Sterling Teacher Education Program Handbook

2021-2022

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The policies and procedures stated in this handbook apply to all students admitted and/or active in the Sterling College education program. The contents of this handbook may be subject to change throughout the program. Faculty reserve the right to change policies when needed. If changes are made to contents of this handbook, you will be updated, and the changes will be posted on the Sterling Teacher Education Department website. In addition, you are responsible for other sources of policies, procedures, guidelines, and expectations, including the Sterling College Student Handbooks and Academic Catalog, class schedules, Sterling College website, and any other pertinent Sterling College resources.

Unit Vision and Mission

STEP VISION The Sterling Teacher Education Program will change the world by developing professional educators who exemplify the characteristics of servant leadership.

STEP MISSION The Sterling College Education Department, a community of faith and learning, strives to instill knowledge, leadership skills, and dispositions to develop God-centered reflective Christian educators that are prepared to serve in our diverse and ever-changing world.

Unit Philosophy

The philosophy of the education department encompasses a wide range of beliefs that affect the entire teacher education program design as well as specific classroom activities and instruction. This philosophy is ingrained within our professional lives and is the driving force behind all decisions made within the unit.

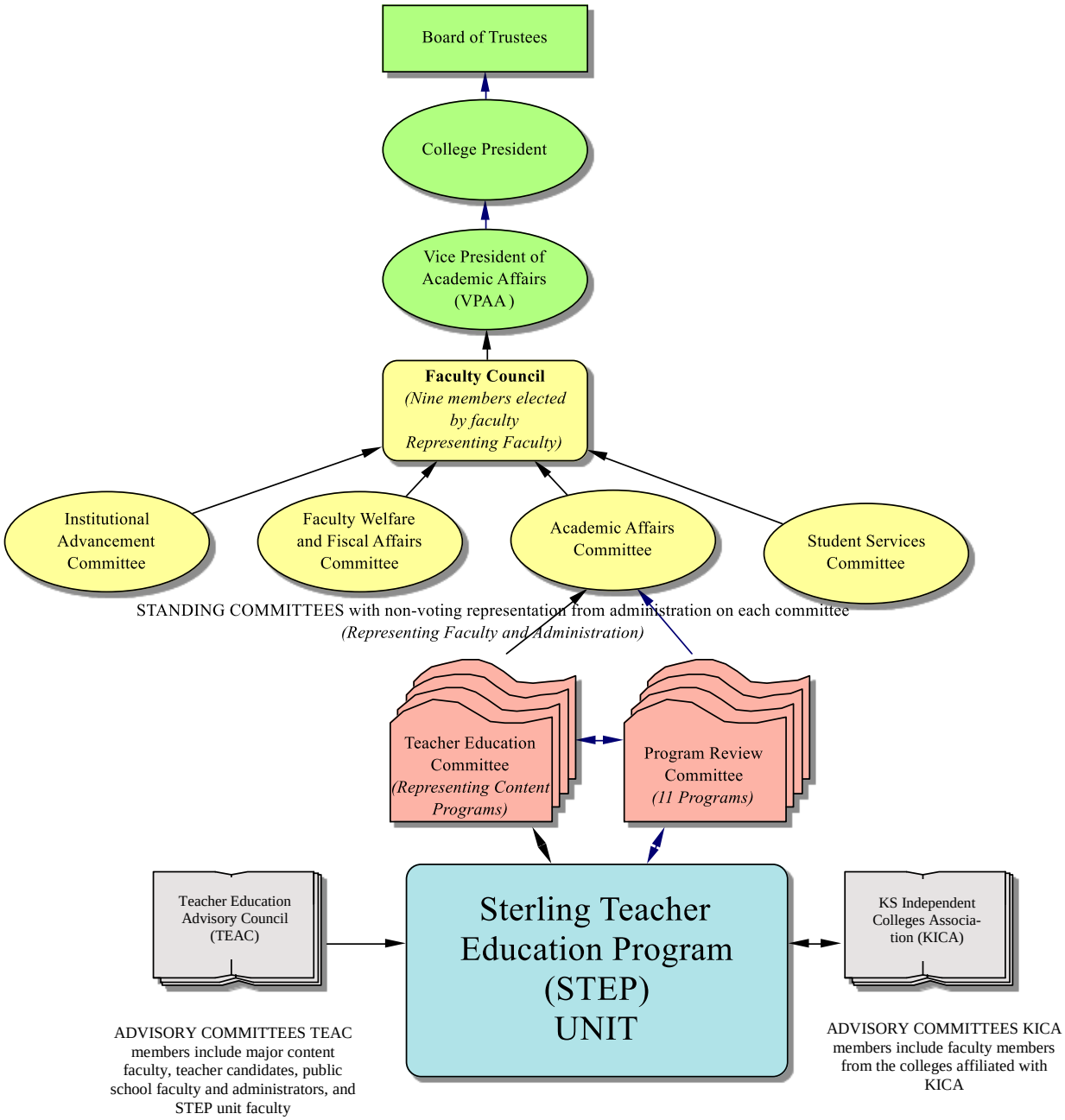
The philosophy of the Sterling Teacher Education Program reflects the performances of **servant-leader educators** needed to serve the diverse student population of today's classrooms. STEP faculty is committed to creating quality learning experiences, consistently showing respect, caring about the success of students, and willing to interact with students in a variety of settings. These commitments result in the development of competence, autonomy, purpose, and integrity (Chickering & Reisser, 1993). The STEP faculty also accepts and practices Chickering and Reisser's notion that influential faculty are not therapists or personal friends, but experienced professionals that are intellectually alive and capable of pursuing problems and sharing experiences with those still testing their competence (p. 317).

The specific beliefs that are foundational to the program and our desire to disciple **servant-leader educators** are:

1. Teaching and learning are active processes.
2. Teaching and learning are life-long processes.
3. Teaching and learning occur best in a culturally responsive environment.
4. Teaching and learning are facilitated through cooperation with others.
5. Teaching and learning are strengthened through thoughtful reflection.
6. Servant Leadership and discipleship are foundational to teaching.

Governance and Affiliations

STEP UNIT LINE OF AUTHORITY:



UNIT COMMITTEES:

The STEP Unit is responsible for all licensure programs offered on the Sterling College campus and through Sterling Online. The STEP Unit faculty works with the faculty from other departments throughout Sterling College to plan licensure programs that will meet Kansas State Board of Education standards for accreditation. The STEP Unit is responsible for several groups and resources. The STEP Unit faculty members serve as facilitators for two groups who provide guidance for the licensure programs:

- Teacher Education Committee (TEC)
- Teacher Education Advisory Council (TEAC)

Teacher Education Committee

The committee consists of campus faculty who advise students in content area programs, and who are responsible for the program review process. This committee meets at least once a semester to address specific information regarding STEP, share data, discuss program changes, give updates to the major content faculty, and get feedback from the content areas regarding the STEP unit. These meetings enhance the communication and collaboration among the professional community on campus.

The Teacher Education Committee (TEC) also serves as a policy-making committee for STEP. TEC approves or denies acceptance into STEP. TEC also approves program and procedural changes. The STEP Unit recommends changes in program and courses to both TEC and the Academic Affairs Committee of the college. Approval for some changes takes place at the TEC level or the Academic Affairs level. Major changes must also be approved by the Faculty Council.

Teacher Education Advisory Council

The Teacher Education Advisory Council (TEAC) provides information to STEP about current public school practices and needs. In addition, TEAC gives suggestions for and assessments of STEP. TEAC membership consists of:

- members of TEC
- representatives from area elementary, middle level, and secondary schools (teachers, principals, school superintendents)
- local community

UNIT AFFILIATIONS:

The unit is affiliated with two educational consortiums which provide educational opportunities to faculty and candidates. They are:

- Kansas Independent Colleges Association (KICA)
  785-235-9877
  http://www.kscolleges.org
- Educational Services and Staff Development Association of Central Kansas (ESSDACK)
  (620) 663-9566
  http://www.ESSDACK.org

Professional Memberships include:

- Kansas Association of Colleges of Teacher Education (KACTE)
- Kansas Association of Private Colleges of Teacher Education (KAPCOTE)

KICA

Sterling College is a member of the Kansas Independent College Association (KICA). KICA strengthens the competitive standing of the 19 member independent, nonprofit, regionally accredited, degree-granting colleges and universities in Kansas through professional development and collaboration, governmental advocacy, and public engagement collectively aimed at supporting the ability of students to choose and afford an independent college education that fits their goals. KICA offers specialized course work for students in Special Education and Secondary Methods instruction.

STEP Unit faculty are members of the KICA Teacher Education Committee, which meets monthly during the school year. The KICA Teacher Education Committee oversees special education programs and secondary methods courses in content areas. The KICA Teacher Education Committee and Special Education faculty recommend faculty hiring and program changes. Candidates enroll through Sterling College for classes taught at the KICA offices.
Licensure programs in Special Education include High-Incidence Special Education at the K-6, 6-12, and PreK-12 levels.

ESSDACK

Sterling USD 376, the local school district, is a member of ESSDACK. This membership affords Sterling College the privilege of membership with ESSDACK. ESSDACK is an association of approximately forty-one area school districts that was developed to provide quality staff development for teachers and administrators. Sterling teacher candidates and faculty may attend ESSDACK educational workshops at a reduced cost.

Scholarships

Endowed scholarships are available to sophomores, juniors, and seniors with preference given to candidates who are accepted to STEP. Candidates make application for the scholarships, which are awarded in May for the following year. Current scholarships include:

- Crouse Family Endowed Education Scholarship
- Kenneth and Virginia Fischer Endowed Education Scholarship
- Ollie and Florence E. Hill Endowed Education Scholarship
- Hugh Kelsey Endowed Scholarship in Education
- Klon and Jerry Matthews Endowed Education Scholarship
- Roy Ray Endowed Memorial Scholarship
- Maxine Robinson Endowed Scholarship
- Helen Scwackhamer Endowed Scholarship
- Debra M. Thomas Endowed Memorial Education Scholarship
- S.T.E.P. Endowed Scholarship
- STEP Servant Leadership Scholarship (annual)

Application forms are available from STEP at the beginning of each spring semester. The scholarships will be awarded by the STEP Director at the May Annual Awards Convocation.

Goals and Outcomes

GOAL 1: The Candidate will be knowledgeable in the Learner and Learning

This goal defines that teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

The teacher candidate will demonstrate proficiency in the areas of:

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

- **Learning Differences** - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Learning Environments** - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

GOAL 2: The Candidate will be knowledgeable in their content

This goal defines how a teacher must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

The teacher candidate will demonstrate proficiency in the areas of:

- **Content Knowledge** - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Application of Content** - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

GOAL 3: The Candidate will Demonstrate Effective Instructional Practices

This goal defines effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

The teacher candidate will demonstrate proficiency in the areas of:

- **Assessment** - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Planning for Instruction** - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Instructional Strategies** - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

GOAL 4: The Candidate will Demonstrate Proficiency in Professional Responsibilities

This goal defines the importance of creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly

examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

The teacher candidate will demonstrate proficiency in the areas of:

- **Professional Learning and Ethical Practices -** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Leadership and Collaboration** - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

GOAL 5: **The Candidate will Reflect on Servant Leadership and Professional Attributes**

This goal is foundational to STEP and permeates every aspect of the program. Servant-leader educators will practice servant leadership and display the necessary professional attributes required in the education profession using the EDA rubric.

General Information

STEP HANDBOOK:

All education candidates are required to be familiar with the contents of the STEP Handbook. It is probable that STEP requirements may change while a candidate is attending Sterling College. The Kansas State Department of Education (KSDE) periodically change requirements for institutions that provide teacher training, and STEP will incorporate those changes, regardless of what is stated in any given handbook.

DECLARE AN EDUCATION MAJOR with the Registrar's Office & STEP Administrative Assistant

Students wishing to become teacher candidates must see the registrar to declare education as their major or as an endorsement. STEP Online students declare Elementary Education or History as their major upon enrollment; declare an added endorsement for High-Incidence Special Education or pursue only Professional Education Coursework leading to licensure in their previously earned major.

After declaring an endorsement in education or an elementary education major at the registrar's office, students must also declare candidacy in the Sterling Teacher Education Program. This process is described below.

Two Options for Educations Majors

STEP offers two routes to receiving a degree in education:

1. STEP — Traditional on-campus program for traditional students
2. STEP Online — Sterling College Online STEP for non-traditional students

Regardless of the route, all teacher candidates must declare candidacy, show substantial progress, and meet program requirements to be accepted and to continue in the program.

SUBSTANTIAL PROGRESS

Candidates declaring a major or an endorsement are eligible to take three introductory classes without having met requirements to be accepted to STEP. These classes include:

ED195 Introduction to Education
ED205 Cultural Diversity
ED356 Technology in the Classroom

Candidates who have not met program acceptance requirements after taking these three courses, or who have not shown substantial progress with an ability to meet the acceptance requirements **will not be allowed** to take further classes in the program until substantial progress is demonstrated.

DECLARATION OF CANDIDACY with STEP

KSDE requires that teacher candidates be officially admitted into an institution's teacher education program. To declare candidacy in STEP, students must first declare a major or endorsement at the registrar's office (described above). Then, students complete the Declaration of Candidacy Packet, available from the STEP Administrative Assistant. This begins the process necessary for acceptance to the program. The required documents include the following and are available in the Appendix.

- An application, including licensure questions
- A contract acknowledging their understanding of the criteria for acceptance, advancement, and completion of program(s).

ACCEPTANCE OF CANDIDATE TO STEP

Once a candidate has met all requirements for acceptance, the candidate will be notified regarding his/her eligibility for acceptance. The process for making a request acceptance to STEP is:

1. Candidate must have the following required documents and information for consideration by STEP. If a candidate fails to submit by the deadline, their request will be moved to the following semester.
    a. Evidence of completion of Level 1 coursework that meets each of the five GOALS of STEP.
    b. Completion of required field hours
    c. Appropriate EDA ratings from required Education faculty related to Level I coursework
    d. Declaration of Candidacy form
    e. Demonstration of Pre-Professional Skills (ACT, CORE, SAT, Grade cut scores) OR (Post Baccalaureate passing score on Praxis content test in their licensing content area.)
    f. Overall GPA: 3.0
    g. Notifications of any student life or academic violations
2. Candidates will be notified in writing of the results of the acceptance request.

TRANSFER CANDIDATE AND POST BACCALAUREATE CANDIDATE INFORMATION: Defined

- Candidates who have attended an institution other than Sterling College and who are seeking a bachelor's degree and licensure through STEP.
- Candidates with degrees from an institution other than Sterling College who are seeking licensure through STEP.
- Candidates with degrees from Sterling College who are now seeking licensure through STEP.

Procedure

1. Contact Sterling College Online or Sterling College Admissions Office and Office of Financial Services for applications, information, and fees for attending Sterling College.
2. Complete or meet all Sterling College requirements per the current, Sterling College Catalog.
3. Complete or meet all STEP requirements at the time of entry or re-entry into the program (see the departmental major(s) and licensure requirements in the Sterling College Catalog). Candidates must take whatever courses are necessary in the professional education studies and licensure area(s) to meet licensure standards. Candidates who have successfully completed equivalent courses must produce **official** documentation (transcripts, syllabi, course descriptions, and/or other written forms) before Sterling College will accept the courses. STEP, major content area department(s), and the registrar will determine if courses taken elsewhere are equivalent to the Sterling College courses taken for teaching licensure and reserve the right to require additional hours of coursework. Candidates must submit **official** transcripts of all college coursework attempted and/or completed.
4. Confer with a STEP Unit faculty member, a major content area advisor, and the registrar to determine courses needed for licensure.
5. Declare candidacy, ***and be accepted***, into STEP before taking any Level II Education Methods Courses. Any persons wishing to attain a content area endorsement must successfully pass the content area Praxis test for their content area **prior** to taking any Level II professional education coursework.
6. Complete all courses necessary to meet the Kansas State Licensure Standards or produce sufficient evidence that courses were successfully completed elsewhere.
7. Special education programs require additional coursework (see Sterling College Catalog).

Program Levels

There are four levels within STEP:

Level I - is when candidacy to the teacher education program has been declared. Candidacy is achieved through declaration of a major with an endorsement in teacher education. All of the performance standards and requirements associated with Level I must be met **prior** to formal acceptance to STEP. All performance standards and requirements of Level I should be satisfactorily completed prior to moving to Level II.
Level II - is comprised of the professional education methods coursework and further study within the content area major. All of the performance standards and requirements of Level II must be met in order to obtain approval for Level III.
Level III - is a continuation of the professional education methods coursework and further study within the content area major. All of the performance standards and requirements of Level III must be met in order to obtain approval for **clinical teaching experience**.
Level IV - consists of approximately 525 hours of supervised clinical teaching in an accredited educational setting appropriate for the licensure that is being sought by the candidate. All of the performance standards and requirements of Level IV must be met prior to program completion

STEP GRADING SYSTEM

PASS OPTION:

The pass option cannot be used for any professional education courses.

STEP GRADING SYSTEM:

A	100% -- 93%	4.00 TARGET
A-	92.9% -- 90%	3.70

B+	89.9% -- 87%	3.30	COMPETENT
B	86.9% -- 83%	3.00	
B-	82.9% -- 80%	2.70	
C+	79.9% -- 77%	2.30	BASIC
C	76.9% -- 73%	2.00	
C-	72.9% -- 70%	1.70	UNACCEPTABLE
D+	69.9% -- 67%	1.30	
D	66.9% -- 63%	1.00	
D-	62.9% -- 60%	.70	
F	59.9% -- 00%	.00	

TEXTBOOKS AND FEES:

1. Textbooks: Candidates or pre-candidates are strongly encouraged to buy the textbooks designated for all their courses and keep them. Candidates or pre-candidates are expected to read their texts to obtain information for class discussions, tests, and for field practices. These texts will serve as valuable reference/resource materials during clinical teaching experience and when studying for Praxis II assessments.
2. Materials: A $20 material fee for STEP will be assessed through financial services for each semester a pre-candidate or candidate is enrolled in any on-campus, professional education (ED) class and for any elementary education class (EL). Elementary Art Methods (AR) will be assessed an additional $30 for art supplies. This fee does not apply to candidates taking coursework through STEP Online, as those candidates are responsible for purchasing all of their needed materials individually.
3. One-time Watermark fee of $150 will be assessed for all education students regardless of campus or online.
4. One-time Validity fee of $33.50 will be assessed for all education students regardless of campus or online in ED205 for background checks.
5. Additional fees will be assessed during the clinical teaching semester and are described in the CTE Handbook.

PORTFOLIO

STEP candidates are required to submit a Professional Portfolio using Watermark system. Candidates will produce a portfolio of artifacts, video, etc., that demonstrate proficiency and growth on each of the GOALS of STEP (InTASC Standards). Candidates are encouraged to prepare them as professional portfolios that are not only used for candidate performance assessment throughout the program, but as a job-seeking tool.

LIBRARY RESOURCES, MEDIA, SOFTWARE, MATERIALS COLLECTION:

Current educational materials are housed in Mabee Library on the Sterling College campus.
All teacher candidates are encouraged to use the print/on-line resources and inter-library loan.

http://www.sterling.edu/academics/resources/mabee-library

STEP maintains a work area for on-campus candidates in Kelsey Hall. Equipment such as laminators and paper cutters, and materials such as journals, resource books, project paper, and other media/resource materials are available for candidates to use. Computers and software are located in Mabee Library for on-campus candidate use. Additional instructional materials are also available from KICA and ESSDACK.

STEP PROGRAM RETENTION POLICY

To **remain** in the Sterling Teacher Education Program (STEP) as an education candidate, a candidate must achieve the following standards:

1) Maintain a 2.75 minimum overall GPA
2) Show substantial progress through field work and learning over time
3) Perform all duties assigned to the best of one's ability
4) Show a professional attitude and character in all areas of education, both academic and clinical
5) Display appropriate EDA's as evaluated by professors

Should a candidate, in the opinion of TEC, fail to achieve these standards, an official letter from STEP will be sent, indicating dismissal from the program. Dismissal from the program means a candidate will not:

1) enroll in future education classes.
2) participate in future field work or clinical practices.
3) be a program completer eligible for licensure.

Should the candidate wish to appeal a dismissal decision, they may follow the stated appeal process.
Any questions concerning the program should be directed to the Director of Teacher Education.

REMEDIAL OPTIONS:

STEP faculty work in conjunction with Student Life to ensure the academic success of all students. Candidates not meeting academic expectations will be put on Academic Alert and will be referred to the Dean of Student Life.

Specific to STEP, teacher candidates not meeting the criteria at Level I will not be allowed to move to Level II if they:

- Have ACT scores below required acceptance levels AND have not taken the tests required for acceptance.
- Have an over-all grade point average below the required 3.0 GPA.
- Earned less than a C in one of the basic professional education courses at Level I and need to retake the course.

Exceptions:

- Transfer students may be placed in Level I courses with the understanding that by the end of their first year, they must provide documentation of passing scores needed for admission into STEP prior to enrolling in Level II courses.

Teacher candidates may not move from Level I to Level II without having met all the criteria at Level I. If teacher candidates do not meet all the criteria, the education advisor works with them to determine whether or not they wish to:

- Retake any general, professional, or major courses that may be keeping them from a 3.0 overall GPA.
- Retake professional education course work where they have a grade lower than a C.

Teacher candidates electing to stay in the program are "put on hold," with continued support from their education advisor, until all criteria are in place.
Teacher candidates choosing not to make the required changes that will allow them to meet the criteria are counseled out of the teacher education program.

Candidates for Level IV, Clinical Teaching Experience (CTE) must meet all the course requirements at Level I, II, and III as well as pass an interview with their clinical placement team. If teacher candidates are

unsuccessful in the interview, they have the option to reapply and re-interview with a different school district approved by STEP.

Level IV consists of Clinical Teaching Experience during which teacher candidates must meet the coursework requirements prior to graduation. Candidates at risk for not successfully completing CTE may follow steps 1-4 in the procedure described in the **Termination of Placement Policy (Appendix G)**.

EDUCATOR DISPOSITION ASSESSMENT

The EDA instrument is used to both raise concerns and identify exemplary dispositional behavior of students as they progress through a program. It can be used initially to inform teacher candidates of a program's dispositional expectations and to assess baseline dispositional data and then used as candidates' progress through programs to document when changes have occurred in dispositions and under what set of circumstances. Candidates **are expected** to demonstrate the dispositions identified on the EDA in coursework and in the field. See Appendix for more information.

PROFESSIONAL AND ETHICAL BEHAVIOR

STEP requires candidates to demonstrate professional and ethical behavior in all areas to remain in the Sterling Teacher Education Program. Professional attitude includes social interactions with students. STEP Candidates are not to pursue or engage in social interactions with any P-12 student encountered through field experience placements. This includes—but is not limited to—social interactions through personal or electronic means. **Contact with students outside of the classroom or school building must be kept to a minimum, must focus on school-related activities and events** (academic, extracurricular, or co-curricular), **and must only occur in a public arena.** Failure to comply may result in disciplinary action as described in the program retention policy.

The Kansas State Board of Education approved an Educator Code of Conduct in May 2013. Candidates are expected to maintain this Code of Conduct to remain in STEP. A copy of the Code of Conduct is provided in the appendix.

The National Association of State Directors of Teacher Education and Certification (NASDTEC) developed and adopted a Model Code of Ethics for Educators (MCEE) that clearly defines the ethical and professional obligations of educators. A copy of the MCEE is provided in the appendix.

Professional Responsibilities

CLASS ATTENDANCE

As a professional courtesy, teacher candidates or pre-candidates are requested to notify the STEP Unit instructor prior to any absence. Candidates or pre-candidates are not exempt from class responsibilities or assignments due to tardiness or absences. Candidates or pre-candidates are responsible for getting and making up all course material and assignments for class time missed. Habitual tardiness or absences are not acceptable. Candidates or pre-candidates continually demonstrating these dispositions will be reported to the Academic Dean.

TURNING IN ASSIGNMENTS:

Turn in assignments by due date. Late work is not acceptable. Candidates or pre-candidates with habitually late work may be put on Academic Alert.

ACADEMIC INTEGRITY:

Academic integrity is highly valued at Sterling College. It is expected that all work submitted is the work of that student, and it has been completed in accordance with the expectations associated with academic integrity. If any words or ideas are used in assignments that do not represent your original words or ideas, you must cite all relevant sources on a reference page, within any written assignment, and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Failure to follow the Academic Integrity Policy of the College (see Sterling College Catalog) will not be tolerated. Furthermore, the Dean of Academic Affairs will be notified of any such occurrences.

Field Experiences

STEP teacher candidates or pre-candidates are required to participate in extensive field experiences prior to the clinical teaching experience semester. These Field Experiences must be as varied as possible with placements being in schools with diverse student population and in districts of varying size and location. Traditional candidate experiences are articulated in **STEP Field Work Coordination Guide (Appendix F)**. **Online candidates will participate in the most diverse placement possible within a 50-mile radius of their residence**. The placement must be aligned to the goals of the specific course as specified in course syllabi and Appendix G and must be approved by the instructor of the course **prior to beginning** field work.

STEP Unit personnel coordinate the placements to ensure teacher candidates or pre-candidates are placed in appropriate settings and levels. Teacher candidates or pre-candidates complete assignments and reflections based on STEP goals and Teaching Standards for Kansas Educators during field experience.

Candidates completing fieldwork in public schools may want to consider getting a flu shot. Contact the Sterling College nurse for more details.

Professional Education Field Experience
Field Experiences required for Professional Education coursework include the following:

- ED195 Introduction to Education 10 hours
- SE210 Introduction to Special Needs 20 hours
- ED205 Cultural Diversity in the Classroom 30 hours
- ED272 Educational Psychology 10 hours
- ED357 Reading and Writing in the Content Area 30 hours
- ED400 KTWS Lab Experience 15 hours
- 6-12 and P-12 Methods* 15 hours (minimum)

**Courses within these majors often require additional Field Experience hours.*

Elementary Education Major Field Experience
In addition to the Professional Education Field Experience requirements, Field Experiences required for completion of an Elementary Education major include the following:

- HP344 Methods for Teaching Elementary PE 10 hours
- MU243 Methods for Teaching Elementary Music 10 hours
- ED350 Reading, Testing and Diagnosis 14 hours
- EL333, 335, 337 and 356 Elementary Methods Block Semester long

For purposes of continuity and decreased classroom interruptions, it is recommended that the Elementary Methods Block Field Experience hours be completed in the same classroom whenever possible.

PRE-CANDIDATE / CANDIDATE RESPONSIBILITIES AND REQUIREMENTS:

- As soon as possible, contact the host teacher to schedule observation times.
- For the first observation, arrive at the school at least 20 minutes early and report to the principal's office to introduce yourself. Each time you enter the school building, check in with the office and remind the staff of who you are and what you are doing.
- **Dress professionally.**
  Professional dress is important because it reflects on you, future job acquisitions, the education department, and Sterling College. Even more importantly, you will be a role model to the students you will be working with in the classroom. Therefore, STEP has set up the following guidelines:
  1 Professional dress includes slacks, skirts (ladies), dress shirts, polo or oxford shirts.
  2 It is **not** professional to wear:
    - Shorts, jeans, miniskirts, tee-shirts, tank tops, hats, etc.
    - Low necklines and bare midriffs.
    - Jewelry associated with body piercing (except for ladies' single earrings) i.e. – eyebrow, belly button, tongue, nose, etc.
    - Clothing that does not cover all tattoos.
  3 Clothing should be modest. Plan a wardrobe that meets these requirements.
- Be on time for your scheduled field experience. Enter and leave the classroom with as little disruption as possible. Do not use personal electronic devices during your time in the schools.
- Communicate with the host teacher about your role and participation in the classroom. Be alert and show interest in the class and students. When a teacher asks for your assistance, respond enthusiastically. Your experience may include working with small groups and tutoring students.
- Remember you are a guest and conduct yourself in such a way that those working in the school will be glad to have another observer. Be friendly and get to know the school staff. Be fully engaged in class activities.
- Understand the importance of confidentiality. Do not discuss students or school personnel. Your role is not to evaluate the host teacher's performance but to observe and reflect on educational practice for your own personal growth and learning.
- **Notify the host teacher and college professor ahead of time if you are going to miss an observation** for any reason and make arrangements for completing the time missed. The host teacher is planning on you being there.
- Say "good-bye" in some way as you leave each observation session. Express your appreciation for the cooperation of the host school staff and teachers by verbal comments during the visits and a written thank you note when the field experience is completed.

SERVICE PROJECTS:

STEP candidates or pre-candidates will participate in service projects at every level of the program with increasing degrees of leadership opportunities.

Level I: General Education Requirement:
(Project with the GD105 Foundations of Servant Leadership Class)
Level II: Special Needs – 2 hour project
Level III: Major Content Area Service Project
Level IV: ED498 CTE:
Minimum of 8 volunteer hours at placement school with reflection.

ADVISING

Advising is an important part of STEP.

When candidates or pre-candidates declare education as a major (elementary) or an endorsement (secondary) with the registrar, an advising file is started in STEP. Completed courses are recorded on advising sheets for general education, professional education, and Elementary Education licensure (other licensure areas are kept by their major advisors). The advising sheets are used to determine the sequence of courses that need to be taken each semester. As competencies are met for each level in STEP, the competency completion dates are recorded on a **"STEP Criteria Sheet" (see Appendix A)** which is a part of the advising file.

Candidates seeking secondary or preK-12 licensure will be assigned two advisors, an advisor in the major content area in addition to a STEP Unit Faculty person. **Both advisors must approve the enrollment plan for registration.** Elementary education majors will be assigned a STEP Unit Faculty advisor with elementary background. Candidates seeking endorsement in Special Education will be assigned two education advisors, their STEP Unit Faculty advisor and an advisor from the KICA Special Education Faculty.

THE ELEMENTARY EDUCATION MAJOR:

The Elementary Education Program prepares candidates for K-6 licensure. The K-6 licensure allows graduates in Elementary Education to teach in a self-contained kindergarten through sixth grade elementary classroom.

Professional Courses

ED195	Introduction to Education	3 credits
ED205	Cultural Diversity in Education	3 credits
ED206	Classroom Management	2 credits
SE210	Introduction to Infants, Children, and Youth with Special Needs	3 credits
ED219	Instruction and Assessment	4 credits
ED272	Educational Psychology	3 credits
ED356	Technology in the Classroom	2 credits
ED357	Reading and Writing in the Content Area	3 credits
ED400	Kansas Teacher Work Sample Field Experience Lab	2 credits
ED490	Seminar in Education	1 credit
ED497	Kansas Teacher Work Sample Portfolio	3 credits
ED498	Clinical Teaching Experience	12 credits
	Total:	**41 credits**

Elementary Education Courses

Required General Education Courses:

BS115	Principles of Sociology	3 credits
HI101	History of World Civilization I **or**	
HI211/212	U.S. History I or II	3 credits
PH110/L	Physical Science w/Lab **or**	
	any physical science course w/lab	4 credits

Core Requirements: (must be completed with a C or higher)

AR275	Elementary Art Methods	3 credits
BI101/L	Principles of Biology w/Lab **or**	
BI125/L	Environmental Science w/Lab **or**	
BI170/L	Zoology w/Lab	4 credits
EL152	English Language Arts for K-2	3 credits
EL154	English Language Arts for 3-5	3 credits
EL256	Child and Adolescent Literature	3 credits

EL330	Methods of Teaching Elementary Math I	3 credits
EL333*	Methods of Teaching Elementary Science	2 credits
EL335*	Methods of Teaching Elementary Social Science	2 credits
EL337*	Methods of Teaching Elementary Math II	3 credits
EL350	Reading Testing and Diagnosis	3 credits
EL356*	Methods of Teaching Elementary Reading and Language Arts (Writing Intensive)	4 credits
HP344	Curriculum and Methods of Teaching PE Elementary (K-6)	3 credits
HG240	World and Regional Geography	3 credits
MU243B	Elementary Music Methods	2 credits
**Offered as a block only*		**TOTAL: 41 credits**

A minor in High-Incidence Special Education, available through KICA, will provide either K-6, 6-12, or P-12 endorsement in that area.

THE SECONDARY EDUCATION 6-12 AND PRE-K-12 LICENSURE PROGRAM:

STEP provides a "professional studies" curriculum for teacher candidates who are seeking education licensure to teach 6-12 or preK-12, within the following content areas:

See the individual Department Major/Content Area(s) for licensure requirements.

Content Major	**State Licensure Names**
Early Adolescence through Late Adolescence (6-12)	
Biology	Biology
Chemistry	Chemistry
Communication and Media Arts	Speech/Theatre
Theatre Arts	Speech/Theatre
History and Government	History and Government
Language and Literature	English Language Arts
Mathematics	Mathematics
Early Childhood through Late Adolescence/Adulthood (PreK-12)	
Art	Art
Exercise Science	Health
Exercise Science	PE
Music	Music

Professional Courses

ED195	Introduction to Education	3 credits
ED205	Cultural Diversity in Education	3 credits
ED206	Classroom Management	2 credits
SE210	Introduction to Infants, Children, and Youth with Special Needs	3 credits
ED219	Instruction and Assessment	4 credits
ED272	Educational Psychology	3 credits
ED356	Technology in the Classroom	2 credits
ED357	Reading and Writing in the Content Area	3 credits
ED400	Kansas Teacher Work Sample Field Experience Lab	2 credits
ED490	Seminar in Education	1 credit
ED497	Kansas Teacher Work Sample Portfolio	3 credits
ED498	Clinical Teaching Experience	12 credits
		Total: 41 credits

Secondary Education Courses 6-12 and PK-12

Prior to clinical teaching experience, secondary teacher candidates must have completed all coursework in the Professional Education component. This includes the appropriate content area methods course(s) taken through KICA.

Methods for Teaching Natural Science	3 credits
Methods for Teaching English	3 credits
Methods for Teaching Speech and Drama	3 credits
Methods for Teaching Social and Behavioral Science	3 credits
Methods for Teaching Math	3 credits

Art, Music, and Physical Education/Health (PK-12) majors have both elementary and secondary methods courses in their major programs that are taught on Sterling College campus.

HIGH-INCIDENCE SPECIAL EDUCATION MINOR (K-6, 6-12, or PreK-12):

An endorsement in High-Incidence Special Education is available through the Kansas Independent Colleges Associations (KICA). The program in Special Education offers High-Incidence Special Education (K-6) and High-Incidence Special Education (6-12) endorsements. The Special Education programs are undergraduate programs built upon a bachelor's degree and licensure in education at the elementary or secondary level. Candidates seeking High-Incidence Special Education endorsement at the elementary level will be licensed to teach children with intellectual disabilities, behavior disorders and learning disabilities in grades K-6. Elementary Education majors with High-Incidence Special Education K-6 licensure may also be approved for Secondary High-Incidence Special Education by meeting additional requirements. Candidates seeking secondary licensure 6-12 or preK-12 may complete the program in High-Incidence Special Education, which allows endorsement to teach youths in the areas of intellectual disabilities, behavior disorders, and learning disabilities in grades 6-12.

All Special Education classes, with the exception of SE210, are hybrid classes with the majority of the classwork completed online. The courses are taught by KICA Special Education faculty and when classes meet (two or three times in a semester) they meet in late afternoon or evenings. *See the Special Education Handbook, available from the Education faculty at KICA, for requirements for the Special Education program.*

Clinical Teaching Experience (CTE)

In addition to the completion of an academic program, the candidate must demonstrate teaching proficiency by successfully completing an extended CTE. The candidate must meet with the STEP Administrative Assistant to determine whether the requirements prerequisite to CTE have been met. All professional education coursework, as well as courses in the licensure area(s), should be completed prior to CTE semester. Approval for CTE is based on criteria from Level I, Level II and successful completion of the CTE Interview.

INTERVIEW FOR CLINICAL TEACHING EXPERIENCE:

Applicants must complete an interview with approved public school personnel in the district that they are planning to clinical in. The interview is scheduled by the STEP candidate and occurs the semester preceding the CTE semester. Candidates must pass the CTE interview prior to being placed for clinical teaching. The STEP Administrative Assistant will give them a placement form to complete and return to the Administrative Assistant as quickly as possible. While placement requests are considered, the final decision will be made by the unit. Prior diversity experiences will influence placement location. Preference will be given to those applications received first.

Before the Scheduled Interview:

Applicants will provide the STEP Administrative Assistant with the following:

- Educational philosophy
- Current résumé
- Two references
    - one from a professor in the major content area
    - one from a host teacher who has observed teaching skills or an employer

Major content area faculty will provide the following:

- EDA Rubric
- Content knowledge evaluation from major department
  These documents will remain in the candidates' files.

During the Interview:

Applicants will be expected to:

- Be professional: arrive on time, dress professionally, wear their STEP name tag, demonstrate good oral communication skills, and exhibit readiness to complete the clinical teaching experience successfully.
- Provide a brief introduction to the interview team.
- Answer standardized questions designed to assess the candidates' readiness to teach.
- Answer open-ended questions by the interview team, as time allows.

Following the Interview:

Following the interview teacher candidates will be given notice of clinical teaching placement approval from the STEP Administrative Assistant.

EXTRA-CURRICULAR GUIDELINES:

CTE may be done either fall or spring semester**. CTE will take precedence over extra-curricular activities.** Candidates who participate in sports should plan their CTE semester with their advisors. CTE is a very demanding semester; working additional jobs is strongly discouraged.

CLINICAL TEACHING EXPERIENCE INFORMATION:

After the candidate has been approved for CTE, placement will be made. Placements are made after satisfactory agreement has been reached among the parties concerned: teacher candidate, school district(s), STEP faculty, and content area faculty. Should termination be necessary, STEP will follow the Termination of Placement Policy.

Tuition and Fees:

For the CTE semester, teacher candidates pay a full semester of tuition. In addition, all STEP teacher candidates are assessed a fee of $200.00 for cooperating teacher honorariums, mileage, meeting materials, (etc.) costs. An additional $60 fee is charged for the teacher work sample assessment. Candidates approved for a distance placement (outside the 75-mile radius of Sterling College) will be charged **additional fees**. Candidates enrolled in special education practicum or special education clinical teaching experience are assessed additional fees as outlined in the KICA Handbook available from the KICA.

Placement Information:

STEP handles **all** placements for clinical teaching. Candidates are offered the opportunity to request locations through the CTE interview process. Candidates should NOT contact schools directly until directed by the STEP Administrative Assistant.

Traditional Placement:

Teacher candidates are placed within a 75-mile radius of the college. Placement is based on availability of cooperating teachers. Sterling College content faculty will be involved in recommending a CTE placement.

Traditional Distance Placement:

Distance placement for CTE is discouraged. However, if a situation warrants, a request to teach outside the maximum radius must be accompanied by a formal letter submitted to TEC *prior to the clinical teaching interview*. Each applicant's request will be evaluated on an individual basis with consideration given to the candidates' GPA, demonstration of appropriate dispositions and professionalism, and need. Additional fees will be assessed to underwrite the additional time, travel, supervision, and cooperating teacher expenses for CTE outside the 75-mile radius.

Online Placement:

STEP Online teacher candidates will be placed at a school or schools within driving distance of their home. Teacher candidates may request placement at one or more locations and will furnish names of administrators to the STEP Administrative Assistant. Placements will be made with consideration of past field experience locations, including diversity of experiences. The Administrative Assistant will contact the administration and arrange placement for the teacher candidate.

Professional Liability Insurance:

Teacher candidates are required to show proof of professional liability coverage prior to beginning CTE.

Housing and Meals:

Housing will be available for candidates required to report to campus prior to the College opening in August, January, or during spring break due to CTE responsibilities. The candidates are responsible for contacting the Director of Student Life prior to the CTE semester to make any special arrangements for housing. Candidates living in the dorms prior the college opening in August, January, or spring breaks are responsible for their own meals. Teacher candidates living off campus will be required to furnish their own housing and meals. Teacher candidates may not charge meals at their host schools. Teacher candidates will not be reimbursed for meals missed at the college cafeteria. Teacher candidates should consult cafeteria personnel for specific policies and go through the Student Life Office to set up a sack lunch program. All

teacher candidates are responsible for furnishing their own transportation and expenses to and from their CTE.

Alternative Placement:

Teacher candidates choosing to do their CTE in an alternative placement must apply to TEC two semesters in advance of the CTE semester for approval. Possibilities for alternative placement include the Urban Life Center in Chicago, IL or a Department of Defense School. Education candidates who wish to do CTE through alternative programs will pay all costs incurred. If TEC approves a request from a candidate to participate in an outside program, the candidate will consult Sterling College Financial Aid to determine the amount of tuition that would apply toward the alternative placement. In addition to any additional tuition not transferred from Sterling College, the candidate will pay the outside program for all administrative costs, room and board, and any other fees connected to the program.

Elementary/Secondary/PreK-12 CTE:

CTE is a semester long experience. The CTE in the fall semester begins at the time cooperating teachers report to their respective districts for the new school year. Those candidates teaching during the spring semester should begin their experience after the holidays, at the time cooperating teachers report back to their respective districts for school.
The CTE time requirements are:

- 75 days for placement in a single setting.
- 80 days or more for special education (50 days in elementary, 30 days in special education or more depending on KICA requirements).
- 80 days for placement in two (or more) settings.

CTE Handbook:

Additional details relating to the clinical teaching semester are provided in the CTE Handbook.

Placement Services

JOB PLACEMENT:

A career services department is provided for all Sterling College students. In addition, when STEP receives notice of job vacancies, eligible candidates are notified of these positions.
Preparing résumés, writing a cover letter, and filling out applications are vital for a successful job search. The STEP Unit recommends candidates develop their own credential file during ED490 Seminar in Education at Level III before CTE. Alumni should keep an updated file. For placement and resume help: https://www.sterling.edu/student-life/career-services

KICA TEACHER INTERVIEW DAY:

Every spring KICA hosts an interview day for teacher candidates looking for teaching jobs. School districts from all over Kansas participate. This is a free event for KICA candidates and alumni.

The STEP Unit encourages its candidates to take advantage of this opportunity and encourages candidates to notify the Administrative Assistant upon acceptance of a job.

Licensure

INITIAL LICENSURE PROCEDURES:
All graduates should apply for Kansas Licensure if they have met the licensure requirements. It is recommended that the candidate do the following during CTE:

1. Complete finger printing procedures (forms and instructions on the KSDE website).
2. Submit an online Application for Kansas Initial License (**Form 1)** available online at: www.ksde.org/Agency/DivisionofLearningServices/TeacherLicensureandAccreditation/Licensure/LicenseApplication.aspx
3. The college licensure officer will check the online application for correct information, complete and submit the licensure application to the Kansas State Department of Education. To be recommended for licensure the candidate **must** complete the following:
   - Completed STEP program requirements
   - Been awarded a degree
   - Passed Praxis II tests required by KSDE for the requested license
   - Completed the online application*
4. Once the state gets the application, they will e-mail the candidate to submit a processing fee. When payment is received, it will take six to eight weeks for the license to be issued. Once processed and issued, state will notify the candidate. The final license can be downloaded from the state site. The state is no longer printing and mailing paper licenses.

The applicant must have successfully completed the program requirements of the Sterling Teacher Education Program. **STEP reserves the right to deny recommendation for initial licensure if coursework, program requirements, or conduct warrants such action.**

*see Appendix B: STEP Declaration of Candidacy Form for a list of questions asked on the application.

ADDITIONAL ENDORSEMENTS:

Those holding initial licenses may add any additional content area except elementary education and special education when they score at or above the state standard on required Praxis II content exam(s).

Nondiscrimination Policy

Sterling College admits candidates of any race, color, national origin, sex, or handicap without discrimination to all the rights, privileges, programs, and activities generally accorded or made available to candidates, and furthermore, does not discriminate in the administration of its educational policies, scholarships and loans, and athletic and other school-administered programs.
Although certain facilities are not accessible to handicapped persons, Sterling College will take the necessary action to ensure that no qualified handicapped person is denied the benefits of, excluded from participation in, or otherwise subject to discrimination due to inaccessible facilities. Sterling College may meet federal standards through such means as reassignment of classes or other services to an accessible location, redesign of equipment, assignment of aides, alteration of existing facilities, and construction of new accessible facilities. Sterling College is not required to make structural changes in existing facilities where other methods are sufficient to comply with accessibility standards.
Because scheduling of classes and arranging of housing may require advanced planning, handicapped candidates accepted for admission should identify themselves one month before they start at Sterling College and indicate the kind of accommodations needed.

Appendix

Appendix A: STEP Criteria Status Sheet

Appendix B: New Acceptance Criteria

Appendix C: STEP Declaration of Candidacy Application and Contract

Appendix D: Professional Education Requirements

Appendix E: Elementary Education Requirements

Appendix F: STEP Field Work Coordination Guide

Appendix G: Termination of Placement Policy

Appendix H: Procedure for Appeal

Appendix I: Scholarship Application

Appendix J: Kansas Educator Code of Conduct

Appendix K: Model Code of Ethics for Educators (MCEE)

Appendix L: Education Dispositions Assessment (EDA)

Appendix A: STEP Criteria Status Sheet

Name:_____ ***Major:***_____

Education Advisor:_____ ***Major Advisor:***_____

Declare Major

A._____ Declare Major at Registrar's Office_____Declared Date_____Academic Year

Declare Candidacy

A._____ Declare Candidacy to STEP_____ Declared Date_____Academic Year

1._____ Submit Declaration of Candidacy Packet to Administrative Assistant

2._____

B._____ Praxis II Content Test for Post Baccalaureate Candidate Only (must have passing score)

I. Acceptance to STEP **(Unless stated otherwise, all Level I classes must be a C or higher to go to Level II or approved by Dept. Chair)**

A._____ **ED195** Introduction to Education (10 field hrs **OR** _____Waived w/30 hrs conf by HR) **grade of B or higher**

B._____ **ED356** Technology in the Classroom

C._____ **ED205** Cultural Diversity in Education (30 field hours)

DECISION POINT 1

1._____ **Option 1: ACT _____Reading(22)_____Math (22) min scores**
Option 2: SAT _____Reading(544)_____Math (533) min scores
Option 3: Praxis CORE____Reading(169)____Writing(165)____Math (163) min scores
Option 4: Core Competency Based Grades C or higher in College Comp., Lit., and Math
Candidates may mix and match options 1-4 to meet the pre-professional requirements.
Candidates who complete an AP or CLEP exam to meet requirements will be reviewed by STEP Chair and Registrar to determine if competency grade has been achieved.
Option 5: _____Post Bac Overall GPA of 3.00 and passing Praxis II Content Test
Candidates will have until the end of their first year to meet option 1, 2, 3, 4 or 5.

2._____ **CM101 Public Speaking grade of B or higher**

3._____ **Overall GPA (3.00 or higher)**

4._____ **Successful Completion of 40 Field Hours**

5._____ **EDA Dispositions from Department(s)**

6._____ **Watermark Portfolio (InTASC Standards)**

D._____ Letter of Acceptance and Date_____

II. Coursework and Requirements **(must complete all classes in Level II to go to Level III or approved by Dept. Chair)**

A._____ **ED206** Classroom Management

B._____ **SE210** Introduction to Infants, Children, and Youth with Special Needs (20 field hours)

C._____ **ED219** Instruction and Assessment

DECISION POINT 2

1._____ **Completion of All Requirements from DECISION POINT 1**

2._____ **80% Passing Grade on TASK#2 Unit Plan in Instruction and Assessment**

3._____ **Overall GPA (2.75 or higher)**

4._____ **EDA Dispositions from Department(s)**

III. Coursework and Requirements **(must complete all classes in Level III to go to Level IV or approved by Dept. Chair)**

A._____ **ED272** Educational Psychology (10 field hours)

B._____ **ED357** Reading and Writing in the Content Area (30 field hours)

C._____ **ED400** KTWS Field Experience Lab (15 field hours)

D._____ **ED490** Seminar in Education

DECISION POINT 3

1._____ **Completion of All Requirements from DECISION POINT 1 and 2**

2._____ **90% or higher on KTWS score in ED400**

3._____ **Overall GPA (2.75 or higher)**

4._____ **Successful Completion of 55 Field Hours**

5._____ **EDA Dispositions from Department(s)**

6._____ **Successful Completion of CTE Interview**

7._____ **Watermark Portfolio (InTASC Standards)**

IV. Clinical Teaching Experience and Graduation

A._____ **ED497** Sterling Performance Teaching Portfolio (SPTP)

B._____ **ED498** Clinical Teaching Experience

DECISION POINT 4

1._____ **Completion of All Requirements from DECISION POINT 1, 2, and 3 PLUS**

2._____ **KTWS Passing Teacher Work Sample Score**

3._____ **Passing KTWS Score (Supervisor score B or higher)**

4._____ **EDA Dispositions from Department(s)**

5._____ **Watermark Portfolio (InTASC Standards)**

6._____ **Overall GPA (2.75 or higher)**

Appendix B: New Acceptance Criteria

Indicator	Justification	Scoring Procedure	Points Possible	% Total Criteria	STEP Decision	% Score
Writing competency	Either a C or better in College Composition I or a 7/-/162 or higher on writing ACT/SAT/Praxis Core	Course based grade: A= 3, B= 2, C=1 ACT: ? SAT: ? Praxis Core: >=170 = 3, 164-169 = 2, 162-163 = 1	3	5%	Admittance	80%-100%
Reading competency	Either a C or better in Literature course or a 23/550/156 or higher on reading ACT/SAT/Praxis Core	Course based grade: A= 3, B= 2, C=1 ACT: >=29 = 3, 25-28 = 2, 23-24 = 1 SAT: >=620 = 3, 580-610 = 2, 550-570 = 1 Praxis CORE: >=184 = 3, 172-183 = 2, 156-171 = 1	3	5%	Provisional Admittance: Remediation plan and enrollment into Professional Support Course	70%-79%
Mathematical competency	Either a C or better in MA108 or higher math course or a 22/540/150 or higher on writing ACT/SAT/Praxis Core	Course based grade: A= 3, B= 2, C=1 ACT: >=26 = 3, 24-25 = 2, 22-23 = 1 SAT: >=620 = 3, 580-610 = 2, 540-570 = 1 Praxis Core: >=168 = 3, 156-167 = 2, 150-155 = 1	3	5%	Non-Admittance	0-69%
Grade in Public Speaking	Requirement of B or better	A= 3, B= 1.5?, C=0	9	15%		
Grade in Intro to Education	Requirement of B or better	A= 3, B= 1.5?, C=0	9	15%		
Faculty Dispositions		Faculty in entry level courses evaluate candidates professional dispositions using the EDA. The three faculty references are averaged. (9 dispositions)	18	30%		
Dispositions Documentation		Pre-professional disposition documentation results in a 5 point reduction of overall score for each filed form				
Current GPA		**3.5-4.0**= 15 **3.0-3.49** = 12.5 **2.75-2.99**= 10	15	25%		

Appendix C: Declaration of Candidacy Application and Contract

Sterling College
Sterling Teacher Education Program

STEP DECLARATION OF CANDIDACY APPLICATION

1. **Name** _____ **Date**_____ **AY**_____

2. **Current Status:** ___Undergraduate ___Graduate
   If graduate: __Degree seeking __Licensure only

3. **Interest Area:** __Elementary (K-6) __Secondary (7-12) __Art/Music/Health P.E (PreK-12)
   Secondary Major Area: _____

4. **High Incidence Special Education Area:** __ (K-6) __ (6-12) __(PreK-12)

5. **Projected Clinical Teaching Experience semester:** ___Semester _____Year

   - **Check the most appropriate category for race/ethnicity:**

__Alaskan Native
__American Indian
__Asian
__Black/African American
__Hispanic/Latino of any race
__Native Hawaiian
__Other Pacific Islander
__Two or More Races
__White/Caucasian
__Prefer Not to Answer

- **Answer the questions on page two. These are the questions that will be asked by the state when you apply for licensure. Some may prevent you from obtaining a Kansas State Teaching License.**

- **Submit this application and contract to STEP Administrative Assistant.**

_____ _____
(Student's Signature) (Date)

FOR ADMINSTRATIVE USE:

ACCEPTED BY THE TEACHER EDUCATION COMMITTEE **Academic Year** _____

_____ _____
(Teacher Education Committee Chair) (Date)

Revised 5/17/21 rw

STEP DECLARATION OF CANDIDACY APPLICATION page 2
Kansas State Department of Education (KSDE), Licensure Questions

a. **Have you ever been convicted of a felony?**
☐ NO ☐ YES

b. **Have you ever been convicted of ANY crime involving theft, drugs, or a child?**
☐ NO ☐ YES

c. **Have you entered into a criminal diversion agreement after being charged with any offense described in question a or b?**
☐ NO ☐ YES

d. **Are criminal charges pending against you in any state involving any of the offenses described in question a or b?**
☐ NO ☐ YES

e. **Have you had a teacher's or school administrator's certificate or license denied, suspended, revoked or been the subject of other disciplinary action in any state?**
☐ NO ☐ YES

f. **Is disciplinary action pending against you in any state regarding a teacher's or administrator's certificate or license?**
☐ NO ☐ YES

g. **Have you ever been disbarred or had a professional license or state issued certificate denied, suspended, revoked or been the subject of other disciplinary action regarding any profession in Kansas or any other state?**
☐ NO ☐ YES

h. **Have you ever been terminated, suspended, or otherwise disciplined by a local Board of Education for falsifying or altering student tests or student test scores?**
☐ NO ☐ YES

i. **Have you ever falsified or altered assessment data, documents, or test score reports required for licensure?**
☐ NO ☐ YES

STEP DECLARATION OF CANDIDACY CONTRACT

I understand the following requirements must be met prior to acceptance to the Sterling Teacher Education Program (STEP):

1. Declare Candidacy by completing the Declaration Packet available in STEP's Administrative Assistant's Office
2. Demonstrate Pre-Professional Skills:
   - Option 1: ACT Test with minimum scores of
     1. Reading - 22
     2. Math - 22
   - Option 2: SAT Test with minimum scores of
     1. Reading - 544
     2. Math – 533
   - Option 3: Praxis CORE Test with minimum scores of:
     1. Reading - 169
     2. Math – 163
     3. Writing – 165
   - Option 4: Core Competency Based Grades: Candidates must complete the core competency courses listed below with the noted grades within their first year of enrollment. Candidates, who complete an AP or CLEP exam(s) to meet requirement(s), will be reviewed by the Education Department Chair and the Registrar to determine if competency grade has been achieved
     1. LL101 College Composition C or higher
     2. GE Literature Course C or higher
     3. GE Mathematics Course C or higher

     **Candidates may mix and match options 1-4 to meet the Pre-Professional skills requirements.
   - Option 5: Post Baccalaureate GPA of 3.0 or higher and Praxis II Content Test with a passing score.
3. Complete CM101 Public Speaking with a B or higher.
4. Complete ED195 Introduction to Education with a B or higher.
5. Complete Level I Professional Coursework with a C or higher – unless required grade is stated.
6. Maintain an overall GPA of 3.0 or higher.
7. Successful completion of 40 field hours.
8. Dispositions from department.
9. Portfolio

4.0	A	**TARGET**
3.7	A-	
3.3	B+	**COMPETENT**
3.0	B	
2.7	B-	
2.3	C+	**BASIC**
2.0	C	
1.7	C-	**UNACCEPTABLE**
1.3	D+	
1.0	D	
0.7	D-	
0.0	F	

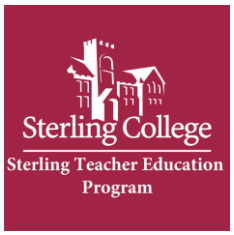
I understand that in order to proceed in STEP Level II, & III Professional and Methods Classes and STEP Level IV Clinical Teaching:

1. I must maintain at least the following:
   - 2.75 in my overall grade point average
2. I must complete a portfolio with all required information to present to STEP when the above requirements are completed in order to be accepted to STEP.
3. I must complete all my professional education courses with a grade of C or higher .
4. Elementary majors must complete all content education courses with a grade of C or higher.

_____
(Teacher Candidate Print)

_____ _____ _____
(Teacher Candidate Signature) (Date)

Appendix D: Professional Education Requirements



PROFESSIONAL EDUCATION REQUIREMENTS

Student Name_____

Major: _____
(major curriculum planner should be attached)

Education Advisor:_____

Content Advisor:_____

Professional Education for all Education Majors		**Sem/Yr.**	**Grad**
ED195 Intro to Education	(3)	_____	_____
ED205 Cultural Diversity in Education	(3)	_____	_____
ED206 Classroom Management	(2)	_____	_____
SE210 Intro to Special Needs	(3)	_____	_____
ED219 Instruction and Assessment	(4)	_____	_____
ED272 Educational Psychology *	(3)	_____	_____
ED356 Technology in the Classroom	(2)	_____	_____
ED357 Reading/Writing in Content Area *	(3)	_____	_____
ED400 KS Teacher Work Sample Lab Exp.	(2)	_____	_____
ED490 Seminar in Education	(1)	_____	_____
ED497 KS Teacher Work Sample Portfolio	(3)	_____	_____
ED498 Clinical Teaching Experience	(12)	_____	_____

* Classes must be taken concurrent

**Secondary Content Methods	(3)	_____	_____

Appendix E: Elementary Education Requirements

Sterling College
Sterling Teacher Education Program

ELEMENTARY EDUCATION REQUIREMENTS

Student Name_____

Faculty Advisor_____

Required General Education Courses		**Sem/Yr.**	**Grade**
BS115 Principles of Sociology (S)	(3)	_____	_____
HI101 History of World Civilization I (F)	(3)	_____	_____
Or US History I or II			
PH110/L Physical Science w/Lab (F)	(4)	_____	_____
Or any physical science course w/lab			
(Chemistry, Physics, Geology, Astronomy, etc.)			

Required Major Courses (must be completed with a C or higher)			
BI101/L Principles of Biology w/Lab	(4)	_____	_____
Or Zoology, Environmental Science w/lab			
HG240 World and Regional Geography (S)	(3)	_____	_____
EL152 English Language Arts for K-2 (F)	(3)	_____	_____
EL154 English Language Arts for Grades 3-5 (S)	(3)	_____	_____
MU243 Music Methods for Elem Teachers (F)	(2)	_____	_____
EL256 Child & Adolescent Literature (S)	(3)	_____	_____
AR275 Elementary Art Methods (S)	(3)	_____	_____
EL330 Elementary Math Methods I (S)	(3)	_____	_____
EL350 Reading, Testing & Diagnosis (S)	(3)	_____	_____
HP344 Elem. PE Methods K-6 (F)	(3)	_____	_____

Block (Fall only)

• EL356 Reading & LA Methods	(4)	_____	_____
• EL333 Science Methods	(2)	_____	_____
• EL335 Social Sciences Methods	(2)	_____	_____
• EL337 Math Methods II	(3)	_____	_____

Special Education

(Separate sheet attached)

High Incident Special Education (K-6)	(21)	_____
High Incident Special Education (6-12)	(21)	_____
High Incident Special Education (Pre-K-12)	(26)	_____

Appendix F: STEP Field Work Coordination Guide

The STEP has worked diligently to coordinate a variety of field experiences with many of the surrounding educational communities. This Field Work Coordination Guide serves as the guiding document for STEP faculty as they place teacher candidates in field experience opportunities related to specific courses. This guide includes field placements for all professional educational coursework, and all candidates participate in all of these experiences. Additional field experiences may be required for specific content programs, as described in program documents. In an effort to maximize the diversity of student placement opportunities for STEP candidates, the following arrangement has been implemented for traditional candidates.
Also: It is the practice of STEP to not allow field work in schools where the candidate has relatives attending or working. If there are questions regarding this guideline, the candidate should contact the Director of Teacher Education.

Program Level	Professional Education Class	Traditional Field Work Location+	Diversity Experience	Hours/days Required
I	ED195 Introduction to Education	Sterling	Low SES Race/Ethnicity Urban Populations	10
I	ED205 Cultural Diversity	Wichita / Hutchinson	Low SES Race/Ethnicity Urban Populations	30
Total Hours Level I (Admission to STEP) - All Students – 40				
II	SE210 Special Needs	Hutchinson/ Sterling	Exceptionalities Rural Populations	20
Total Hours Level II (Foundational Courses) – All Students - 20				
III	ED272 Educational Psychology	Lyons/ Reno Valley	Case study of one student	10
III	ED357 Reading & Writing in the Content Area	Lyons/ Reno Valley	Content Specific work (6^{th}-12^{th} grade)	30
III	ED400 KS Teacher Work Sample Field Experience Lab	Hutchinson/ Buhler/ Nickerson	ELL Low SES Hispanic	15
Total Hours Level II (Methods Courses) – All Students - 55				
IV	ED497 Clinical Teaching Experience	Arranged – see list	Varied depending on previous experiences	Elem=75 days Sec=80 days
Total Hours Level IV (Clinical Teaching Experience) All Students – Minimum of 75 days				**Elementary 75 Secondary 80**

**credit may be awarded or waived for prior classroom experience in the following situations:*

1.) substitute teacher or para-educator (evidence of at least 3 months experience required)

2.) transferring a Cultural Diversity course from another institution ***requires evidence of at least 30 hours of classroom observation.***

+NOTE: Online candidates must find the most diverse placement within a 50-mile radius which will meet the diversity experience required for each course described above.

Appendix G: Termination of Placement Policy

The following policy statement applies to candidates at Sterling College who are assigned by STEP for CTE, field experiences, classroom observation, and any other field placement. Early termination of placement is initiated as follows:

- **At the request of the Teacher Candidate:** In the event that a teacher candidate is unable to acclimate to the assigned classroom and/or cooperating teacher, the candidate should inform his/her STEP Professor as soon as any difficulties or concerns with the placement arise. The candidate may request a change of placement within the first four weeks of the placement. Prior to any changes, there should be sufficient evidence of efforts to rectify the situation and documentation of continued problems with the placement.
- **At the request of STEP:** In the event that STEP believes there is a problem with a placement, the teacher candidate may be reassigned, or the placement may be terminated. The host or cooperating teacher, principal, or STEP supervisor must provide evidence of on-going problems of concerns. Sufficient concern and documentation of problem areas in the placement may result in a change of placement or termination of the experience as determined by the STEP Unit.

Prior to a change of placement or a termination recommendation, the following process should occur:

1. The teacher candidate and college supervisor(s) will meet with the host or cooperating teacher to determine the problem and review documentation. At the meeting, the teacher candidate will be asked to assist with a solution to the problem. This plan will be documented and given to the involved participants.
2. If the host/cooperating teacher is willing, the teacher candidate will be given a chance to follow through with the plan for remedying the problem.
3. If the host/cooperating teacher is unwilling, the teacher candidate will be placed in another situation and monitored by the college supervisor(s). The teacher candidate will be expected to complete the full requirements of the placement. If the teacher candidate is successful in the new placement, the grade will reflect documentation from the new placement.
4. If the second placement is documented as unsuccessful by both the host/cooperating teacher and the college supervisor (s), the teacher candidate will be notified in person and in writing by STEP that the placement has been terminated.
    a. Candidates whose placement is terminated prior to the drop-add date will be dropped from the Clinical Teaching roster and receive no grade.
    b. Candidates whose placement is terminated after the withdraw date receive an F in the course.
5. If a teacher candidate has been removed from clinical teaching and wishes to take the class again in a subsequent semester, the candidate must repeat the interview process required by all CTE candidates.

The candidate may be immediately removed from the placement for immoral conduct, behavior unbecoming a pre-service teacher, or insubordination.

Upon termination of the teaching experience, the teacher candidate may appeal the decision following the appeal procedure (Appendix J).

Appendix H: Procedure for Appeal

Appeal for any STEP policy or procedure follows these levels of authority:

1. STEP Director
2. TEC
3. Vice President for Academic Affairs
4. Academic Affairs Committee of the Faculty

All appeals should be typed and submitted in a formal format. Documentation for and results of any appeal process are kept on file in the office of the STEP Administrative Assistant.

Appendix I: Scholarship Application

APPLICATION FOR

ENDOWED SCHOLARSHIPS IN EDUCATION

Scholarships will be given to sophomores, juniors, or seniors in education who will be full-time students at least one semester the following year. Applicants must have a cumulative GPA of 3.00 or above. Education Department faculty will make the selections. The names of scholarship recipients will be announced during spring convocation. The scholarships must be used the following year.
THIS APPLICATION WILL NOT BE ACCEPTED IF IT IS NOT TYPED OR IF IT IS RECEIVED AFTER THE DUE DATE.

Name_____ Class _____

Phone_____ Major_____ Cumulative GPA ____

Write a brief statement regarding your career goals.

Explain your dispositional (EDA) strengths and how these will benefit your career in education.

List campus and community activities in which you are involved.

Identify ways you could be a servant leader in STEP.
-Host prospective students, help with special events/tasks, serve as a student representative on committees, others (explain below)-

Signature_____ Date_____

DEADLINE: _____ by 5:00 p.m. to the Administrative Assistant

Appendix J: Kansas Educator Code of Conduct

Kansas Educator Code of Conduct

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

Responsibilities to Student:

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

Ethical conduct includes, but is not limited to the following:

- Keeping in confidence information about students that has been obtained in the course of professional service
- Creating, supporting, and maintaining a challenging learning environment for all students
- Advocating for fair and equitable opportunities for all children
- Nurturing the intellectual, physical, emotional, social, and civic potential of all students
- Embodying for students the characteristics of honesty, diplomacy, tact, and fairness
- Fulfilling all mandatory reporting requirements for child abuse
- Fulfilling the roles of mentor and advocate for students in a professional relationship. A professional relationship is one where the educator maintains a position of teacher/student authority while expressing concern, empathy, and encouragement for students
- Providing professional education services in a nondiscriminatory manner
- Maintaining a professional relationship with parents of students and establish appropriate communication related to the welfare of their children

Unethical conduct includes, but is not limited to the following:

- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income and assessment/testing results unless disclosure is required or permitted by law
- Failure to provide appropriate supervision of students and reasonable disciplinary actions
- Engaging in harassing behavior on the basis of race, gender, national origin, religion or disability
- Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs
- Committing any act of child abuse
- Committing any act of cruelty to children or any act of child endangerment
- Committing or soliciting any unlawful sexual act

Responsibilities to District:

- *Adhere to conditions of contractual obligations with professional practice*
- *Fulfill reporting requirements honestly and accurately*
- *Appropriately use funds, personnel, property, and equipment committed to his or her charge*
- *Refrain from falsifying any documents related to the employment process*
- *Conduct school district business through established procedures*

Ethical conduct includes, but is not limited to the following:

- Maximizing the positive effect of school funds through judicious use of said funds
- Modeling for students and colleagues the responsible use of public property
- Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization

Unethical conduct includes, but is not limited to the following:

- Revealing confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law
- Harming others by knowingly making false statements about a colleague or the school system
- Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages. A school related activity includes, but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc. which involve students
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to local, state, federal, and/or other governmental agencies
- Using school property without the approval of the local board of education/governing body
- Submitting fraudulent requests for reimbursement of expenses or for pay
- Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leave
- Tutoring students assigned to the educator for remuneration unless approved by the local school board
- Falsifying records or directing or coercing others to do so

Responsibilities to Profession:

- *Demonstrate conduct that follows generally recognized professional standards*
- *Fulfill all of the terms and obligations detailed in the contract*
- *Maintain appropriate licensure for professional practice and employment*
- *Provide accurate information to state department*
- *Abide by all federal, state, and local laws and employing school board policies*

Ethical conduct includes, but is not limited to the following:

- Encouraging and supporting colleagues in developing and maintaining high standards
- Insuring that institutional privileges are not used for personal gain
- Maintaining diligently the security of standardized test supplies and resources
- Follow mandatory reporting requirements

Unethical conduct includes, but is not limited to the following:

- Harassment of colleagues
- Inappropriate language on school grounds or any school-related activity
- Accepting gifts or favors or offering gratuities that impair professional judgment or to obtain special advantage
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school board or state directions for the use of tests
- Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs
- Falsifying, misrepresenting, omitting, or erroneously reporting employment history, professional qualification, criminal history, licensure/re-licensure
- A plea of guilty, nolo contendere, or having been otherwise found guilty of: any crime punishable as a felony; any crime involving a minor; any crime involving a theft; any crime involving drug related conduct; any crime defined in any section of article 36 of chapter 21 of the Kansas statutes annotated; or any attempt as defined by K.S.A. 21-3301, and amendments thereto, to commit any crime specified in this subsection

Professional Standards Board May 2013

Appendix K: Model Code of Ethics for Educators (MCEE)

Principle I: Responsibility to the Profession

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

The professional educator demonstrates responsibility to oneself as an ethical professional by:

1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;
2. Knowing and upholding the procedures, policies, laws and regulations relevant to professional practice regardless of personal views;
3. Holding oneself responsible for ethical conduct;
4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
5. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
6. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety;
7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.

B. The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:

1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;
4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate.
5. Cooperating fully during ethics investigations and proceedings

C. The professional educator promotes and advances the profession within and beyond the school community by:

1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
2. Engaging in respectful discourse regarding issues that impact the profession;
3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;
4. Actively participating in educational and professional organizations and associations; and
5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

A. *The professional educator demonstrates commitment to high standards of practice through:*

1. Incorporating into one's practice state and national standards, including those specific to one's discipline;
2. Using the *Model Code of Educator Ethics* and other ethics codes unique to one's discipline to guide and frame educational decision-making;
3. Advocating for equitable educational opportunities for all students;
4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one's position;
5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and
6. Committing to ongoing professional learning.

B. *The professional educator demonstrates responsible use of data, materials, research and assessment by*:

1. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws; and
6. Using data, data sources, or findings accurately and reliably.

C. *The professional educator acts in the best interest of all students by:*

1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience.
2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
3. Protecting students from any practice that harms or has the potential to harm students.

Principle III: Responsibility to Students

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety, and well-being of students by establishing and maintaining appropriate verbal, physical, emotional, and social boundaries.

A. *The professional educator respects the rights and dignity of students by:*

1. Respecting students by taking into account their age, gender, culture, setting and socioeconomic context;
2. Interacting with students with transparency and in appropriate settings;
3. Communicating with students in a clear, respectful, and culturally sensitive manner;
4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
5. Considering the implication of accepting gifts from or giving gifts to students;
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;
7. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;
8. Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and
9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.

B. *The professional educator demonstrates an ethic of care through:*

1. Seeking to understand students' educational, academic, personal and social needs as well as students' values, beliefs, and cultural background;
2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and
3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

C. *The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:*

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and
3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

Principle IV: Responsibility to the School Community

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

A. *The professional educator promotes effective and appropriate relationships with parents/guardians by:*

1. Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests;
2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

B. *The professional educator promotes effective and appropriate relationships with colleagues by:*

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy;
3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
5. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;
6. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other teacher leadership positions are prepared and supervised to assume these roles;
7. Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and experience in order to maximize students' opportunities and achievement; and
8. Working to ensure a workplace environment that is free from harassment.

C. *The professional educator promotes effective and appropriate relationships with the community and other stakeholders by*:

1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;
2. Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration; and
3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

D. *The professional educator promotes effective and appropriate relationships with employers by:*

1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;
2. Respecting intellectual property ownership rights (e.g. original lesson plans, district level curricula, syllabi, gradebooks, etc.) when sharing materials;
3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. *The professional educator understands the problematic nature of multiple relationships by*:

1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;
3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and
4. Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

A. *The professional educator uses technology in a responsible manner by:*

1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;
2. Staying abreast of current trends and uses of school technology;
3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;
4. Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;
5. Understanding and abiding by the district's policy on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications

of sharing sensitive information electronically either via professional or personal devices/accounts; and
7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

B. *The professional educator ensures students' safety and well-being when using technology by:*

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and
3. Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

C. *The professional educator maintains confidentiality in the use of technology by:*

1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;
2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and
3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

D. *The professional educator promotes the appropriate use of technology in educational settings by:*

1. Advocating for equal access to technology for all students, especially those historically underserved**;**
2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and
3. Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

Glossary

Boundaries:
The verbal, physical, emotional and social distances that an educator must maintain in order to ensure structure, security, and predictability in an educational environment. Most often, the boundaries that are transgressed relate to role, time and place. By respecting contracted roles, appropriate working hours, and the location of the learning environment, secure boundaries are in place for all members of the schooling community.

District/school district:
This is often referred to as a "local education agency." A "district" in this document is defined as a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. This can include charter schools, magnet schools, virtual magnet schools, regional educational school districts, or other entities falling under the definition above.

Culture:
The customary beliefs, social forms, and material traits of a racial, religious, or social group, including the characteristic features of everyday existence shared by people in a place or time[1].

Educator:
Educators are the target audience for the MCEE, and are defined as licensed educators. These include paraprofessionals, teachers, teacher leaders, student support personnel and administrators. However, others who interact with students who are not under the auspices of an education-related licensing organization such as coaches, school secretaries, custodians or other school staff are encouraged to adopt or adapt this *Model Code of Educator Ethics*. See a separate definition for "professional educator."

Ethic of care:
Responding with compassion to the needs of students.

Ethical Decision-Making Model:
A framework utilized by educators to guide decision-making which includes professional dispositions; applicable laws, statutes, and policies; the *Model Code of Educator Ethics*; and other guidelines that have been adopted and endorsed by educational organizations.

Fiduciary relationship:
A fiduciary relationship is one in which a person justifiably places confidence in another whose aid, advice, or protection is assumed. Inherent in such fiduciary relationships is an imbalance of power. Educators have a unique responsibility, as the relationship between student and teacher differs from other professional/client relationships (e.g., attorneys, physicians, clergy). Educators are entrusted with the safety and welfare of students during and after school hours and serve "in loco parentis."

Implicit or Explicit Demands of an Organization:
Implicit demands are often subjective or implied and reflect the culture of the schooling environment. Explicit demands are clearly articulated through mandates, policies, or statutes.

Harm:
The impairment of learning or any potential action which may lead to physical, emotional, psychological, sexual, or intellectual damage to a student or a member of the school community.

Learning Community:
A group of educators who work with one another to achieve the shared goals of their school and engage in collaborative professional learning to strengthen practice and increase student results.[2]

Multiple Relationships:

[1] http://www.merriam-webster.com/dictionary/culture

[2] http://learningforward.org/standards/learning-communities#.VTVerkv7Q3Y

Multiple relationships occur when the educator is in a professional role with one or more members of the school community and also has a personal relationship with that person or a member of that person's family. Multiple relationships have the potential to impair objectivity, competence, or effectiveness in performing his or her functions as an educator.

New Educators:
New educators include individuals in an educator preparation program or newly employed in the education profession, including paraprofessionals, teachers, administrators, and student support personnel.

Professional educator:
A licensed educator who demonstrates the highest standards of ethical and professionally competent practice and is committed to advancing the interests, achievement and well-being of students. The professional educator is also committed to supporting the school community and the education profession.

Proprietary materials:
Materials that protected from unauthorized use by copyright or other forms of intellectual property rights.

Safe environments/Safety and well-being:
A school setting which promotes the well-being of all members of the school community and is characterized by the absence of physical, psychological, sexual or emotional harm

School Community:
This term usually refers to those stakeholders invested in the welfare of a school and its community. A school community includes school administrators, teachers, school staff members, students, their parents and families, school board members and other community members.[3]

Sensitive Information:
This includes but is not limited to student information and educational records, including medical or counseling records.

Student:
A learner attending a P-12 school.

Technology:
Tools, systems, applications and processes that can include, but are not limited to, electronic communications networks such as the internet and electronic devices such as computers, laptops, phones and other hardware/software that deliver text, audio, images, animation, and streaming video.

Transparency:
Openness and accountability with respect to one's behaviors, actions and communications as an educator.

[3] http://edglossary.org/school-community/

Appendix L: Educator Disposition Assessment (EDA)

Purpose of Assessing Dispositions

A fundamental task of teacher education programs is that of tracking, monitoring, and assessing candidate performance as they progress through their studies in coursework and clinical experiences. In recent years, in part because of external accreditation requirements, teacher education programs have been charged with the responsibility of assessing more than their candidate's knowledge and skills in teaching.

Borko, Liston, and Whitcomb (2007) explained that dispositions are a person's tendencies to act in a given manner and are predictive of patterns of action. Villegas (2007) concurred with this definition and contended that dispositions are an individual's inclination to act in a particular way under particular circumstances based on personal beliefs. She suggested an inclination or tendency implies a pattern of behavior that is predictive of future actions. Therefore, dispositions that candidates' demonstrate as they perform in either the college classroom or the field are likely to continue into their classrooms when they begin teaching. To gain full depiction of a candidates teaching effectiveness, all aspects of the teaching act must be considered. Not only must teachers possess content and pedagogical knowledge and skills, they must deliver instruction in a manner which results in positive learning impact.

The EDA instrument is used to both raise concerns and identify exemplary dispositional behavior of students as they progress through a program. It can be used initially to inform teacher candidates of a program's dispositional expectations and to assess baseline dispositional data and then used as candidates' progress through programs to document when changes have occurred in dispositions and under what set of circumstances. Candidates **are expected** to demonstrate the dispositions identified on the EDA in coursework and in the field.

Students will be ***formally*** assessed during the following courses:

- Cultural Diversity – based on **both** coursework and field work
- Special Needs - based on **both** coursework and field work
- Instruction & Assessment - based on **both** coursework and field work
- Reading Writing - based on **both** coursework and field work
- Kansas Teacher Work Sample Lab experience - based on **both** coursework and field work
- Clinical Teaching Semester - based on **both** coursework and field work

While STEP has formal checkpoints to assess students' dispositions, at any time, the survey is available to faculty, cooperating teachers, college supervisors, and other professional educators who feel the need to share professional insight regarding the disposition of the student.

EDA Candidate Intervention/Remediation

The candidate who receives an unacceptable dispositional rating in the EDA is referred to the Department Chair/Administrator and then the Teacher Education Committee (TEC) for intervention/remediation. The committee will recommend specific candidate interventions intended to help the candidate achieve the expected targets and benchmarks. Intervention/remediation activities may include, but are not limited to, reduced course load, audit of same course, and guided study.