

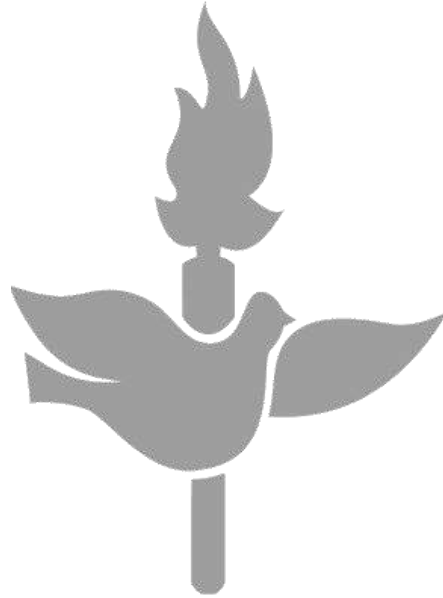
Barclay College

Student Teacher & Cooperating Teacher
Handbook

2013

Cheryl Couch, MSE, Chair of Teacher Education

Welcome to Teacher Education



Welcome to the Barclay College Elementary Education Program! Your decision to attend Barclay is a beginning step in your journey through your future.

At Barclay College, teaching is considered to be one form of ministry, or service, to society. This handbook is intended to help guide you to your goal of becoming a certified elementary classroom teacher. It will help you plan and carry out the steps required for reaching your goal.

“We proclaim him, admonishing and teaching everyone with all wisdom, so that we may present everyone perfect in Christ.”

Colossians 1:28

**Teacher Education Program
Barclay College
2013**

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WELCOME

Dear Student Teacher & Cooperating Teacher,

I would like to take this time to welcome you to Barclay College and the Teacher Education Program. I am Cheryl Couch, the Associate Vice President of Distance Learning and the chair of the Teacher Education program. I come to Barclay with a wide range of experiences over the past 26 years in Elementary and Early Childhood Education ranging from operating a home daycare, preschool, teaching kindergarten through third grade in Christian and Public Schools and most recently teaching Early Childhood Special Education for three to five year olds for the past several years. I have a bachelor's degree in Early Childhood and Elementary Education from Oklahoma Christian College and a master's degree in Early Childhood Special Education from Wichita State University.

I am very excited to lead you professionally through this professional semester at Barclay College and beyond. Please feel free to contact me with any questions, comments or suggestions you may have about the Teacher Education program at BC. You may reach me anytime through email, if you need to talk on the phone with me please send me your phone number via email and I will give you a call at my first opportunity.

You will make a difference in many lives due to your knowledge, wisdom and guidance through this student teacher experience. I am looking forward to working with you in your professional and spiritual journey!

Many Blessings,

Cheryl Couch

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Associate VP of Distance Learning

Chair Teacher Education

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"Teach me your way O' Lord, Lead me in a straight path." Psalms 27:11

We Pray for our Children

Adapted from Ina J. Hughs

We pray for our children,
Who sneak popsicles before supper,
Who erase holes in math workbooks,
Who can never find their shoes.
And we pray for those who stare at photographers from behind barbed wire,
Who can't bound down the street in a new pair of sneakers,
Who were born in places we wouldn't be caught dead,
Who never go to the circus,
Who live in an x-rated world.
We pray for children who bring us sticky kisses and fistfuls of Dandelions,
Who hug us in a hurry and forget their lunch money.
We pray for those who never get dessert,
Who have no safe blanket to drag behind them,
Who watch their parents watch them die,
Who can't find any bread to steal,
Who don't have any rooms to mess up or to clean up,
Whose pictures aren't on anybody's dresser,
Whose monsters are real.
We pray for children who spend all their allowance before Tuesday,
Who throw tantrums in the grocery store and pick at their food,
Who like ghost stories,
Who shove dirty clothes under the bed and never rinse out the tub,
Who get visits from the tooth fairy,
Who don't like to be kissed in front of the carpool,
Who squirm in church and scream in the phone,
Whose tears we sometimes laugh at and whose smiles can make us cry.
And we pray for those whose nightmares come in the daytime,
Who will eat anything,
Who have never seen a dentist,
Who aren't spoiled by anybody,
Who go to bed hungry and cry themselves to sleep,
Who live and move, but have no being.
We pray for children who want to be carried,
And for those who will never walk, or see, or hear, or learn,
And for those we will never give up on
And for those who don't get a second chance.
For these are our children.
We pray for them. We pledge our commitment to care for them.
We gladly accept responsibility for them.
We will make our world a safe home for them.
We will love them.
Amen.

PURPOSE OF THE HANDBOOK

The Student Teaching Handbook is to provide student teachers and cooperating teachers with the information required to gain an understanding of the Student Teaching component of Barclay College's Teacher Education Program. The Student Teaching Handbook is to be used as a reference during your semester-long (14-16 week) experience.

This handbook is divided into two sections. Part I Provides the Guidelines through Policies and Procedures, Roles and Expectations, Course Descriptions, Assessment and Evaluation of Candidates, Kansas Standards and Portfolio Expectations. The intent of each guideline is to be used within the context of each individual candidate's situation. For example, it is not expected that every candidate will be able to adhere to the exact time frames outlines in Section B. Given that each situation is unique, the candidate, cooperating teacher and college supervisor are encouraged to be flexible in interpreting and using the guidelines as needed to develop a quality Student Teaching experience.

In efforts to additionally support candidates during their professional student teaching semester, candidates must attend in-services, meetings, and trainings that are offered by the college or the local school district, individually complete assignments, participate in group discussions, and provide opportunities for continuous learning. Candidates plan and implement multiple strategies for classroom management, delivering instruction and assessing student needs, interests, and accomplishments. Observations are designed to support teacher candidates as they learn, reflect, and practice all teaching performance expectations in preparation for the Kansas Teaching Portfolio.

Part II is written in sections that model the Professional Portfolio required of candidates. Each section is entitled according to the six domains. These domains organize the Teaching Performance Expectations that candidates are required to demonstrate during their Student Teaching.

Barclay College CRUCIAL MILESTONES for Teacher Education

Check each of the following requirements as you successfully complete it.

Required for Admission to Teacher Education

- ED 103 Introduction to Christian Education at Barclay College
- PPST exams (172 on writing, 173 on reading, and 172 on math) **OR** ACT composite score of 26 or above
- EN101 College Writing and EN 202 Research & Writing with a grade of “C” or better in each course
- Early field experience (ED 103)
- 41 credit hours for Teacher Education applicants with overall GPA of 2.5 or higher
- Three credit hours of math with a minimum grade of “C” to include Math Concepts or a higher level math course
- Answer required questions on a KSDE background clearance form
- Submit Negative TB test results
- Application packet for admission to teacher education to be prepared when the entire above requirements are completed. DEADLINES: October 1 for Spring semester and February 15 for Fall semester.
- Interview for admission with Teacher Education Chair, 1 Faculty Member, and 1 Peer

Required for the Professional Semester (Student Teaching)

- Enrollment in ED 401 Student Teaching Overview (semester prior to student teaching) and successful completion of all requirements
- Enrollment in ED408 Supervised Student Teaching and successful completion of all requirements
- Enrollment in ED400S Philosophy of Capstone and successful completion of all requirements

Required for Graduation

- Eight (8) **units** (one per each semester of attendance at BC) of Christian Service with each **unit** designated as 12 clock hours of service. (Student Handbook, p. 22)
- Application for Graduation (due in the first four weeks of the semester in which you intend to graduate).
- Completion of Student Learning Portfolio (SLP)

Required for Licensure

- Praxis and Kansas Test Requirements: <http://www.ets.org/praxis/ks/requirements>
 - Elementary K-6
<http://www.ets.org/praxis/prepare/materials/0622>
- Subject (Content) Assessment Test(s): Passing scores differ for each subject test. You can find the individual passing scores on the COE web pages: www.ets.org/praxis
- Review the appropriate Test at a Glance
<http://www.ets.org/s/praxis/pdf/0622.pdf> for details on test structure and length.
- Application for ACSI Certification
- Application for Licensure (submit on-line the semester in which you plan to graduate – **AFTER** December 1, May 1, or August 1). Instructions can be found at: www.ksde.org

PURPOSE, OBJECTIVES AND EDUCATIONAL PHILOSOPHY FOR THE EDUCATION PROGRAM

The Barclay College Teacher Education program equips students to teach at the elementary and middle school level in most private Christian Schools in the United States or in various mission academies overseas. A broad foundation in educational theory and practice with biblical integration is provided, and the Teacher Education candidate is ready upon graduation to seek professional certification through the Association of Christian Schools International.

Barclay College is currently seeking program accreditation with Kansas State Department of Education. This will allow Teacher Education students to become fully licensed with an Elementary (K-6) license. In addition, candidates may pursue the middle school level endorsements for grades 5-8 in the content areas of Language Arts, Math, Science and/or Social Studies by adding the program requirements and taking the required Praxis II examinations in the content area.

PURPOSE

Barclay College's Teacher Education program's philosophy, purpose, and goals are grounded in the foundational mission of Barclay College, to "prepare students in a Bible-centered environment for effective Christian life, service, and leadership." Our *aspiration* is to build a foundation for each candidate to become exceptional teachers of high moral character, while recognizing the importance of performance character, in order to transform leaders of tomorrow in today's classrooms.

This is a tremendously exciting ministry field. The Christian School Elementary Education and the Elementary Education (K-6) degree, along with the middle school endorsement equips students to teach at the K-6 elementary level or K-8 level with endorsement in private Christian Schools and public schools in the United States or in a variety of mission academies overseas. A broad foundation in educational theory and practice with biblical integration is provided and the student is ready upon graduation to seek professional certification through the Association of Christian Schools International and the Kansas State Department of Education.

BARCLAY COLLEGE'S MISSION

The mission of Barclay College is to **"prepare students in a Bible-centered environment for effective Christian life, service, and leadership."**

BARCLAY COLLEGE'S TEACHER EDUCATION MISSION:

The Barclay College Teacher Education Department cultivates a Christ-centered, value-oriented environment in which teacher education candidates are empowered for a life of effective Christian leadership and lives of service, which are firmly built on a strong education of pedagogical training and field experiences. Candidates are equipped with real-

life application and the professional knowledge necessary to become exceptional teachers of high moral character, while recognizing the importance of performance character, in order to transform leaders of tomorrow in today's classrooms.

AN ENVIRONMENT THAT IS CHRIST-CENTERED AND VALUE-ORIENTED

Prepare students in a Christ-centered and value-oriented environment indicates that the primary undertaking of the Teacher Education program is education with an integrated biblical perspective. Barclay College strives for academic and spiritual excellence by providing an environment that encourages higher levels of inquiry and learning. The integration of biblical principles across the curriculum, general education, and professional preparation are emphasized to ensure that the Teacher Education program supports the college by accomplishing the first major goal: **assisting each student in developing a Christian world-view and a collegiate level of knowledge appropriate to college graduates with emphasis specifically in their chosen field.**

A PROGRAM THAT IS FIRMLY BUILT ON A STRONG EDUCATION

The work of the Teacher Education program at Barclay College is largely dedicated to the many trained professionals and leaders who have built the foundation from the ground up over the years. Moreover, Barclay College realizes the calling to train and prepare these practitioners who will become the educators of children in our schools. It is widely understood among its constituency that the college has and will continue to provide this kind of training and spiritual formation among the students to meet the growing demands and needs of the educators. Barclay College graduates currently serve with a number of Christian School Educators and international mission sending agencies for work and service abroad. The time is here for our educators to join the public school sector with a proven foundation in the other fields.

A GOAL OF PREPARING CANDIDATES FOR LIVES OF SERVICE

Effective Christian lives of service and leadership means that the Teacher Education programs at Barclay College views its mission as broader than simple preparation for a career or helping students acquire knowledge. Rather, the college desires to assist students in knowing God, and forming relationships that construct meaning and understanding that will guide all of life's endeavors. This supports the second major goal of the college, that we are **graduating men and women from both the Haviland campus and various extension sites who can be generally characterized as biblically literate, prayerful, mission-minded, servant-**

oriented, evangelical Christians who are able to provide leadership to the church at large and in various professional fields.

TRANSFORMING LEADERS OF TOMORROW IN TODAY'S CLASSROOMS

The term "*Leaders of Tomorrow*" in the mission statement includes those men and women who having felt a call of God on their lives with a desire for higher learning centered on biblical principles. Barclay College recruits education students of high moral character, performance character, values and leadership abilities. During their Introduction to Education courses, they can experience real-life classroom settings in order to determine if the field of education is their true calling. They will be lead to develop lifelong character traits in others that will set a standard of excellence.

MISSION STATEMENT



Our children will define our future! Our most significant and enduring legacy and one of our greatest responsibilities is to assist Kansas' 401,331 children five to fourteen years of age (US Census Bureau, 2011) to develop in their moral, spiritual, physical, intellectual, emotional and social development. It is during these crucial years that lifelong habits, values, beliefs and attitudes are formed. Christian educators must teach as if learning to understand and seek the high values, expectations, and morals are central to our educational mission. Part of our job is to facilitate in our college students the development of vocation and calling, in which the student can identify each candidate's own unique strengths and envision how he or she can conceptualize his or her future careers as participating in God's work. (Langer, 2010)

Intentionally, Barclay College's Teacher Education program will develop leaders of integrity, high moral character and become strong role models for our children in all settings, of all cultural backgrounds, in order to transform children as individuals who are agents of change and who demonstrate exemplary character. By teaching our children from birth, the right way to live, we are planting a firm foundation for their decisions which includes responsibility, purpose to contribute to the greater whole and empathy for others. Children unwittingly model the moral characteristics of their parents and teachers. (Bandura, 1977) Children can only develop to the degree that the significant individuals in his or her life exhort and exemplify these character traits. (Anderson, 2000) Learning the skill of Christ-like living is a matter of practice, not just study. It is an active task best done in a community of fellow learners and with experienced guides. (Langer, 2010. Vygotsky, 1962)

With the **mastery of professional knowledge, leadership, and service to the larger community of learners**, people who see their work as a calling are healthier, happier, and more satisfied with life than those who see their work simply as a job or a career. (Langer, 2010) Our work is one of the most basic ways we affect the quality of other people's lives through day to day interactions. In turn we build, relationships based on love and respect in family and peers relationships. Schools that draw on a rich Christian heritage to provide training that is good for all Christian philosophies and cultures where teachers and students learn to value, support, encourage, and reward one another. Character development and spiritual formation must begin through relationships with parents and teachers as this is the optimal place in our lives for teaching virtues. (Langer, 2010). Children then experience the realness of God only when they see it demonstrated and lived out in the lives of the ones they value the most, parents and teachers. Without teachers who focus on the core values, morals and development of our nation's children, George Barna states in his book *Transforming Children into Spiritual Champions* that,

“The end result of growing up in a challenging culture will be one where standards have been lowered and whose sensitivities have been blunted. The gifts of childhood that have become or are rapidly becoming extinct include innocence, civility, patience, joy and trust.” (Barna, 2003, p. 26)

Our best practices in teacher education include hands-on application, pre-service application, and reflective supervision as teacher education candidates. We then give back to our students in the classroom. As we shape the character of students in our classroom we can extend the practice of modeling character traits through study, submission, service, confession, and simplicity to each one, which transition from external feeding to self-feeding or ownership of our choices and decisions. (Keeler, 2008) A child disciplined under grace experiences a heart change instead of fear of punishment. Parents and teachers communicate they are there for instilling confidence, forgiveness, and empowerment to do the right thing, not “guilt” centered but “others” centered. The Character Education Partnership, CEP, a leading national call to character organization, recognizes the importance of performance character, which is needed for best work ethic, as well as moral character, which is needed for ethical behavior where students develop values such as effort, diligence and perseverance in order to promote academic learning, foster an ethic of excellence, and develop the skills needed to act upon ethical values. Other character traits, such as, effort, initiative, diligence, self-discipline and perseverance builds our capacity to work as “performance character” (CEP, 2008) When these attributes are combined and embedded in one’s daily life, then one does not need to lie, cheat, steal or exploit others in order to succeed, and a positive difference is made in our world.

Performance character plays a central role in improving all students’ academic achievement, promoting an ethic of excellence, reducing drop-out rates, preparing a competent and responsible workforce, and equipping young people with the skills they need to lead productive, fulfilling lives and the ability to contribute to the common good. The ten goals the CEP recommends for teachers to be able to instill character development include (CEP, 2008):

1. Create a safe and supportive learning community
2. Create a culture of excellence
3. Foster, in both faculty and students a “growth mindset” that emphasizes the importance of effort
4. Develop thinking dispositions in all members of the school community
5. Assign work that matters
6. Provide models of excellence
7. Develop a culture that encourages feedback and revision
8. Prepare students to make public presentations of their work

9. Use rubrics to help students take responsibility for their learning
10. Encourage master learning.

Professional knowledge, strategies and techniques of the profession are embedded within the daily environment so that as educational leaders we create safe and caring environments, preventing peer cruelty, decreasing discipline problems, reducing cheating, fostering social and emotional skills, developing ethical thinking, and producing public-spirited democratic citizens. (CEP, 2008, p. 4) The ability to equip teachers through training with the tools to pass on character traits to pupils is much needed. (Arthur, 2007) It is known that teachers can incorporate intentional teaching and learning strategies that develop and maintain strong social conventions and moral integrity with the right training. (Marshall, 2011) As one works, they build empathy, fairness, trustworthiness, generosity, and compassion as part of their moral character and ultimately develop one's role as a citizen. CEP states that schools and more specifically, teachers are charged with preparing students to meet these challenges while also:

- ❖ Maintaining a safe and supportive learning environment
- ❖ Achieving adequate yearly progress on external academic standards
- ❖ Reducing drop-out rates (30% national, as high as 50% in some urban areas)
- ❖ Improving students' performance on international tests
- ❖ Helping all students achieve and work to their potential, not just attain better grades or higher test scores

(CEP, 2008, p 2)

As students come to the classroom they face continuous risks and challenges in their daily **environment**. The value of high quality character has been associated with improved school climates even though students continue to face an environment of higher academic achievement and improving social skills. Our children live in a society where they hear the conversations and see the results of disease, economic downfalls, and injustice before walking through the classroom doors. As a healthy classroom, within the school, we can provide an environment that is supportive, warm and accepting, where students are valued, have a sense of safety and belonging, and teachers and students form relationships of genuine trust, respect, caring and appreciation of one another. (Marshall, 2011)

High expectations and pursuit of personal best are not only learned but expected in this environment that promotes grace, gentleness, kindness and looks to the interest of others as well their own. Collaboration exists that serves others, acts fair, with mutual respect and humility and one that promotes joy, excitement, thankfulness. In this model environment affects lives for good. (Pike, 2011) In addition, one gains core values of a purpose to benefit others, humility to do his or her best and encourage others, compassion

that leads to caring, integrity and honesty of the truth, accountability, which builds responsibility, courage to do what's right, and the determination to work hard and not to give up. (Pike, 2011)

The question we face is where do we learn how to develop and apply these skills? Typically, they are developed in a classroom at school. Ron Berger, 2006, in *The Fourth and Fifth Rs Respect and Responsibility* Newsletter, Volume 12, Issue 1 states,

I want a classroom full of craftsmen. I want students whose work is strong and accurate and beautiful. In my classroom, I have students who come from homes full of books and students whose families own almost no books at all. I have students whose lives are generally easy and students with physical disabilities and health or family problems that make life a struggle. I want them all to be craftsmen. Some may take a little longer; some may need to use extra strategies and resources. In the end, they need to be proud of their work, and their work needs to be worthy of pride.

Langer states that “the implications for higher education are not only fertile ground for the integration of faith and learning in the higher education setting, it can also contribute to refining, and reshaping the vision of the program itself.” (Langer, 2010) This is the optimal environment for individuals of character to develop practical reasoning ability in order to analyze conflicting situations and decide on appropriate actions for the greater good of everyone. (Marshall, 2011)

When empowering core **Christ-centered values, ethics, and spiritual development of each individual Barclay College student** we have to look at the relationships that are deeply tied to the formation of these ideals. Albert Einstein wrote, “The most important human endeavor is striving for morality.” As we are each judged to some degree by our integrity, dignity and quality of work as a human race others are impacted. When we do our work well, someone benefits, but when we do it poorly someone suffers. As Christian educators, we cannot simply aspire to transmit a body of knowledge and a set of skills, our work has much greater potential, to transmit to our students a compelling vision of the life centered on core Christ-centered values, ethics, and spiritual development, and to strive alongside them to develop such a life. Good relationships with others may be the single most important source of life satisfaction, however, healthy relationships are realistic, meet the needs of others, involve connectedness, and include a balance. It is not possible to learn this virtue in isolation; close association with a strong leader in this area is required.

A school that embeds these virtues is a **community** that begins by establishing social conventions within a community's traditions and continues with moral development

through role modeling, students' home and community interactions, student discussion and reflection, and students' active involvement in their own learning. (Marshall, 2011) The possession of virtue includes performing virtuous actions with right motives, intentions and attitudes. (Langer, 2010) This clearly prevents or remediates problem behavior and clearly communicates positive mottos, communicates expectations for and model examples of appropriate behavior and provides extrinsic incentives. Classroom behavior problems are supported through positive student teacher relationships and the development of character education. The transformation of a school to be one of high character is to strive to be our best and to do our best in all areas of our lives for we are living role models, problem-solvers and decision makers. The attainment of virtuous character at the center of human moral growth leads the virtuous person consistently to do the right thing, across a broad range of human activity, even in challenging circumstances.

In summary, education provides an excellent context for the formation of intellectual virtue, and the virtues that govern intellectual activity govern many other areas of life as well. (Langer, 2010) Barclay College's Teacher Education mission statement, challenges each candidate to "cultivate a Christ-centered, value-oriented environment in which teacher education candidates are empowered for a life of effective Christian leadership, lives of service which are firmly built on a strong education of pedagogical training and field experiences. Candidates are equipped with real-life application and the professional knowledge necessary to become exceptional teachers of high moral character, while recognizing the importance of performance character, in order to transform leaders of tomorrow in today's classrooms." This vision and mission empowers teacher education candidates with the foundation necessary not only with the knowledge of pedagogy, best practices, and reflective supervision, but the leadership of Christ-centered values, ethics, morals, relationship skills, and performance character to transform lives.

Mastery of professional knowledge, leadership, and service to the larger community of learners

Best Practices: hands-on application, pre-service application, reflective supervision

Professional Knowledge, strategies and techniques of the profession

Core Christ-centered values, ethics, and spiritual development of each individual at Barclay College

Philosophy, Purposes, and Goals/Organizational Standards

Barclay College's Teacher Education program's philosophy, purpose, and goals are grounded in the foundational mission of Barclay College, "prepare students in a Bible-centered environment for effective Christian life, service, and leadership." Our *aspiration* is building a foundation for each candidate to become exceptional teachers of high moral character, while recognizing the importance of performance character, in order to transform leaders of tomorrow in today's classrooms.

This is a tremendously exciting ministry field. The Elementary Education (K-6) major equips students to teach at the K-6 elementary level in private Christian schools and public schools in the United States or in a variety of mission academies overseas. A broad foundation in educational theory and practice with biblical integration is provided and the student is ready upon graduation to seek professional certification through the Association of Christian Schools International and the Kansas State Department of Education.

Barclay College's Teacher Education Philosophy

The philosophy of this unit is characterized by a set of beliefs to build a foundation for each candidate to become exceptional teachers of high moral character, while recognizing the importance of performance character, in order to transform leaders of tomorrow in today's classrooms. Barclay College's Teacher Education program strives to prepare emerging educators who understand the importance of molding each individual student into a citizen who exhibits high moral character and performance character daily in their life to their utmost potential through a variety of teaching strategies, scaffolding learning, and differentiated instruction.

- We believe that all students have individual gifts and abilities to learn; our role is to provide instruction that meets the individual gifts and abilities with high expectations for each learner and ensure that optimal learning occurs.
- We believe that understanding cultures and traditions impacts students and families in ways that provide optimal learning environments and collaboration with families.
- We believe that all students need a safe and supportive learning environment where children are valued and taught by highly qualified teachers.
- We believe that we must develop educators for an ever changing environment of risk and challenges inside and outside of the classroom. We must prepare teachers to be agents of change, willing to take risk in order to make a difference in each child's life that enters through their doors.

Barclay College’s Teacher Education Purpose

Barclay College’s Teacher Education program’s philosophy, purpose, and goals are grounded in the foundational mission of Barclay College, to “prepare students in a Bible-centered environment for effective Christian life, service, and leadership.” Our *aspiration* is to build a foundation for each candidate to become exceptional teachers of high moral character, while recognizing the importance of performance character, in order to transform leaders of tomorrow in today’s classrooms.

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Teacher Education Standards and Outcomes

The pedagogical knowledge, understanding, and skills implicit to the Kansas Professional Education Standards for teacher preparation support the outcomes for our conceptual framework. These performance outcomes indicate what teacher candidates will know and be able to do when they complete their program.

I. The Teacher Education candidate will demonstrate an appropriate level of content and pedagogical knowledge.

This goal defines the instructional methods that involve students in content and enhance learning. Professional educators will plan and deliver lessons that use a variety of engaging strategies and are designed to meet the needs of all students.

A. Proficiencies:

Through reflective supervision, the teacher candidate will:

1. Recognize the importance of research-based knowledge and instructional strategies of content to be taught.
2. Use effective communication techniques with students within their zone of proximal development.
3. Utilize scaffolding of a student’s knowledge through content-related pedagogy.
4. Design and implement lesson plans and make adaptations that will address the needs and abilities of all learners.
5. Incorporate the assessment and evaluation tools used to monitor student learning.
6. Be responsive in providing quality feedback to students and colleagues in a timely manner.

B. KSDE Standards 1, 2 and 3

C. KPTP Focus Area A: analysis of Contextual Information

II. The Teacher Education candidate will develop and implement a positive learning environment where all students are engaged and on task.

A. Proficiencies:

Through reflective supervision, the teacher candidate will:

1. Display genuine caring relationship of respect and rapport with students within the classroom environment.
2. Establish a productive and cooperative learning environment for optimal achievement.
3. Communicate an interest in and the purpose of the importance of the content being taught.
4. Demonstrate effective time management of common non-instructional duties.
5. Develop skills to manage student behavior effectively.
6. Understand the diverse needs of learners within the classroom environment through actively engaging all students in the learning process.

B. KSDE Standards 3, 4, 7, 11 and 12

C. KPTP Focus Area B: Analysis of Learning Environment Factors

III. The Teacher Education candidate will effectively design, implement and adapt instruction for all learners to ensure all learners meet expectations.

A. Proficiencies:

Through reflective supervision, the teacher candidate will:

1. Use effective communication strategies, verbal and non-verbal, to relay information clearly and effectively.
2. Utilize higher-level questioning and discussion techniques throughout instruction.
3. Be responsive and flexible to student needs by providing quality and timely feedback to all students.
4. Demonstrate knowledge of age level developmental milestones and characteristics.

5. Incorporate technology that will engage students in content knowledge and enhance the quality of learning.
 6. Demonstrate knowledge of how students relate to content through personal interest and cultural heritage.
- B. KSDE Standards 4, 11 and 12
 - C. KPTP Focus Area C: Instructional
 - D. Implementation
 1. KPTP Focus Area D: Analysis of Classroom Environment

IV. The Teacher Education candidate will demonstrate proficiency in professional responsibilities and behaviors.

- A. Proficiencies:

Through reflective supervision, the teacher candidate will:

 1. Utilize reflective supervision techniques of teaching strategies and the effects of students' performance and behaviors.
 2. Maintain accurate record keeping of attendance, grades, behavior reports, and student progress.
 3. Demonstrate professional growth and development through self-reflection of teaching practices and setting goals of continual improvement.
 4. Serve appropriately as a student advocate.
 5. Interact and communicate professionally and appropriately with all families.
 6. Maintain professional relationships with colleagues, support staff, and the school community.
- B. KSDE Standards 5, 6 and 8
- C. KPTP Focus Area E: Analysis of Assessment Procedures.
- D. KPTP Focus Area F: Reflection and Self Evaluation (of Professional Behavior)

V. The Teacher Education candidate will demonstrate leadership qualities and professional attributes as he/she progresses through the Teacher Education program.

Level I-IV All students are required to fulfill 20 community service hours every semester while attending Barclay College; attend chapel and conferences

- Level II Complete observation and reflection time in a variety of classroom levels
- Level III Participate in and lead Reading and Math Camp activities; tutor at the local grade school; develop professional skills in classroom settings
- Level IV Clinical Teaching opportunities offer a variety of experiences of services for Teacher Education candidates.
- Level I-IV All Teacher Education candidates exhibit high levels of character, values, and ethics and performance morals in all setting, which include the following attributes:
 - ❖ **Integrity**
 - ❖ Honesty
 - ❖ Confidentiality
 - ❖ **Dependability**
 - ❖ Reliable attendance
 - ❖ Punctual
 - ❖ Timely and quality preparation
 - ❖ Responsible
 - ❖ **Effective Communication**
 - ❖ Listening
 - ❖ Speaking
 - ❖ Writing
 - ❖ Self–reflection
 - ❖ **Appropriate Attitude**
 - ❖ Culturally responsive and diplomatic
 - ❖ Collegial, cooperative, caring and enthusiastic
 - ❖ **Leadership**
 - ❖ Hardworking
 - ❖ Adaptable
 - ❖ Organized
 - ❖ Collaborative
 - ❖ Dresses appropriately
 - ❖ Lifelong learner

Alignment of Barclay College’s Teacher Education Philosophy, Mission and Standards

Mission Focus Area	Philosophy	Standards & Outcomes	KSDE Standards	KPTP
<u>A Program that is Firmly Built on a Strong Education</u>	Our role is to provide instruction that meets the individual gifts and abilities with high expectations for each learner and ensure that optimal learning occurs	Demonstrate instructional strategies of content and pedagogical knowledge	1 2 3	A: analysis of Contextual Information
<u>A Program that is Firmly Built on a Strong Education</u>	Understanding cultures and traditions impacts students and families in ways that provide optimal learning environments and collaboration with families	Develop and implement a positive learning environment where all students are engaged and on task	3 4 7 11 12	B: Analysis of Learning Environment Factors
<u>Transforming Leaders of Tomorrow in Today’s Classrooms</u>	All students have individual gifts and abilities to learn; our role is to provide instruction that meets the individual gifts and abilities with high expectations for each learner and ensure that optimal learning occurs	Effectively design, implement and adapt instruction for all learners to ensure all learners meet expectations	4 11 12	C: Instructional Area D: Analysis of Classroom Environment
<u>A Goal of Preparing Candidates for Lives of Service</u>	All students need a safe and supportive learning environment where children are valued and taught by highly qualified teachers	Demonstrate proficiency in professional responsibilities and behaviors	5 6 8	E: Analysis of Assessment Procedures F: Reflection and Self Evaluation (of Professional Behavior)
<u>An Environment that is Christ-Centered and Value-Oriented</u>	Develop educators for an ever-changing environment of risk and challenges inside and outside of the classroom	Demonstrate leadership qualities and professional attributes as he/she progresses through the Teacher Education program		Community service Clinical Teaching opportunities Exhibit high levels of character, values, and ethics and performance morals in all setting

Student Standards and Outcomes

The pedagogical knowledge, understanding, and skills implicit to the Kansas Professional Education Standards for teacher preparation support the outcomes for our conceptual framework. These performance outcomes indicate what teacher candidates will know and be able to do when they complete their program.

Upon completion of the Elementary Education (K-6) program, the student will meet the objectives of the Division of Arts and Sciences, as well as additional objectives particular to the Elementary Education (K-6) major:

I. The Teacher Education candidate will demonstrate a depth of knowledge within their discipline in order to effectively plan and deliver instruction.

A. Knowledge Base

- i. Plans Effective Instruction (Standard 7)
 - a. The educator understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
 - b. The educator knows how to use contextual considerations (e.g., instructional materials; individual student interests, needs, and aptitudes; and community resources) in planning instruction to create an effective bridge between curriculum goals and students' experiences.
 - c. The educator understands methods for teaching reading.
 - d. The educator understands the impact of using data from building, district, state, and national assessments to guide program development

- ii. Effectively Deliver Instruction (Standard 11)
 - a. The Teacher Education candidate will demonstrate knowledge of content and pedagogy
 - b. The Teacher Education candidate will demonstrate knowledge of resources used in education
 - c. The Teacher Education candidate will demonstrate knowledge factors outside of the school relationship that may influence learner attitude, behaviors, knowledge and performance
 - d. The Teacher Education candidate will demonstrate knowledge of students' developmental domains and standards
 - e. The Teacher Education candidate will demonstrate knowledge of the educational process and his/her role in it within the classroom setting, school community, and local community

- f. The Teacher Education candidate will demonstrate knowledge and ability to integrate concepts and make generalizations from his/her area of discipline into interdisciplinary studies

B. Performance Base

- i. Plans Effective Instruction (Standard 7)
 - a. The educator creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
 - b. The educator creates short- and long-term plans that are linked to all students' needs and performance and adapts the plans to ensure and capitalize on the progress and motivation of all students.
 - c. The educator responds to unanticipated sources of input, evaluates plans in relation to short- and long-term goals, and systematically adjusts plans to meet all students' needs and enhance learning.
 - d. The educator uses instructional strategies that help all students develop reading skills and that assist poor readers in gaining information.
 - e. The educator uses data from building, district, state, and national assessments to guide program development.
- ii. Effectively Deliver Instruction (Standard 11)
 - a. The educator creates interdisciplinary learning experiences that allow all students to integrate knowledge, skill, and methods of inquiry from several subject areas.
 - b. The educator effectively uses multiple representations and explanations to help all students construct new knowledge by building on prior student understandings.
 - c. The educator, as an individual and a member of a team, selects and creates integrated learning experiences that are appropriate for curriculum goals, relevant to all learners, and based upon principles of effective instruction.
 - d. The educator uses reading and thinking skills strategies to assist all students in learning about the relationships among and between various subject matter fields.

II. The Teacher Education candidate will acquire and implement research-based strategies to successfully manage classroom responsibilities including goal setting, lesson design, assessment, and response to diverse student needs.

A. Knowledge Base

- 1. Understanding of how Individuals Learn (Standard 2)

- a. The educator understands how learning occurs--how students construct knowledge, acquire skills, and develop critical thinking--and knows how to use instructional strategies that promote learning for all students.
 - b. The educator understands that students' physical, social, emotional, moral, and cognitive development influences learning and knows how to address these factors when making instructional decisions.
 - c. The educator is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.
2. Appropriate Teaching Strategies and Applications (Standard 4)
- a. The educator understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and problem solving, invention, memorization, and recall) and how these processes can be stimulated.
 - b. The educator understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, and independent study).
 - c. The educator knows how to enhance learning by using a wide variety of materials, including human and technological resources, primary documents and artifacts, texts, reference books, literature, and other print resources.
 - d. The educator understands the principles and techniques used in effective reading instruction.
3. Formal and Informal Assessment Strategies (Standard 8)
- a. The educator understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g., criterion-referenced and norm-referenced instruments, selected response and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
 - b. The educator knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
 - c. The educator knows the importance of aligning standards, goals, instruction, outcomes, and assessments.

B. Performance Base

1. Understanding of how Individuals Learn (Standard 2)
 - a. The educator assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (physical, social, emotional, moral, and cognitive) and that leads to the next level of development.
 - b. The educator stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
 - c. The educator seeks to discover students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

2. Teaching Strategies and Applications (Standard 4)
 - a. The educator meets the learning needs of all students by evaluating how to achieve learning goals and by choosing alternative teaching strategies and materials.
 - b. The educator uses multiple teaching and learning strategies to engage all students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities, and that help all students assume responsibility for identifying and using learning resources.
 - c. The educator constantly monitors and adjusts strategies in response to learner feedback.
 - d. The educator varies his or her role in the instructional process (instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of all students.
 - e. The educator develops a variety of clear, accurate presentations and representations of concepts using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.
 - f. The educator uses a variety of reading strategies that are appropriate for students' diverse reading abilities and that support further growth and development.

3. Formal and Informal Assessment Strategies (Standard 8)
 - a. The educator appropriately uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, educator-made tests, performance tasks, projects, student self-assessments, peer assessment, and

standardized tests) to enhance her or his knowledge of all learners, evaluate all students' progress and performances, and modify teaching and learning strategies.

- b. The educator solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
- c. The educator uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- d. The educator evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interaction, questioning, and analysis of student work.
- e. The educator monitors his or her own teaching strategies and behavior in relation to student success, modifying plans, and instructional approaches accordingly.
- f. The educator maintains useful records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents, and other colleagues.
- g. The educator knows how to align standards, goals, instruction, outcomes, and assessments.

III. The Teacher Education candidate will demonstrate the understanding of professional behaviors based upon community culture expectations, integrity within relationships and commitment to ongoing academic growth for self and their students.

A. Knowledge Base

1. Reflective Practitioner (Standard 9)

- a. The educator uses a variety of self-assessment and problem-solving strategies for reflecting on his or her practice and the way that practice influences students' growth and learning and affects the complex interactions between student and educator.
- b. The educator is aware of major areas of research on teaching and of resources available for professional learning.
- c. The educator understands the school improvement process (QPA) in Kansas schools.

2. Professional Attitudes and Values (Standard 13)

- a. The educator understands how and why the American system of education developed.

- b. The educator has critical awareness of the norms and values inherent in the American system of education.
 - c. The educator understands how social forces have shaped and continues to shape American education.
 - d. The educator is aware of the ethical standards that should guide the professional teacher's interaction with all students, colleagues, parents, and members of the community.
 - e. The educator understands how educational policy is formulated and how it affects classroom practices.
 - f. The educator understands legal issues that impact all students, classrooms, teachers, administrators, and parents.
3. Foster Collegial, Parental, and Community Relationships (Standard 10)
- a. The educator understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system within which he or she works.
 - b. The educator understands how factors in the students' environment outside of school (e.g., family circumstances, community environments, health, and economic conditions) may influence students' lives and learning.

B. Performance Base

1. Reflective Practitioner (Standard 9)
- a. The educator uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
 - b. The educator draws upon professional colleagues within the school and other professional resources as supports for reflection, problem solving, and new ideas, actively sharing experiences and seeking and giving feedback.
 - c. The educator demonstrates the skills necessary to contribute to the school improvement process (QPA) in Kansas.
2. Professional Attitudes and Values (Standard 13)
- a. The educator uses knowledge of historical, philosophical, and social foundations of education to guide interaction with all students, colleagues, parents, and community members in a manner that demonstrates respect for them as persons.
 - b. The educator uses knowledge of historical, philosophical, and social foundations of education to guide instruction, educational practices, and decision making.

- c. The educator supports policies and practices that promote student welfare and development.
 - d. The educator follows all legal requirements for working with all students, other teachers, administrators, and parents.
3. Foster Collegial, Parental, and Community Relationships (Standard 10)
- a. The educator participates in collegial activities designed to make the entire school a productive learning environment.
 - b. The educator consults with parents, counselors, other educators within the schools, and professionals in other community agencies.
 - c. The educator identifies and uses community resources to foster learning for all students.
 - d. The educator establishes respectful and productive relationships with parents or guardians from diverse home and community situations and seeks to develop cooperative partnerships in support of learning and well-being for all students.
 - e. The educator talks with and listens to all students, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

Reflective supervision will assist Teacher Education candidates to develop proficiency in the competencies over time and at various rates within each competency; however, it is expected that the foundational skills and competencies will be acquired during the pre-service time at Barclay College. These skills and abilities will lay the foundation for further skills to be built upon during their time as a tenured teacher. We will look for evidence of candidates to blend knowledge, teaching strategies, and application with positive attitudes and high values with integrity for effective leadership in the classroom.

IV. The Teacher Education candidate will develop and demonstrate highly competent communication skills in which making appropriate integrated learning experiences, including technology application, are delivered in a classroom setting designed to meet the needs of all learners.

A. Knowledge Base

- 1. Approaches to Learning and Instructional Opportunities (Standard 3)
 - a. The educator understands and can identify differences in approaches to learning and performance and can design instruction that helps use students' strengths as the basis for growth.
 - b. The educator understands that diversity, exceptionality, and limited English proficiency affect learning.

- c. The educator knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
 - d. The educator understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
 - e. The educator has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.
 - f. The educator has knowledge of state and federal regulations related to children and youth with exceptionalities.
2. Effective Verbal and Non-Verbal Communication Techniques (Standard 6)
- a. The educator understands communication theory, language development, and the role of language in learning.
 - b. The educator understands how differences in culture, gender and exceptionality can affect communication in the classroom.
 - c. The educator recognizes the importance of non-verbal as well as verbal communication.
 - d. The educator knows about and can use effective verbal and non-verbal communication techniques.
3. Technology (Standard 12)
- a. The educator understands different kinds of technologies available to society and the roles these technologies play.
 - b. The educator has knowledge of the uses of a variety of media communication tools and techniques to enrich learning opportunities.
 - c. The educator understands how technology and other instructional tools can be used to enhance instructional practices, enhance professional development, and facilitate professional productivity.
 - d. The educator understands the sociological, ethical, and economic issues related to technology use.
 - e. The educator understands the role of technology in gathering, analyzing, and presenting information and managing educational change.

B. Performance Base

1. Approaches to Learning and Instructional Opportunities (Standard 3)
- a. The educator identifies and designs instruction appropriate to students' stages of development, strengths, and needs.

- b. The educator uses teaching approaches that are sensitive to the multiple experiences of learners and that address diverse learning needs.
 - c. The educator makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.
 - d. The educator can identify when and how to use appropriate services or resources to meet diverse learning needs.
 - e. The educator seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
 - f. The educator brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
 - g. The educator creates a learning community in which individual differences are respected.
 - h. The educator is able to recognize learning problems and collaborate with appropriate special services personnel.
2. Effective Verbal and Non-Verbal Communication Techniques (Standard 6)
- a. The educator models effective communication strategies in conveying ideas and information and in asking questions (e. g. monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to non-verbal cues given and received).
 - b. The educator develops learner expressions in speaking, writing, and other media.
 - c. The educator knows how to ask questions and stimulate discussion in different ways for particular purposes (e. g. probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk taking and problem solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question.)
 - d. The educator communicates in ways that demonstrate sensitivity to differences in culture, exceptionality and gender (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation.)

3. Technology (Standard 12)
 - a. The educator utilizes a variety of appropriate instructional technology and tools to prepare and deliver instruction.
 - b. The educator plans and teaches lessons in which all students apply technology and other instructional tools and resources appropriately and effectively.
 - c. The educator uses appropriate technology to gather, analyze, and present information, enhance professional development and learning, and facilitate professional productivity.

V. The Teacher Education candidates will create a well-managed, inclusive, learning environment, which demonstrates their understanding of the impact of positive teacher behavior and attitude within the educational setting.

A. Knowledge Base

1. Creating a Classroom Climate (Standard 5)
 - a. The educator uses knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
 - b. The educator understands how social groups function and influence people and how people influence groups.
 - c. The educator knows how to help students work productively and cooperatively in complex social settings.
 - d. The educator understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
 - e. The educator recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help all students become self-motivated.
 - f. The educator understands crisis intervention strategies.

B. Performance Base

1. Creating a Classroom Climate (Standard 5)
 - a. The educator creates a smoothly functioning learning community in which all students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
 - b. The educator engages all students in individual and cooperative learning activities that help them develop the motivation to achieve by, for example, relating lessons to students' personal interests, allowing students to have

choices in their learning, and leading all students to ask questions and pursue problems that are meaningful to them.

- c. The educator organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of all students in productive tasks.
- d. The educator maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
- e. The educator helps the group to develop shared values and expectations for student interaction, academic discussion, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
- f. The educator analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
- g. The educator organizes, prepares students for, and monitors independent and group work in such a way that allows for full and varied participation of all individuals.
- h. The educator can participate in the implementation of crisis intervention strategies.

VI. The Teacher Education candidate will cultivate student motivation by demonstrating creativity, enthusiasm, empathy, and genuine encouragement within a stimulating as well as an inclusive environment.

A. Knowledge Base

1. Central Concepts, Tools of Inquiry and Structure of Teaching (Standard 1)
 - a. The educator understands major concepts, assumptions, debates, and processes of inquiry, and ways of knowing that are central to the discipline being taught and can create opportunities that make these aspects of subject matter meaningful for all students.
 - b. The educator understands that students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

B. Performance Base

1. Central Concepts, Tools of Inquiry and Structure of Teaching (Standard 1)
 - a. The educator represents and uses differing viewpoints, theories, "ways of knowing," and methods of inquiry in teaching of subject matter concepts.
 - b. The educator evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

The educator engages students in constructing knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

Crosswalk of Mission, Philosophy, Program and Student Standards and Outcomes

Mission Standards	Philosophy	Standards & Outcomes	KSDE Standards	Student Outcomes
<u>A Program that is Firmly Built on a Strong Education</u>	Our role is to provide instruction that meets the individual gifts and abilities with high expectations for each learner and ensure that optimal learning occurs	Demonstrate instructional strategies of content and pedagogical knowledge	1 2 3	Demonstrate a depth of knowledge within their discipline in order to effectively deliver instruction Knowledge Base
<u>A Program that is Firmly Built on a Strong Education</u>	Understanding cultures and traditions impacts students and families in ways that provide optimal learning environments and collaboration with families	Develop and implement a positive learning environment where all students are engaged and on task	3 4 7 11 12	Develop and demonstrate highly competent communication skills in which making appropriate integrated learning experiences, including technology application, are delivered in a classroom setting designed to meet the needs of all learners Making Knowledge Meaningful Cultivate student motivation by demonstrating creativity, enthusiasm, empathy, and genuine encouragement within a stimulating, and inclusive environment Motivating Students to Learn
<u>Transforming Leaders of Tomorrow in Today's Classrooms</u>	All students have individual gifts and abilities to learn; our role is to provide instruction that meets the individual gifts and abilities with high expectations for each learner and ensure that optimal learning occurs	Effectively design, implement and adapt instruction for all learners to ensure all learners meet expectations	4 11 12	Acquire and implement research-based strategies to successfully manage classroom responsibilities including goal setting, lesson design, assessment, and response to diverse student needs Teaching Strategies & Applications
<u>A Goal of Preparing Candidates for Lives of Service</u>	All students need a safe and supportive learning environment where children are valued and taught by highly qualified teachers	Demonstrate proficiency in professional responsibilities and behaviors	5 6 8	Demonstrate the understanding of professional behaviors based upon community culture expectations, integrity within relationships and commitment to ongoing academic growth for self and their students Professional Attitudes & Values
<u>An Environment that is Christ-Centered and Value-Oriented</u>	Develop educators for an ever-changing environment of risk and challenges inside and outside of the classroom	Demonstrate leadership qualities and professional attributes as he/she progresses through the Teacher Education program		Create a well-managed, inclusive, learning environment, which demonstrates their understanding of the impact of positive teacher behavior and attitude within the educational setting Creating a Climate Conducive to Learning

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SPECIAL THANK YOU

A special thank you is extended to the cooperating teachers who have offered their assistance in guiding candidates. Without cooperating teachers, student teaching could not exist. Through the combined efforts of the candidate, the cooperating teacher, and the college supervisor, the opportunity to exchange idea provides new perspective and discoveries into the world of teaching and models the need for supportive relationships.

**ACSI required book reading list
(on reserve in the library)**

Foundations of Christian School Education. Colorado Springs, CO: ACSI 2003----
textbook for this term

Love your God with All Your Mind., J.P. Moreland. Colorado Springs, CO: ACSI
1997

***Teaching Redemptively: Bringing Grace and Truth into you Classroom.,** Donovan
Graham. Colorado Springs, CO: ACSI 2004---

Reclaiming the Future of Christian Education., Albert E. Green. Colorado Springs,
CO: ACSI, 1998

Please choose one additional book from the following list:

The Cause of Christian Education. 3rd. ed. Richard Edlin. Colorado Springs, CO:
ACSI 1999

A Christian Paideia: The Habitual vision of Greatness, D. Bruce Lockerbie, Colorado
Springs, CO, Purposeful
Design 2005

Piety and Philosophy: A Primer for Christian Schools. Richard Riesen, 2002.
Phoenix, AZ: ACW Press.

Steppingstones to Curriculum. Dr. Harro Van Brumelen, 2002

Guiding Faculty to Excellence. Dr. Gordon Brown 2002

Total Truth: Liberating Christianity from its Cultural Captivity. Nancy Percy,
2004. Crossway Books.

***When you read the above books please take notes (in your journal) on the major points/
thoughts that you find interesting. Pay particular attention to the Teaching Redemptively book.
These notes will become topics of discussion for us in the classroom.

STUDENT TEACHING PLACEMENT POLICIES

1. Placement during the Professional Student Teaching semester includes school sites(s) that provide a **culturally diverse** experience as much as possible in our rural setting.
2. **Completion of a graduated series of field experiences** that conclude with standard full-day teaching responsibilities, such as preparing for class, meeting school deadlines, and keeping accurate records of student work for a minimum of 14 weeks.
3. **Meeting the following program requirements:**
 - Placement for student teaching must be conducted in a classroom where a certified teacher models high moral character and the student teacher is expected to demonstrate these strategies.
 - Student teachers may conduct their student teaching in an approved public school, private school and/or community alternative school setting for their field experience.
 - Student teachers teaching under contract in an approved multiple-subject assignment can complete the assignment in their own classroom under the direction of a mentor teacher at the same grade level.
 - Student teaching must be arranged within the state of Kansas (approval for courtesy placement in another state must be obtained from the major chair of the Teacher Education program, Associate Vice President of Undergraduate Studies and Vice President of Academics).
 - **READING:** Early Elementary candidates in grades K-3 must be placed in classrooms with research based, comprehensive programs of instruction of reading, writing and related language arts.

COOPERATING TEACHING ASSIGNMENT (S)

All cooperating teachers must hold a Kansas teaching Credential and are tenured in their district.

Elementary Education Students are placed in:

1. One continuous placement or two consecutive placements over a period of a minimum of 14 weeks in one semester;
2. Self-contained classroom settings in which several subjects are taught; and
3. Two of the following grade levels: K-2, 3-5, 6-8.
4. Placement at a school site in which the supervisor is not their relative.
5. School placements:
 - Students are to be assigned to a maximum of two cooperating teachers, and work with a maximum of two different classrooms of students.

POLICY ON PROFESSIONAL CONDUCT FOR TEACHER CANDIDATES

As candidates in the Teacher Education program at Barclay College, they must demonstrate not only their teaching competency but also their “good fit” for the profession of teaching. Candidates have an impact on their school communities through their teaching and professional conduct. Each candidate should be aware of how his or her professional conduct and appearance may influence children, young adults, and other professionals in a school community.

To aid each candidate in experiencing a successful placement and gaining employment after student teaching, the Teacher Education program has developed this policy on professional conduct for teacher candidates. Noncompliance with these standards may affect a teacher candidate’s evaluations, recommendations, and/or status in a student teaching placement.

The Elementary Education Department Policy on Professional Conduct is based upon the National Council for Accreditation of Teacher Education adopted by the State of Kansas Standards 1-6.

NCATE Standard 1 supports the following:

Candidates preparing to work in schools as teachers or other school personnel need a sound professional knowledge base to understand learning and the context of families, and communities. They understand and are able to apply knowledge related of the social, historical, and philosophical foundations of education, professional ethics, law, and policy. They know the way children and adolescents learn and develop, including their cognitive and affective development and the relationship of these to learning. They understand language acquisition; cultural influences on learning; exceptionalities; diversity of student populations, families, and communities; and inclusion and equity in classrooms and schools. They are able to appropriately and effectively integrate technology and information literacy in instruction to support student learning. They understand the importance of using research in teaching and other professional roles and know the roles and responsibilities of the education profession.

More importantly, candidates are expected to portray Christ-like attitudes, behaviors, and examples at all times to children, parents, faculty, staff, and community as upcoming leaders in the profession.

The following section of the Policy and Professional Conduct provides more specificity regarding the elements of professional dress and appearance. It is a requirement that candidates dress appropriately for the public and or private school environment. The following list was compiled with the goal of helping teacher candidate’s move from the role of student to professional teacher.

Inappropriate clothing, appearance and behavior include:

- Exposed midriffs, exposed bra straps, low cut tops, extremely tight clothing, spaghetti straps, shorts, jeans with holes, miniskirts, tank tops, excessive make-up, excessive jewelry, long unkempt fingernails, tattoos showing, gum chewing, perfume, cologne, after-shave, scented crèmes.
- Appropriate shoes should be worn that are closed toe and safe during inclement weather.

Punctuality and absence policy:

Punctuality is a vital and necessary characteristic for all professional. If you must be late, it is your responsibility to promptly notify the school secretary and ask that your cooperating teacher be informed. You should indicate the cause of delay and the approximate time of arrival.

When your illness, illness of a family member, or an emergency requires you to be absent, you must promptly notify the school principal or the school secretary and ask that the cooperating teacher be informed at once. Notify your college supervisor as well. If you are expected to carry out a specific responsibility in a class, you must all so be sure that your cooperating teacher has your lesson plans. Excessive late arrivals or absences can result in a determination of unsatisfactory performance and unprofessional conduct.

Other important policies and procedures regarding classroom experience:

- All candidates entering Student Teaching are required to have verification of Clearance.
- Dress appropriately. Most school districts have expectations that teachers dress professionally. You will be expected to adhere to the dress policy at your assigned school. Clothing should be clean and be neither provocative nor revealing. Shoes should be closed toe and shoes that are safe during different weather conditions.
- Many people are sensitive to fragrances (perfume, cologne, after-shave, scented crèmes and deodorant). Therefore, it is expected that you will not wear scented toiletries in the school setting.
- Do not discuss confidential information in non-professional setting
- Contact parents and confer with them only with the full knowledge and agreement of your cooperating teacher.
- Accept criticism as it is given with the expectation that performance may be improved through efforts to meet the criticism.
- Remain in the school each day as long as necessary to fulfill professional responsibilities.

Attendance:

Students have the same responsibility for good attendance and punctuality as that of an employed teacher. Students are expected to participate in the same schedule as the school's professional staff, i.e., teaching "contract day" hours, attending staff meetings and workshops, etc. Occasionally, circumstances arise, such as illness, accident, or travel difficulties, which delay or prevent the timely arrival of a student at school. Should this occur, it is the student's responsibility immediately to inform the Cooperating Teacher and the college supervisor.

Assistance:

Barclay College is committed to maintaining quality standards throughout its Teacher Education Program and graduating competent teachers who will add to the quality of the teaching profession.

To maintain these standards, Barclay College is committed to supporting candidates during their student teaching experience, through quality cooperating teachers and college supervisors and through instruction of Student Teaching Overview. If students require further assistance or do not meet expectations, the following processes and procedures are available. Assistance includes interventions:

1. Prior to student teaching: These include self-identification during the Admission Process, Identification by credential and analysts during initial interviews, and identifications while enrolled in teaching classes (excluding field experiences).
2. During student teaching: If a student is not fulfilling responsibilities in student teaching, the college supervisor meets with the student and discusses the areas of concern. If the areas of concern are not corrected, or if the host school requests that the student be removed from his/her placement, the student earns a grade of unsatisfactory is given a dismissal from the student teaching field experience of a period of months and assigned remediation that specifically address the areas of concern. If the remediation is completed successfully, the student is re-admitted to the program. If a student earns an unsatisfactory grade from the second time in student teaching, after remediation has been completed, the student will be permanently dismissed from the program.

LIMITATIONS ON THE RESPONSIBILITY OF CANDIDATES:

Students are not licensed as a teacher, and should not be used as:

- A licensed teacher;
- A substitute teacher;
- A coach, except as an assistant under the supervision of a licensed teacher;
- Supervision staff having the sole responsibility for playgrounds, halls, dances, or sports events;
- A transporter of students.

ROLE AND RESPONSIBILITIES

TEACHER EDUCATION FACULTY

1. Train instructors for Elementary Education
2. Keep apprised of student teachers receiving assistance, retention, and/or dismissal of Student Enrollment in the Field Experience
3. Keep apprise and respond to the needs of all participants
4. Resolve any conflicts that may arise
5. Conduct second interviews for student who have not satisfactorily passed the screening interviews by supervisors, and develop and oversee Individualized Assistance Plans when appropriate.

COLLEGE SUPERVISOR

1. Identify placements for student teachers, ensuring that all student teaching placements are appropriate to the student and the credential sought, and in classrooms with cooperating teachers who are appropriately certified.
2. Provide materials, including handbooks, and seminar schedules, to principals, cooperating teacher(s) and student teachers
3. Inform the Principal about Barclay College's program requesting assistance as needed
4. Inform the cooperating teacher(s) and student teachers about the program goals, objectives, required activities, use of materials, time lines and record-keeping needs
5. Maintain open communications between school personnel, the cooperating teacher(s) and the student teacher, responding to needs as they arise.
6. Observe a minimum of eight lessons presentation (meeting with the student teacher after each presentation to provide feedback)
7. Conduct monthly conferences with the cooperating teacher(s) and student teacher to review the evaluation forms
8. Record grades on each Grade and Attendance Record, submit all required paper work to the registrar within ten days after the end date
9. Participate in all pre-screening interviews, orientations, and supervisor meetings
10. Clear students for student teaching
11. Collect complete forms and send to appropriate places

PRINCIPALS AND/OR ASSISTANT PRINCIPALS

1. Assist in arranging on-site observations and staff interview by guiding the selection of school personnel to be interviewed
2. Assist the student teacher in developing professionalism, as appropriate
3. If concerns about the student teacher arise, contact the supervisor and the cooperating teacher(s) for appropriate intervention
4. Support the cooperating teacher(s) and the supervisor, as needed
5. Provide Feedback and the quality of the program to the supervisor
6. Assign student teachers to cooperating teachers with supervisor concurrence

COOPERATING TEACHERS

1. Provide Instructional materials to the student teacher and critique his/her lesson plans
2. Assist in arranging observations and interviews
3. Observe class presentations, providing appropriate and constructive feedback, orally and in writing
4. Prepare one Observation Form for each grading period. Provide copies to the student teacher and the supervisor
5. Serve as a mentor to the student teacher and assist him/her in developing professionalism
6. Complete and sign the First Month Evaluation Form, the Monthly Evaluation Forms, the Barclay College Evaluation Form
7. Participate in the monthly conferences with supervisor
8. Complete required paper work and submit to either the student teacher or the supervisor
9. Model effective lessons for the student teacher

STUDENT TEACHERS

1. Develop and practice teaching skills and successfully complete the program requirements during the field experiences
2. Attend scheduled conferences with the cooperating teacher(s) and supervisor to obtain feedback about lessons and evaluations, reflecting on evidence of professional growth
3. Complete required paper work and submit to the appropriate person
4. Attend Capstone course and fulfill all requirements

REASSIGNMENT POLICY DURING STUDENT TEACHING

Regular communication with your cooperating teacher and college supervisor is essential. If you have concerns or problems regarding your classroom placement, you should first discuss them with your cooperating teacher. If this doesn't lead to a solution, contact your college supervisor, or the Vice President of Academics, in that order.

Strikes:

Students do not participate in school strikes. In a strike situation, candidates will be placed in a new field assignment.

**STUDENT TEACHING PROGRAM – PHILOSOPHY, ORGANIZATION,
PROCEDURES, SELECTION OF SCHOOLS AND COOPERATING TEACHERS,
PLACEMENT OF STUDENTS, AND SUPERVISION**

PHILOSOPHY

The Teacher Education Program at Barclay College prepares students to teach grades K-6. Barclay College's Teacher Education program integrates a strong foundation in biblical studies, educational research, pedagogy, and methods to prepare for careers in teaching at the elementary level. The program includes engaging in hands-on field experiences throughout your program and a professional semester at the elementary or middle school level during the spring semester of your senior year.

ORGANIZATION

The Professional Semester of student teaching is conducted during the spring semester of the student's senior year upon completion of all other course requirements. Placement includes the grade level, the area school and classroom, which enhance the strengths of the candidate. Candidates are not allowed to schedule courses that would be in conflict with Student Teaching semester. Careful consideration needs to be made for extra-curricular activities that will interfere with the requirements imposed during this professional block of time. In student teaching, you will gradually assume full responsibility for an elementary class under the guidance of the College and school district personnel.

TEACHER EDUCATION STUDENT PROCEDURES

<u>TIME</u>	<u>ACTION</u>	<u>RESULT</u>
1. At first enrollment or enrollment for subsequent semesters	Indicate preference for either Christian School Elementary Ed or Elementary (K-6) Major	Registrar assigns student to Teacher Education Advisor
2. During fall of sophomore year apply to take the PPST	Take PPST during spring of sophomore year	Reading: 173 Writing: 172 Math: 172 ACT: 26 or higher
3. At completion of 48 hours or before March 1 st of the Sophomore year	File "Application for Admission to Teacher Education Program"	Begin process of "formal" acceptance into the Teacher Education Program
4. Each semester maintain a 2.50 GPA or better	Review with your Advisor your progress and status in the Program	"Stay on track" with your program
5. During the final Fall Semester before October 1	File: Application for the Professional Semester for student teaching	Begin process of arranging for Professional Semester
6. During the final Fall semester	Take PRAXIS II exam semester prior to student teaching; take any endorsement exams as well	Complete a condition for licensure
7. Spring semester of the Senior year	Complete Professional Semester of student teaching, Capstone course and application for ACSI Certification and KSDE Licensure	Complete Student Learning Portfolio Begin job search
8. After graduation	Request Placement files to be sent to school districts Complete certification & licensure requirements	Continue process of seeking placement
9. After employment	Send notes, surveys and letters to chair of Teacher Education	Ongoing evaluation of the education process

STUDENT TEACHING OVERVIEW: ED 401

The initial field experience takes approximately seven weeks to complete. It completes the following activities:

- The orientation, including an interview with the cooperating teacher
- On-site tour and observation
- Administration and faculty interviews
- Preparation for student teaching through Student Teaching Workbook assignments

1. The orientation activities provide an opportunity for each student to become acquainted with their assigned classroom(s), students, and cooperating teacher(s).

The Cooperating Teacher Interview acquaints the student teachers with the cooperating teacher's goals, policies, procedures, teaching styles, behavior management system, evaluation system, class make-up and any other information that needs to be shared at the beginning of placements.

Verification of Completion: Checklist #1 is completed, signed by the student and the cooperating teacher, and checked by the supervisor. The student discusses notes on the cooperating teacher interview with the supervisor during the first conference. Forms are kept in the student's possession for future reference.

2. **On-Site Observation** acquaints the student with individual teaching styles of various teachers, other than the assigned cooperating teacher(s).

To assist in the completion of these activities:

- a. The principal and/or mater teacher(s) select and make appointments with two teachers at the school site.
- b. The student observes the teachers for a complete lesson. The Guide to On-Site Visitations, below, is used in recording notes on the observations.

Guide to On-Site Visitations

1. Which of the following steps in the lesson presentations are evident to you?

Lesson Format

- Opening
- Daily Lesson Objective(s)
- Instruction
- Assessment

- Connection
 - Homework (if any)
2. How were the objectives met throughout the lesson?
 3. How were the students monitored while attaining the objective(s)?
 4. What methods were used to adjust teaching to the student's performance level and interest?
 5. How did the teacher motivate and encourage all students?
 6. How can you tell the students are learning?
 7. How does the teacher adjust his/her oral and written language so that it is clear, concise, and understood by all students?
 8. In which ways did the teacher establish and maintain discipline?
 9. In which ways were appropriate verbal and non-verbal communication used by the teacher to establish positive rapport?
 10. What approaches were used in teaching linguistically diverse students?

Verification of Completion: Checklist #2 is completed by the student, signed by the teachers observed or the cooperating teacher, and checked by the supervisor. The visitations are discussed with the supervisor during the Overview class session. Forms are kept in the student's possession for future reference.

Staff and faculty interviews familiarize the student with school personnel and the role each plays in the successful and smooth operation of the school and the assigned classroom.

To assist in the completion of these activities:

- a. The student teacher will select school personnel who can best answer the interview questions in the workbook.
- b. The student teacher and Cooperating teacher(s) arrange scheduling of the interviews:
 - 1) Interviews are not intended to interrupt daily school activities but are to be scheduled at the convenience of personnel involved.
 - 2) Interviews need not exceed 15 minutes each.
- c. The interviews are conducted by the student teacher.

Verification of Completion: Checklist #3 is completed by the student, initialed by those school personnel who are interviewed, and checked by the supervisor. The student and the supervisor discuss the completed interviews during the first conferences. Forms are kept by the student for future reference.

ED408 SUPERVISED STUDENT TEACHING IN ELEMENTARY SCHOOL

FIRST MONTH OBSERVATIONS:

The classroom presentations provide the student an opportunity to present lessons while being formally observed by the cooperating teacher(s) and supervisor. After the presentations, the observers provide students with prompt, honest, constructive, and practical feedback about planning, teaching, classroom management, and discipline skills.

To assist in the completion of the presentation:

- a. The Cooperating teacher(s), supervisor and student arrange an observation time. *Note: During the observation, a complete lesson is observed that has been prepared by the student. The student is to use a lesson plan format approved by the cooperating teacher, and provide copies of the lesson plan to each observer.*
- b. The cooperating teacher(s) and supervisor each complete *Classroom Observation Forms*.
- c. The observers meet with the student to discuss observations and make recommendations.
- d. The observers provide a copy of the completed *Classroom Observation Form* to each other and the student. Concerns are discussed. Suggestions are provided.

The First Month Conference, held at the end of the four-week experience, provides the cooperating teacher(s) and the supervisor an opportunity to give the student feedback, determine if the student has successfully fulfilled the requirements of the first month of experience, and decide if the student is professionally ready to continue to assume increased responsibilities as a student teacher.

To assist in the completion of these activities:

- a. The cooperating teacher(s) and supervisor arrange a conference time with student.
- b. The cooperating teacher(s) completes a *First Month Evaluation* form, which is provided by the supervisor.
- c. The supervisor completes a *First month Evaluation* form.
- d. The cooperating teacher(s) and supervisor meet with the student to discuss the student's performance and professional growth. (The *First Month Evaluation* forms are discussed. Copies of the signed forms are then exchanged).

Verification of Completion: The grade, S (satisfactory) or U (unsatisfactory), is submitted to the College by the Supervisor.

THE SECOND, THIRD AND FOURTH MONTHS: ED 408 B, C, AND D

During the experience, the student teacher gradually assumes full responsibility of the classroom(s) in which s/he is assigned. This experience is a process during which great amounts of theoretical information must be pragmatically applied, with success, in a new environment. This experience is designed by the cooperating teacher(s), meeting college guidelines, and monitored by the supervisor, to provide a living classroom laboratory.

Primary responsibilities include:

1. Assuming responsibility of the classroom (lessons, units and assessment)
 2. Fulfilling the typical responsibilities of teachers
 3. Presenting formally observed lessons
 4. Participating in monthly conferences
 5. Conducting off-site observations.
-
1. **Assuming responsibility of the classroom** provides the practice needed to learn how to be an effective teacher. The more quickly the student teacher is provided the opportunity to begin practicing, the sooner the learning occurs.

Learning outcomes:

- + Record attendance and grades
 - + Develop a grading system
 - + Develop a file for bulletin board materials
 - + Observe as many lessons as possible
 - + Attend faculty meetings and staff development opportunities
 - + Participate in extra-curricular activities (Back-to-School Night, Open House, Etc.)
 - + Participate in I.E.P and S.S.T. meetings as appropriate.
-
2. **Fulfilling the typical responsibilities of teachers**, such as:
 - + Planning daily/unit written lessons
 - + Identifying and/or preparing teaching materials
 - + Presenting lessons in the district's recommended format
 - + Assessing student needs; teaching/re-teaching as appropriate
 - + Maintaining student progress records and portfolios
 - + Establishing and maintaining discipline
 - + Establishing and maintaining rapport with students, staff and parents
 - + Performing assigned tasks responsibly and promptly
 - + Participating in school meetings, parent conferences, I.E.P. meetings, etc.
 - + Dressing and conducting self in a professional manner
 - + Communicating effectively with administrators, teachers and parents
 - + Assessing own progress, accepting professional advice, and considering constructive criticism
 - + Maintaining an organized, efficient classroom
 - + Designing and putting up Bulletin Boards

- + Assisting with fire and other natural disaster drills
 - + Participating in yard duty/bus duty
 - + Arranging and participating in fieldtrips
 - + Participating in holiday programs
 - + Ordering supplies, films, etc
 - + Assisting in preparing student referrals
 - + Examining student cumulative records
 - + Writing behavior management plans
 - + Other activities as appropriate
3. **Presenting lessons** during which the supervisor and cooperating teacher(s) formally observe. The cooperating teacher formally observes once each grading period while the supervisor observes at least twice during each grading period.

To assist in the completion of the presentation observed:

- A. The cooperating teacher(s) and/or supervisor and student arrange an observation time. *Note: During the observation, a complete lesson is observed that has been prepared using a recommended lesson plan format.*
 - B. The observer(s) complete a *Classroom observation form*.
 - C. The observer(s) meet with the student to discuss observation and make recommendations.
 - D. The observer(s) provide a copy of the complete *Classroom Observation Form* to each other and to the student. Concerns are discussed and suggestions are provided.
4. Participate in monthly conferences during which time the cooperating teacher(s) and supervisor evaluate the previous month's professional growth.

To assist in the completion of this activity:

- a. The cooperating teacher(s), supervisors, and the student arrange a conference time.
 - b. The cooperating teacher(s) completes a Monthly Evaluation Form that is provided by the supervisor. The special education cooperating teacher(s) complete the Special Education Evaluation Form.
 - c. The supervisor completes a Monthly Evaluation form and completes the grade and attendance record.
 - d. The cooperating teacher(s), supervisor, and the student meet to discuss the past month's performance and professional growth. The forms are discussed. The student signs both forms. Copies of the forms are exchanged.
5. Conducting off-site visitation provides students with a broader understanding of the variety of programs available within a community or school district.

To assist in the completion of these activities:

- a. The supervisor and cooperating teacher may suggest visitations at school that will provide different experiences for the student teacher. Note: the activities are to be completed in one day or two half days during 408 B or C. These are usually completed during a minimum day, staff development day, or during a non-teaching portion of the day. The supervisor and cooperating teacher(s) must approve release time from student teaching.
- b. The student conducts the visitations/ activities, using the verification form.
- c. The student completes the verification of off-site observations/experience form contained in the Teacher Education Handbook.
- d. The cooperating teacher, supervisor and student discuss the activities and techniques/methods/materials, which the student teacher observed.

ED408 B, C, D, ACTIVITIES – TIMELINE

Grading Periods:

1 2 3 4

RESPONSIBILITIES OF THE STUDENT TEACHER

Presentation formally observed by supervisor (twice each grading per)	*	*	*	*
Presentation formally observed by Cooperating Teacher(s) once each gr.	*	*	*	*
Reading instruction formally observed by K-2 Cooperating Teacher		*		*
Reading instruction formally observed by supervisor during K-2 placement			*	*
Monthly conference and evaluation (at the end of each grade period)	*	*	*	*
Off-Site visits (2)		*		*
Student teaching Seminar				*
Exit seminar & Placement Files Information				*
Exit Process				*

RESPONSIBILITIES OF THE SUPERVISOR

Conference and Evaluation (at the end of each grading period) Monthly	*	*	*	*
Classroom Observation Form (2 each grading period)	*	*	*	*
FINAL GRADE & RECORD SHEET (1 each grading period)	*	*	*	*

RESPONSIBILITIES OF THE COOPERATING TEACHER

Classroom Observation Form (1 each grading period)	*	*	*	*
Conference and Evaluation (at the end of each grading period) Monthly	*	*	*	*
Evaluation of Barclays Program				*

FORMS

The forms listed below will be used throughout year teaching program and samples of each follow this page:

Student Background Information Form – Return to the Chair of the Teacher Education Program.

Lesson Plan – Lesson Plan model used by the Elementary Education Department.

Student Teacher Observation Form – Used by the college supervisor and cooperating teacher to evaluate individual lessons presented by the candidate in Student Teaching Practicum. Teaching Performance Expectations are listed on the form and each should be demonstrated over the course of the semester. For a detailed list of TPE, see the following section in this handbook.

K-2 Literacy Performance Evaluation – Students in K-2 are required to have 2 formal observations in literacy instruction during months 2 & 4 of student teaching. This is also a very valuable tool to use for you KPTP and your SLP.

Midterm Evaluation Form – Used in Teaching experience in a 3 – **Teaching** way conference with college supervisor, cooperating teacher, and candidate teacher as a formative assessment to determine satisfactory progress. The college supervisor completes the form; all parties sign and receive copies.

Student Teaching Self Evaluation Form – Completed by the candidate and submitted to the cooperating teacher and college supervisor one week before the 3-week Teaching Conference.

Three-way Conference Form – Form used by the cooperating teacher, college supervisor and candidate for assessment.

School Board Meeting, Faculty Meeting, and IEP Planning Conference Observation forms – These forms are used to assist you in taking notes when attending specific meetings.

**BARCLAY COLLEGE
TEACHER EDUCATION
STUDENT BACKGROUND INFORMATION FORM**

Barclay College Teacher Education program has the responsibility for placing students in school-based field experiences and recommending students for teacher licensure. Barclay College takes this responsibility seriously and requires that each student fill out a Student Background Information Form prior to placement in the schools for early field experiences, classroom observations, directed teaching or any other College sanctioned activity in which a student participates with school children. We appreciate your willingness to fill out the Teacher Education Background Information Form. We appreciate your participation in keeping our schools safe for our children. Barclay College is responsible for recommending to the Kansas State Department of Education reserves the right to deny a certificate to individuals who have been convicted of or pleaded guilty to any act punishable as a felony.

If any affirmative answer is given to the background question below, applications or classroom field experience will be place on hold until additional information is provided to the Chair of Teacher Education at Barclay College. Students will be asked to meet with representatives from the Teacher Education program before a recommendation for continuance in teacher education will be made. Each applicant's appeal will be reviewed on an individual basis and information received will be held in strict confidence. It is the student's obligation to notify the Teacher Education Chair if a change occurs at any time in an answer to one of the following questions.

+++++

NAME OF CLASS _____ SEMESTER/YEAR _____

STUDENT'S NAME (print) _____

STUDENT SIGNATURE _____

Please respond to the following questions (1-8). If you have previously responded to these background questions for the Teacher Education program at Barclay College and there has been no change in your status, please check this box and stop here.

+++++

1. Have you ever been convicted of a felony? If yes, please attach a copy of the court documents regarding conviction.
No ___ Yes ___
2. Have you ever been convicted of ANY crime involving theft, drugs, or a child? No ___
Yes ___
If yes, please attach a copy of the court document regarding conviction.
3. Have you ever entered into a criminal diversion agreement after being charged with any offense described in question 1 or 2? No ___ Yes ___ If yes, please attach a copy o the diversion agreement.

4. Are criminal charges pending against you in any state involving any of the offenses described in questions 1 or 2? No ___ Yes ___ If yes, please attach a copy of the court documents regarding your case.
5. Have you had a teacher's or school administrator's certificate or license denied, suspended or revoked in any state? No ___ Yes ___ If yes, please circle the action taken: denied, suspended or revoked. Which state(s)? _____
Please 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, please attach a copy of the official documents regarding the action pending against you.
7. Have you ever been terminated, suspended, or otherwise disciplined by a local Board of Education for falsifying or altering student tests or test scores? No ___ Yes ___
If yes, which district(s)? _____ When? _____
8. Have you ever falsified or altered assessment data, documents, or test score reports required for licensure? No ___ Yes ___ If yes, which state(s)? -
_____ When? _____
8. Have you ever falsified or altered assessment data, documents, or test score reports required for licensure? No ___ Yes ___ If yes, which state(s)? _____
When? _____

LESSON PLANS: DAILY GUIDES FOR SYSTEMATIC INSTRUCTION

Introduction:

Well-formulated lesson plans give teachers directions to make instruction proceed smoothly. Good lesson plans allow teachers to better control the details of instructions and to monitor student progress more closely in order to insure student success. Most important, however, the process of planning lessons provides teachers with an opportunity to think about what they are doing. This is, planning allows teachers to become conscious curriculum decision makers. These teachers think carefully about what happens in their classrooms, having good reasons for doing certain activities, and employ a variety of ways of teaching children. Good planning makes good teaching possible.

Some experienced teachers are able to mentally organize the objectives, procedures, and materials. However, for most teachers and for all beginning teachers written statements regarding the major elements of a lesson plan are usually necessary (and expected by cooperative teachers and university supervisor). The following suggestions and sample lesson plans are presented to help you develop basic, effective lesson planning skills.

This is a general format for planning lessons which was designed by faculty of the Teacher Education Program. This model allows us to introduce essential components of lesson plans and the function of these components in lessons in an easy to understand fashion. Later, as you learn about various instructional strategies, faculty will refer to the BIM as they show you how lesson plan components are modified to achieve new goals. Whether the teacher is intending to use a direct instruction strategy, discover instruction strategy, discovery strategy, or other strategy, these are the components of an effective lesson plan.

Lesson Topic:

A brief and clear statement of the themes, ideas, attitudes, or skills students will learn about in this lesson.

Goals:

Goals are broad statements that identify long-term aims. Goals establish a general direction for teaching. Goal statements do not specify how students will achieve the aim.

Objectives:

A specific and concise identification of the learning outcomes pupils are to achieve as a result of the lesson. The objective may also include criteria for mastery. Objective translate goals into measurable statements. An objective begins with, "Students will be able to..."

Strategy:

A specification of the main instructional method to be employed to reach the objective.

ELEMENTARY LESSON PLAN

Activity Title: _____

Teacher: _____ Date: _____ Grade Level: _____

Theme: _____ Estimated Length of time: _____

Core Academic Standards: _____

Benchmark: _____

Indicator: _____

<http://www.corestandards.org/the-standards/english-language-arts-standards>)

http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf)

www.ksde.org)

Academic Area(s): Reading Writing Math Science Social Studies

Fine Arts

Goal(s): The learner will _____

Assessment Plan: _____

Materials: _____

References: _____

Activating Prior Knowledge: _____

Main Activities during centers (each step of project):

Activity _____

1. _____

2. _____

3. _____

4. _____

5. _____

Modifications or adaptations for learners with special needs:

Concluding Activity for closure:

Homework or continuation of project:
(Throughout day or at home to support function and mastery of concept)

Reflections: (How did it work/what changes would I make next time?)

STUDENT TEACHER OBSERVATION FORM
For use by: Cooperating teacher/and College Supervisor

Student _____ Date: _____
Cooperating Teacher _____ College Supervisor _____
School _____ Time/Period _____ Grade Level _____

Please check for candidate progress on each of the teaching performance expectations over the semester

TPE observed this session:

- ❖ Specific Pedagogical skills for subject matter instruction
- ❖ Monitoring Student Learning During Instruction
- ❖ Interpretation and Use of Assessments
- ❖ Making Content Accessible
- ❖ Student Engagement
- ❖ Developmentally Appropriate Teaching Practices
- ❖ Teaching English Learners
- ❖ Learning about Students
- ❖ Instructional Planning
- ❖ Instructional Time
- ❖ Social Environment
- ❖ Professional, Legal and Ethical Obligations
- ❖ Professional Growth

Given the TPEs above, comment on the candidate's application of democratic practice.

Comments:

Future Growth Focus:

Completed by: _____ Candidate's Initials: _____

TEACHER PERFORMANCE ASSESSMENT K-2 ELEMENTARY LITERACY EVALUATION

Assessment Components

Evidence Submitted

Task 1: Planning instruction and Assessment

Provide relevant information about your instructional context.	<ul style="list-style-type: none"> • Information about the Learning Context
Select a learning segment of 3-5 sequential lessons that teach literacy skills and strategies and support students to comprehend and/or compose text	<ul style="list-style-type: none"> • Lesson Plans for Learning Segment <ul style="list-style-type: none"> ○ Lesson Plans ○ Instructional Materials
Create an instruction and assessment plan for the learning segment that focuses on a key literacy concept and considers your students' strengths and needs.	<ul style="list-style-type: none"> ○ Assessment Tools/Procedures and Criteria • Planning Commentary
Explain what you know about your students and the thinking behind your plans.	
Make daily notes about the effectiveness of your teaching for your student's learning.	

Task 2: Instructing and Engaging Students in Learning

Submit video clips from lessons where you engage your students to develop literacy strategies to comprehend and/or compose text.	<ul style="list-style-type: none"> • Video Clip(s) • Instruction Commentary
Analyze your teaching and your students' learning in the video clips(s)	

Task 3: Assessing Student Learning

Analyze class performance from one assessment completed during the learning segment. Identify three student work samples that illustrate trends in student understanding within the class.	<ul style="list-style-type: none"> • Student Work Samples • Evidence of Feedback • Assessment Commentary
Select and analyze the learning of two focus students in more depth, and document your feedback on their work.	

Task 4: Analyzing Teaching

Using notes you have recorded throughout the learning segment, respond to commentary prompts to explain what you have learned about your teaching practice and two or three things you would do differently if you could teach the learning segment over. Explain why the changes would improve your students' learning	<ul style="list-style-type: none"> • Analyzing Teaching Commentary
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Task 5: Academic Language in Literacy (evidence is gathered across tasks as noted)

Select one key language demand related to the literacy central focus. Explain how you will support students with varied language needs.	<ul style="list-style-type: none"> • Planning Commentary • Instruction Commentary • Assessment Commentary
Cite evidence of opportunities for students to understand and use the targeted academic language in: 1) the video clips from the instruction task; OR 2) the student work samples from the Assessment task. Analyze the effectiveness of your language supports.	

Adapted from: Darling-Hammond, L. (2012) *Creating a Comprehensive System for Evaluation and Supporting Effective Teaching.*

MIDTERM EVALUATION FORM

Date _____ Candidate _____

Cooperating Teacher _____ College Supervisor _____

School _____ Grade Level _____ Subject _____

The Kansas Standards for the Teaching Profession were developed to facilitate the induction of beginning teachers into their professional roles and responsibilities by providing a common language and a new vision of the scope and complexity of teaching. The standards are specific observable behaviors organized under the NCATE. Using the NCATE, please complete the following evaluation form based on your observation of the candidate, keeping in mind that this candidate is still in the beginning stages of teaching and may not meet all standards at the same time. **Please place write in the appropriate column in each row. Please feel free to make any comments as well. Thank you for your time and mentoring this student teacher.**

Developing Acceptable Mastered Not Yet Observed

Standard 1:

Candidate Knowledge, Skills, and Dispositions

- ❖ TPE 1. Specific pedagogical skills for subject _____
 - Content Matter Instruction _____
- ❖ TPE 9. Instructional Planning _____

Standard 2:

Assessment System and Unit Evaluation

- ❖ TPE 2. Monitoring student learning during _____
 - Instruction _____
- ❖ TPE 3. Interpretation and use of assessment _____

Standard 3:

Filed Experiences and Clinical Practice

- ❖ TPE 4. Making content accessible _____
- ❖ TPE 5. Student engagement _____
- ❖ TPE 6. Developmentally appropriate _____
 - Teaching Practices _____
- ❖ TPE 10. Instructional Time _____
- ❖ TPE 11. Social Environment _____

Standard 4:

Diversity

- ❖ TPE 7. Teaching English Learners _____
- ❖ TPE: 8. Learning about Students _____

Standard 5:

Faculty Qualifications, Performance and Development

- ❖ TPE: 12. Professional, legal and ethical obligations _____
- ❖ TPE: 13. Professional growth _____

Comments: May be continued on back of the page or below

College Supervisor Signature _____

Cooperating Teacher Signature _____

STUDENT TEACHING SELF-EVALUATION FORM

Teacher Candidate _____ Date _____

THE TEACHING PERFORMANCE EXPECTATIONS

TEP are specific observable behaviors organized under the Kansas and NCATE guidelines. Please complete the following self-evaluation form based on your Teaching experiences. **Note your areas of strength and areas for future focus.** This form should be submitted to your cooperating teacher and college supervisor **one week before** the 3-way Teaching Conferences.

❖ TPE 1 – Specific pedagogical skills for subject matter instruction:

❖ TPE 2 – Monitoring Student learning during instruction:

❖ TPE 3 – Interpretation and use of assessments:

❖ TPE 4 – Making content accessible:

❖ TPE 5 – Student engagement:

❖ TPE 6 – Developmentally appropriate teaching practices:

❖ TPE 7 – Teaching English Learners:

❖ TPE 8 – Learning about students:

❖ TPE 9 – Instructional Planning:

❖ TPE 10 – Instructional Time:

❖ TPE 11 – Social Environment:

❖ TPE 12 – Professional, legal and ethical obligations:

❖ TPE 13 – Professional Growth:

SCHOOL BOARD MEETING OBSERVATION AND ATTENDANCE FORM
For use by student teacher

School District Name: _____
Meeting Date _____ Meeting Place _____
Town or City _____ Meeting Length _____
Approximate number of People attending: _____

1. Organizations Represented at Meeting

2. Topics Discussed:

3. Write three questions you have as a result of attending this meeting:

4. List at least three things you learned by attending this meeting:

Teacher Education Program
Barclay College
607 N Kingman
Haviland, Kansas 67059

COOPERATING TEACHER EVALUATION

Student Teacher _____
Student teaching Dates _____
Grade _____ Class Size _____
School _____ Phone _____
School Address _____
District _____
Cooperating Teacher _____
Principal _____ College Supervisor _____

- A. Criteria for Cooperating Teacher
1. Recommendation from the principal
 2. Tenure in the school district
 3. Possession of a valid Teaching licensure
 4. State-adopted content standards taught in the classroom
 5. Competent in all six domains of the Teaching Performance Expectations

I understand the commitment and my responsibility pertaining to each of the able elements of the Student Teaching Program.

Candidates Signature Date

I verify that I fulfill the criteria for a Cooperating Teacher. I have reviewed my roles and responsibilities for the Student Teaching Program and I will cooperate in helping the candidate meet program requirements.

Candidates Signature Date

I verify that the Cooperating Teacher fulfills the criteria for a cooperating teacher. I will provide appropriate support in helping the teacher and candidate meet program requirements.

Candidates Signature Date

Barclay College
607 N Kingman
Haviland, Kansas 67059

COLLEGE CANDIDATE AND PROGRAM EVALUATION
By Cooperating Teacher

Cooperating Teacher _____
School _____ Phone _____
School Address _____
District _____
Student Teaching Date _____ Grade Level _____

Please circle the number that best describes your opinion

	Excellent	Good	Acceptable	Poor	Unacceptable
a. Evaluation of candidate					
a. Knowledge of subject	5	4	3	2	1
b. Oral and Written Communication skills	5	4	3	2	1
c. Classroom Teaching Skills	5	4	3	2	1
d. Classroom management Skills	5	4	3	2	1
e. Ability to work with youth of diverse abilities, cultures, languages learning styles, and special needs.	5	4	3	2	1
f. Would you recommend this candidate as a teacher?	5	4	3	2	1
2. Evaluation of Program					
a. The design and content of the student teaching program					
b. The design and content of the student teaching handbook					
c. The quality of assistance and level of support provided by the university Supervisor	5	4	3	2	1

3. Would you accept another candidate from Barclay College? _____ Yes _____ No

Comments _____

Thank you for being a Barclay College cooperating teacher and for completing this evaluation.
Please give this sealed evaluation to the college supervisor.

Barclay College
607 N Kingman
Haviland, Kansas 67059

COLLEGE SUPERVISOR EVALUATION

To Be Completed by the Student Teacher

College Supervisor _____
Date of Teaching Assignment _____ to _____

Please evaluate your College Supervisor by answering the following questions, 5 being the best and 2 being the lowest. There is a space provided for additional comments. Please be thoughtful and candid.

- | | | | | | |
|---|---|---|---|---|---|
| 1. I felt free to come to my supervisor for advice | 5 | 4 | 3 | 2 | 1 |
| 2. I had confidence in my supervisor's knowledge of teaching methods | 5 | 4 | 3 | 2 | 1 |
| 3. My supervisor helped me apply knowledge and techniques presented in my classroom. | 5 | 4 | 3 | 2 | 1 |
| 4. My supervisor was able to help me with specific questions regarding problems. | 5 | 4 | 3 | 2 | 1 |
| 5. My supervisor provided me with alternate teaching techniques as needed. | 5 | 4 | 3 | 2 | 1 |
| 6. My supervisor demonstrated understanding, support, and openness. | 5 | 4 | 3 | 2 | 1 |
| 7. My supervisor completed a pre conference/ observation/post conference supervision cycle. | 5 | 4 | 3 | 2 | 1 |
| 8. My supervisor completed a post conference within one day. | 5 | 4 | 3 | 2 | 1 |
| 9. My supervisor stayed for a whole lesson | 5 | 4 | 3 | 2 | 1 |
| 10. My supervisor gave frank and constructive feedback. | 5 | 4 | 3 | 2 | 1 |
| 11. My work was evaluated fairly by my supervisor. | 5 | 4 | 3 | 2 | 1 |

Comments _____

Note: These evaluations MUST be completed by all teaching candidates and given to College Supervisor no later than one week after completion of student teaching.
Elementary Education Department, Barclay College, Haviland Kansas
IEP = Individual Education Plan

GUIDE FOR PUTTING TOGETHER A PROFESSIONAL INTERVIEW PORTFOLIO

Why develop and use an interview portfolio?

A showcase portfolio features the best examples of your skills and abilities relevant to the work you are doing or the position you are seeking. An interview portfolio is one type of showcase portfolio. Developing an interview portfolio helps you prepare for interviews by allowing you to think critically about your teaching experiences and accomplishments. When preparing for an interview portfolio allows you to see how well your qualifications match those of the position you are apply for. Having your portfolio in the interview offers many benefits. The contents of your portfolio demonstrate your experience, skills, and abilities in a visual way. In addition, it can help your application stand out to employers.

How do I construct a professional interview portfolio?

There are many ways to construct a professional interview portfolio. Most people use a slim loose-leaf binder or practical binder of some type. The interview portfolio is meant to be portable and to highlight your best practices in teaching. It should not contain everything you have done in every teacher education course or in every classroom. It should directly support and highlight what you have listed as your experience and expertise in your resume.

Construction tips:

- Put items in an easy to access binder that is not too thick or large
- Use sheet protectors
- Use copies (keep a master copy of all items)
- Use index tabs and/or title pages to divide each section
- Keep it to a manageable size, ideally 5-10 pages
- Omit page numbers to make it easier to add and move items around
- Use consistent headings and placement of work samples
- Put sections together according to what the employer is looking for (customize to fit the job description)
- Make sure it looks professional and error free.

How should the information be presented?

A clean and easy to read title page that provides your name and contact information is a good way to get started. Then you might consider developing a simple, but organized table of contents. This should be clean, clear and focused. The sections you list in your table of contents can be organized and presented according to the description of the teaching position. For example, you might include the following types of samples in your professional interview portfolio:

- One page educational Philosophy
- One or two strong lesson plans that you have written and used that match the focus of the teaching position

Elementary Education Department, Barclay College, Haviland Kansas

- A sample from an interdisciplinary unity
- One or two images that feature a special focus or talent you could bring to the position, such as music major or soccer coach.

Each of the samples should provide a brief, but thoughtful reflective statement in either paragraph.

TIPS FOR STUDENT TEACHERS

Student Teaching is the last big hurdle to jump before attaining your teaching certification and/or licensure. It's a time of trial and error; frustration and triumphs; failures and success. Most of you will *love* it. A few of you will leave it. But for all of you, it will be a time of challenge and growth!

Here are some tips provided by previous student teachers to help make it a *successful* challenge.

Professionalism

- When you arrive at school, check in at the office. Aside from the fact that you may be required to sign in daily, this provides you the opportunity to become acquainted with the support staff.
- Give priority to your student teaching assignment.
- Be there for the entire "contract day" – come as early and stay as late as your cooperating teacher.
- Follow through on commitments. If you are expected to present a lesson, have it prepared, in the format requested, with all materials ready, including a duplicate copy of your lesson plan.
- Dress appropriately and be well groomed.
- Maintain confidentiality. It's a must! Do not discuss student problems, parents, etc. outside of your own classroom! If other staff members do, remember, they already have a license and a contract.
- Respect school property.
- Return what you have borrowed.
- Leave rooms in better condition than when you found them.
- Join the coffee fund, go to the social functions when invited, take treats into the staff lounge, come as much a part of the staff as possible.

Don't

- Over-commit your time. Student teaching is a full-time job. Being successful requires hours of preparation.
- Leave students unattended.
- Explode at students. It won't change their behavior and you'll be seen as unprofessional.
- Take other coursework or have another job after school, if possible.
- Gossip. Someone will be offended!
- Bring your own children to school.

If the cooperating teacher and student don't applaud after your first lesson, remember student teaching is a process the longer you do it, the better you should become. You will get better if you honestly identify the problem, develop practical solutions, and stay with the challenge until it's conquered!

What to do when teaching is not going well.

Begin by talking to your cooperating teacher and identifying the problem.

- You weren't prepared well enough, or
- The kids got totally out of control, or
- You bored everyone, or
- The kids did all the work in five minutes and you didn't have anything else prepared, or...

All of these problems can be remediated. Both your cooperating teacher and supervisor are willing and available to provide you with support, suggestions, materials, etc. Ask for help, and follow through on all of their suggestions.

If you find yourself blaming everyone else for the failures of your lessons, e.g.,

- It's the cooperating teacher's fault, or
- Barclay College didn't teach me anything, or
- My supervisor never helps, or
- The students in the classroom are unmanageable, or
- My children kept me up last night, or, or, or.

Then, the problem is going to be harder to remediate. You must begin to accept responsibility for your teaching. Occasionally, poor teaching or lack of classroom control can be someone else's responsibility; but, surely, not all the time.

If you're having difficulty with the subject area(s) you're teaching:

1. Request assistance from:
 - Your supervisor
 - A Barclay College faculty member
 - Other teachers on staff
 - Your cooperating teacher
 - School district or county department of education staff
 - Other student teachers.
2. Study the Teacher's Guides.
3. Find additional materials at
 - Your school district's instructional media center
 - The county department of education's instructional media center
 - Barclay College's libraries
 - Educational supply stores
 - Local Libraries
4. Visit classrooms in which the specific subject is being taught successfully.
5. Look for workshops or seminars that are scheduled in your area (particularly special education behavior management classes for candidates who think they might want to work in special education).
6. Find a retired teacher whose subject-matter specialty is the area in which you are having difficulty. Request that they tutor you.

If you're having difficulty with discipline:

- Request assistance from your cooperating teacher, supervisor, and other student teachers.
- Observe a variety of teachers and note how each achieves classroom control.
- Look for workshops or seminars that are scheduled in your area.
- Refer to your notes from your classes. The textbooks for these courses contain many suggestions for establishing and maintaining classroom control.
- Improve your lesson plans to increase the motivation level and adjust lesson pacing.
- Review the student discipline information in this Handbook.

Need Assistance?

Your cooperating teacher and supervisor are these to assist you. Develop a good rapport with each one.

Always be prepared to request help when needed. Heed assistance when given. Your local School of Education faculty members are also available to provide additional support.

Teaching is a wonderful career. If you have much to give, you are entering the right profession. Welcome and good luck!

And He took the children in his arms, put his hands on them and blessed them. Mark 10:16

WHAT WORKS IN CULTURALLY AND LINGUISTICALLY DIVERSE CLASSROOMS

First, find out about your student teaching assignment:

- Ethnic, racial and gender composition of the class and school
- Predominant family conditions of the majority students
- Sense the ethnic identity among teachers and students
- Levels of student self-concept and motivation
- Teacher perceptions and individual differences related to economic and social class
- Language differences and language proficiency

To teacher with “Lesson Clarity,” use the social organization of the classroom to bridge cultural gaps by:

- Establishing an open, risk-free learning environment where students can feel good about themselves
- Planning and structuring lessons that meet the interests and needs of students
- Implementing lessons that allow all students to be active learners through activities, and responsibilities that are congruent with the learner’s culture.

Understand the context in which different cultures expect information to be transmitted:

- Present content from the frame most dominant to the classroom
- Make explicit what the frame – context – is through which learners must see the content (for example, as facts to be learned, skills to be performed, etc.)
- Negotiate, when necessary, the frame with students at the start of the lesson

How to establish a “frame” at the start of a lesson, which encourages students to respond in like manner

- **Self-disclosure** involves being open about your feelings and emotions that lead up to the lesson. “I’ve been struggling to make this topic meaningful and here’s what I’ve come up with.” This will encourage similar statement of self-disclosure from students, which can be used to frame the lesson.
- **Humor** at the start of a lesson establishes a flexible, spontaneous, expressive mood from which frames can come established. “Here’s a funny thing that happened to me about what we’re going to study today” will encourage students to share other personal episodes that can be used to provide a context for the lesson.
- **Dialogue** involves the back-and-forth discussion of lesson content involving random and simultaneous responding. Here every student can expect to be heard and lesson content is expressed idiosyncratically in the words of the learners. The responses of student, then, are used to further structure and elaborate lesson content.

To be sensitive to cultural diversity and still provide instructional variety, consider the following:

- A closer spatial distance when asking questions and responding will be more appropriate for learners who, due to culture, language, or ethnicity, do not wish to be spotlighted in the traditional manner.
- For some cultural groups, looking at the speaker only intermittently can indicate full attention and engagement in the lesson, despite the dominant cultural pattern.
- Speech patterns of some cultural groups, especially if they are English Language Learning students, may require a substantially longer wait time (great than three seconds) after a questions.
- A closer spatial distance tends to convey a less formal learning climate, promote more relaxed and spontaneous responses, and increase participation among all students.
- Bilingual learners can need either more or less classroom structure.

Student who need more structure:

- Have shorter attention spans, like to move through material rapidly
- Are reluctant to try something new and don't like to appear wrong
- Tend not to ask many questions
- May need reassurance before starting a task
- Want to know facts before concepts
- Usually give only brief answers

For these students, teachers should:

- Have definite and consistent rules
- Provide specific, step-by-step guides and instructions
- Make goals and deadlines short and definite
- Change pace often
- Assess problems frequently
- Move gradually from seatwork to discussion.

Student who need less structure:

- Like to discuss and argue
- Want to solve problems with a minimum of teacher assistance
- Dislike details or step-by-step formats
- Are comfortable with abstractions and generalities
- Emphasize emotions and are open about themselves
- Tend to make many interpretations and inferences

For these students, teacher should:

- Provide topics to choose from
- Make assignments longer, with self-imposed timetable
- Encourage the use of resources outside the classroom

- Use group work with teacher serving as a resource person
- Use and encourage interest in the opinions and knowledge of other
- Provide opportunities for extended projects and assignments

Culturally and linguistically different students are more likely to engage in the learning process in an environment that:

- Emphasize the importance of unique learner responses.
- Reduces feelings of individual competitiveness
- Teaches social reinforcement and peer interaction
- Conveys a sense of nurturing and caring

Teachers can promote student engagement by conveying a sense of nurturing and caring, by:

Using appropriate examples to clarify concepts and models performance.

- Accepting students' way of understanding new concepts. "That's an interesting answer. Would you like to tell us how you arrived at it?"
- Reducing feelings of competitiveness. "You may work with a partner on this exercise if you like."
- Increasing opportunities for social reinforcement. "You can ask someone how they worked the problem, if you like."
- Facilitating group achievement. "When finished you may join another group to help them solve the problem."
- Praising and responding to student regardless of who they are or how they perform
- Using and expecting culturally appropriate eye contact with students. "Mandy, I'm going to sit down next to you and watch you work the first problem."
- Recognizing longer pauses and slower tempo. "Take your time; I'll wait for your answer."
- Responding to unique or different questions during a response. "You're asking about something else. Let me give you that answer, then we'll go back to the first question."
- Balancing compliments and reinforcement equally. "Let's not forget, both Jose and Shelby got the right answers but in a different way."

Culturally and linguistically diverse students need to construct their own meanings and interpretations, and revise and extend them under the guidance of the teachers. To elicit students' responses at their own current level of understanding, and based on their own personal experiences, teachers should follow these steps:

- **Predicting:** Discussion begins by generating predictions about the content to be learned from the text, based on:
 - Its title or subheading in the text,
 - The group's prior knowledge or information pertaining to the topic, and
 - Experience with similar kinds of information.
- **Questioning:** One individual is chosen to lead a discussion on each portion of the text that is read. Afterward, the discussion leader asks questions about the information. Students respond to the questions and raise additional questions.
- **Summarizing:** The discussion leader summarizes the text and other students are invited to comment or elaborate on the summary.
- **Clarifying:** If points in the text were unclear (e.g., concepts or vocabulary), they are discussed until clarity is achieved. In this case, more predictions may be made and portions of the text reread for greater clarity.

PERFORMANCE OUTCOMES AND HIGHER LEVEL THINKING SKILLS

Performance assessments have been shown to have a positive effect on bilingual/bicultural students by increasing their motivation to complete a project, their choice of study patterns, and their access to their preferred modes of responding.

Teacher behaviors include:

- Using collaborative and group activities
- Demonstrating mental models and strategies for learning
- Arranging for students to apply what they've learned through products and contributions.
- Engaging students in oral performance.
- Providing opportunities for independent practice that challenge students understanding.

ENGLISH LANGUAGE LEARNER SCAFFOLDS

Text Re-Presentation: Presenting students (orally or in written form) with Narrative or expository text and having students “retail” the story or information in some other form. Examples: Asking students to pretend that they are one of the main characters in a story, and having them write a diary entry based on what happened in the chapter; assigning students to create a skit or a poem based on their reading of a fictional or non-fictional piece.

Schema Building: Clustering interrelated concepts by showing “interconnectedness;” using graphic organizers to compare/contrast or to sort, classify or cluster concepts. Examples: Having primary students select pictures of animals and place them on a segmented chart labeled, “Birds, Sea Life and Land Animals;” having students outline a chapter; using a Venn diagram, T-chart or mind map to present information.

Bridging: Using students’ prior knowledge and personal experience as a starting point for learning new information. Examples: Filling out the “K” and “W” sections of a K/W/L chart as a full-class activity; having students summarize a previous learning that will be extended; having a student share their experience with or knowledge of a topic that will be introduced.

Metacognitive Development: Developing students’ ability to match the pattern of the new problem with the pattern of the problems experiences in the past, and applying strategies that worked in the past to the problem at hand. Metacognition is “thinking about thinking” or being aware of one’s own thought processes used to find solutions and draw conclusions. Examples: As a student is solving a math problem, having him/her “think out loud” as s/he works out the solution; having students write strategies that helped them study for a test or learn the content of a chapter.

Modeling: Giving students clear examples of what is requested of them for imitation. Examples: Demonstrating the proper procedure for a dissection before students are asked to perform a dissection; showing an example of a completed art project as the project is assigned; drawing a 4-step energy flow cycle before students are asked to create a 6-step cycle in groups.

Contextualization: Embedding language in a context by using manipulative, pictures, and gestures to make it more meaningful to students. Examples: Showing students a clay pot and woven basket during a discussion of the daily lives of Native Americans; using a film clip to demonstrate cell mitosis.

BEHAVIOR MANAGEMENT

One of the greatest challenges for most student teachers is establishing and maintaining an effective behavior management system. This process must be mastered even before instructional skills, since it is impossible to teach students a lesson when no one is paying attention. While student teachers are expected to implement the management system used by their cooperating teachers, it is also important that they familiarize themselves with a few simple principles that teachers follow when starting out with a new class:

Use effective techniques to bring the class to attention. Student teachers should use the techniques used by the cooperating teacher, but student teachers that have a contact with a school must invest their own. Practically any signal is effective if it is used consistently, but it should be age-appropriate. Little ones will respond to, “One, two, three, all eyes on me,” or “If you can hear me, touch your nose,” and older ones will come quite and attentive with a hand signal, a bell, or lights-out.

Create a list of general rules (Usually 4-6) that encompass virtually all-possible negative behaviors. Such rules may include, “Show respect for school property and the property of others,” or “Leave your seat only when you have permission to do so.” It is important that the rules be started as “Do’s” rather than “Don’ts.”

Post the rules in the classroom, and remind students of them as often as is necessary. For preliterate children (kindergarten and first grade), the rules may be contextualized with pictures; for example of picture of a child with their hand up might illustrate the rules,” “Raise your hand when you want to talk,” It is also a good idea to communicate the classroom rules to parents at Back-to-School Night, in a newsletter that is sent home, or at parent conference time.

Have established consequence for rule violation and enforce them fairly, consistently and dispassionately. If consequences are meted out arbitrarily, students lose respect for the teacher and feel that they are being treated unfairly.

Handle discipline issues within the classroom. Referrals to an administrator should only be given when there is a concern for the safety of other students, or if the student in question continues to disruptive in the classroom when the full range of in-class consequences have been exhausted.

Create a reward system for positive behavior to complement the discipline system. Use a variety of rewards (e.g. notes home to parents, leaving first for lunch, choosing a full-class reward) so that some aspect of the system will motivate all students. Individual, small group and whole class reinforces should be used: Students may be individually thanked for on task behavior, or have their name written on the board under a plus or a star; groups may be assigned “table points;” and a whole class may earn a homework-free night, a few extra minutes of recess (supervised by the

teacher), or a popcorn party. When students are putting forth efforts to earn rewards, they are less likely to be breaking the rules.

Beyond discipline and reward systems, the key to fostering positive behavior in students is planning lessons that capture their attention and keep them actively engaged.

TIPS FOR COOPERATING TEACHERS

The Cooperating Teacher is the most vital partner in the education of new teachers. As the Cooperating Teacher, you provide the daily modeling, monitoring, and feedback upon which student teacher develops his/her own repertoire of skills. Follow the recommended time line of Student Teacher Responsibility.

Probably the easiest way to focus the observation is to ask the student teacher (or College Supervisor) to identify an area of growth. A good place to begin is with the lesson plan and the student teacher's objectives. A follow-up/feedback session which stresses the positive and identifies one or two areas for future growth will all the students teacher to grow in confidence and competence while communication channels are left wide open. A copy of the written observation should each of you to keep and refer back to the entire semester's growth when the time comes to write a semester evaluation.

Student teachers must NOT be assigned bus duty, yard duty, et., without the Cooperating Teacher. Student teachers should not be left alone with students for long periods of time. Some appropriate early experiences: oral reading, spelling tests, art lessons, math games, independent centers, one-to-one or one-to-small group activities, and organized physical education games.

SELF-EVALUATION:

The Cooperating Teacher has an increased set of responsibilities when serving in the role. The following list identifies these responsibilities and offers guidance for Cooperating Teachers.

Did I carefully orient the student teacher to:

1. The building
2. The staff
3. School policies/rules
 - Emergency procedures – building, playground, other Dress “code” or dress standards
 - Building, equipment, supply use
 - Use of telephone, especially for private calls
4. The community served by the school
5. The students in the class
 - Developmental characteristics of this age level
 - Background of children who might cause difficulty instructionally or behaviorally
 - Ability and achievement levels of students
6. Room Policies
 - My philosophy of education
 - Discipline strategy (IES)

- Routines before school procedures opening routine (roll, lunch count, flag salute etc)
 - Lavatory use procedures
 - Passing and collecting materials
 - Dismissal procedures
 - Procurement of supplies/instructional materials
 - Changing physical arrangement of rooms for instructions
 - Planning patterns, methods of instruction and evolution
 - Fire drills
 - Auditorium expectations/conduct
 - Unusual but regular occurrences such as collecting picture money
7. The district staff, routines, services.

Do I take time to build rapport with the student teacher?

- Accept the student teacher as another teacher and show respect for opinions; maintain an honest communication.
- Give the student teacher a desk and shelf space to promote feeling of really belonging.
- Emphasize the need for adequate planning; assist the student teacher in developing good planning habits, good organization, adequate materials/ideas resources, etc.
- Demonstrate confidence in the student teacher.
- Show an interest in the student teacher's work by attending seminars or in other ways becoming acquainted with the student teacher's course of study.
- Include the student teacher, when appropriate, in parent conferences, staff discussions, home visits, faculty social gathering, professional meetings, staff room activities.
- Giving the student teacher the opportunity to visit other classrooms.

Do I schedule daily and weekly conference time with the student teacher to discuss:

1. Daily plans
2. Weekly plans
3. Suggestions for improvement (from my written observation feedback)
4. Accomplishments
5. Problems/concerns
6. Did I review the students teacher's lesson plans before s/he was allowed to teach?

Do I critique the student teacher in a positive, constructive, consistent manner:

1. Comment upon improvement
2. Provide written feedback using Observation Form
3. Help the student teacher identify strengths and weakness
4. Vice approval of all well-planned and well-executed lessons

5. Commend extra work efforts

Do I give the student teacher opportunities to show initiative and create ability? Did I encourage the student teachers to apply ideas obtained from College coursework?

1. Allow independent planning with the review by Cooperating Teacher
2. Encourage and support the student teacher during “teachable” moments.
3. Provide opportunities to try new teaching strategies

Do I consistently plan daily and weekly activities keeping in mind the individual needs of children and the student teacher?

1. Plan appropriate amounts of work for students
2. Use motivational techniques effectively
3. Integrate lessons
4. Demonstrate effective teaching
5. Demonstrate how planning is translated into practice

Do I model:

1. Good planning behavior
2. Varied and effective teaching strategies (techniques);
3. Consistent, fair, firm discipline strategies
4. Ethical behavior in the classroom, faculty room, hallway

Do I provide a space for my student teacher?

1. A safe place for personal belongings
2. A space for writing, correcting, meeting with students, etc.;
3. A place for materials and lesson plans
4. Do I maintain open communication with the student teacher and College Supervisor?
 1. Call the College Supervisor whenever I have questions or concerns;
 2. Keep a scheduled planning time with the student teacher.

What student teacher behaviors should I report to the supervisor?

Please contact the supervisor immediately if the student teacher is not performing responsibly, professionally, nor meeting what you consider minimal standards of the profession.

Remember: The supervisor is available to work with you when a student teacher needs additional support and assistance.

PLACEMENT OF GRADUATES

Barclay College offers services to students including academic advising and career development. Career counseling and guidance is provided through each student's faculty advisor. A capstone class for each major instructs students to develop a career portfolio. All students are required to create these, which are developed throughout their tenures at Barclay. The portfolios help the students to prepare the writing of resumes and cover letters for potential employers. These portfolios also help to inform faculty of some of the qualities, strengths, and weaknesses of the students, as they become future referents for the students. Students receive placement support from their faculty advisors, other faculty, and staff in all departments.

One of Barclay College's strategic planning goals is to enhance the job placement for current students and graduates of the college. Recently, an internship and vocational placement form has been added to our website. Employment opportunities are posted to an announcement folder on the college's network, posted on bulletin boards, and maintained on file. Individual major departments maintain a posted list of career specific employment opportunities for their department. Student Services collects job opportunities through this form and other methods, and then shares the opportunities with the student body and on an individual, one-on-one basis. Our close-knit community is very adept at sharing vocational information with prospects as we learn of a student's need.

GLOSSARY

Basic Instruction Model, BIM	A general lesson plan format, used by the Elementary Education Department, which includes the major components of a lesson plan. The model is adaptable to a variety of Instructional strategies such as Direct Teaching, Target Teaching, Concept Attainment, and Guided Discovery.
Comprehensible Input	Describes understandable and meaningful language directed at people acquiring a second language. Characteristics include focus on communicating a meaningful message rather than on language forms; frequent use of concrete contextual referents such as visuals, props, graphics, and realia; acceptance of the primary language use by the learner; minimal overt correction by instructor, and the establishment of positive and motivating learning environments.
ESL/English as a second language	An approach used to develop English language proficiencies through the use of concepts and themes from various subject areas. This approach emphasizes English language development.
Contextualization	Embedding language in a context by using manipulative pictures, gestures and other types of realia to make it more meaningful for students.
Cooperating Teacher	A teacher who provides day-to-day guidance, assistance, and feedback for a student teacher in the cooperating teacher classroom
Realia	Authentic objects and sources of information used as a resource for students to develop meaning from language.

Scaffolding	<p>Instruction or support mechanisms given in such a way that enable students to safely take risks, handle tasks involving complex language, and reach for higher goals with the help of teachers or more capable peers. Scaffolds are temporary because as the teacher observes that students are capable of handling more on their own, she or he gradually hands over responsibility to them. The ideal scaffolds are support mechanisms that teachers build in order to enable their students to perform at higher levels than they are right now. Built into the concept of scaffolding is the idea of handing responsibility over to the learners for the kinds of actions they engage in. types of instructional scaffolds include modeling, bridging, contextualization, schema building, met cognitive development and text representation.</p>
Schema	<p>Clusters of meanings that are interconnected. Schema building is when new information is woven into pre-existing structures of meaning so that the student see the connection through a variety of activities</p>
Student Teacher	<p>A person admitted to the Teacher Education Program that is earning a teaching license.</p>
Teacher candidate	<p>A student teacher working toward the licensure process.</p>

RESOURCES

Licensure:

www.ksde.org Kansas State Teaching License
www.acsi.org ACSI Certification

Websites:

WWW.FREEBIB.COM BIBLIOGRAPHY
www.helpchangeeks.com infant/toddler resource
<http://www.dltk-kids.com/> felt board activities and print offs
www.lakeshore.com design a classroom, go to “free resources”
www.santarosa.edu/childev/sked.htm schedules for infant/toddler programs
www.dltk-teach.com/rhymes
www.play2learnprintables.com
www.daycareresource.com
www.makinglearningfun.com/activ.html listing of Early Childhood themes
www.preschoolprintables.com

STANDARDS:

www.ksde.org Kansas State standards for Elementary Education
www.ksde.org Kansas Early Learning Standards
<http://educationnorthwest.org/resources/topic/229> Trait- Based Writing
<http://educationnorthwest.org/common-core> Common Core Standards
<http://educationnorthwest.org/content/2134> Common Core for Teachers

CLASSROOM RESOURCES:

www.perpetualpreschool.com
www.funwithfood.com
www.playingforkeeps.org
www.parenting.ivillage.com
www.enchantedlearning.com
www.preschoolrainbow.org
www.everthingpreschool.com
www.preschoolexpress.com
www.ghbooks.com
www.turnthepage.com
www.projectapproach.org
www.jackiessilberg.com
www.childrensmusic.org
www.environments.com
www.kiddiddles.com
www.theideabox.com
www.kinderart.com

www.childfun.com
www.funattic.com
www.family.go.com
www.drjean.org
www.janbrett.com

ONLINE ASSESSMENTS & DEVELOPMENTAL CHECKLISTS

www.zerotothree.org developmental information for birth to 3 years
www.add-pediatrics.com/add/burks.html
www.ecdc.syr.edu/Developmental_checklist.pdf
www.rubistar.4teachers.org
www.pueblocc.edu/dept/eceforms.htm
www.mssu.edu/edu/diversityindex.htm

WEB RESOURCES FOR HELPING CHILDREN HANDLE GRIEF

www.centeringcorp.com
www.missfoundation.org

KANSAS TEACHING PORTFOLIO

“KPTP 101” & Candidate Training
Teacher Education and Licensure Kansas State
Department of Education

The Kansas Performance Teaching Portfolio (KPTP) is designed to be a culminating experience in which the just qualified candidate has the opportunity to apply what they have learning throughout the Teacher Education Program, demonstrating how he/she uses contextual factors of students in a class to design and implement a unit of study.

www.ksde.org

Contact: Nikk Nelson (785) 291-3371

Powerpoint is available from KSDE at the following website:

<http://www.ksde.org/LinkClick.aspx?fileticket=hmqUAAYMPjg%3d&tabid=3769&mid=11692>

Print or electronic catalogue, including other sources through which information about the institution, its personnel, and its academic programs is provided.

INSTITUTION:

- [Barclay College Website](http://www.barclaycollege.edu) www.barclaycollege.edu
- [Barclay College Online](http://online.barclaycollege.edu) <http://online.barclaycollege.edu>
- [Barclay College Library](http://www.barclaycollege.edu/resources/library) www.barclaycollege.edu/resources/library
- [The Purpose of Barclay College](#)
- [State Authorizations](#)

PERSONNEL:

- Administrator and Staff [Handbook](#)
- Barclay College Adjunct [Contract](#)
- Barclay College Faculty [Contract](#)
- Barclay College Faculty [Handbook](#)
- Barclay College Performance [Evaluation](#)
- Barclay College Termination [Form](#)

ACADEMIC PROGRAMS:

- *Advantage!* [Catalog](#)
 - <http://www.barclaycollege.edu/pdf/CatalogAdvantage.pdf>
- Barclay College Campus [Catalog](#)
 - <http://www.barclaycollege.edu/pdf/CatalogCampus.pdf>
- Barclay College Online [Catalog](#)
 - <http://www.barclaycollege.edu/pdf/CatalogOnline.pdf>
- Barclay College Student [Handbook](#)
 - <http://www.barclaycollege.edu/pdf/StudentHandbook.pdf>
- Home College [Catalog](#)
 - <http://barclaycollege.edu/pdf/cataloghc.pdf>
- Barclay College Teacher Education [Handbook](#)
 -
- Barclay College Student Teaching [Workbook](#)
 -
- Barclay College Graduate Catalog
 - <http://barclaycollege.edu/pdf/graduatecatalog.pdf>