

FRIENDS
UNIVERSITY

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TEACHER EDUCATION
HANDBOOK

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Dear Prospective Professional Educator,

This handbook is designed to inform you about the Teacher Education Program at Friends University in Wichita, Kansas. Our desire is to help you with your career decision to enter the teaching profession. We want to invest in you so that you will receive a quality education which will familiarize you with best professional practices; in turn we hope that you will invest in us. Together let us begin this exciting journey toward excellence in teaching.

Friends University joins with the Kansas State Department of Education (KSDE) and the Council of Accreditation of Education Providers (CAEP) to give you the professional preparation you need to meet the high educational standards in today's schools. We pledge to provide the guidance and support you need to meet and exceed these standards.

While the primary responsibilities of meeting all program requirements rest on your shoulders, the entire faculty at Friends University is prepared to help. Don't hesitate to let us know how we can help. After successfully completing all requirements of your chosen teacher education degree program, you will be offered the greatest opportunity of all—the opportunity to serve our youth.

We hope this handbook is helpful. Should you have further questions, please don't hesitate to contact your academic advisor in the Division of Education.

Sincerely,

The Division of Education
Friends University
Wichita, Kansas

Mission of Friends University

(WHO WE ARE)

Friends University, a Christian University of Quaker heritage, equips students to honor God and serve others by integrating their intellectual, spiritual, and professional lives. Friends University will provide a high-quality learning experience with nationally recognized programs and a focus on transformative education that places special value on each individual, shining the light of God's love to our community and world.

Vision of Friends University

(WHERE WE WANT TO BE)

Friends University will provide a high-quality learning experience with nationally recognized programs and a focus on transformative education that places special value on each individual, shining the light of God's love to our community and world.

Values of Friends University

R.I.S.E. Core values are ideals shared the Friends community, influencing our behaviors and attitudes.

Respect Integrity, civility in our words and actions, regard for others.

Inclusion A spirit of cooperation and equality.

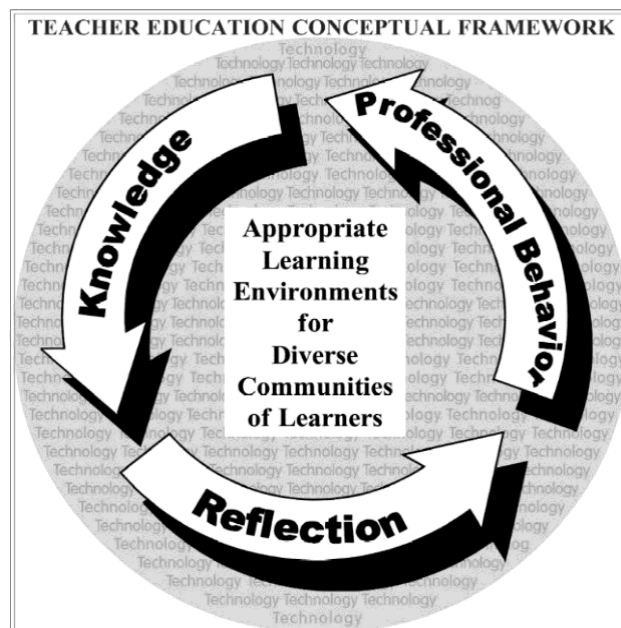
Service A commitment to servant leadership, caring for each other and our community.

Excellence Giving our best to our students at all times (student focused), that we may walk truly in the light of our faith (honor God).



Conceptual Framework of Friends University Teacher Education

Friends University Teacher Education Program is guided by its mission, vision, and the four specific core values namely; respect, inclusion, service, and excellence. Our mission statement reads, “Friends University, a Christian University of Quaker heritage, equips students to honor God and serve others by integrating their intellectual, spiritual and professional lives.” In an effort to fulfil our mission statement we strive to train teacher candidates to develop knowledge, skills, and dispositions of professional educators within core professional education courses, content, and methods courses. The Teacher Education Program is intentional in the development of its curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families. We place our teacher candidates in diverse field experiences that are integrated within content-specific methods classes to expand their horizon on diversity and to improve their pedagogical skills. For each targeted field experience, candidates complete and submit a Classroom Demographic Form that is provided in each course syllabus. These forms are analyzed to ensure that candidates are provided with a diverse setting in which to practice.



CAEP Accreditation

The Teacher Education Program (TEP) at Friends University is accredited by the Council for the Accreditation of Educator Preparation (CAEP) through spring 2029. Being CAEP accredited means that the teacher education programs meet rigorous standards set by the profession and members of the public. Institutions must demonstrate that their teacher candidates have in-depth knowledge of the subject matter that they plan to teach and the skills necessary to convey this content so that all students learn.

Friends University Teacher Candidate Competencies:

Friends University Teacher Education strives to prepare teacher candidates who ...

1. Have a positive impact on students respecting individual differences in order to promote learner growth and development.
2. Strive for continuous professional growth utilizing reflection and research-based best practices.
3. Demonstrate leadership qualities and ethical practices to serve all stakeholders.
4. Advocate for and collaborate with students and all members of the learning community.
5. Plan standards-based instruction based on data/information to meet the needs of all students.
6. Provide differentiated instructional practices that support optimal student learning.
7. Maintain a safe and respectful classroom environment that promotes productive learning opportunities for all students.
8. Exemplify the mission, vision, and RISE values of Friends University.

Additionally, the Friends Teacher Candidate Competencies are intentionally aligned with the **Kansas Educator Preparation Program Standards for Professional Education.**

These **Kansas Standards for the Teaching Profession** include:

1. **Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.
2. **Learning Differences.** The teacher uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.
3. **Learning Environment.** The teacher works with others to create learning environments that support individual and collaborative learning, includes teacher and student use of

technology, and encourages positive social interaction, active engagement in learning, and self-motivation.

4. **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.
5. **Application of Content.** The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.
6. **Assessment.** The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.
7. **Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Instructional Strategies.** The teacher understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.
9. **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.

Kansas Educator Code of Conduct – link

https://www.ksde.org/portals/0/tla/licensure/ks_ed_code_conduct_brochure031014.pdf

Teacher Licensure Programs at Friends University

Friends University is approved by the Kansas Department of Education (KSDE) to offer Teacher Education Programs in the following licensure areas:

Art Education (ART): The Art Education program prepares candidates to teach art in grades Pre-K through 12th grade.

Biology Education (BIO): The Life Science program prepares candidates to teach biological science (biology) at the secondary level (grades 6-12).

Elementary Education (ELED and ELEM): The Elementary Education programs prepare candidates to teach students in grades Pre-K through grade 6.

English Language Arts Education (ELAE): The English Language Arts program prepares candidates to teach in such subject areas as English, speech, journalism, and communications at the secondary level (grades 6-12).

History, Government, Social Studies Education (HGSE): The History, Government and Social Studies program prepares candidates to teach in such subject areas as history, economics, political science, and sociology at the secondary level (grades 6-12).

Math Education (MEDU): The Mathematics program prepares candidates to teach mathematics-related subjects at the secondary level (grades 6-12).

Music Education (MUSE): The Music Education program prepares candidates to teach general music (vocal and instrumental) in grades Pre-K through 12th grade.

Physical Education (PETE): The Physical Education program prepares candidates to teach physical education in grades Pre-K through 12th grade.

Spanish Education (SPNE): The Spanish Education program prepares candidates to teach Spanish in grades Pre-K through 12th grade.

Speech/Theatre Education (SPTH): The Speech/Theatre Education program prepares candidates to teach speech, communication, and theatre arts teachers at the secondary level (grades 6 – 12).

Special Education High Incidence (SPED): This program prepares candidates to teach Pre-K through 12th grade students with high-incidence disabilities by learning how to adapt curriculum to fit the needs of all students. This licensure track allows candidates to complete the Kansas Department of Education licensure requirements.

Transition Points

CAEP accreditation standards require that candidates are reviewed at specific points (called transition points - TP) in their programs and meet certain predetermined criteria before they continue their preparation in teacher education. Friends University Teacher Education Program has identified three Transition Points: **TP1-Declared Education; TP2-Admission to Teacher Education (TEP); TP3- Candidacy for Student Teaching (Professional Semester); and TP4 – Program Completion and Licensure.**

Friends University Teacher Education Transition Points		
	Candidate Assessment	Criteria
Declared Education (TP1)	1. Academic Achievement	1. Cumulative GPA of 3.00 or ACT score of 24 or higher or SAT score of 1160 or higher or Passing Core Praxis Score (Writing-162, Math-150, Reading-156) and Content GPA of 2.75
	2. 50 Semester Hours	2. Completed: Yes or No
	3. COMP 110/111 or 201 and COMP 202	3. GPA of 2.5 (one B and one C) in COMP 110/111 or 201 and COMP 202* *Transfer students having earned an associates' degree from an articulated institution must have earned a C or better in each of these required courses.
	4. SPCH 100 or SOCI/PSY 250	4. Completed with a grade of C or better
	5. EDUC Course Grades	5. Earn a minimum GPA of 2.75 for all EDUC with no grade lower than a C.
	6. EDUC 110/111 and EDUC 251	6. Completed with C or better
	7. MATH 101 or higher	7. Completed with C or better per your respective program requirement
	8. Field Experience Evaluations/ Dispositions (TP1)	8. Satisfactory evaluation/disposition assessment (no scores of Unacceptable) (EDUC 110/111)
	9. Professional Concerns	9. None or resolved: Yes or No
Apply to Teacher Education Program (TEP)		
Admission to Teacher Education Program (TP2)	1. Admission to Teacher Education	1. Accepted: Yes or No
	2. Academic achievement	2. Cumulative GPA of 3.00
	3. Academic Achievement in major	3. Major GPA of 2.75
	4. EDUC Course Grades	4. Earn a minimum GPA of 2.75 for all EDUC with no grade lower than a C.
	5. Field Experience Evaluations/ Dispositions	5. Satisfactory evaluations/dispositions (no scores of

	(TP2)	Unacceptable in any area) (Methods Courses)
	6. Professional Concerns	6. None or resolved: Yes or No
Apply to Professional Semester (Student Teaching)		
Student Teaching (TP3)	1. Admission to Student Teaching	1. Accepted: Yes or No
	2. Academic Achievement	2. Cumulative GPA of 3.00
	3. Academic Achievement in major	3. Major GPA of 2.75
	4. Clinical Evaluation(s)	4. Satisfactory (no scores of unacceptable in any area)
	5. Field Experience Evaluations (S.T.A.R.T.) <small>(InTasc Standard4: Content Knowledge/Application of Content)</small> Dispositions (TP3)	5. Satisfactory disposition assessment (no scores of Unacceptable in any area) (Student Teaching Course)
	6. All Kansas Assessments for Educators required examinations	6a. Pass (ed) content Praxis: Yes or No
		6b. Pass (ed) KTWS: Yes or No
	7. Degree Requirements	7. All completed: Yes or No
8. Professional Concerns	8. None or resolved: Yes or No	
Apply for Licensure		
Program Completion and Licensure (TP4)	1. All Kansas Assessments for Educators required examinations (verify again)	1a. Pass (ed) content Praxis: Yes or No
		1b. Pass (ed) KTWS: Yes or No
	2. Applied for Kansas License	2. Completed: Yes or No
	3. National Background Check	3. Completed: Yes or No
4. Notified Friends University Licensure Officer that all requirements have been met	4. Completed: Yes or No	

State of Kansas Department of Education (KSDE) Testing Requirements

The State of Kansas has adopted tests developed by Educational Testing Service (ETS) as the program exit tests for teacher candidates in the state. All tests required by the State of Kansas must be passed before the application for teacher licensure is submitted to the State of Kansas by Friends University. The exams are very challenging and require that candidates prepare thoroughly before taking the tests. Candidates can obtain helpful test information including test preparation materials from the Kansas State Department of Education (KSDE) website: <https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Licensure/License-Application>

Student Learning and Licensure by Watermark: To ensure that our programs align with required state and national standards, the Teacher Education Program at Friends University uses Student Learning and Licensure by Watermark to monitor and assess the progress of our candidates. There is a one-time charge per student for this assessment system.

Programs Offered at the Graduate Level

Master of Education in Teaching & Learning: Specialize in best methods for delivering meaningful feedback in the classroom. Learn how to create engaging curriculum for students in Pre-K through 12th grade and discover how to better communicate and collaborate with colleagues.

Special Education Endorsement Opportunity for seniors: By careful planning with your academic adviser, you may begin to complete graduate coursework leading to PreK-12 High Incidence special education licensure. As a senior who has completed at least 90 credit hours, you may begin taking course work toward the Special Education license endorsement by:

Having a minimum overall undergraduate GPA of 3.0

Prior to enrolling in a 500/600 level course for graduate credit, you must complete a Request for Graduate Credit form. The form must include signatures from your adviser, the department chair, the graduate faculty lead, and the registrar. This form must be submitted to the graduate office prior to enrollment. Once this form has been received and approved, the 500/600 level classes will be flagged for graduate credit. Please refer to Graduate School Policy in the current catalog for additional information regarding this process.

DIVISION OF EDUCATION PROCEDURES FOR INTERVENTION

At any point in the academic career of a Teacher Education Candidate that his/her disposition is deemed as unacceptable, an intervention for improvement may be implemented. The intervention procedures are as follows:

University Faculty, Mentor Teacher, or Cooperating Teacher submits a referral to the Chair of the Division of Education addressing their concerns of a candidate. The Chair will review the referral. After the review of the referral the Chair may (1) confer with the VPAA to determine if immediate action is warranted (2) request additional documentation (3) confer with the person making the referral (4) request a meeting with the candidate (5) take no additional action and close the file.

If the Chair determines further action is warranted, the Chair will contact the candidate to schedule a meeting to discuss the referral. If the candidate fails to respond and meet, the Chair will meet with the VPAA to determine any further action which may include but is not limited to removal from the Division of Education, administrative withdrawal, or referral to the Vice President of Student Affairs for violation of the Friends University Code of Conduct. As the Chair and the candidate meet, the Chair will review the referral with the Candidate and, if the Chair determines further action is required, the candidate will be provided written documentation of the follow up process (plan of assistance). The plan will include the specific areas of improvement and plan for improvement including timelines, person(s)/faculty responsible for supporting the candidate as well as the signatures of the candidate, faculty support person(s) and Education Division Chair.

Appeal:

Should a student wish to appeal a decision of the Chair of Education, the appeal must be made in writing to the Vice President of Academic Affairs depending upon who made the original decision, within five (5) University business days of the receipt of the decision. All decisions sent to the student via U.S. mail will be considered received in three (3) business days. The decision of the Vice President of Academic Affairs is the University's final decision.



“Our greatest contribution is to be sure there is a teacher in every classroom who cares that every student every day learns and grows and feels like a real human being.”

Donald O. Clifton
The Gallup Organization

