

CONCEPTUAL FRAMEWORK 2012-2013



STEP

Sterling Teacher Education Program Sterling, Kansas

I. THE VISION AND MISSION OF THE INSTITUTION AND UNIT.....	4
<i>STERLING COLLEGE AND COMMUNITY.....</i>	<i>4</i>
Sterling College Vision and Mission.....	4
<i>STERLING TEACHER EDUCATION PROGRAM (STEP).....</i>	<i>5</i>
Unit Vision and Mission.....	5
Alignment of Institutional and Unit Missions, Visions, and Values.....	6
STEP Unit Logo.....	7
Establishing a Shared Vision and Mission for the STEP Unit.....	7
Teacher Education Advisory Council.....	8
Teacher Education Committee.....	8
Program Review Committee.....	8
II. THE STEP UNIT’S PHILOSOPHY, PURPOSES, AND GOALS.....	9
<i>STEP UNIT PHILOSOPHY.....</i>	<i>9</i>
<i>THE STEP UNIT’S GOALS AND OUTCOMES.....</i>	<i>9</i>
GOAL 1: The Candidate will be Knowledgeable in Planning and Preparation.....	10
GOAL 2: The Candidate will Foster an Engaging Classroom Environment.....	10
GOAL 3: The Candidate will Demonstrate Effective Instructional Strategies.....	11
GOAL 4: The Candidate will Demonstrate Proficiency in Professional Responsibilities.....	11
GOAL 5: The Candidate will Reflect Servant Leadership and Professional Attributes as He/She Progresses Through the Program.....	12
<i>ALIGNMENT OF UNIT PHILOSOPHY, MISSION, AND GOALS.....</i>	<i>13</i>
<i>ALIGNMENT OF UNIT GOALS AND OUTCOMES TO STATE AND NATIONAL STANDARDS.....</i>	<i>13</i>
III. STEP KNOWLEDGE BASES.....	17
<i>KNOWLEDGE BASES UNDERLYING THE STEP PHILOSOPHY.....</i>	<i>18</i>
1. Teaching and learning are active processes.....	18
2. Teaching and learning are life-long processes.....	18
3. Teaching and learning occurs best in a culturally responsive environment.....	18
4. Teaching and learning are facilitated through cooperation with others.....	19
5. Teaching and learning are strengthened through thoughtful reflection.....	19
6. Servant Leadership and Discipleship are foundational to teaching.....	20
IV. TEACHER CANDIDATE PROFICIENCIES.....	21
<i>CANDIDATE PROFICIENCIES AND PERFORMANCE STANDARDS.....</i>	<i>22</i>
<i>REMEDIAL OPTIONS.....</i>	<i>23</i>
V. STEP UNIT ASSESSMENT SYSTEM.....	24
<i>LEVEL Ia Acceptance to the Teacher Education Program.....</i>	<i>24</i>
<i>LEVEL Ib Foundational Coursework and Requirements.....</i>	<i>24</i>
<i>LEVEL II Methods Coursework and Requirements.....</i>	<i>24</i>
<i>LEVEL III Clinical Teaching Experience and Graduation.....</i>	<i>25</i>
<i>LEVEL IV Post Baccalaureate.....</i>	<i>25</i>
Key to Unit Assessment Charts.....	26
<i>UNIT ASSESSMENT DATA COLLECTION.....</i>	<i>27</i>
OVERVIEW OF ALL LEVELS.....	27
<i>STEP FIELD WORK COORDINATION GUIDE.....</i>	<i>29</i>

DIVERSITY INTEGRATION 30
TECHNOLOGY INTEGRATION..... 31
REFERENCES 32

I. THE VISION AND MISSION OF THE INSTITUTION AND UNIT

STERLING COLLEGE AND COMMUNITY

Sterling College, located in Sterling, Kansas, was founded in 1887 and has a long tradition of preparing students for the teaching profession. From its beginning as a “Normal Course” for prospective teachers, the teacher education program continues as one of the largest courses of study offered by Sterling College. The institution is affiliated with the Council for Christian Colleges and Universities (CCCU) and accredited by the North Central Association of Colleges and Secondary Schools (NCA), the Kansas State Board of Education for teacher licensure, and the National Council for the Accreditation of Teacher Education (NCATE). The teacher education department is affiliated with the Kansas Association for Colleges of Teacher Education (KACTE) and the Kansas Association of Private Colleges of Teacher Education (KAPCOTE). Sterling College offers licensure in elementary education, secondary education, and special education. Methods classes for secondary content areas and special education specialization are accessed through a cooperative program with the Associated Colleges of Central Kansas (ACCK). The Sterling Teacher Education Program (STEP) offers two delivery models: traditional and on-line.

Sterling College seeks to cultivate a Christ-centered worldview through which students are able to explore and understand themselves, their faith, environment and heritage. Sterling College further strives to foster the values of independent inquiry, a thirst for life-long learning, emotional maturity, and positive self worth. Specifically, the College seeks to build within each student the qualities of knowledge, creativity, critical thinking, effective communication, and servant leadership.

Leading by serving epitomizes Sterling College’s core values and has become an integral part of Sterling College and the Teacher Education Program.

Sterling College Vision and Mission

Sterling College Vision

To be recognized as the finest Christ-centered, servant leadership development-focused, liberal arts experience in the Great Plains.

Sterling College Mission

To develop creative and thoughtful leaders who understand a maturing Christian faith.

Sterling College Core Values

In active vital partnership with church, community and strategic partners, and ever striving for first-class quality in all that it does, the Sterling College community will be guided in all its work by the following intrinsic values:

Faith Faithful discernment of and response to God’s self-revelation in Christ in Scripture

Calling Faithful discovery and pursuit of each person’s particular calling in life

<i>Learning</i>	A love of learning and a dedication to the pursuit of truth
<i>Integrity</i>	Integrity in scholarship, the arts, athletics, and all other co-curricular activities
<i>Service</i>	Faithful practice of redemptive servant leadership involving a vision of wholeness in a broken world
<i>Community</i>	Mutual respect amid diversity as members of the body of Christ

Sterling College Institutional Learning Objectives

The Sterling College graduate will:

1. Demonstrate sufficient content knowledge to be successful in his or her chosen profession or advanced academic endeavors.
2. Demonstrate understanding of relationships between his or her chosen area of study and the world and its cultures.
3. Exercise the intellectual, communicative, and social skills reflective of creative and thoughtful servant leadership.
4. Demonstrate an understanding of the personal and civic skills necessary for a productive life of faith and service.
5. Demonstrate understanding of how Biblical principles affect personal, professional, and academic life.

In addition to the college mission and vision, the professional community at Sterling College has developed a more specific vision and mission for the Education Department. Our community is strongly committed to the following vision and mission.

STERLING TEACHER EDUCATION PROGRAM (STEP)

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 mission of the Sterling Teacher Education Program is to disciple teacher candidates into **IDEAL** Servant-Leader Educators who are called, caring, competent and committed.

IDEAL educators possess personal attributes becoming of a professional educator. STEP identifies these attributes as **I**ntegrity, **D**ependability, **E**ffective Communication Skills, **A**ppropriate Attitude, and **L**eadership. These dispositions are so important to the growth of an educator that they are assessed at every level of the program.

Alignment of Institutional and Unit Missions, Visions, and Values

A significant common thread between Sterling College and the Sterling Teacher Education Program is **servant-leadership**. Both STEP and all of Sterling College endeavor to cultivate the attitudes and skills that enable teacher candidates to project the Holy Spirit as they transition from college students to effective **servant-leaders** in the schools.

Called is a core value identified by the institution and expanded upon through the teacher education program. STEP believes that an **IDEAL Servant-Leader Educator** is definitely **called** to this position. The STEP unit incorporates field experiences into each level of the program as one way of helping teacher candidates determine if professional education is indeed their **calling** in life. When a candidate discovers and pursues the **calling** of professional educator, he/she can truly change the world.

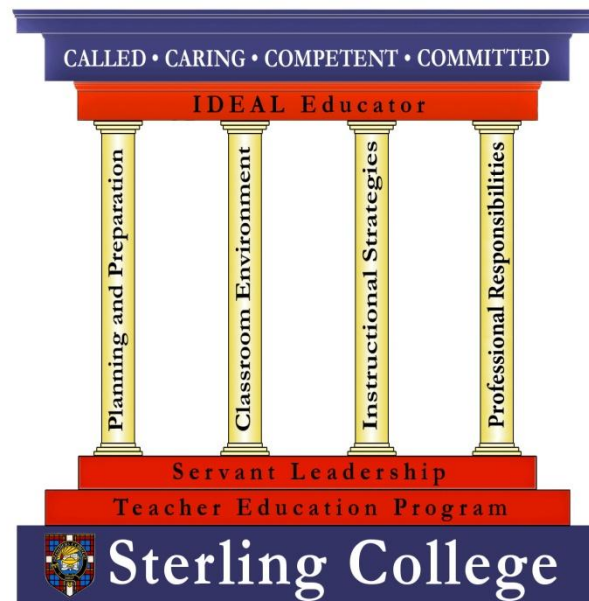
Caring servant leadership is inherent in the institutional value of community. As a principal ideology shared by effective educators, STEP believes it is vital that each teacher candidate in the STEP unit display that trait. Teacher candidates are provided multiple opportunities to demonstrate the characteristic of **caring** as they assume personal responsibility for student progress, insure student achievement through putting a high degree of effort into planning and instruction, display sensitivity and understanding of students' varied cultural backgrounds within the classroom community and set high learning expectations for all students. (Blair, 2003; Gay, 2000)

Competent educators are imperative in today's society. The **competent** expectancy placed on teacher candidates by the STEP Unit is a natural extension of the Sterling College Mission; to develop creative and thoughtful leaders. As teacher candidates meet the needs of all students through the incorporation of differentiated instruction and culturally responsive pedagogy into planning and preparation, classroom management, and instructional strategies, (Danielson, 1996) they demonstrate their ability to be **competent**, creative and thoughtful leaders in the classroom.

Committed, a term directly related to Sterling College's core value of Service, is an important descriptor of a professional educator. There are numerous professional responsibilities (Danielson, 1996) expected of quality educators. Continuing education is an important **commitment** undertaken by any dedicated professional educator. Additionally, serving students, family, community and their school denotes some of the areas where a servant-leader educator **commits** his/her on-going time and effort.

STEP Unit Logo

The STEP unit developed a unit logo that links its mission, vision, professional attributes, and goals. Sterling College, with the institutional mission, vision, and values, provides the ultimate support for the STEP unit and teacher education.



Servant-leadership, integral to the mission, vision, and values of both the institution and the unit, is placed in the logo as a foundation upon which all other elements of the program build.

Based on the belief that teacher candidates are required to be proficient in **planning and preparation, classroom management, and instructional strategies**, these components of effective professional practice (Danielson, 1996) are identified by STEP as three of the major pillars in their teacher education program. The fourth pillar in the unit logo recognizes the importance of **professional responsibilities** in the life of an effective educator (Danielson, 1996).

Establishing a Shared Vision and Mission for the STEP Unit

Through an ongoing, collaborative process, members of the STEP Unit and the professional community at Sterling College have developed a shared vision that guides and directs the preparation of teacher candidates in becoming IDEAL servant-leader educators who are called, competent, and committed. Members of the STEP Unit include the Education Department Faculty and Staff. Members of the professional community include college administrators, full- and part-time college faculty, administrators and staff in the public schools where teacher candidates have field and clinical experiences, and partners from the community who have a vested interest in education.

Since 2001, the STEP Unit has worked collaboratively with numerous committees to identify and describe the IDEAL servant-leader educator who is called, caring*, competent and committed and articulate the philosophy and beliefs that are used to guide the Education Department at Sterling College. These groups include the following.

In the fall of 2010, **caring was added to the descriptive terms for an IDEAL servant-leader educator. The Teacher Education Advisory Council, the Teacher Education Committee and the Program Review Committee agreed with the suggestion from STEP faculty that effective educators must exhibit a caring disposition in order for each of their students to achieve their highest potential.*

Teacher Education Advisory Council

The Teacher Education Advisory Council (TEAC) provides information to STEP about current public school practices and needs, and consists of representatives from public schools. These public education practitioners include teachers, administrators and curriculum directors from area elementary, middle level, and secondary schools. Acting as representatives for the College are faculty from the Education Department, content areas professors who serve on the Teacher Education Committee (TEC), and students from the elementary and secondary teacher education programs. TEAC meets regularly to review the conceptual framework and STEP as it relates to public education and recommend changes to the Teacher Education Committee for consideration. TEAC also interviews prospective teacher candidates prior to recommending the candidates for clinical experiences.

Teacher Education Committee

The Teacher Education Committee (TEC) 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. TEC is comprised of full-time STEP Unit faculty, faculty representatives from the various endorsement area programs, and two teacher candidate representatives, one elementary and one secondary. The Vice President of Academic Affairs also serves as an ex-officio member. Other individuals, including adjunct STEP faculty, may be invited to serve as non-voting participants on TEC as appropriate. The STEP Director / Unit Head serves as or appoints a chair for TEC meetings.

Program Review Committee

The Program Review Committee (previously known as the secondary education committee or the content area committee) consists of campus faculty who advise students in content area majors relating to education. This committee meets once or twice a semester to address specific information regarding STEP, share changes and give updates to the major content faculty, and get feedback from the content areas regarding STEP. These meetings are used to discuss data driven improvements and enhance the communication and collaboration among the professional community on campus.

II. THE STEP UNIT'S PHILOSOPHY, PURPOSES, AND GOALS

STEP 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 the professional lives of the faculty and is the driving force behind all decisions made within the unit.

The philosophy of the Sterling Teacher Education Program reflects the performances of **IDEAL servant-leader educators** who are 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 willingly interacting 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 **IDEAL servant-leader educators** are:

1. Teaching and learning are active processes.
2. Teaching and learning are life-long processes.
3. Teaching and learning occurs 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.

THE STEP UNIT'S GOALS AND OUTCOMES

The goals and outcomes identified for STEP represent the knowledge, skills and dispositions essential and enduring in the education profession. These have been integrated into the course syllabi and are expectations for all **IDEAL servant-leader educators**. The STEP unit uses these standards to disciple students through the process of becoming professional educators and to assess teacher candidate performance at various levels throughout the program. The foundation of this assessment program is based on Charlotte Danielson's (1996) framework for teaching, the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles, the Kansas Department of Education (KSDE) Standards and the National Council for the Accreditation of Teacher Education (NCATE) Standards. Consideration was also given to the National Board of Professional Teaching Standards (NBPTS),

The STEP Unit has identified five major goals with specific knowledge and skill outcomes indicated under each goal. These goals and outcomes are identified on the following pages.

GOAL 1: The Candidate will be Knowledgeable in Planning and Preparation

This goal defines how a teacher organizes the content that the students are to learn. **Caring and Competent IDEAL servant-leader educators** will develop a deep understanding of content and pedagogy and successfully design instructional activities and assessments appropriate to the diverse needs of students.

Knowledge (K) Outcomes

The teacher candidate will:

- K-A. demonstrate proficiency in his/her major content certification area.
- K-B. demonstrate an understanding of the importance of teaching and learning resources including technology.
- K-C. show understanding of local, state and national curriculum standards and their application and integration to instruction.

Skills (S) Outcomes

The teacher candidate will:

- S-A. design integrated lessons and units.
- S-B. plan engaging instruction that will address the needs of diverse students.
- S-C. align learning activities, instructional materials, and assessments.
- S-D. utilize formative and summative assessments effectively.

GOAL 2: The Candidate will Foster an Engaging Classroom Environment

This goal defines the instructional and non-instructional interactions that occur in a productive learning community. **Caring and Competent IDEAL servant-leader educators** will develop an understanding of how to create a culturally responsive classroom.

Knowledge (K) Outcomes

The teacher candidate will:

- K-A. develop an effective and consistent approach to classroom management.
- K-B. understand the diverse needs of students.
- K-C. be able to enthusiastically communicate the importance of the content taught.

Skills (S) Outcomes

The teacher candidate will:

- S-A. develop skills necessary to facilitate a productive and unified learning community.
- S-B. display genuine caring and respect for all students.
- S-C. manage time and transitions effectively.
- S-D. develop skills necessary to respond effectively to misbehavior.

GOAL 3: The Candidate will Demonstrate Effective Instructional Strategies

This goal defines the instructional methods that involve students in content and enhance learning. **Caring, competent and committed IDEAL servant-leader educators** will plan and deliver lessons that use a variety of engaging strategies and are designed to meet the needs of all students.

Knowledge (K) Outcomes

The teacher candidate will:

- K-A. recognize the importance of sound pedagogy and effective instructional strategies.
- K-B. use a model of instruction that appropriately matches the content of the lesson.

Skills (S) Outcomes

The teacher candidate will:

- S-A. facilitate engaging instruction that will address the needs of all students.
- S-B. utilize higher level questions and thinking skills throughout instruction.
- S-C. incorporate technology that will appropriately enhance the quality of the lesson.
- S-D. use effective verbal and nonverbal communication techniques with students.
- S-E. be responsive to student needs and questions by providing quality and timely feedback to students.

GOAL 4: The Candidate will Demonstrate Proficiency in Professional Responsibilities

This goal defines the importance of reflection and continued growth in the education profession. **Called, caring, competent, and committed IDEAL servant-leader educators** will develop an understanding of what it means to be a professional educator.

Knowledge (K) Outcomes

The teacher candidate will:

- K-A. demonstrate professional growth and development.
- K-B. demonstrate knowledge of the importance of accurate record keeping.
- K-C. know how to effectively work with various support staff.

Skills (S) Outcomes

The teacher candidate will:

- S-A. regularly reflect on his/her teaching practices and set goals for continued improvement.
- S-B. interact professionally with colleagues and the school community.
- S-C. communicate appropriately with families.

GOAL 5: The Candidate will Reflect Servant Leadership and Professional Attributes as He/She Progresses Through the Program

This goal is foundational to STEP and permeates every aspect of the program. **Called, caring, competent and committed** IDEAL servant-leader educators will practice servant leadership and display professional attributes.

Servant Leadership: Many of the attributes of a professional educator are also manifested in a servant leader. The Sterling College Community and STEP believe very strongly in servant leadership. The education department has implemented an opportunity for service at every level of the program with increasing degrees of leadership opportunities.

- LEVEL Ia Freshmen participate in a service project coordinated by general education studies.
- LEVEL Ib Cultural Diversity students participate in a soup kitchen which enhances their servant leadership and social entrepreneurship skills.
- LEVEL II Teacher Candidates at this level will participate in a service project with their declared major.
- LEVEL III Clinical Teaching Experience offers a variety of opportunities to serve. Teacher Candidates are required to participate in a service project in association with the school where they are placed.

Professional Attributes: A **Called, Caring, Competent and Committed IDEAL servant-leader educator** is expected to exemplify the dispositions and attributes of a professional educator. The Sterling Teacher Education Program, along with our professional community and our teacher candidates, has identified several essential attributes for a professional educator. The attributes identified include **Integrity, Dependability, Effective Communication, Appropriate Attitude, and Leadership (IDEAL)**. The **IDEAL Professional Attributes** and indicators are identified below.

D-1. Integrity

- Honest
- Confidential

D-2. Dependability

- Reliable attendance
- Punctual
- Timely and quality preparation
- Responsible

D-3. Effective Communication

- Listening
- Speaking
- Writing
- Self reflection

D-4. Appropriate Attitude

- Culturally responsive
- Diplomatic
- Collegial
- Cooperative
- Caring
- Enthusiastic

D-5. Leadership

- Hardworking
- Adaptable
- Organized
- Collaborative
- Dresses appropriately
- Lifelong learner

ALIGNMENT OF UNIT PHILOSOPHY, MISSION, AND GOALS

Unit Philosophy	STEP Unit Mission: Called, Caring, Competent, Committed	Unit Goals (See pages 10-12)
1. Teaching and learning are active processes.	Caring, Competent	1, 2, 3
2. Teaching and learning are life-long processes.	Committed	4, 5
3. Teaching and learning occurs best in a culturally responsive environment.	Caring, Competent	2, 3, 4
4. Teaching and learning are facilitated through cooperation with others.	Caring, Committed	3, 4
5. Teaching and learning are strengthened through thoughtful reflection.	Caring, Committed	4, 5
6. Servant Leadership and mentoring are foundational to teaching.	Called, Caring, Competent, Committed	4, 5

ALIGNMENT OF UNIT GOALS AND OUTCOMES TO STATE AND NATIONAL STANDARDS

The following matrix details the alignment between the unit goals and outcomes and professional education standards established by the Kansas State Department of Education (KSDE) as well as the Interstate New Teacher Assessment and Support Consortium (INTASC) principles. It should be noted that Kansas has adopted the ten INTASC principles as their first ten standards and approved three additional standards *(11, 12, and 13). Unit goals and outcomes are also aligned with the Disposition indicators that accompany the INTASC principles.

The unit goals, knowledge and skill outcomes, and dispositions found on pages 10-12.

Kansas State Department of Education (KSDE) Standards and INTASC Principles	Sterling College Teacher Education Program Goals and Outcomes (Institutional 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.	The teacher candidate will demonstrate proficiency in his/her major content area. (Goal 1, Knowledge A) The teacher candidate will be able to enthusiastically communicate the importance of the content taught. (Goal 2, Knowledge C)
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.	The teacher candidate will plan engaging instruction that will address the needs of diverse students. (Goal 1, Skill B) The teacher candidate will understand the diverse needs of students. (Goal 2, Knowledge B)
Standard #3 – The educator demonstrates the	The teacher candidate will facilitate engaging

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.	instruction that will address the needs of diverse students. (Goal 3, Skill A) The teacher candidate will display genuine caring and respect for all students. (Goal 2, Skill B)
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.	The teacher candidate will recognize the importance of sound pedagogy and effective instructional strategies. (Goal 3, Knowledge A) The teacher candidate will utilize higher level questions and thinking skills throughout instruction. (Goal 3, Skill B) The teacher candidate will be responsive to student needs and questions by providing quality and timely feedback to students. (Goal 3, Skill E)
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.	The teacher candidate will develop an effective and consistent approach to classroom management. (Goal 2, Knowledge A) The teacher candidate will manage time and transitions effectively. (Goal 2, Skill C) The teacher candidate will develop skills necessary to respond effectively to misbehavior. (Goal 2, Skill D)
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.	The teacher candidate will develop skills necessary to facilitate a productive and unified learning community. (Goal 2, Skill A) The teacher candidate will use effective verbal and nonverbal communication techniques with students. (Goal 3, Skill D)
Standard #7 – The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching.	The teacher candidate will show an understanding of state, local and national curriculum standards and their application and integration to instruction. (Goal 1, Knowledge C) The teacher candidate will use a model of teaching that appropriately matches the content of the lesson. (Goal 3, Knowledge B)
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.	The teacher candidate will align learning activities, instructional materials, and assessments. (Goal 1, Skill C) The teacher candidate will utilize formative and summative assessments effectively. (Goal 1, Skill D) The teacher candidate will demonstrate knowledge of the importance of accurate record keeping (Goal 4, Knowledge B)
Standard #9 – The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others, actively seeks out opportunities to grow professionally, and participates in the school improvement process.	The teacher candidate will regularly reflect on his/her teaching practices and set goals for continued improvement. (Goal 4, Skill A)
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.	The teacher candidate will know how to work effectively with various support staff. (Goal 4, Knowledge C) The teacher candidate will interact professionally with colleagues and the school community. (Goal 4, Skill B)

	The teacher candidate will communicate appropriately with families. (Goal 4, Skill C)
Standard #11** – The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students’ abilities to understand relationships between subject areas.	The teacher candidate will design integrated lessons and units. (Goal 1, Skill A)
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.	The teacher candidate will demonstrate an understanding of the importance of teaching and learning resources, including technology. (Goal 1, Knowledge B) The teacher candidate will incorporate technology that will appropriately enhance the quality of the lesson. (Goal 3, Skill C)
Standard #13** - The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.	The teacher candidate will demonstrate professional growth and development. (Goal 4, Knowledge A)
* KSDE Standards 1 – 10 match up with INTASC Principles 1 – 10	
** KSDE Standards 11 - 13 have no counterpart in the INTASC Principles and are unique to KSDE	

INTASC Principles: Dispositions Indicators*	Sterling College Teacher Education Program Goals (Institutional Standards) and Indicators
Disposition Indicators from Principle #1	
The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.	Leadership (Goal 5 Professional Attributes)
The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.	Appropriate Attitude (Goal 5 Professional Attributes)
Disposition Indicators from Principle #2	
The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.	Appropriate Attitude (Goal 5 Professional Attributes)
Disposition Indicators from Principle #3	
The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."	Appropriate Attitude (Goal V Professional Attributes)
The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.	Appropriate Attitude (Goal 5 Professional Attributes)
The teacher is sensitive to community and cultural norms.	Appropriate Attitude (Goal 5 Professional Attributes)
The teacher makes students feel valued for their potential as people, and helps them learn to value each other.	Appropriate Attitude (Goal 5 Professional Attributes)
Disposition Indicators from Principle #4	
The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.	Leadership (Goal 5 Professional Attributes)
Disposition Indicators from Principle #5	

The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.	Appropriate Attitude (Goal 5 Professional Attributes)
Disposition Indicators from Principle #6	
The teacher recognizes the power of language for fostering self-expression, identity development, and learning.	Effective Communication (Goal 5 Professional Attributes)
The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.	Effective Communication (Goal 5 Professional Attributes)
Disposition Indicators from Principle #7	
The teacher values both long term and short term planning.	Dependability (Goal 5 Professional Attributes)
The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.	Leadership (Goal 5 Professional Attributes)
The teacher values planning as a collegial activity.	Appropriate Attitude (Goal 5 Professional Attributes)
Disposition Indicators from Principle #8	
The teacher values ongoing assessment and is committed to using a variety of assessment strategies to identify student strengths and promote learning.	Appropriate Attitude (Goal 5 Professional Attributes)
Disposition Indicators from Principle #9	
The teacher is committed to reflection, assessment, and learning as an ongoing process.	Effective Communication (Goal 5 Professional Attributes)
Disposition Indicators from Principle #10	
The teacher is willing to consult with other adults regarding the education and well-being of his/her students.	Appropriate Attitude (Goal 5 Professional Attributes)
The teacher respects the privacy of students and confidentiality of information.	Integrity (Goal 5 Professional Attributes)
The teacher is willing to work with other professionals to improve the overall learning environment for students.	Leadership (Goal 5 Professional Attributes)
* The INTASC Dispositions do not have a counterpart in the KSDE Standards. The unit has selected indicators from the INTASC Principles/Standards sections entitled Dispositions. Not all of the indicators for each INTASC Principle have been included.	

The Kansas State Department of Education professional education standards can be found at: <http://www.ksde.org/Portals/0/Licensure%20Documents/CertHandbook8-2011%20FINAL.pdf> (page 57). Note: While the INTASC standards have changed, the state of Kansas has not yet adopted new professional education standards. Therefore, STEP programs are operating under the currently approved KSDE standards.

III. STEP KNOWLEDGE BASES

Knowledge bases, including theories, research, the wisdom of practice, and education policies underlie STEP's conceptual framework.

Teaching and learning are the primary focus of STEP, and are considered to be important pillars of the educational career. When pedagogy "calls for active learning, encourages student-faculty contact and cooperation among students, gives prompt feedback, emphasizes time on task and high expectations, and respects diverse talents and ways of knowing," (Chickering and Reisser, 1993, p. 272) then the teacher candidate starts moving from autonomy to interdependence and different competencies are developed. The values of the reflective practitioner, the dispositions associated with effective servant leaders, and the committed life-long learner are the engaging objectives faculty members demonstrate to teacher candidates as they strive to mentor these candidates into **IDEAL servant-leader educators**.

This excerpt from the Sterling College academic catalog illustrates the intimate connection between the STEP unit philosophy and that of the college as a whole.

Philosophy of Education

Sterling College strives for academic excellence through a variety of approaches to learning. In the belief that learning and Christian commitment are important to developing a well-rounded person, students are encouraged to develop a view of the world in God's terms. Sterling College's curriculum provides the student with a broad educational experience that is also deep enough to prepare students to contribute to a rapidly changing world. (Academic Catalog 2009-2010, page 7)

In a review of servant leader attributes Russell and Stone (2002) have identified nine functional servant leadership attributes (vision, honesty, integrity, trust, service, modeling, pioneering, appreciation of others, and empowerment) and eleven accompanying attributes (communication, credibility, competence, stewardship, visibility, influence, persuasion, listening, encouragement, teaching, and delegation). The six specific beliefs that comprise the STEP philosophy are a synthesis of the attributes of a servant leader as educator. In putting the needs of others first the servant-leader educator must create an active, engaging learning environment for the students. The servant-leader educator understands the necessity of life-long learning, models it, and encourages it in other learners. Designing and implementing a culturally responsive environment grows out of the servant-leader educators desire to empathically listen to and appreciate others. Servant leadership requires the educator to work collaboratively and cooperatively with others or there can be no empowerment to learn. Reflection is an essential disposition for all servant leaders. Without reflection on the entire range of professional behaviors and responsibilities there can be no growth or improvement as a professional educator.

KNOWLEDGE BASES UNDERLYING THE STEP PHILOSOPHY

1. Teaching and learning are active processes.

The **Caring, Competent, IDEAL servant-leader educator** will view learning as an active process where knowledge is constructed by learners as they attempt to make sense of their own experiences. While no single constructivist theory exists (Driscoll, 2000), the STEP Unit's view of constructivism is drawn from various sources. It relies on discovery learning, reflection and growth, the social implication of higher order thinking, and situated cognition.

Bruner defined discovery as “all forms of obtaining knowledge for oneself by the use of one's own mind” and “rearranging or transforming evidence in such a way that one is enabled to go beyond the evidence so assembled to additional new insights” (1961, p. 22). Problem solving is one method emphasized in discovery learning. In order for this type of learning to be successful, learners must have sufficient prior content area knowledge in a range of disciplines, or as Bruner implies, simply knowing the stuff.

2. Teaching and learning are life-long processes.

STEP believes that **Committed, IDEAL servant-leader educators** will take the view that teaching and learning are lifelong processes.

Kolb (1984) offered a theory of experiential learning that is similar to Bruner's idea of discovery learning, and furthermore supports STEP's emphasis on field experiences. According to Kolb, effective learning has four ingredients that call for four different abilities: (1) Learners must be able to approach new learning environments and experiences openly, without bias (2) learners must be able to observe the experiences without any type of personal attachment and reflect on their significance (3) learners must be able to develop their own conceptual framework that gives order and logic to the experience (4) and finally, learners must be able to use their conceptual framework to make decisions, solve problems and take action.

Furthermore, the notion of authentic problem solving is best achieved within the context of classroom environments where teacher candidates will eventually serve. To support this notion, Clancey (1997) stated that “the theory of situated cognition . . . claims that every human thought is adapted to the environment, that is, situated, because what people perceive, how they conceive of their activity, and what they physically do develop together” (p. 1-2; italics in original).

3. Teaching and learning occurs best in a culturally responsive environment.

With classroom diversity changing at an ever increasing rate, an important goal of education is to “provide all students with the skills, attitudes, and knowledge needed to function within their ethnic culture, within the mainstream cultures, and within and across other ethnic cultures” (Banks, 2002, p. 2). STEP Believes culturally responsive pedagogy, teaching that centers classroom instruction in “multiethnic cultural frames of reference” (Gay, 20000, p. xix) will provide the **Caring, Competent IDEAL servant-leader educator** with skills to “value, embrace, and teach students from diverse linguistic, racial, cultural, ethnic, religious and cononomic backgrounds” (Blair, 2003, p. 3).

STEP believes that experiential learning through diverse multicultural field experiences provides teacher candidates the opportunity to implement culturally responsive practices in meeting the needs of their students. This belief in cultural responsive pedagogy is grounded in research (Baumgartner, Koerner, & Rust, 2002; Darling-Hammond, 2006; Freedson-Gonzalez, Lucas & Villegas, 2008; Villegas a& Lucas, 2002) that suggests that teacher candidates who have field experiences in classrooms that provide increasing awareness and understanding of cultural diversity with diverse student populations are better able to make meaningful links in academic learning and can integrate theoretical frameworks with classroom practice.

STEP's goal is to design courses that help teacher candidates develop self-awareness as they examine and become conscious of their own cultural identity. As part of this process of developing "sociocultural consciousness" (Villegas & Lucas, 2002), teacher candidates grow in their understanding of different factors in student learning, cultural and social contexts of learning, the ability to engage students in learning in complex and diverse classrooms and the role of servant leadership in addressing issues of diversity as educators.

4. Teaching and learning are facilitated through cooperation with others.

STEP believes that the **Caring, Committed, IDEAL servant-leader educator** will understand that teaching and learning are facilitated through cooperation with others. This view of learning is grounded in Vygotsky's idea that knowledge is gained through the interaction of other learners in a similar environment (Driscoll, 2000), and has a twofold implication for the department: a learner's most important teacher is often another learner, and the learner and instructor need to work together and be actively engaged in authentic problem solving activities (Chickering & Reisser, 1993).

Supporting the first implication, Pascarella and Terenzini (1990) suggest that it is the diversity of individuals, particularly other learners, that developmentally challenges students' misconceptions of themselves and requires adaptation and commitment to certain attitudes, values, beliefs and actions. This view is consistent with Chickering and Reisser (1993) when they claim that learners' engagement together as casual acquaintances, classmates in a small-group discussion, teammates, roommates, club members, best friends, or committed partners often learn more from peers than from teachers.

The second implication is supported in the belief that when student-teacher interaction is frequent and friendly, when it occurs in diverse settings, and when students are engaged in problem solving activities that call for varied roles and relationships, development of intellectual competence, a sense of competence and belonging in the learner, autonomy, purpose and integrity are encouraged (Chickering & Reisser, 1993).

5. Teaching and learning are strengthened through thoughtful reflection.

Piaget and Inhelder (1969) believed that a person's body of knowledge is based upon how they interact with their environment. The study of where knowledge (epistemology) has its origins (genesis) in the process of continuous self-construction of cognitive structure is known as genetic

epistemology. These authors believed that knowledge is invented and reinvented as the learner interacts with their environment through experiences.

The interaction between students and teachers in the classroom has a great impact on student achievement (Blair, 2003). This interaction may include both formal feedback in the form of written assessments, and informal feedback in the form of classroom and electronic discussions. Feedback is provided in a manner that helps to create a trusting learning environment where students learn to maintain, extend, and trust their own thinking. According to Costa (2001) feedback in this manner will influence a student's achievement, self-concept, social relationships, and thinking abilities.

The education department believes that the **Caring, Committed, IDEAL servant-leader educator** will continually improve as a result of thoughtful reflection on interactions in the classroom. Because of this, STEP places a strong and continual emphasis throughout the program on reflection for the teacher candidates and encouraging them to implement necessary changes that are identified by the reflection process.

6. Servant Leadership and Discipleship are foundational to teaching.

“Whoever wants to become great among you must be your servant, and whoever wants to be first must be slave of all.: Mark 10:43-44 (NIV)

In the situative perspective, learning is conceived as increasing participation in communities of practice. Learning as participation “focuses attention on ways in which it is an evolving, continuously renewed set of relations . . . [among] persons, their actions, and the world” (Lave & Wenger, 1991, p. 50, in Driscoll, 2000, p. 157). In this perspective, learning is an interactive process in which all participants change and are transformed through their actions and relations in the world. Learning as participation in communities of practice also implies that individuals participate in more than one community and that they achieve their identity in each community through their personal paths of participation. This idea supports the overall mission of Sterling College and STEP by allowing teacher candidates to participate as teachers and servant leaders. Furthermore, it reinforces the concept STEP holds that the best teachers are those who are **Called, Caring, Competent, and Committed IDEAL** servant-leader educators.

IV. TEACHER CANDIDATE PROFICIENCIES

There are four levels within STEP. **Level I (part a)** is admission to the teacher education program. All of the performance standards and requirements associated with Level Ia must be met prior to formal admission to STEP. **Level I (part b)** is a continuation of the professional education curriculum as well as advancement in the content area majors. All performance standards and requirements of Level I must be satisfactorily completed prior to moving to Level II. **Level II** is comprised of the professional education methods coursework necessary to prepare for the Clinical Teaching Experience (CTE) and further study within the content area major (unless a major is completed). All of the performance standards and requirements of Level II must be met in order to obtain approval for the Clinical Teaching Experience (CTE) in Level III. **Level III** consists of 75-80* days of supervised clinical teaching in an educational setting appropriate for the licensure that is being sought by the candidate. All of the performance standards and requirements of Level III must be met prior to graduation. **Level IV** is post-baccalaureate work required by the State of Kansas for licensure. Performance standards on both content and pedagogy must be met on the licensure exams to obtain an initial Kansas teaching license.

*Exceptions must be approved by STEP Director.

CANDIDATE PROFICIENCIES AND PERFORMANCE STANDARDS

STEP Level	Candidate Proficiency Measure	Performance Standard
Ia	Cumulative GPA	≥ 2.5
Ia	College Credit	24 credit hours
Ia	Pre-Professional Skills Tests (all) Writing, Reading, Math <i>OR (no mixing of tests)</i>	172, 173, 172
	ACT Scores (all) Reading, English, Math <i>OR</i>	20, 19, 18
	Post Baccalaureate Degree	GPA ≥ 2.5
Ia	Classroom Management Plan (ED206)	Rating of Basic or Higher on the rubric ($\geq 70\%$) *
Ib	Cumulative GPA	≥ 2.5
Ib	Professional Education GPA	≥ 2.75
Ib	Content Area GPA	≥ 2.75 (if 12+ hours)
Ib	KPTP Practice Task 2 (ED219)	Rating of Basic or Higher on the rubric ($\geq 70\%$) *
II	Cumulative GPA	≥ 2.5
II	Professional Education GPA	≥ 2.75
II	Content Area (Major) GPA	≥ 2.75
II	KPTP Practice Tasks 1 and 2 (ED400)	Rating of Basic or Higher on the rubric ($\geq 70\%$)
II	Interview for Clinical Teaching Experience (CTE)	Pass/fail
III	Cumulative GPA	≥ 2.5
III	Professional Education GPA	≥ 2.75
III	Content Area GPA	≥ 2.75
III	Kansas Performance Teaching Portfolio (KPTP) Tasks 1, 2, 3, 4	Score of 20 or higher
IV	Principles of Learning and Teaching (PLT)	Score of 160 or higher
IV	Praxis II Content Tests	Scores vary by content area

*At the instructor's discretion candidates with scores above 60% but below 70% may be allowed to proceed to level 2 classes.

NOTE: GPA's used as performance standards are calculated on a four point scale.
All professional courses must be passed with a C or higher.

REMEDIAL OPTIONS

If a teacher candidate does not meet all the criteria to move from one level to the next, their education advisor works with them to determine whether or not they wish to:

- Retake general education course work for admission requirements to meet the minimum standard of C.
- Retake general education course work that keeps their overall GPA below 2.5.
- Retake professional education course work where they have earned a grade below a C.
- Retake professional education courses that may be keeping them from a 2.75 GPA in their professional coursework.
- Candidates not meeting proficiency standards for the Classroom Management Plan and the KPTP Tasks as designated may retake the course in which the assignment is required.
- Retake courses in their major that may be keeping them from a 2.75 GPA in their major coursework.
- If teacher candidates are unsuccessful in the CTE Interview, they have the option to reapply and re-interview with the Teacher Education Advisory Council.

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. Teacher candidates electing to stay in the program are allowed to proceed to the next level when all criteria for the current level are met.

V. STEP UNIT ASSESSMENT SYSTEM

The education department maintains four benchmarks and transition points throughout the program where teacher candidate proficiencies are assessed. These benchmarks correspond to LEVEL I through LEVEL IV as described below. Specific Courses and additional requirements the teacher candidates must meet are listed for each level.

Note: A grade below C in any professional education course will result in the candidate being required to retake that course.

LEVEL Ia Acceptance to the Teacher Education Program

(These requirements must be met prior to acceptance to STEP and approval for Level II courses)

Coursework

ED 195 Introduction to Education
ED 201 Field Experience in Education
ED 206 Classroom Management
SE 210 Special Needs

Requirements

24 hours of college credit
Overall GPA of 2.5 or higher
Application Form and Letter
IDEAL Prof. Attributes Scale
+ SE210 host teacher

Pre-Professional Skills Tests (all)

Writing, Reading, Math

172, 173, 172

OR (no mixing of tests)

ACT Scores

Reading, English, Math

20, 19, 18

OR

Post Baccalaureate

Overall GPA of 2.5 or higher

LEVEL Ib Foundational Coursework and Requirements

(These requirements must be met prior to approval for Level II courses)

Coursework

ED 205 Cultural Diversity
ED 219 Instruction & Assessment
ED 272 Educational Psychology
ED 356 Technology in Education

Requirements

Overall GPA of 2.5 or higher
Professional courses GPA 2.75
Major coursework GPA 2.75 (if 12+ hours)
IDEAL Prof. Attributes Scale
+ ED219 professor
+ ED272 Student Life

LEVEL II Methods Coursework and Requirements

(These requirements must be met prior to approval for Level III Clinical Teaching Experience)

Coursework

ED 357 Reading/Writing in Content Area
ED 490 Seminar in Education

Elementary Education

Requirements

Overall GPA of 2.5 or higher
Professional courses GPA 2.75
Major coursework GPA 2.75

Elementary Methods Block (R/LA,S,SS,M)	CTE Interview Process
EL 340 Reading, Testing and Diagnosis	IDEAL Prof. Attributes Scale
Secondary Education	+ ED357 host teacher
Secondary Content Area Methods	+ ED490 content faculty
	+ ED400 host teacher

LEVEL III Clinical Teaching Experience and Graduation

(These requirements must be met prior to approval for Graduation)

Clinical Experience Requirements

Weekly communication w/supervisors
 Online discussion postings each week
 Required Number of days completed
 Observations/Evaluations
 (3-4 Ed. Department Faculty)
 (3 Cooperating Teacher)
 (1-3 Major Content Faculty)
 Required Pre-service Meetings/assignments
 Achieve a score of 20 or higher Kansas Performance Teaching Portfolio (KPTP).

Requirements

Clinical Experience Completed (75-80 days)
 Overall GPA of 2.5 or higher
 Professional courses GPA 2.75
 Major coursework GPA 2.75
 IDEAL Prof. Attributes Scale
 + CTE cooperating teacher(s)
 + CTE STEP supervisor
 + CTE Content supervisor

Note: A grade below C in any professional education course will result in the student being required to retake that course.

LEVEL IV Post Baccalaureate

Pass Praxis II Tests

Principles of Learning and Teaching (PLT)
 Content Area Assessment(s)

Complete Application for Initial License

Follow-up Surveys

First year - Graduate and Administrator
 Third year - Graduate and Administrator
 Fifth year - Graduate and Administrator

The STEP Unit utilizes the same four benchmarks to assess the program as we do to assess the teacher candidates. The unit looks at aggregated assessment data for each of the corresponding levels throughout the program to determine if we are successfully meeting our goals at each level. With this in mind, the following assessment system helps focus specifically on each goal at each level.

The assessment system chart identifies the following:

1. Which level of the program is being assessed
2. What assessment piece is used for each goal
3. Where the data will be collected
4. Who is responsible for collecting the data
5. When the data will be collected

6. The Knowledge, Skills and Dispositions being assessed and the specific program goal that they address.
7. The instrument being used to provide the assessment
8. Who is responsible for aggregating the data
9. When the data will be aggregated for each component

Following the collection and aggregation of the data, the unit will analyze the information, share the results with the professional community, and work collaboratively to use the information to make decisions regarding the effectiveness of the program.

The STEP Unit has identified one key assessment piece for each program goal at every level of the program. Each course in the professional education program correlates with at least one unit assessment piece. This information is detailed in the charts on the following pages.

Key to Unit Assessment Charts

K	=	Knowledge outcome associated with one of the unit goals (1-5)
S	=	Skills outcome associated with one of the unit goals (1-5)
D	=	Dispositions
A	=	the first knowledge or skill outcome indicated under an unit goal
B	=	the second knowledge or skill outcome indicated under a unit goal, etc.
IA	=	Instruction and Assessment (a Level Ia program Course)
KPTP	=	Kansas Performance Teaching Portfolio (an assessment required by Kansas that clinical teachers must complete to receive their initial license)
CTE	=	Clinical Teaching Experience (student teaching)
PLT	=	Principles of Learning and Teaching (PRAXIS II pedagogy test required for Kansas for conditional, and subsequently, professional licensure)
STEP	=	Sterling Teacher Education Program

UNIT ASSESSMENT DATA COLLECTION

OVERVIEW OF ALL LEVELS

The education department has identified at least one key assessment piece for each program goal at every level of the program. A summary of this information is detailed in the chart below with the knowledge, skills and dispositions identified.

	What	LEVEL Ia	LEVEL Ib	LEVEL II	LEVEL III	LEVEL IV
GOAL 1 – PLANNING	Lesson Planning and Assessment	Special Needs K-B K-A (entry tests)	IA K-C S-A,B,C,D This also addresses (KPTP Task 2) K-A (content gpa)	R/W in Content Area S-B,C Methods Lab S-A, K-C KPTP Tasks 1, 2 K-A (content gpa)	CTE K-A,B,C S-A,B,C,D KPTP Task 2 K-A (content gpa)	Praxis II - PLT STEP Follow-up Survey Praxis II - Content
GOAL 2 – CLASSROOM ENVIRONMENT	Classroom Management	Classroom Management K-A,C, S-A,C,D Special Needs K-B, S-D	Ed. Psychology K-A,B Cultural Diversity S-A,B	Seminar in ED K-A Methods Lab K-B,C and S-B,C	CTE K-A,B,C S-A,B,C,D KPTP Task 1	PLT STEP Follow-up Survey
GOAL 3 – INSTRUCTION	Instructional Experience	Special Needs K-A S-A	IA K-B S-B Technology S-C	Methods S-A,B,C Classroom teaching experiences.	CTE K-A,B S-A,B,C,D,E (KPTP Task 3)	PLT STEP Follow-up Survey
GOAL 4 – PROFESSIONAL RESPONSIBILITIES	Professional Portfolio	Intro to Education K-A Special Needs K-B,C Class Management S-C	Technology K-A K-B	Seminar in Education K-A S-A,B,C	CTE K-A,B,C S-A,B,C KPTP Task 4	PLT Major Content Test STEP Follow-up Survey
GOAL 5 – SERVANT LEADERSHIP AND DISPOSITIONS	Professional Attributes	Special Needs (host) D1-D5 (also Goal 4, S-B)	IA (ED faculty) D1-D5 Educational Psychology D1-D5 (Student Life)	ED490 (major content) ED357 (host) Methods Lab (host) D1-D5 (also Goal 4, S-B)	CTE (cooperating) (STEP supervisor) (major content) D1-D5	STEP Follow-up Survey

Note: All of the goals for STEP are assessed at least two times at two different levels of the program. The first unit assessment will occur during at least one of the first three levels. The last unit assessment will occur at level III – Clinical Teaching Experience.

The IDEAL Servant-Leader Educator is Called, Caring, Competent, and Committed.

ENSURING VALIDITY AND RELIABILITY OF THE UNIT ASSESSMENTS

A standard format for lesson and unit plans is used throughout the entire teacher education program. The rubrics used to assess the lesson and unit plans are fundamentally the same, however, additional requirements are added to the scoring rubrics to account for the progression through the professional education coursework. The scoring guidelines and rubric for the STEP unit plan are formulated around the components of the Kansas Performance Teaching Portfolio (KPTP). Certain Tasks are discussed at levels I and II of the program. The entire KPTP is required for state licensure and is completed at level III during clinical teaching. The materials for this portfolio are provided by the Kansas State Department of Education (KSDE), is scored by a team assigned through KSDE. Other course assessments and accompanying scoring rubrics are aligned with the learning outcomes of the particular course, the unit goals, and the KSDE standards.

The state of Kansas requires that all candidates complete the KPTP beginning in fall 2009. The inter-rater reliability for scoring the KPTP is handled by KSDE, with each scorer required to attend professional training on the scoring process. Additionally, each KPTP will be scored by two different scorers to insure reliability.

The unit works to train new faculty on the CTE Evaluation Rubric to ensure inter-rater reliability for clinical evaluations.

STEP FIELD WORK COORDINATION GUIDE

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.

Program Level	Professional Education Class	Field Work Location	Diversity Experience	Hours Required
Ia	ED201 Field Experience*	Wichita / Hutchinson	Low SES Race/Ethnicity Urban Populations	30
Ia	SE210 Special Needs	Sterling	Exceptionalities Rural Populations	20
Total Hours Level Ia (Admission to STEP)				All Students – 50
Ib	ED205 Cultural Diversity	Wichita / Hutchinson	Low SES Race/Ethnicity	10
Ib	ED272 Educational Psychology	Nickerson	Rural Populations Allows observation of one student	15
Total Hours Level Ib (Foundational Courses)				All Students - 25
II	ED400 KPTP Field Experience Lab w/Methods	Lyons <i>(Hutchinson if needed)</i>	ELL Low SES Hispanic	Elem=120 Sec =15
II	ED357 Reading & Writing in the Content Area	Lyons/ Sterling	Content Specific work (4 th -12 th grade)	10
Total Hours Level II (Methods Courses)				Elementary – 130 Secondary – 25
III	ED497 Clinical Teaching Experience	Arranged – see list	Varied depending on previous experiences	Elem=75x7hrs/day Sec=80x7hrs/day
Total Hours Level III (Clinical Teaching Experience)				Elementary 525 Secondary 560
All Students – Minimum of 75 days				

**or 3 months documented classroom experience as a substitute teacher or para-educator*

DIVERSITY INTEGRATION

STEP faculty are committed to helping teacher candidates become culturally responsive throughout their work in the program. To illustrate the integration of this philosophy into classes at all levels of the program, the following table has been developed.

Program Level	Class	Topic	Activity
I	ED195 Intro to Education	Awareness of Diversity	Reading & Discussion
I	ED201 Field Experience *	Recognition of Diversity	Observation & Discussion Building Report Cards
I	ED206 Classroom Management	Classroom Management Parent Communication	Discussion of various scenarios
I	SE210 Special Needs *	Diverse Learners Students with Exceptionalities	Differentiated Instruction, including that appropriate for ELLs Field work
II	ED205 Cultural Diversity *	Understanding Bias Different Cultures Curriculum Scenarios	Self-Assessment(pre/post) Culture Presentations Guest Lecturers Curriculum Adaptations Responses / Reflections
II	ED219 Instruction and Assessment	Multiple Intelligences Learning Styles	Lesson Plans
II	ED272 Educational Psychology *	Individual Student Needs	Case Studies
III	ED400 KPTP Field Experience Lab *	Class Environment Instruction, Assessment, ELL Strategies	KPTP Unit Plan (1 & 2) Teaching-public schools ELL Strategies/ LiveBinder
III	ED357 Reading and Writing in the Content Area *	Learning Styles and Background Knowledge	Design and Teach: Vocabulary Strategies Reading Strategies
III	ED490 Seminar in Education	Classroom Diversity	Case Study Discussion
IV	ED498 Clinical Teaching Experience *	Application of all learned	KPTP CTE Evaluation Rubric

* At least two courses at each Level of the program require field experiences. These placements are specifically selected to allow a variety of diversity to be experienced. See the STEP Field Experience Placement Guide for more information.

The IDEAL Servant-Leader Educator is Called, Caring, Competent, and Committed.

TECHNOLOGY INTEGRATION

The use of technology is ubiquitous throughout STEP. The three main education classrooms all have interactive white boards. Two have document cameras. There are also two classroom sets of electronic response systems. The faculty of STEP is committed to modeling and integrating technology throughout instruction and helping teacher candidates integrate technology in all areas of work throughout in the program. To illustrate this philosophy, the following chart has been developed.

EXAMPLES OF TECHNOLOGY INTEGRATION

Program Level	Class	Topic	Activity
Ia	ED195 Intro to Education	Information gathering Ethics	KSDE Website NEA Website
Ia	ED201 Field Experience	Electronic communication Information gathering – including demographics	E-mail host teachers and principals KSDE Website
Ia	ED206 Classroom Management	Variety Management Theories School/home communication	Presentations Use of tech. to contact parents
Ia	SE210 Special Needs	Differentiated Instruction Description of Exceptionalities Presentation of Adaptations	Video Web site references Electronic slide shows
Ib	ED205 Cultural Diversity	Understanding cultural bias Information gathering	Video Internet
Ib	ED219 Instruction and Assessment	Lesson planning Modeling effective assessment and feedback Reflection on teaching	Use of templates Use of electronic response system Video recorded micro-teaching (digital camcorders)
Ib	ED272 Educational Psychology	Informational gathering	Internet
Ib	ED356 Technology	Record keeping Lesson planning Dissemination of information	Electronic grade book Web quest Creation of web pages Uploading documents, pictures and videos Podcasting and video presentations
II	ED400 KPTP Field Experience Lab	Lesson and unit planning ELL Strategies	Technology use (teacher and student) Digital binders
II	ED357 Reading and Writing in the Content Area	Reading strategies	Using concept mapping software Word processing
III	ED498 Clinical Teaching Experience ED497 KPTP	Lesson and unit planning Reflection on teaching Assessment of teaching Communication w/colleagues Electronic communication	Technology use (teacher and student) Video recorded teaching Online discussion forums Email

REFERENCES

- Banks, J. A. (2002). *An introduction to multicultural education*. (3rd. ed.). Boston; Allyn & Bacon.
- Baumgartner, F., Koerner, M., & Rust, F. (2002). Exploring roles in student teaching placements. *Teacher Education Quarterly*, 29, 35-58.
- Blair, T. R. (2003). *New teacher's performance-based guide to culturally diverse classrooms*. San Francisco: Allyn & Bacon.
- Bruner, J. S. (1961). *The act of discovery*. Harvard Educational Review, 31, 21-31.
- Chickering, A. W., & Reisser, L. (1993). *Education and identity*. (2nd ed.). San Francisco: Jossey-Bass.
- Clancey, W. J. (1997). *Situated cognition: On human knowledge and computer representations*. New York: Cambridge University Press.
- Costa, A.L., (2001). *Developing Minds: a resource book for teaching thinking*. Washington, D.C.: Association for Supervision and Curriculum Development. .
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, 57(X), 1-15.
- Driscoll, M. P. (2000). *Psychology for learning and instruction*. Boston: Allyn & Bacon.
- Freedson-Gonzalez, M., Lucas, T., & Villegas, A. M. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. *Journal of Teacher Education*, 59(4), 361-377.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research and practice*. New York: Teachers College Press.
- Greenleaf, R. K. (1991). *The servant as leader*. Indianapolis, IN: Robert K. Greenleaf Center.
- INTASC Standards and Indicators*. <http://www.ccsso.org/content/pdfs/corestrd.pdf>
- Kansas State Department of Education (2005). *Regulations and standards for Kansas educators*. <http://www.ksde.org/cert/ted.htm>
- Kolb, D. A. (1984) *Experiential Learning*, Englewood Cliffs, NJ.: Prentice Hall.
- NIV (1973, 1978, 1984). *Holy Bible: New International Version*. International Bible Society. Grand Rapids, MI: Zondervan
- Piaget, J. and Inhelder, B., (1969). *The psychology of the child*. New York: Basic Books.

Pascarella, E. T., and Terenzini, P. T. (1990). *How college affects students: Twenty years of research*. San Francisco: Jossey-Bass.

Ritterhouse, G.E. (2007). *Perceptions of beginning teachers' preparation for culturally responsive teaching: Voices from the field*. Wichita, KS: Wichita State University

Russell, R. F. and Stone, A. G. (2002). *A review of servant leadership attributes: developing a practical model*. *Leadership and Organization Development Journal*, 23(2), pp. 145 – 157.

Villegas, A.M. & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, 53(1), 20-32.