

Handbook for Elementary and ECU Internships



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INTRODUCTION

The purpose of Elementary Internships 1, 2, and 3 is to provide an opportunity for initial candidates to obtain experience in the teaching and assessment of social studies, reading and language arts, mathematics, and science. The purpose of Early Childhood (ECU) Internships 1, 2, and 3 is to provide an opportunity for candidates to obtain experience in the teaching and assessment of art, music, health/P.E., social studies, language development, math and science. The Correction of Reading Disabilities Internship focuses on application of phonemic awareness, phonics and other work skills, fluency, vocabulary, and comprehension skills and related aspects of reading instruction by tutoring, under supervision, a child with reading deficiencies.

FORT HAYS STATE UNIVERSITY MISSION STATEMENT:

Fort Hays State University provides accessible quality education to Kansas, the nation, and the world through an innovative community of teacher-scholars and professionals to develop engaged global citizen-leaders.

COLLEGE OF EDUCATION AND TECHNOLOGY MISSION STATEMENT:

Education professionals prepared in the College of Education and Technology at Fort Hays State University will have the technological, pedagogical and content knowledge, skills, and dispositions to lead, model, teach and collaborate in diverse settings.

TEACHER EDUCATION DEPARTMENT MISSION STATEMENT:

The mission of the Fort Hays State University Department of Teacher Education is to prepare innovative teachers with exemplary technological, pedagogical and content knowledge, by building partnerships, providing meaningful clinical based practices, engaging in scholarly activities, and by advancing professionalism through lifelong learning.

Terminology

Candidate is any student who has been admitted to FHSU in an education program of study.

Cooperating School is a K-6 school or early childhood setting which helps provide professional experience in the teacher education program.

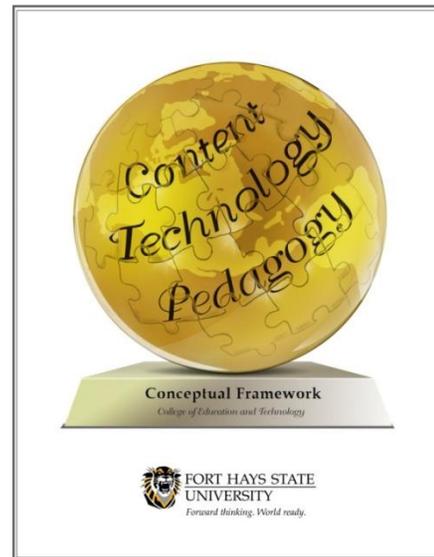
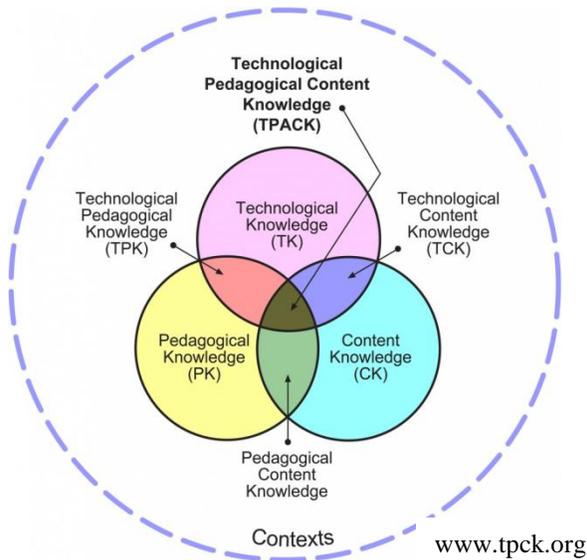
ECU stands for Early Childhood Unified and is a program offered through the Teacher Education Department at Fort Hays State University.

Internship is an opportunity for candidates to obtain experience in the teaching and assessment of the internship content area under the supervision of a FHSU supervisor and a quality mentor teacher in a cooperating school

Mentor Teacher is a teacher from a cooperating school or early childhood setting who mentors and supervises the candidate in a cooperating school setting.

Supervisor is the university departmental personnel who will advise the candidates and mentor teachers in their internship setting and evaluate internship assignments.

Elementary identifies the Elementary Education program offered both on-campus and virtually through the Department of Teacher Education at Fort Hays State University.



The Conceptual Framework for Professional Educators at FHSU

"Education professionals prepared at Fort Hays State University will have the technological, pedagogical and content knowledge, skills and dispositions to design, lead, model, and teach collaboratively in diverse settings."

Technological, Pedagogical, and Content Knowledge	
Elements	Descriptors
TPACK 1 – Candidates integrate current and emerging digital tools to collect, analyze, and present information.	<ul style="list-style-type: none"> Utilizes a variety of materials and media resources and continually adapts to changes to technology
TPACK 2 – Candidates demonstrate proficiency in oral and written communication skills.	<ul style="list-style-type: none"> Communicates clearly and effectively in speaking, writing, and other media in various settings Uses effective questioning skills and effectively facilitates discussion
TPACK 3 – Candidates select, design, administer, and interpret a variety of appropriate assessments.	<ul style="list-style-type: none"> Uses appropriate assessments to evaluate stated objectives Uses a variety of assessment tools Adapts resources/tools to meet student needs Maintains records accurately to monitor student achievement
TPACK 4 – Candidates incorporate theories and research to design and implement effective learning environments for all students.	<ul style="list-style-type: none"> Provides clear and appropriate behavioral expectations Helps students work productively and cooperatively with each other Includes both verbal and nonverbal communication Establishes and maintains positive and safe classroom/school/district environment Uses a variety of motivational strategies to achieve learning Encourages student ownership of classroom/school/district activities to foster learning Uses a variety of specific strategies to support the diverse tapestry of the United States and the world Uses research processes to improve practice
Technological Knowledge	
TK 1 – Candidates model and teach safe, legal, and ethical use of digital information and technology.	<ul style="list-style-type: none"> Technology is appropriately and effectively used within a classroom/school/district setting
Technological Content Knowledge	
TCK 1 – Candidates design/facilitate diverse learning activities that incorporate digital tools and resources.	<ul style="list-style-type: none"> Utilizes specific technologies that are best suited for addressing subject matter learning Prepares students/teachers in highly individual and flexible ways

Content Knowledge

CK 1 – Candidates design/facilitate lessons/opportunities that reflect subject content and academic knowledge.

- Demonstrates knowledge of content/standards
- Has clear, appropriately written objectives for instruction
- Instruction provides for assessment which is linked to objectives
- Creates both short and long-range plans
- Creates plans that activate prior knowledge and promote critical thinking
- Is prepared to teach lessons
- Shows creativity in lesson design/facilitation
- Includes Anticipatory Set, Procedures, and Closure in lesson plan design

CK 2 – Candidates design/facilitate and implement interdisciplinary units of study.

- Integrates instruction across multiple content areas
- Integrates instruction within the content area
- Aligns instruction to professional/state standards

Pedagogical Content Knowledge

PCK 1 – Candidates make/facilitate curricular decisions based on data.

- Uses formal and informal assessment strategies to evaluate student learning
- Provides feedback to students/teachers
- Maintains accurate records
- Uses a variety of resources in evaluating curriculum
- Reflects on experiences in the classroom/school/district and revises practices accordingly

PCK 2 – Candidates collaborate with other professionals to identify and design strategies and interventions to ensure student/teacher learning.

- Supports Response to Intervention to identify and provide appropriate intervention for all students
- Demonstrates an understanding of the importance of interdisciplinary collaboration to enhance the learning of all students and teachers

PCK 3 – Candidates design/facilitate and adapt lessons/opportunities to meet the diverse needs of all students.

- Creates and implements instruction that accommodates different learning styles, needs, and abilities

PCK 4 – Candidates reflect on their practice and make necessary adjustments based on data to develop effective learning opportunities for all students and teachers.

- Evaluates student learning and bases future instruction on assessed data
- Uses a variety of assessment tools that address individual learning needs

Pedagogical Knowledge

PK 1 – Candidates model the dispositions expected of professional educators as identified in state and institutional standards.

- Models the value of differences and respect for others
- Works collaboratively with school personnel, communities, and families
- Is ethical and professional in practice
- Maintains confidentiality
- Establishes productive relationships with families in support of student learning and well-being
- Dresses professionally and has proper hygiene

PK 2 – Candidates engage in and reflect on professional learning opportunities.

- Reflects on constructive feedback
- Engages in professional learning through involvement in educational organizations
- Reflects on experiences in the classroom/school/district and revises practices accordingly
- Uses professional literature, the wisdom of colleagues and other resources to support own growth as a professional
- Understands the roles and responsibilities of educators and the purpose and contribution of education organizations

Technological Pedagogical Knowledge

TPK 1 – Candidates communicate and collaborate using digital tools.

- Uses technology to communicate and collaborate with stakeholders

MATHEMATICS INTERNSHIP

GOALS/OBJECTIVES/COMPETENCIES/OUTCOMES – *Candidates should be able to:*

Objectives	Conceptual Framework	KSDE Elem. Ed. Standards
1. Utilize effective communication processes: listening, good grammar and sentence structure in oral work; nonverbal skills that enhance learning and scientific writing	TPACK 2	Elem. Ed. (1)
2. Demonstrate professionalism through regular attendance, timely preparation and thoughtful, ethical reflection	PK 1, PK 2	Elem. Ed. (7)
3. Examine, describe, and compare various classroom teaching and learning styles, and their influential impact on mathematics achievement	CK 1, CK 2, PCK 2, PCK 3, PCK 4	Elem. Ed. (2)
4. Investigate classroom climate and effects on learning mathematics	PCK 1, PCK 2, PCK 3, PCK 4	Elem. Ed. (2)
5. Learn to reflect at an increasingly higher level on observations made in field experiences and simulations pertaining to mathematics instruction	PK 2	Elem. Ed. (2)
6. Implement learning adjustments to meet the needs of diverse learners	TCK 1	Elem. Ed. (7)
7. Use assessment strategies to complement mathematics instruction	TPACK 3	Elem. Ed. (2)
8. Use technology enhanced lessons to teach mathematics	TPK 1, TPACK 1	Elem. Ed. (2, 3)
9. Coordinate instruction and assessment with state/district grade level objectives	TPACK 3	Elem. Ed. (2)
10. Use classroom management techniques that foster instruction	TPACK 4	Elem. Ed. (2)
11. Create, teach, and assess hands-on mathematics activities	TCK 1, PCK 3	Elem. Ed. (2)

READING/LANGUAGE ARTS INTERNSHIP

GOALS/OBJECTIVES/COMPETENCIES/OUTCOMES – *Candidates should be able to:*

Objectives	Conceptual Framework	KSDE Elem. Ed., ECU, & ESOL Standards
1. Utilize effective communication processes: proper grammar and sentence structure, appropriate penmanship for grade level, and body language that promotes time on task.	TPACK 2	Elem. Ed. (1) ECU (8) ESOL (5)
2. Demonstrate professionalism through regular attendance, ethical behavior, confidentiality, and timely preparation of lessons.	PK 1, PK 2	Elem. Ed. (7) ECU (3, 12) ESOL ()
3. Examine, describe, and compare various classroom teaching and learning styles, as they pertain to reading and language arts instruction.	CK 1, CK 2, PCK 2, PCK 3, PKC 4	Elem. Ed. (1) ECU (7, 8) ESOL (5)
4. Investigate classroom climate of individual, small group and whole group instruction and effects of learning.	PCK 1, PCK 2, PCK 3, PKC 4	Elem. Ed. (1, 7) ECU (7, 8) ESOL (9)
5. Learn to reflect at an increasingly higher level on observations made in field experiences and simulations pertaining to reading and language arts instruction and assessment.	PK 2	Elem. Ed. (1) ECU (4, 8) ESOL (5, 6)
6. Use assessment of reading and language arts in a meaningful manner.	TPACK 3	Elem. Ed. (1) ECU (4) ESOL (6)
7. Utilize knowledge of language development to instruct elementary children.	TPACK 2	Elem. Ed. (1) ECU (8) ESOL (1)
8. Use research-based strategies to teach reading.	TPACK 4	Elem. Ed. (1) ECU (6, 8) ESOL (5, 7, 8)
9. Use research-based strategies to teach writing.	TPACK 4	Elem. Ed. (1) ECU (8) ESOL (5, 7, 8)
10. Use research-based strategies to teach language arts.	TPACK 4	Elem. Ed. (1) ECU (8) ESOL (1, 5, 7, 8)
11. Implement learning adjustments to meet the needs of diverse learners.	TCK 1	Elem. Ed. (7) ECU (1) ESOL (3)
12. Use technology enhanced lessons to teach language arts.	TPK 1, TPACK 1	Elem. Ed. (3) ECU (8, 10) ESOL (7)
13. Coordinate instruction and assessment with state/district grade level objectives.	TPACK 3	Elem. Ed. (1) ECU (4, 8) ESOL (1, 5,)

SCIENCE INTERNSHIP

GOALS/OBJECTIVES/COMPETENCIES/OUTCOMES – *Candidates should be able to:*

Objectives	Conceptual Framework	KSDE Elem. Ed. Standards
1. Utilize effective communication processes: listening, good grammar and sentence structure in oral work; nonverbal skills that enhance learning and scientific writing	TPACK 2	Elem. Ed. (1)
2. Demonstrate professionalism through regular attendance, timely preparation and thoughtful, ethical reflection	PK 1, PK 2	Elem. Ed. (7)
3. Examine, describe, and compare various classroom teaching and learning styles, and their influential impact on science achievement	CK 1, CK 2, PCK 2, PCK 3, PCK 4	Elem. Ed. (3)
4. Investigate classroom climate and effects on learning science	PCK 1, PCK 2, PCK 3, PCK 4	Elem. Ed. (3)
5. Learn to reflect at an increasingly higher level on observations made in field experiences and simulations pertaining to science instruction	PK 2	Elem. Ed. (7)
6. Implement learning adjustments to meet the needs of diverse learners	TCK 1	Elem. Ed. (7)
7. Use assessment strategies to complement science instruction	TPACK 3	Elem. Ed. (3)
8. Use technology enhanced lessons to teach science	TPK 1, TPACK 1	Elem. Ed. (3)
9. Coordinate instruction and assessment with state/district grade level objectives	TPACK 3	Elem. Ed. (3)
10. Use classroom management techniques that foster instruction	TPACK 4	Elem. Ed. (3)
11. Create, teach, and assess hands-on science using scientific investigation	TCK 1, PCK 3	Elem. Ed. (3)

SOCIAL STUDIES INTERNSHIP

GOALS/OBJECTIVES/COMPETENCIES/OUTCOMES – *Candidates should be able to:*

Objectives	Conceptual Framework	KSDE Elem. Ed. Standards
1. Utilize effective communication processes: listening, writing, verbal and nonverbal skills, evident in a classroom setting. Good grammar and sentence structure must be evident in all oral and written work.	TPACK 2	Elem. Ed. (1)
2. Demonstrate professionalism through regular attendance, ethical behavior, confidentiality, and timely preparation of lessons.	PK 1, PK 2	Elem. Ed. (7)
3. Examine, describe, and compare various classroom teaching and learning styles, and their influential impact on learning social studies.	CK 1, CK 2, PCK 2, PCK 3, PCK 4	Elem. Ed. (4)
4. Investigate classroom climate and its effects on learning social studies.	PCK 1, PCK 2, PCK 3, PCK 4	Elem. Ed. (4)
5. Demonstrate increased reflection on field experiences and simulations in both written and oral presentations.	CK 1, PCK1, PCK 2, PCK 4, PK 2	Elem. Ed. (1)
6. Use effective teaching/learning strategies while teaching social studies.	TCK 1, CK 2, PCK 2, PCK 3, PCK 4	Elem. Ed. (4)
7. Implement learning adjustments to meet the needs of diverse learners.	TCK 1	Elem. Ed. (7)
8. Use assessment strategies to complement instruction.	TPACK 3	Elem. Ed. (4)
9. Use technology enhanced lessons to teach social studies.	TPK 1, TPACK 1	Elem. Ed. (3)
10. Coordinate instruction and assessment with state/district grade level objectives	TPACK 3	Elem. Ed. (4)

CORRECTION OF READING DISABILITIES INTERNSHIP

GOALS/OBJECTIVES/COMPETENCIES/OUTCOMES – *Candidates should be able to:*

OBJECTIVES	Conceptual Framework	KSDE Elem. Ed. Prog. Standards
1. To administer, record and analyze formal and informal instruments of assessing reading and writing strengths and needs of individual children.	TPACK 3 PCK 1	Language Arts (1) ESOL (6)
2. To design, plan, and administer an appropriate literacy program based on diagnostic evidence obtained through the assessment tools and background information.	TPACK 3 CK 1, PCK 1,PCK 3,PCK 4,	Language Arts (1) ESOL (6,9)
3. To select appropriate remedial material and teaching strategies for instruction of the individual child.	TPACK 3,CK 1, PCK 1, PCK 3,PCK 4,	Language Arts (1) ESOL (6,7,9)
4. To create and implement lesson plans based on targeted standards, document and reflect on lessons, which include integrating subjects such as math, social studies, science, art, music, physical education, health, and technology.	TPACK 3,CK 1, PCK 1, PCK 3,PCK 4,TCK 1	Language Arts (1) ESOL (5,9)
5. To provide a Fort Hays State University Performance Assessment of the individual child which includes: a) contextual information and learning environment; b) learning goals and objectives; c) instructional design and implementation; d) demonstration of integration skills; e) analysis of classroom learning environment; f) analysis of assessment procedures; and g) reflection and self-evaluation.	PCK 1,TPACK 2,TPACK 3,TPACK 4,CK1,CK2, PCK3,PCK 4,PK1	Language Arts (1) ESOL (5,6,7,9,10)
6. To modify the designed program continuously according to the evaluation and observation of the progress of the student.	PCK 4,TPACK 3,PCK 1	Language Arts (1) ESOL (9,10)
7. To provide learning environment with activities that motivates the child, relates lessons to personal interests, allows choices and encourages questioning.	PCK 1,CK 1,CK2,PCK3, PCK4	Language Arts (1) ESOL(5,7,10)
8. To provide documentation and reflection of instruction and student progress such as a student portfolio to communicate progress to parents, teachers, and peers.	TPACK 2	Language Arts (1) ESOL (7,10)
9. To demonstrate knowledge of concepts of literacy including reading, writing, speaking, viewing, listening and thinking skills and apply skills to the instructional process.	TPACK 4,CK1,PCK3, PCK4,	Language Arts (1) ESOL (5,10)

BIRTH TO AGE 3 INTERNSHIP

GOALS/OBJECTIVES/COMPETENCIES/OUTCOMES – *Candidates should be able to:*

OBJECTIVES	ECU State Standard	Conceptual Framework
Foster the acquisition of knowledge about central early intervention practices: a) screening and assessment, b) family centered practice; c) parent/caregiver collaboration; d) embedded intervention; e) natural environments; f) delivery practices; g) service coordination; h) transitions; i) interdisciplinary and agency coordination; and j) evaluation of intervention practices.	#1, #4, #6, #7	TPACK 2 TPACK 3 TPACK 4
Assignment/Activity: Readings, Internship, module assignments, Synchronous Meetings		
Design family/child plan demonstrating understanding of the relationship of intervention target to early learning objectives.	#12, #13	PCK 2 PCK 3
Assignment/Activity: Module assignment		
Increase knowledge and understanding about disabling conditions, including their etiology, prognosis and evidence based and promising early intervention practices	#3, #7	PCK 1 PCK 2 PCK 3
Assignment/Activity: Readings, module assignments, Synchronous meetings		
Design short term instructional activity plan imbedding individual child specific outcomes within natural routines.	#1, #2, #3, #4, #5, #6, #12, #13	CK 1 PCK 1 PCK 2 PCK 3
Assignment/Activity: Module assignments		
Demonstrates professionalism through participation in course interactions and professional observation and participation conveying genuine interest in meeting the needs of children of families with diverse backgrounds.	#1, #2, #5, #8, #13	PK1 PK2
Assignment/Activity: Synchronous meetings, internship		
Demonstrates an understanding of and respect for families as the primary decision maker for general education and exceptional children and assures that services are family-focused and culturally sensitive.	#1, #2, #5, #6, #12, #13	PK 1
Assignment/Activity: Internship and module assignments		
Responds to evidence-based information through reflection and demonstration of professional strategies.	#3, #4, #12, #13	PCK4
Assignment/Activity: Module assignments, synchronous meetings		

AGES 3 TO 5 INTERNSHIP

Course Objectives	ECU State Standards	Conceptual Framework
1. Develop a young child's appreciation of the aesthetic world through the use of expression and experience. a. Demonstrate the ability to use a wide variety of techniques to experience, study, and understand the natural and physical world.	#12, #10 #k, p	#4, #1
2. Demonstrate skills in integrating subject areas such as mathematics, science, social studies, reading and language arts	#8, #9, #10, #11 k, p	#1
a. Demonstrate how to support the development of the initial skills of inquiring, observing, generalizing, experimenting, discovering, classifying, verifying, and quantifying	#6, #9 k, p	#1, #3
3. Identify ways to support verbal and non-verbal communication in young children and early literacy development	#6, #8 k, p	#1, #3
a. Develop the skills in teaching pre-reading skills and develop reading readiness in young children	#6, #8 k, p	#1, #3
4. Demonstrate the ability to use a wide variety of media, technology and computer resources in the early childhood classroom	#10 k, p	#5
5. Design and implement long and short term instructional plans and use instructional methods in the least restrictive environment for all learners	#3, #5, #6 k, p	#1, #3, #4,
a. Implement an anti-bias curriculum	#1, #2, #3, #6 k, p	#1, #3, #4
6. Implement an open and creative learning environment: active involvement,	#3, #5, #6	#3, #4
experience-based learning, and individualization	k, p	

a. Develop a classroom design and educational program that promotes safe, effective, and relevant learning experiences that motivate young learners	#1, #3, #6 k, p	#3, #4
7. Relate concepts to the level and life experiences of the candidate	#1, #3, #6 k, p, d	#3, #4
8. Identify and use typical screening, diagnostic, and readiness tests, reporting techniques, selection criteria for teaching materials and teacher and curriculum effectiveness evaluation tools	#1, #2, #3, #4 k, p	#1, #3, #6
9. Recognize inappropriate behaviors and use effective management techniques	#1, #3, #5, #6 k, p	#3, #4
10. Demonstrate the skills to support the socio-emotional development and social relations in young children	#1, #3, #5 k, p	#3, #4, #7
a. Create and teach lessons that help children develop the intellectually and physically, and that promote health and safety, mental health, and the development of a positive self-concept	#1, #3, #5, #13 k, p	#3, #4, #7
11. Develop the professional skills that future employers are looking for in their prospective employees	#7 k, p, d	#2, #7
12. Apply skills learned through their program of study in an actual work experience	#7 k, p, d	#2, #7
13. Build a supportive climate for family involvement	#1, #2 k, p	
14. Understand alternative ways for administering and organizing early childhood programs	#1, #3, #5 k, p	#2, #3, #4, #7

(k – knowledge, d – disposition, p--performance)

KANSAS PROFESSIONAL EDUCATION STANDARDS

Standard #1: The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

Standard #2: The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

Standard #3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Standard #4: The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.

Standard #5: The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard #6: The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard #7: The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

Standard #8: The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

Standard #9: The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Quality Performance Accreditation-QPA).

Standard #10: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.

Standard #11: The educator demonstrates the ability to integrate across and within content field to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

Standard #12: The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

Standard #13: The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

KSDE ELEMENTARY EDUCATION PROGRAM STANDARDS

(Full standards, including knowledge and performance levels are available at: www.ksde.org)

Standard #1: The elementary teacher demonstrates a high level of competence in use of the English language arts and knows, understands and uses concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas.

Standard #2: The elementary teacher knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data.

Standard #3: The elementary teacher knows, understands, and uses fundamental concepts in the subject matter of science including physical, life, and earth and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.

Standard #4: The elementary teacher knows, understands, and uses the major concepts and modes of inquiry from the social studies and the integrated study of history, geography, the social sciences, and other related areas to promote all students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Standard #5: The elementary teacher can design, implement, and evaluate arts experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward artistic explorations and expression.

Standard #6: The elementary teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students.

Standard #7: The elementary teacher knows, understands, and uses formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student.

Standard #8: The elementary teacher uses his or her understanding of children's characteristics and needs and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive and challenging for all students.

KSDE EARLY CHILDHOOD PROGRAM STANDARDS

EARLY CHILDHOOD-LATE CHILDHOOD: Kindergarten through Sixth Grade

Standard #1: The kindergarten through sixth grade teacher demonstrates a high level of competence in use of the English language arts and knows, understands and uses concepts from emerging literacy, reading, language and child development to teach **reading, writing, speaking, viewing, listening, and thinking skills**, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas.

Standard #2: The kindergarten through sixth grade teacher knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data.

Standard #3: The kindergarten through sixth grade teacher knows, understands, and uses fundamental concepts in the subject matter of science including physical, life, and earth and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.

Standard #4: The kindergarten through sixth grade teacher knows, understands, and uses the major concepts and modes of inquiry from the social studies and the integrated study of history, geography, the social sciences, and other related areas to promote all students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Standard #5: The kindergarten through sixth grade teacher can design, implement, and evaluate arts experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward artistic explorations and expression.

Standard #6: The kindergarten through sixth grade teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students.

Standard #7: The kindergarten through sixth grade teacher uses his or her understanding of children's characteristics and needs and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive and challenging for all students.

EARLY CHILDHOOD UNIFIED: Birth through Third Grade

Standard #1: The birth through third grade teacher understands and respects families as the primary decision-maker for general education and exceptional students and assures that services are family-focused and culturally sensitive.

Standard #2: The birth through third grade teacher meets the unique needs of general education and exceptional students and families within communities.

Standard #3: The birth through third grade teacher possesses a high level of professional skills and knowledge about how general education and exceptional students develop and learn.

Standard #4: The birth through third grade teacher uses a variety of **informal and formal assessment strategies** in collaboration with other professionals and family members to plan and individualize curriculum, instruction, interventions, and transitions for general education and exceptional students.

Standard #5: The birth through third grade teacher establishes, maintains, and promotes physically, psychologically safe and healthy learning for general education and exceptional students in their natural environments (home, community and/or school).

Standard #6: The birth through third grade teacher collaborates with the family and other professionals to design a developmentally appropriate and research-based curriculum that meets the unique needs, capabilities, and interests of general education and exceptional students.

Standard #7: The birth through third grade teacher has experiences in varied settings.

Standard #8: The birth through third grade teacher demonstrates a high level of competence in use of the English language arts and knows, understands and uses concepts from emerging literacy, reading, language and child development to teach **reading, writing, speaking, viewing, listening, and thinking skills**, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas.

Standard #9: The birth through third grade teacher knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data.

Standard #10: The birth through third grade teacher knows, understands, and uses fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.

Standard #11: The birth through third grade teacher knows, understands, and uses the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote all students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Standard #12: The birth through third grade teacher can design, implement, and evaluate arts experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward artistic explorations and expression.

Standard #13: The birth through third grade teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM STANDARDS - PK-12

Standard #1 The teacher of English for speakers of other languages understands the contributions of general and applied linguistics to second-language education, including the understanding of the sound system, forms, structures, and the lexicon of English.

Standard #2 The teacher of English for speakers of other languages understands the fundamentals, similarities, and differences of first- and second-language acquisition.

Standard #3 The teacher of English for speakers of other languages acknowledges the diverse, historical tapestry of cultures that make up the United States and the role language plays in the development of cultural identities.

Standard #4 The teacher of English for speakers of other languages effectively communicates with students, parents, and members of various cultural groups in the community.

Standard #5 The teacher of English for speakers of other languages understands the importance of using language in socially and culturally appropriate ways by developing communication skills in speaking, listening, reading, writing, viewing, and representing visually across the curriculum.

Standard #6 The teacher of English for speakers of other languages understands and uses formal and informal first- and second-language assessment techniques to evaluate the progress of English language learners, including knowledge and use of assessment tools to determine program placement, exit criteria, and participation in state assessments.

Knowledge

Standard #7 The teacher of English for speakers of other languages understands and uses a broad range of methodologies to provide academic learning experiences for English language learners, understands and uses strategies that encourage full participation of English language learners in the school environment, and understands the foundations of second-language instruction.

Standard #8 The teacher of English for speakers of other languages demonstrates a high level of proficiency in English commensurate with the role of an instructional model.

Standard #9 The teacher of English for speakers of other languages understands and uses a variety of methods and techniques suitable for second-language instruction for English language learners with special needs, including the ability to adapt existing materials in collaboration with teachers of students with exceptionalities to meet the needs of all English language learners.

Standard #10 The teacher of English for speakers of other languages understands and uses a broad range of literacy methodologies, programs, and assessment tools for English language learners and acknowledges the important role of family literacy in second language acquisition.

COURSE OUTLINE FOR ELEMENTARY AND ECU INTERNSHIPS 1, 2, 3

INSTRUCTIONAL METHODS/STRATEGIES:

The course will be conducted as a field experience. Interns will be placed in an elementary school classroom with a mentor teacher. They will be observed on a regular basis by a university supervisor as they work to achieve competency in teaching.

COURSE FORMAT:

The purpose of Internship 1, 2, and 3 (Elementary) is to provide an opportunity for initial candidates to obtain experience in the teaching and assessment of social studies, reading and language arts, mathematics, and science. The purpose of Internship 3 (ECU) is to provide an opportunity for candidates to obtain experience in the teaching and assessment language development. Management of a classroom, making adjustments for individual student needs, utilizing developmentally appropriate practices, and reflecting are enhanced under the supervision of education faculty and quality mentor teachers. Each internship experience requires candidates to assist in an elementary classroom in the content area of their internship as follows:

Elementary Program:

- Elementary Internship 1: Mathematics - 2 or more days every week, 40 hours of math instruction time total
- Elementary Internship 2 or ECU Internship 3: Reading & Language Arts - 2 or more days every week, 40 hours of reading/language arts time total
- Elementary Internship 3: Science - 1 or more day every week, 20 hours of science instruction time total (On campus candidates will attend the after school tutoring program on Wednesday afternoons.)
- Elementary Internship 3: Social Studies – 1 or more day every week, 20 hours of social studies instruction time total

Early Childhood Unified Program (ECU):

- ECU Internship 1: Birth to Age 3 – 40 hours over a period of 8 weeks with an IDEA Part C service provider.
- ECU Internship 2: Ages 3 to 5 – 2 or more days every week, 40 hours of academic instruction time over a period of 8 weeks in a special education preschool setting.
- ECU Internship 3: K to Grade 3 – see above.

The internship(s) will take place throughout the entire semester (approximately 14 weeks for Elementary and ECU 3; 8 weeks for ECU 1 and 2). A minimum of forty hours of field time spread throughout the semester is required for each internship. Concepts and skills learned in the methods course should be utilized in the field experiences. Admission to Teacher Education and concurrent enrollment in the corresponding methods course are required.

DELIVERY MODE:

The course is delivered face-to-face (F2F) and online (VC) with interaction through blogs, podcasts, Adobe Connect, and webcams. Courses delivered via distant learning modes experience less face-to-face contact with candidates when compared to traditional delivery methods. Therefore, to insure that candidates receive the essential interaction with the instructor and an opportunity to dialogue with fellow candidates, special arrangements have been added to the design of this course, as mentioned in the course format, to enhance the online instruction.

*For student help, contact the CTC Helpdesk located in TH113 at 785-628-5276.

PLACEMENT OF CANDIDATES IN FIELD SETTINGS: *(DO NOT PLACE YOURSELF!)*

The Coordinator of Clinical Practices will place each candidate in a birth to age 8 (ECU) or K-6 (Elementary) setting with a mentor teacher. The goal is to provide a variety of unique internship placements in terms of grade levels, mentors, locations, and subject areas taught. To maintain diversity in experiences, placements for internships will be varied, and not duplicated during student teaching placement. This means that each internship will be in a different grade level with a different mentor, and candidates will not student teach in

a school where they have completed all of their internships. Virtual candidates will be placed at an accredited institution in or near their hometown. On-campus candidates will be placed at a cooperating school in Hays, Ellis, Victoria, Russell or Plainville, Kansas. All candidates must complete the online Internship Placement Form L-1 before FHSU department personnel can place them. Candidates will receive a link to this form via email prior to the start of the internship. All placement information will be typed into an online database and made available to candidates once placements are finalized.

TECHNOLOGY REQUIREMENTS:

Internet access, an e-mail account, a Skype account, iTunes, web camera, and Microsoft Office are required for this course. The following are the minimum technical requirements:

- Newest edition of Skype
- 2.4 GHz Dual Core processor or greater for simultaneous record/playback features
- 2 GB of RAM
- 128 MB Video Card
- High-speed Internet connection (audio/video)
- Full Duplex sound card and speakers
- Internet access and e-mail account
- Windows Media Player 9.0 or later
- QuickTime 7.5 or later
- DVD and CD player

CANDIDATE REQUIREMENTS FOR ELEMENTARY AND ECU INTERNSHIP 1, 2, 3

Requirements Before the Start of Internships

1. Admission to Teacher Education

- a. Candidates who do not hold a bachelor's degree must have achieved a cumulative 2.75 GPA including a minimum of 36 hours of General Education credit.
- b. Candidates who hold a bachelor's degree from a regionally accredited college or university must have achieved a 2.75 GPA on the last 60 hours of college credit.
- c. Candidates who do not hold a bachelor's degree must have PPST scores of Math 172, Writing 172, and Reading 173 **OR** have ACT scores of 22 in Math-Total Score, English-Total Score, and Reading-Total Score. If a candidate does not achieve a score of 22 in one of those areas of the ACT, the candidate may meet the requirement in that area by achieving a passing score on the PPST in the corresponding area.
- d. Candidates must have completed the following courses with a grade of C or higher: English Composition I, English Composition II, Fundamentals of Oral Communication, College Algebra or higher, and Elements of Statistics.
- e. Candidates must have completed the following pre-professional education courses with a grade of "C" or higher: Foundations of Education, Human Growth and Development, and Children's Literature (elementary and early childhood) and Professional Practice and Observation (elementary).
- f. To complete the Application for Admission to Teacher Education, the candidate must provide two recommendation forms: it is recommended that one be from a faculty member in the candidate's department and the other be from an individual who has supervised the candidate.

- g. Successful completion of Background Check with results available to the Licensure Officer at FHSU.
 - h. Approval for admission to Teacher Education by the Council on Preparation of Teachers and School Personnel.
2. Enroll in concurrent internship and methods courses
- Elementary Candidates:
- a. If enrolled in Internship 1, also enroll in TEEL 362: Mathematics Methods
 - b. If enrolled in Internship 2, also enroll in TEEL 365: Reading & Language Arts Methods
 - c. If enrolled in Internship 3, also enroll in TEEL 363: Elementary School Social Studies Methods AND TEEL 361: Elementary School Science
- ECU Candidates:
- a. If enrolled in Internship 1, also enroll in TEEC 340: Creative Expression Methods
 - b. If enrolled in Internship 2, also enroll in TEEC 365: Curriculum in Early Childhood
 - c. If enrolled in Internship 3, also enroll in TEEL 365: Reading & Language Arts Methods
- 3. Complete online Internship Placement Application each semester at www.fhsu.edu/te/Internship-Placement-Application.
 - 4. Complete and submit FORM N (Waiver - see Appendix A) each semester; found in the Internship Blackboard Course.
 - 5. Submit a copy of a TB Skin Test (must be within the past four years)
 - 6. View Bloodborne Pathogens and Confidentiality video each semester and submit Bloodborne Pathogens and Confidentiality Confirmation Form (see Appendix B) in Internship Blackboard Course. Information to view can be found in Internship Blackboard Course.

Requirements throughout the Internship

- 1. Read course syllabus located in Internship Blackboard Course.
- 2. Attend the internship meetings (On-campus candidates need to attend the internship meetings held on-campus and virtual candidates need to either view the meetings online during the live broadcast or watch the recorded meetings at a later time). Meeting dates can be found in the Internship Blackboard Course.
- 3. Submit all assignments, activities, and projects on time in Tk20. All materials **MUST** be submitted to receive an A for the internship (see the scoring rubric in the syllabus).
- 4. By the time a candidate submits an application for student teaching, he/she **is strongly encouraged** to have a credential file with the Career Services office at FHSU. (<http://www.fhsu.edu/career/credentials/>)
- 5. Schedule formal observations with the mentor teacher to determine presentation date(s).
- 6. All candidates must attend one professional learning event during the semester (Refer to syllabus for requirements).

CANDIDATE REQUIREMENTS FOR CORRECTION OF READING DISABILITIES INTERNSHIP

Requirements Before the Start of Correction of Reading Disabilities Internship

- 1. Admission to Teacher Education
 - a. Candidates who do not hold a bachelor's degree must have achieved a cumulative 2.75 GPA including a minimum of 36 hours of General Education credit.
 - b. Candidates who hold a bachelor's degree from a regionally accredited college or

university must have achieved a 2.75 GPA on the last 60 hours of college credit.

- c. Candidates who do not hold a bachelor's degree must have PPST scores of Math 172, Writing 172, and Reading 173 **OR** have ACT scores of 22 in Math-Total Score, English-Total Score, and Reading-Total Score. If a candidate does not achieve a score of 22 in one of those areas of the ACT, the candidate may meet the requirement in that area by achieving a passing score on the PPST in the corresponding area.
 - d. Candidates must have completed the following courses with a grade of C or higher: English Composition I, English Composition II, Fundamentals of Oral Communication, College Algebra or higher, and Elements of Statistics.
 - e. Candidates must have completed the following pre-professional education courses with a grade of "C" or higher: Foundations of Education, Human Growth and Development, and Children's Literature (elementary and early childhood) and Professional Practice and Observation (elementary).
 - f. To complete the Application for Admission to Teacher Education, the candidate must provide two recommendation forms: it is recommended that one be from a faculty member in the candidate's department and the other be from an individual who has supervised the candidate.
 - g. Successful completion of Background Check with results available to the Licensure Officer at FHSU.
 - h. Approval for admission to Teacher Education by the Council on Preparation of Teachers and School Personnel.
2. Must have taken and passed TEEL 365: Reading and Language Arts Methods with a "C" or better.
 3. Enroll in co-requisite course: TEEL 481: Correction of Reading Disabilities.

MENTOR TEACHER REQUIREMENTS FOR ELEMENTARY AND ECU INTERNSHIP 1, 2, 3

Requirements throughout the Internship

1. Mentor and supervise the candidate in the cooperating school setting for 40 hours of field time for each internship spread throughout the semester.
2. Allow the candidate to participate in classroom activities as much as possible. This should include, but is not limited to: answering individual student questions, working with small groups, teaching mini lessons and teaching at least one formal lessons to the class as a whole (if mentor is comfortable with the candidate's level of performance, candidate may teach multiple whole class lessons).
3. The candidate is required to keep an attendance log of the time spent in the cooperating school. The mentor teacher needs to initial this log weekly and score it at the end of the semester.
4. Coordinate with the candidate to schedule a presentation date for the required formal observation.
5. **For mentors who have ELEMENTARY and ECU 3 candidates:** By mid-term, complete the Dispositions Rubric (This form will be provided online. A link to a program called Tk20 will be sent via email).
6. **For mentors who have ELEMENTARY and ECU 3 candidates:** Near the end of the semester, observe the candidate teaching a formal lesson and complete the Teacher Candidate Observation Rubric (TCOR). (This form will be provided online. A link to a program called Tk20 will be sent via email). This feedback will be shared with the

candidate so that he/she can use it to assist in self-reflection.

7. **For mentors who have ECU candidates in Internship 1 or 2:** Complete Assessment Six Formative Evaluation. (This form will be provided by the candidate and submitted to FHSU by the candidate.)
8. The mentor is welcome to contact the FHSU Teacher Education Department or the candidate's FHSU supervisor at any time throughout the semester. (Refer to contact information on cover page.)

MENTOR TEACHER BENEFITS

1. Mentor teachers in USD 489 (Hays, KS) can receive 20 professional development points for each intern supervised. To be awarded the PD points, mentor teachers must submit a request to the USD 489 professional development committee by completing a "knowledge form" in the "My Learning Plan."
2. Mentor teachers located in districts outside of Hays, KS should contact their local professional development committee to inquire about receiving professional development points for supervising an intern.

FHSU SUPERVISOR REQUIREMENTS FOR ELEMENTARY AND ECU INTERNSHIP 1, 2, 3

Requirements throughout the Internship

1. Supervisors will meet with interns in 4 internship meetings on designated dates.
2. Supervisors will initiate contact with assigned interns and mentor teachers within the first week of internships.
3. Supervisors will maintain regular contact with interns and mentor teachers throughout the semester.
4. Supervisors will meet with mentor and intern immediately if the mentor submits any unsatisfactory feedback regarding the intern at any time during the semester.
5. Score interns' assignments and record grades in Tk20 and Blackboard by noon on the date final grades are due.
6. The supervisor is welcome to contact the FHSU Teacher Education Department or the candidate's mentor teacher at any time throughout the semester.

APPENDIX A:
Form N – Agreement, Waiver and Liability Release

FORM N

Course number and title _____

**Student Educational Field Experience
Agreement, Waiver and Liability release**

I, the student signing below, acknowledge I am an enrolled student in courses at Fort Hays State University (hereinafter FHSU). In order to complete or supplement my educational experiences, complete program or degree requirements, become licensed in the State of Kansas or other related matters, I wish FHSU to place me in a school district (hereinafter the District) for education clinical experiences. In seeking this experience, I hereby acknowledge that I have read, understand, and agree to abide by, with my signature below, the following:

1. I am neither an employee of FHSU, nor of the District unless I have a signed contract with the District. I agree to hold FHSU and the District harmless from any and all property damage or loss, personal injury, death or loss, or loss or damage to my reputation or professional standing, either resulting to or caused by me while participating in educational clinical experiences.
2. Problems may arise in conjunction with my educational clinical experience. I agree to discuss issues openly with my cooperating teacher and / or other appropriate District officials to seek resolution at the lowest possible level. I agree to keep the FHSU liaison informed of problems as they arise and to discuss any such problems or issues with the FHSU liaison that I do not feel comfortable discussing with my cooperating teacher or other District personnel.
3. I understand that it is recommended that I maintain, at all times during educational clinical experiences, professional liability and personal health insurance. I understand that neither FHSU nor the District is liable for any losses I may incur or cause during educational field experiences.
4. I may be assigned a cooperating teacher or instructor within the District. I agree that I must conform my teaching and behavior to meet the expectations of that teacher, the building in which I am assigned, and the school district to which I am assigned.
5. I may be required to have proof of immunization or other medical testing or procedures in order to participate in educational clinical experiences in a district.
6. I will seek to understand and agree to abide by District discrimination or harassment policies.
7. I agree to cooperate with communication, conferences and discussions regarding my educational clinical experiences with the District and FHSU.
8. I am not guaranteed continued placement in a district, a building or any certain classroom. I am not guaranteed continued placement from FHSU, nor am I guaranteed successful completion of my course of study at FHSU, licensure by the Kansas Department of Education, or professional employment if graduation and licensure is attained. I understand the District to which I may be assigned may ask for my removal from education clinical experiences at any time. I agree to cooperate with the District and FHSU to rectify problems or defects that may lead to a District asking for such removal.
9. I am not a "third party beneficiary" of any agreements between FHSU and the District to which I am assigned for educational clinical experiences.
10. Fort Hays State University may release my records and information contained within those records to the District. I understand that such records and information may include, but is not limited to, my student background information form and any and all results of any background check that may be performed by FHSU.
11. I consent to undergo a further background check upon request from the District, and hereby agree to hold FHSU harmless from any and all loss, injury or damage suffered by me as a result of the background check or the results thereof.

Student Signature

Witness Signature

Student name, printed

Witness name, printed

Date

Date

APPENDIX B:
Bloodborne Pathogens and Confidentiality Confirmation Form



**FORT HAYS STATE
UNIVERSITY**
Forward thinking. World ready.

Blood Borne and Confidentiality Confirmation

I acknowledge and confirm the following:

1. Fort Hays State University Department of Teacher Education has informed me of:
 - a. hazards of and precautions for Blood Borne Pathogens
 - b. confidentiality rights of public school students and their parents
2. I have viewed both the Blood Borne Pathogen video and the Confidentiality video prior to entering the classroom for my internship(s).

Student Signature

Date

Witness Signature

Date