CAEP RI.4</i>	The student artifact is omitted.	The student responds briefly or with a lack of quality or insight needed to show reflective practices and an awareness of professionalism.	The student responses and observations are matter of fact about educational practices, with some values and attitudes reflecting the start of professionalism.	The student expresses perspectives, values and knowledge in thoughtful responses or observations reflecting a growth in professionalism.	The student expresses perspectives, values and knowledge through highly introspective observations and responses reflecting a focus on professionalism.
6 Communication: Student demonstrates effective communication skills in writing, research, presentations, and the use of technology. <i>CAEP RI.1</i> <i>TECHNOLOGY</i>	The student artifact is omitted.	The student's communication lacks depth or clarity; has missing components; random organization; weak in use of language and vocabulary; with many distracting errors and/or inaccuracies.	The student's communication is inconsistent in organization or provides basic or unclear information; language use and vocabulary is at a simplistic level; seems incomplete or unrehearsed.	The students' communication satisfies the expectations and is organized and informative. Language and vocabulary are sufficient with minimal errors. Complete in choice of design or presentation.	The student's communication is purposeful, compelling, clear, and composed. The student shows a command of language and vocabulary: free of errors, professional, and accurate in requirements and design.

Appendix E:
PRE-STUDENT TEACHING INTERVIEW RUBRIC

	Ineffective - 1	Developing - 2	Effective - 3	Highly Effective - 4
Scoring Criteria	Teaching candidate rarely exhibits an adequate level of performance on this component.	Teaching candidate sometimes exhibits an adequate level of performance on this component.	Teaching candidate usually exhibits a more than adequate level of performance on this component.	Teaching candidate consistently exhibits a high level of performance on this component.
Intrapersonal Awareness (Self-Reflective) <i>CAEP RI.4</i>	The candidate expresses little self-awareness regarding strengths and weaknesses.	The candidate is able to describe personal characteristics with limited depth and perception.	The candidate has a clear understanding of self (in general) and is easily able to discuss his/her personal traits.	The candidate is able to articulate their capabilities, skills, and weaknesses in regard to his/her potential in the classroom. This analysis of self-concept is well thought out.
Interpersonal Awareness <i>CAEP RI.4</i>	The candidate cannot articulate how he/she interacts with others.	The candidate describes interactions with others on a limited basis, not demonstrating how those skills will benefit him/her in a school setting.	The candidate can describe how he/she interacts with others, but he/she may not clearly articulate how this will be of benefit in their career.	The candidate clearly describes how he/she interacts with others and can give examples as to how this strength will apply to his/her success in the workplace.
Belief System Related to Professional Ethics and Behavior <i>CAEP RI.4</i>	The candidate does not articulate a clear view of what behaviors and attitudes are displayed by a member of the teaching profession.	The candidate articulates vague descriptors of what a good teacher exhibits within the professional setting.	The candidate clearly understands and articulates what behaviors should be exhibited in the workplace.	The candidate can articulate professional classroom/school behaviors and extend this concept beyond the workplace into the community.