

Teacher Education Program Handbook



2025-2026

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INTRODUCTION

PURPOSE STATEMENT

This handbook serves as a comprehensive guide for the Teacher Education Program at Central Christian College of Kansas (CCCK). It provides:

- Policies and procedures for faculty, advisors, and students navigating teacher licensure preparation.
- A structured roadmap for pre-candidates and candidates through program admission, field experiences, and professional development.
- A framework for continuous improvement, incorporating feedback from stakeholders and aligning with Kansas State Department of Education (KSDE) standards.

VISION AND MISSION OF CENTRAL CHRISTIAN COLLEGE OF KANSAS

- Vision: Central Christian College of Kansas aspires to provide a transformative educational experience rooted in Christ, to any person desiring to become a faithful steward of heart, mind, soul, and strength.
- Mission: “A Christ-Centered Education for Character.”

PHILOSOPHICAL FRAMEWORK AND THE CORE4

Central Christian College is a Liberal Arts institution, relying on a classical perspective to education, represented by the Trivium, which seeks to...

- ...provide a common body of knowledge concerning the fundamental insights of the ages (Grammar).
- ...nurture skills needed for critical thought and engagement; the ability to reason and discern truth through collaborative interaction (Dialectic).
- ...prepare students with the competence to organize thoughts, judge rightly, articulate insights, and communicate persuasively with others (Rhetoric).

This is in alignment with the view of Hugh of St. Victor (c. 1130s), who asserted that, ‘grammar is the knowledge of how to [communicate] without error; dialectic is the clear-sighted argument which separates the true from the false; rhetoric is the discipline of persuading to every suitable thing.’

This mirrors a classical approach to the liberal arts, which sought to develop the character of the individual who in turn could then participate as a charitable citizen; capable of meeting the demands of public and private enterprises, who can provide good counsel to a community, inform its legislation and purge its vices through the redemptive employment of heart, mind, soul, and strength.

The College recognizes this as the formation of a mission-minded professional, one who is “skillfully trained through formal education with the ethical disposition as a social trustee of knowledge and the capacity to work with others in a democratic way to achieve public good.” We might expect that individual to manifest the following traits:

- Is skilled in his or her trade, art, or field
- Has the ethical disposition as a social trustee of knowledge,
- Retains the capacity to work collaboratively with others,
- Remains committed to the public good

Using this holistic framework, the College adopted the CORE4 to help define its character based mission, which ultimately seeks to serve the public good by preparing students to become engaged citizens, prepared to do good, seek justice, correct oppression, protect the weak, and serve others with humility and grace (Psalm 82:3, Isaiah 1:17, and Micah 6:8).

The CORE4 illustrates the College’s approach to embedding these traits in alignment with its mission to provide a Christ-Centered Education for Character.

Dimension	Heart		Mind		Soul		Strength	
College Outcome	We believe that graduates should demonstrate civic and moral leadership, living lives of integrity, treating others with dignity and respect in order “to do good; seek justice, and correct oppression.”		We believe graduates should demonstrate productivity and informed lifestyle, as ones filled with the “Spirit of God in wisdom, in understanding, in knowledge, and all kinds of craftsmanship.”		We believe graduates should demonstrate an appreciation for the Lordship of Jesus Christ, reflected in a surrendered lifestyle, “not lagging in diligence, fervent in spirit, serving the Lord.”		We believe graduates should demonstrate dispositional strength and behavioral readiness, remaining “steadfast, Immovable, always abounding in the work of the Lord”.	
CORE4 Virtue	Authentic	Collaborative	Rational	Creative	Devoted	Diligent	Productive	Resilient
Purpose	The capacity and aptitude to be an authentic individual, able to collaborate with diverse stakeholders to ensure the public good		The skill needed to obtain, interpret, and use knowledge, facts, and data to creatively address the complex challenges facing modern society		The beliefs necessary to provide purpose, value, meaning, and direction, with a focus on effecting redemptive change		The dispositions and practices required for self-leadership, sustained engagement, productivity, and adaptability	

As it applies to the Teacher Education Program, the CORE4 strengthens teacher preparation through:

- **Heart (Authentic & Collaborative):** Developing authentic educators who can collaborate with diverse stakeholders. This supports teamwork in diverse educational settings and helps ensure they contribute positively to the public good.
- **Mind (Critical Thinking & Creativity):** Developing educators who can interpret and apply knowledge innovatively, inspiring their students to critically and creatively address complex, real-world challenges
- **Soul (Devotion & Diligence):** Developing educators who invest deeply in their work, bringing values-based leadership that drives meaningful and ethical change in their classroom and communities.
- **Strength (Productive & Resilient):** Developing educators with the personal resilience and skills necessary for sustained productivity. This includes the ability to manage stress, maintain well-being, and adapt to changing circumstances while positively contributing to school environments.

This philosophical framework aligns with preparing educators to meet the needs of modern classrooms while upholding the virtues of the institution's mission. It informs the department’s vision:

To develop character informed; mission-minded professionals equipped to serve with competence, compassion, and a commitment to the public good.

EPP Outcomes & KSDE Crosswalk

The following crosswalk between the CORE4 and Kansas State Department of Education (KSDE) Teacher Education Standards, illustrates how each component of the CORE4 aligns with KSDE’s desired outcomes for teachers:

CORE4 Dimension	CORE4 Virtue	KSDE Standard	EPP Outcomes
Heart	Authentic & Collaborative	Professional Learning and Ethical Practice (Standard 4)	Teacher candidates model integrity and moral leadership by acting with authenticity in decision-making, maintaining ethical standards, and upholding the responsibilities of the teaching profession with consistency and care.
		Leadership and Collaboration (Standard 5)	Teacher candidates engage in purposeful collaboration with colleagues, families, and communities, building partnerships that reflect humility, inclusivity, shared responsibility, and a collective commitment to student success.
Mind	Critical Thinking & Creativity	Assessment (Standard 6)	Teacher candidates apply analytical reasoning by using assessment data, incorporation of master teacher feedback, and observational tools to evaluate and improve instructional effectiveness and student learning.
		Instructional Strategies (Standard 3)	Teacher candidates design innovative instruction that creatively engages diverse learners, drawing on content knowledge, adaptability, and imaginative approaches to meet varied educational needs.
Soul	Devotion & Diligence	Learning Differences (Standard 2)	Teacher candidates reflect a mission-minded perspective by celebrating the Imago Dei in every student, fostering access, inclusion, and personal growth for all learners in order to support each student’s full God-given potential.
		Professional Learning and Ethical Practice (Standard 4)	Teacher candidates pursue continuous growth through reflective practice, professional development, and a disciplined commitment to refining their craft with intentionality, and maintaining a reflective stance that prioritizes student flourishing.
Strength	Productive & Resilient	Learner Development (Standard 1)	Teacher candidates cultivate constructive energy in the classroom by setting high expectations, managing responsibilities with care, and promoting environments where students can grow intellectually, emotionally, and socially.
		Learning Environments (Standard 3)	Teacher candidates embody perseverance and adaptability by fostering learning environments that are stable, flexible, and supportive, modeling perseverance and adaptability in the face of classroom challenges.

UNIT GOVERNANCE

The governance structure of the Teacher Education Program at Central Christian College of Kansas (CCCK) is designed to ensure the development and maintenance of a high-quality, mission-driven program that meets both institutional goals and state expectations. Grounded in the College's CORE4 values—Heart, Soul, Mind, and Strength—the Department of Teacher Education engages in collaborative leadership, continuous improvement, and data-informed decision-making.

The Department of Teacher Education is led by the Department Chair and includes core education faculty. The department functions in consultation with three primary advisory and decision-making bodies: the Teacher Education Department Team (TEDT), the Teacher Education Committee (TEC), and the Education Advisory Council (EAC). Together, these entities establish policies, monitor program quality, and guide strategic direction in alignment with the standards of the Kansas State Department of Education (KSDE).

PROGRAM OVERSIGHT AND AUTHORITY

Admission to Central Christian College of Kansas does not automatically constitute admission to the Teacher Education Program. The department is responsible for developing and implementing recruitment, admission, retention, and program completion policies for teacher candidates. The department reports directly to the Chief Academic Officer (CAO) of the College.

- **Chief Academic Officer (CAO):** The CAO serves as the chief academic administrator of the College and is a member of the President's Cabinet. The CAO provides executive oversight for all academic departments, including Teacher Education, and participates in the strategic planning and goal-setting processes for the institution. The CAO appoints the Chair of the Teacher Education Department in consultation with the President's Cabinet.
- **Chair of the Department of Teacher Education:** The Chair of the Department of Teacher Education reports directly to the CAO and is responsible for the comprehensive leadership of the department. The Chair ensures program integrity, alignment with KSDE standards, and integration of CCCK's mission and CORE4 values. Key responsibilities include:
 - Managing the department's operating budget and resource allocation.
 - Recruiting and supervising education faculty and staff in collaboration with the CAO.
 - Submitting semi-annual reports to the Board of Directors.
 - Overseeing course scheduling in coordination with the CAO and Registrar.
 - Ensuring continuous improvement and responsiveness to areas of concern.
 - Providing strategic leadership in curriculum development and program innovation.
 - Maintaining accurate and current program and course descriptions in the College catalog.
 - Supporting academic advising structures and serving as a resource to faculty advisors.
 - Supervising the selection and adoption of textbooks and instructional materials.
 - Serving as liaison to the Kansas State Department of Education (KSDE) and representing the institution in all matters related to licensure and accreditation.
 - Chairing the TEDT, TEC, and EAC, ensuring collaborative input and transparency in governance.
 - Supporting institutional goals and contributing to cross-departmental initiatives as needed.
- **Teacher Education Committee (TEC):** The TEC provides academic oversight and policy review related to the Teacher Education Program. Its membership includes the Department Chair, education faculty, selected at-large faculty members, the CAO, and a current teacher education student representative. This committee ensures a cross-disciplinary perspective on candidate readiness, program standards, and policy alignment with KSDE expectations. TEC meets monthly and at the discretion of the Chair to review program data, evaluate candidate progress, and approve key decisions, such as admissions and progression through the Teacher Education Program.

- **Education Advisory Council (EAC):** The EAC ensures that the Teacher Education Program remains responsive to the evolving needs of schools and communities. Membership includes educators and leaders from surrounding public and private K–12 institutions, including superintendents, principals, classroom teachers, and other community stakeholders. Meeting at least twice annually, the Council advises on curriculum relevance, candidate preparedness, and opportunities for community-based learning. The Council plays a vital role in strengthening the College’s partnerships and informing program improvements based on P–12 school needs and current trends.

PROFESSIONAL DISPOSITIONS

As future educators, teacher candidates at Central Christian College of Kansas are expected to embody both the knowledge and the character necessary to serve all learners with competence, compassion, and integrity. In alignment with the mission of CCKC—*A Christ-Centered Education for Character*—and the Kansas State Department of Education (KSDE) standards, the Teacher Education Program (TEP) evaluates and cultivates the **dispositions** of candidates throughout the program.

Dispositions are the values, attitudes, and professional behaviors that influence how teachers interact with students, families, colleagues, and the broader school community. These are not only vital for creating inclusive and effective learning environments, but are also essential for licensure and long-term success in the teaching profession.

CORE4 & KSDE ALIGNMENT

CORE4	Dispositional	Description
Heart (Authentic & Collaborative)	Integrity & Ethics	Demonstrates honesty, confidentiality, and ethical conduct in academic and professional settings. Follows the Kansas Educator Code of Conduct.
	Respect & Collaboration	Honors diverse perspectives and identities; collaborates effectively with peers, faculty, and community stakeholders. Builds inclusive relationships rooted in mutual respect.
Soul (Devotion & Diligence)	Commitment to Student Learning	Shows deep care and persistent effort toward the academic, social, and emotional success of all students. Believes all students have value and can learn.
	Service Orientation	Reflects a humble, Christ-centered motivation to serve others, especially marginalized or struggling learners. Places student needs above personal convenience.
Mind (Critical Thinking & Creativity)	Reflective Practice	Engages in honest self-assessment, learns from feedback, and actively seeks to grow as a professional. Adapts instruction based on reflection and evidence.
	Professional Judgment	Demonstrates sound decision-making grounded in data, research, and educational best practices. Maintains appropriate boundaries and discernment.
Strength (Productive & Resilient)	Responsibility & Initiative	Exhibits punctuality, reliability, and proactive engagement in all coursework and field experiences. Manages time and commitments with maturity.
	Perseverance & Adaptability	Responds constructively to feedback and challenge. Demonstrates resilience and emotional steadiness under pressure. Maintains focus in dynamic classroom environments.

DISPOSITION ASSESSMENT POINTS

Dispositions are assessed both formally and informally at multiple program checkpoints:

- Level I: Admission to the Teacher Education Program (TEP)
- Level II: Admission to Student Teaching
- Level III: During Student Teaching and Field Experiences
- Level IV: Final Program Completion and Licensure Recommendation

Assessment tools include:

- Faculty evaluations using the Student Disposition Evaluation (see Appendix)

- Cooperating teacher and field supervisor feedback
- Candidate reflections and interviews
- Observation of behavior in classroom, campus, and online interactions

ADDRESSING DISPOSITIONAL CONCERNS

If a candidate demonstrates behavior inconsistent with expected dispositions, the following steps will be followed:

- Documentation: Faculty or supervisors complete a Dispositional Concern Report, providing specific evidence.
- Review: The Teacher Education Department Chair, in consultation with the Teacher Education Committee (TEC), will review the concern.
- Remediation Plan: If warranted, the candidate will enter a Dispositional Growth Plan that outlines:
 - Specific areas of concern
 - Measurable improvement goals
 - Support resources (e.g., mentoring, counseling, workshops)
 - Timeline and benchmarks for reassessment

Failure to meet expectations after reasonable intervention may result in suspension or removal from the program.

APPEALS

Candidates may appeal any adverse decision related to dispositions by submitting a written appeal to:

- The Chair of the Teacher Education Department,
- The Teacher Education Committee,
- The Chief Academic Officer, if necessary.

Appeals should include a statement of rationale and any supporting documentation.

LICENSURE AND PUBLIC TRUST

KSDE requires all licensure candidates to affirm their moral and ethical fitness to teach. Dispositional infractions—particularly those involving dishonesty, unprofessional behavior, or discriminatory conduct—may result in a denial of recommendation for licensure, even if academic requirements have been met.

Candidates are reminded that as teachers, they are not only content experts but trusted stewards of influence, called to lead with character and courage in the service of others.

PROFESSIONAL RESPONSIBILITIES OF THE CANDIDATE

CODE OF ETHICS & ACADEMIC INTEGRITY

Teacher candidates at Central Christian College of Kansas (CCCK) are called to uphold the highest standards of ethical and academic conduct, in alignment with the college's mission to provide a Christ-Centered Education for Character and the professional expectations of the Kansas State Department of Education (KSDE).

The teaching profession is a public trust. As future educators, CCCK candidates are expected to conduct themselves with integrity, honesty, and responsibility, both in academic settings and in professional practice.

Guiding Principles

- The Kansas Educator Code of Conduct (K.A.R. 91-22-1a)
- The ethical principles of authenticity, integrity, and service as reflected in CCCK's CORE4: Heart, Soul, Mind, and Strength
- The Christian values of truthfulness, humility, and stewardship
- The Community Expectations and Core Values of the College

Candidates are expected to:

- Demonstrate academic honesty in all coursework, fieldwork, and communication.
- Maintain confidentiality and discretion with P-12 student records and school-related information.
- Represent themselves, their work, and their program truthfully.
- Respect the intellectual property of others.
- Avoid and report actions that would violate trust, harm students, or discredit the profession.

Academic Integrity Expectations

All teacher education candidates must:

- Submit original work for all assignments unless group work is authorized.
- Accurately cite sources to avoid plagiarism, including direct copying or paraphrasing without attribution.
- Refrain from using unauthorized materials during assessments.
- Complete individual assessments independently unless otherwise specified.
- Participate equitably in collaborative assignments and group projects.

Plagiarism, cheating, falsifying data, and other forms of academic dishonesty are violations of CCCK policy and KSDE ethical expectations.

Field Experience and Professional Ethics

While in field placements or student teaching, candidates must:

- Maintain confidentiality of all student records and school-related information.
- Avoid any conduct that may be interpreted as favoritism, discrimination, or inappropriate relationships.
- Abstain from discussing students, colleagues, or school issues in unprofessional or public forums (including online).
- Follow district, building, and classroom policies as if already employed as an educator.
- Maintain professional boundaries in speech, dress, demeanor, and digital communication.

Candidates are reminded that dispositions and conduct in field settings may impact licensure eligibility.

Violations and Consequences

Violations of academic integrity or ethical conduct will be addressed as follows:

First Offense:

- Conference with faculty member
- Grade penalty on the assignment or activity
- Written documentation added to candidate's file

Second Offense:

- Referral to the Teacher Education Committee
- Possible course failure and formal warning
- Required Disposition Reflection and Growth Plan

Third Offense or Severe Ethical Breach (e.g., falsification of field documents, breach of confidentiality, violation of KSDE Code):

- Dismissal from the Teacher Education Program
- Ineligibility for licensure recommendation
- Report to KSDE, if applicable

Appeals: Candidates may appeal a finding of misconduct by submitting a written appeal to the Teacher Education Committee, with final review by the Chief Academic Officer. Appeals must be submitted within 10 business days of the decision.

[Kansas Educator Code of Conduct \(Summary\)](#)

As a reminder, the Kansas State Board of Education requires educators to:

- Demonstrate integrity in all professional relationships
- Avoid conflicts of interest and exploitation
- Maintain professional boundaries with students
- Report known violations of the Code by other professionals
- Model behavior that upholds public trust in education

Teacher candidates are introduced to the full Kansas Educator Code of Conduct in ED-CC 100 Introduction to Education and must reaffirm their understanding at each transition point in the program.

As future educators, CCK candidates are more than students—they are stewards of knowledge, character, and influence. Upholding the highest standards of ethics and academic integrity reflects our shared calling to serve others with truth, wisdom, and grace.

ACADEMIC EXCELLENCE

At CCK, teacher candidates are held to high standards of professional excellence as they prepare for the responsibilities of the classroom.

Course Attendance: Regular attendance is essential for academic success and professional readiness. Candidates are expected to attend all scheduled classes and notify instructors in advance via email when an absence is unavoidable. Repeated absences or tardiness, as outlined in course syllabi, may result in academic probation.

Candidates are expected to:

- Be present, punctual, and prepared for every scheduled class, seminar, field placement, and required event.
- Treat attendance as a professional commitment, comparable to the expectations of licensed teachers.
- Notify instructors or field supervisors prior to any absence, except in emergencies.
- Excessive absences, habitual tardiness, or a pattern of unexcused absences will be considered a professional disposition concern and may result in review by the Teacher Education Committee (TEC).

Course Assignments: Assignments are to be completed and submitted on time. Consistent lateness or failure to submit work may result in programmatic consequences, including probation.

GPA Requirements: To remain in good standing within the Teacher Education Program:

- A minimum professional education GPA of 3.0 must be maintained.
- A cumulative GPA of 2.75 is required.
- All coursework in the Professional Core must be passed with a C (2.5) or higher.

If these standards are not met, candidates may retake courses within one semester to remediate deficiencies.

TECHNOLOGY USE & DIGITAL CITIZENSHIP POLICY

The responsible use of technology is an essential part of a teacher's professional identity. Teacher candidates at Central Christian College of Kansas (CCCK) are expected to model ethical, informed, and purposeful technology use in accordance with the Kansas Educator Code of Conduct, school district policies, and CCCK's mission of Christ-Centered Education for Character. This includes demonstrating digital citizenship, safeguarding professional boundaries, and using technology to enhance teaching, learning, and collaboration.

Christ-centered educators are called to steward not only their time and talent, but also their tools. CCCK's Teacher Education Program seeks to develop educators who can teach with integrity, communicate with professionalism, and lead by example—both in the classroom and online.

[Core Principles](#)

The Teacher Education Program affirms the following principles:

- **Heart (Authentic & Collaborative):** Candidates use technology in ways that reflect honesty, authenticity, and respect for the dignity of others. They practice digital collaboration in a manner that uplifts community and fosters trust.
- **Soul (Devoted & Diligent):** Candidates demonstrate a commitment to ethical practice grounded in their faith and professional calling. They use technology purposefully and redemptively—ensuring their actions reflect humility, discernment, and service to others.
- **Mind (Critical Thinking & Creative):** Candidates apply professional judgment and creative problem-solving when selecting and using digital tools. They evaluate the reliability, appropriateness, and educational value of digital resources and emerging technologies.
- **Strength (Productive & Resilient):** Candidates demonstrate self-discipline and digital boundaries. They manage their time and digital presence with maturity, respond appropriately to challenges, and model resilience in a rapidly changing technological landscape.

[Expectations for Technology Use](#)

As it applies to Instructional Technology candidates are expected to:

- Demonstrate proficiency in using educational technology platforms (e.g., LMS, Google Classroom, Microsoft Teams, online assessment tools).
- Integrate technology into lesson planning and delivery in age-appropriate and pedagogically sound ways.
- Protect student data and comply with all FERPA and COPPA regulations.
- Engage in continuous learning regarding emerging instructional technologies and their responsible use.

As it applies to Digital Communication candidates must:

- Use professional tone and grammar in all written and digital communications with faculty, peers, cooperating teachers, and school personnel.
- Refrain from using personal social media, messaging apps, or personal email accounts to communicate with P-12 students or families.

- Communicate with students and families only through approved school channels, if permitted and supervised by the cooperating teacher.
- Respond to digital communication in a timely and respectful manner.

As it applies to Online Course & Classroom Behavior candidates will:

- Respect digital learning environments by participating fully and attentively.
- Avoid multitasking, side conversations, or distractions while engaged in virtual coursework or meetings.
- Submit digital work that is original, ethical, and clearly cited.

Digital Citizenship and Professional Boundaries

Candidates are responsible for their digital footprint and should:

- Maintain privacy settings on all personal social media accounts.
- Avoid posting or sharing content that is obscene, profane, inflammatory, or inconsistent with professional educator expectations.
- Never post identifiable images, names, or information about P-12 students.
- Model digital citizenship in classroom activities and conversations with students.
- Report any incidents of cyberbullying, harassment, or inappropriate digital behavior encountered during field experiences.

Prohibited Technology-Related Behaviors

The following actions are considered violations of this policy and may result in disciplinary action or removal from a placement:

- Sharing or posting confidential student or school information.
- Using technology to cheat, plagiarize, or misrepresent academic work.
- Maintaining inappropriate digital contact with students.
- Using social media to disparage faculty, peers, cooperating teachers, or schools.
- Using school devices or platforms for personal entertainment or communication.

Violations and Remediation

Violations of the Technology Use and Digital Citizenship Policy will follow this progression:

- Documentation of the incident by faculty or field supervisor.
- Conference with the Department Chair or TEC representative.
- Remediation Plan, if necessary, which may include:
 - Digital citizenship modules
 - A reflection assignment
 - Temporary removal from field placement

Severe or repeated violations may result in dismissal from the program and/or reporting to KSDE.

Integration into Coursework

Candidates will receive training in appropriate technology use and digital citizenship through coursework (e.g., ED-CC 265 Instructional Media & Technology) and during field experience orientations.

FIELD EXPERIENCE RESPONSIBILITIES

Field experiences are an integral part of teacher preparation. Candidates represent not only themselves but also CCCK and the profession of teaching when placed in K-12 classrooms. The following standards guide candidate conduct during fieldwork:

- **Attendance and Punctuality:** Candidates are expected to follow the same schedule as their supervising teachers, including before- and after-school commitments. The full experience of a teacher's day is essential to understanding the profession.

- **Professional Appearance:** Appropriate, professional attire is expected. Dress should reflect the role of an educator and align with school norms. Jeans, athletic wear, or revealing clothing are not appropriate unless otherwise approved for specific activities.
- **Professional Demeanor:** Candidates are to conduct themselves respectfully and professionally in all interactions. This includes maintaining a positive attitude, refraining from gossip or negativity, and demonstrating maturity.
- **First and Last Impressions:** Candidates should:
 - Arrive early on the first day and check in at the office.
 - Schedule a debrief with the supervising teacher on the final day.
 - Write thank-you notes to both the cooperating teacher and the building principal.
- **Communication and Feedback:** Candidates are responsible for ensuring that all necessary evaluations and paperwork are submitted on time. Prompt and respectful communication with faculty and cooperating teachers is essential.
- **Observation and Engagement:** Candidates are under continuous observation. Demonstrating initiative, attentiveness, and teachability reflects the professional conduct expected of aspiring educators.

PROFESSIONAL DEVELOPMENT

Professional development at Central Christian College of Kansas is rooted in the formation of the mission-minded professional—an individual who pursues excellence in character, competence, and calling. Framed by the CORE4 virtues—Heart, Mind, Soul, and Strength—and aligned with the Kansas State Department of Education (KSDE) standards, professional development is not an isolated requirement but an ongoing transformation of the whole person in service to the public good.

Each candidate is expected to grow intentionally and holistically in the following areas:

Heart: KSDE Standard 4: Professional Learning and Ethical Practice & KSDE Standard 5: Leadership and Collaboration

- Model integrity by acting with authenticity in word and deed.
- Uphold the ethical responsibilities of the profession with consistency and care.
- Engage in purposeful collaboration with colleagues, families, and communities.
- Reflect humility, shared responsibility, and a commitment to student success in all partnerships

Mind: KSDE Standard 6: Assessment & KSDE Standard 3: Instructional Strategies

- Apply analytical reasoning to assess and improve instructional practice.
- Use professional feedback and data to inform sound decisions that enhance student learning.
- Design creative, adaptable lessons that engage diverse learners.
- Approach complexity with curiosity, innovation, and intellectual flexibility.

Soul: KSDE Standard 2: Learning Differences & KSDE Standard 4: Professional Learning and Ethical Practice

- Reflect a mission-minded devotion to each learner as made in the image of God (Imago Dei).
- Champion access, inclusion, and growth for all students, especially those with diverse needs.
- Demonstrate diligence through disciplined preparation, reflective practice, and continuous professional learning.
- Treat teaching as a sacred trust and a vocation of service.

Strength: KSDE Standard 1: Learner Development & KSDE Standard 3: Learning Environments

- Promote orderly, engaging environments where students thrive intellectually, emotionally, and socially.
- Maintain a productive presence in the classroom by managing time, energy, and responsibilities with excellence.
- Embody resilience by adapting to challenges with composure and purpose.

- Sustain focus on student well-being, even under pressure.

As mission-minded professionals, CCK teacher candidates are expected to:

- Actively engage in professional learning experiences both inside and outside the classroom.
- Reflect on personal and pedagogical growth using the CORE4 as a developmental lens.
- Seek and apply feedback from mentors, peers, and field supervisors.
- Demonstrate evidence of growth in both instructional effectiveness and personal character.

Through this integrated developmental model, teacher candidates become not only eligible for licensure, but also prepared to lead with conviction, serve with compassion, and teach with vision in diverse educational contexts.

COMMUNITY ENGAGEMENT & SERVICE EXPECTATIONS

The teaching profession is rooted in service. Beyond content knowledge and pedagogy, effective educators embody a commitment to community engagement, justice, and the public good. In alignment with the mission of Central Christian College of Kansas—to provide a Christ-Centered Education for Character—teacher candidates are expected to participate in meaningful service and engagement activities that reflect their identity as servant-leaders.

[Program Expectations](#)

All candidates in the Teacher Education Program are expected to complete:

1. **Level I – Professional Related Service Requirement:** As part of the TEP admission process, candidates must complete a minimum of 60 documented service hours involving direct work with PreK–12 students. This includes:
 - a. Early Field Experience (30 hours)
 - b. Culturally Diverse Field Experience (30 hours)
 - i. These hours should reflect a posture of learning through service and include settings that serve marginalized, rural, multicultural, or under-resourced populations.
2. **Ongoing Dispositional Development through Service:** Throughout their coursework and field placements, candidates will engage in service-based assignments and reflections that cultivate:
 - a. Civic awareness and social responsibility
 - b. Respect for diverse cultural and linguistic communities
 - c. A disposition of humility and attentiveness toward the needs of others
 - i. Reflection on these experiences will be documented in candidate portfolios and may be assessed through disposition evaluations (see Appendix H).
3. **Community-Based Opportunities:** Candidates are encouraged to participate in CCK-sponsored or school-based service initiatives, such as:
 - a. Tutoring or mentoring local students
 - b. Supporting school-family engagement events
 - c. Volunteering with educational nonprofits or faith-based youth ministries
 - d. Participating in school improvement projects or after-school programs

Faculty may integrate community engagement into course assignments, and field supervisors may assess how candidates serve within their placements. Candidates are encouraged to keep a personal record of service hours, roles, and insights gained through engagement.

In the capstone stage (Level IV), candidates may be asked to reflect on how service has informed their:

- Philosophy of education
- View of student and family diversity
- Sense of professional responsibility as a public servant

PROGRAM REQUIREMENTS

BACHELOR OF SCIENCE: EDUCATION [ELEMENTARY] (120 CREDITS)

General Education (39 Credits)			Professional Education Core (37 Credits)		
GS-SM 104	First Year Seminar	1	ED-CC 100	Introduction to Education	2
EN-CP 103	English Composition I	3	ED-CC 110	Early Field Experience	1
EN-CP 104	English Composition II	3	ED-CC 120	Culturally Diverse Experience	1
_____	Communication	3	ED-CC 265	Instructional Media & Technology	2
_____	Science Course	3	ED-CC 281	Principles of Teaching and Learning	3
_____	Math Course (NS-MA 104 or higher)	3	ED-CC 300	Exceptional and Diverse Learners	3
_____	History	3	ED-CC 310	Educational Assessments and Statistics	3
_____	Social Science	3	ED-CC 315	Classroom Management	2
_____	Fine Arts	3	ED-EE 380	Field Experience [Elementary]	1-4
_____	Wellness	3	ED-CC 400	Philosophy of Education [WI]	2
_____	Philosophy Course	3	ED-CC 410	Professional Practices in Education	2
MT-BI 100	Introduction to Biblical Literature	3	ED-CC 450	Student Teaching [Capstone]	12
_____	Old or New Testament Course	3	Elementary Education Core (26 Credits)		
GS-SM 399	Professional Portfolio	1	ED-EE 226	Children's & Adolescent Literature	2
GS-SM 499	Senior Portfolio	1	ED-EE 340	Foundations of Literacy	3
Elementary Education Requirements (Possible Equivalencies)			ED-EE 341	Emerging Literacy & Assessment	4
HU-HI 113	World Geography	_____	ED-EE 343	Elementary Language Arts Methods	3
_____	Biology	_____	ED-EE 345	Elementary Mathematics Methods	3
_____	Physical Science	_____	ED-EE 346	Elementary Science Methods	2
_____	Fine Arts (Survey or Appreciation)	_____	ED-EE 347	Elementary Social Science Methods	2
_____	General Psychology	_____	ED-EE 348	Elementary Fine Arts Methods	2
			ED-EE 442	Ad. Literacy Instruction & Assessment	3
			ED-CC 151	Health and Movement in Grades K-12	2

BACHELOR OF SCIENCE: EDUCATION [PHYSICAL EDUCATION] (120 CREDITS)

General Education			Professional Education Core		
GS-SM 104	First Year Seminar	1	SS-PY 110	General Psychology	3
EN-CP 103	English Composition I	3	ED-CC 100	Introduction to Education	2
EN-CP 104	English Composition II	3	ED-CC 110	Early Field Experience	1
_____	Communication	3	ED-CC 120	Culturally Diverse Experience	1
_____	Science Course	3	ED-CC 265	Instructional Media & Technology	2
_____	Math Course (NS-MA 104 or higher)	3	ED-CC 281	Principles of Teaching and Learning	3
_____	History	3	ED-CC 300	Exceptional and Diverse Learners	3
_____	Social Science	3	ED-CC 310	Educational Assessments and Statistics	3
_____	Fine Arts	3	ED-CC 315	Classroom Management	2
_____	Wellness	3	ED-CC 400	Philosophy of Education [WI]	2
_____	Philosophy Course	3	ED-CC 410	Professional Practices in Education	2
MT-BI 100	Introduction to Biblical Literature	3	ED-CC 450	Student Teaching [Capstone]	12
_____	Old or New Testament Course	3	Choose at least one		
GS-SM 399	Professional Portfolio	1	ED-EE 380	Field Experience [Elementary]	2-4
GS-SM 499	Senior Portfolio	1	ED-SE 385	Field Experience [Secondary]	2-4
Physical Education Requirements (Possible Equivalencies)			Physical Education Core		
_____	Biology	_____	ED-PE 350	PREK-6 Physical Education Methods	2
_____	Personal & Community Health	_____	ED-PE 351	6-12 Physical Education Methods	2
_____	General Psychology	_____	ED-PE 352	Health Education Methods	3
			SP-SH 202	Introduction to P.E., Sport, & Fitness	3
			SP-SH 204	Theory of Coaching	2
			SP-SH 307	Individual & Dual Sports Analysis	3
			SP-SH 308	Exercise Physiology	3
			SP-SH 310	Kinesiology	3
			SP-SH 312	Adaptive Physical Education	2
			SP-SH 320	Measurement & Evaluation in Health & P.E.	3
			NS-BI 204	Anatomy & Physiology I	3
			NS-BI 205	Anatomy & Physiology II	3
			SP-SH 311	Biomechanics	3
			ED-CC 151	Health and Movement in Grades PK-12	2
			BS-SM 425	Administration in Sport & Fitness	3
			SP-SH 325	Principles of Strength and Conditioning	3
			SP-SH 208	Introduction to Team Sports	2
			SP-SH 426	Motor Learning	3
			SP-SH 201	First Aid Certification (or Certification)	0

Students may opt to take their Field Experience in an Urban or International setting. This distinction will appear on the course on the transcript.

Field Experience can be achieved through a combination of Elementary and Secondary experience.

PARAPROFESSIONAL

This non-licensure option comprises 18 credit hours and supports students seeking to serve in educational settings as instructional aides or paraprofessionals. Requirements include:

- A GPA of 2.75 (cumulative) and 3.0 (education core).
- Completion of English and Math prerequisites with a grade of C (2.5) or higher.
- Core coursework in educational foundations, classroom management, and diverse learner engagement.
- A practicum experience (ED-AP 393) of 2–4 credits.

Formal admission to the Teacher Education Program is not required for this track, though students are held to academic and professional integrity standards consistent with the College’s mission and the expectations of educational practice.

Paraprofessional

- ED-CC 100 Introduction to Education 2
- ED-CC 110 Early Field Experience 1
- ED-CC 120 Culturally Diverse Field Experience 1
- ED-CC 281 Principles of Teaching and Learning 3
- ED-CC 300 Exceptional & Diverse Learners 3
- ED-CC 315 Classroom Management 2
- ED-AP 393 Internship [Paraprofessional] 2-4

Additional non-clinical ED coursework to fulfill 18 hours

PROGRAM SEQUENCE

The Teacher Education Program at Central Christian College of Kansas guides candidates through a structured four-level progression toward licensure and professional readiness. This developmental process supports academic competence, spiritual maturity, ethical character, and instructional effectiveness, reflecting both the CORE4 virtues and KSDE standards.

Four Levels of Progression:

1. Level I: Pre-Candidacy (Freshman)
2. Level II: Professional Core (Sophomore–Junior)
3. Level III: Student Teaching Experience (Senior)
4. Level IV: Program Completion & Teacher Licensure (Senior/Post-STE)

LEVEL I – PRE-CANDIDACY

Aspiring educators are called to develop a broad academic foundation and a reflective understanding of their calling. Through early coursework, service experiences, and personal reflection, pre-candidates begin discerning whether they are equipped—academically, spiritually, and relationally—for a life of servant-leadership through teaching.

[Admission Criteria to the Teacher Education Program \(TEP\):](#)

Documentation

- Minimum 60 hours of professional-related service with PreK–12 students
- Three references (faculty, work supervisor, pastor/coach)
- Essays: “Why I Want to Teach,” “My Worldview,” “My Philosophy of Education”
- Background Self-Disclosure Licensure Questions
- Declaration of Understanding
- Student Disposition Evaluation
- Field Experience Student Performance Evaluations
- Documented with the CCK Community Expectations Covenant
- Interview with the Teacher Education Committee (TEC)

Academic Requirements:

- Cumulative GPA: 2.75 or higher
- General Education Prerequisites (Grade \geq C/2.5):
 - SS-PY 210 General Psychology
 - EN-CP 121 Composition I
 - EN-CP 122 Composition II
 - Communications Course
 - NS-MA 104 College Algebra or NS-MA 201 Survey of Contemporary Math
- Education Core Courses (GPA \geq 3.0)
 - ED-CC 100 Introduction to Education
 - ED-CC 110 Early Field Experiences
 - ED-CC 120 Culturally Diverse Field Experience

Upon completion of the admission file, the TEC will review and provide written notification of the admission decision.

LEVEL II – PROFESSIONAL CORE

Candidates must be fully admitted to the TEP before enrolling in professional core coursework. This phase emphasizes pedagogical preparation, application of content knowledge, and refinement of professional skills.

Requirements:

- Maintain a cumulative GPA of 2.75
- Maintain a 3.0 GPA in Professional Core Courses (grade \geq C/2.5 for each)

Application for Student Teaching Experience (STE) Documentation

To be submitted by the first Friday in February of the junior year.

- One Faculty Reference from content area
- ED-EE 380 or ED-SE 385 Field Experience (Proficient or higher)
- Proof of current liability insurance
- Updated Student Disposition Evaluation
- Background Self-Disclosure
- Placement Preference Survey
- Criminal Background Check (as required by host district)
- Compliance with CCK Community Expectations
- Interview with the Teacher Education Committee

LEVEL III – STUDENT TEACHING EXPERIENCE (STE)

Student teaching represents the capstone experience of the program—a full-time, 14-week clinical placement that assesses candidates' instructional proficiency, character, and resilience in real classrooms.

STE Semester Requirements:

- ED-CC 450: Student Teaching (Proficient or higher)
- ED-CC 410: Professional Practices in Education (concurrent seminar)
- ED-CC 400: Philosophy of Education paper
- Professional Core GPA of 3.0+
- Content GPA of 2.75+
- Completion of:
 - Kansas Teacher Work Sample (KTWS)
 - Kansas Clinical Assessment Tool (K-CAT)
- Continued compliance with Community Expectations
- Proof of positive TB test results (due Aug 1 for Fall, Dec 1 for Spring)
- Proof of liability insurance (e.g., through KNEA or CEAI)

STE Placement Procedures:

- TEC reviews the STE application
- Candidate interviewed by a subcommittee (including department chair)
- Any special requests (e.g., location preference) must be presented at the interview
- Education Office contacts host district upon approval
- Final placement is confirmed in writing

Distance Placement Policy:

- Must be within the state of Kansas (no out-of-state placements)
- Requires written request and justification at TEC interview
- Praxis exams must be passed prior to approval
- Awarded only to candidates who have demonstrated strong character and competence

LEVEL IV – PROGRAM COMPLETION & TEACHER LICENSURE

After STE, candidates return to campus to complete ED-CC 410 Professional Practices in Education and finalize their transition into the profession.

Requirements:

- Fulfillment of all degree requirements
- Program exit interview with advisor and/or department chair
- Degree awarded by CCCK
- Successful completion of all required Praxis exams
- Application for teacher licensure via www.ksde.org

Upon verification of requirements and TEC endorsement, the college will recommend the candidate for licensure.

Out-of-State Licensure: Candidates must consult their respective state education agencies for additional requirements.

Licensure Legal Disclosure Questions (Kansas):

- Applicants must answer the following:
- Have you ever been convicted of a felony?
- Have you ever been convicted of a crime involving dishonesty, drugs, or a child?
- Have you entered a criminal diversion agreement?
- Are any charges pending for such offenses?

Affirmative responses require documentation and may impact licensure approval.

PROFESSIONAL EXPECTATIONS: WORK, ACTIVITIES, COMPENSATION, AND CONTINUATION

The Student Teaching Experience (STE) is a full-time professional commitment. During this critical semester, candidates are expected to prioritize their teaching responsibilities above all other campus and personal obligations. Participation in extracurricular activities—including athletics, performance groups, or other co-curricular commitments—must be planned well in advance and in coordination with the candidate’s coach, advisor, and STE supervisor. Ideally, candidates should schedule their STE in a semester that does not overlap with their primary extracurricular responsibilities. In cases where a sport or activity spans both semesters, thoughtful discernment, collaboration among stakeholders, and the development of a detailed schedule are essential to minimize potential conflicts. Any time missed due to outside commitments must be made up, even if this extends beyond the end of the academic term. The demands of the classroom must take precedence, and continued participation in extracurriculars is contingent upon satisfactory performance in the placement.

Employment during the STE is strongly discouraged but may be permissible if it does not detract from the candidate’s primary responsibility: being present, prepared, and engaged in the full life of their host school. Candidates must ensure that their work schedules do not interfere with classroom duties, planning, school events, or professional obligations. If employment becomes disruptive or casts a negative reflection on the candidate, the department, or the college, it may be considered a violation of the professional agreement. However, candidates may accept compensation for student teaching if such payment is offered by the school district as part of a formal partnership or incentive program.

In situations where significant concerns arise—whether due to professional conduct, lack of fitness, or performance issues—the Teacher Education Program reserves the right to remove a candidate from their placement. Grounds for termination include immoral or unethical behavior, insubordination, persistent unprofessionalism, or violation of school or college policies. Concerns may be brought forward by the candidate, college faculty, or school personnel. When issues emerge, all efforts will be made to resolve the matter through open dialogue, mentoring, and documented intervention. If resolution proves unattainable, the department chair and college supervisor will determine whether the placement should be ended and whether a reassignment is appropriate.

If a candidate is removed from their placement, a formal meeting will be scheduled with the department chair and college supervisor to discuss next steps. The candidate will be notified in writing of any decisions regarding continuation or reassignment. Should the candidate wish to appeal the decision, they may submit a written request for a hearing with the Teacher Education Committee. This hearing will be scheduled within three business days, and the candidate may bring legal counsel or an advocate to the meeting. The hearing will be presided over by the Provost and Vice President of Academics. Within 24 hours of the hearing, the committee will issue a written decision, which may include upholding the termination, reversing it, or overturning it with specific conditions for reinstatement. A full transcript of the hearing will be made available within seven business days. Any conditional reinstatement will be guided by a formal plan created in collaboration with the department chair and must be fulfilled in a timely manner for the candidate to resume their preparation.

GENERAL PROGRAM INFORMATION

NON-DISCRIMINATION POLICY

In alignment with the non-discrimination policy of Central Christian College of Kansas, the Department of Teacher Education does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission, access, treatment, or employment in its programs and activities. The department reserves the right to make decisions based on religious identity only to the extent permitted by law and necessary to uphold the mission of the College, which seeks to provide a Christ-Centered Education for Character.

PROVISIONAL ACCEPTANCE POLICY

Students who have not yet met all criteria for formal admission into the Teacher Education Program (TEP) may be granted provisional acceptance for one semester. During this period, students are expected to complete all outstanding requirements. Provisional students must maintain a cumulative GPA of 2.75 and a professional core GPA of 3.0. Continued enrollment in education coursework is contingent upon meeting these standards within the designated term.

ESL AND SWD POLICY

While CCK does not currently offer licensure endorsements in English as a Second Language (ESL) or Students with Disabilities (SWD), our program prioritizes preparation for inclusive teaching. All candidates are required to complete ED-CC 300 Exceptional & Diverse Learners. Additionally, students may opt to enroll in GS-EL 102 Conversation Lab, which provides an opportunity for English-speaking students to mentor, tutor, and lead study clusters for peers who are ESL learners or who present learning differences. These experiences help teacher candidates develop skills in supporting diverse student populations in inclusive classrooms.

GPA REMEDIATION POLICY

In accordance with KSDE standards, all CCK teacher education candidates must demonstrate academic proficiency to persist in the program:

- A cumulative GPA of 2.75 in general education coursework.
- A professional core GPA of 3.0 in all education courses.

The Teacher Education Committee (TEC) reviews academic progress at the end of each academic term. Students not meeting these standards will be placed on one of the following statuses:

- **Warning:** Issued after the first term of deficient GPA. The student may remain in the program for one term without appeal but must achieve the minimum GPA by the end of that term.
- **Suspension:** Imposed after two consecutive semesters below minimum GPA. Students on suspension are not eligible to continue in the Teacher Education Program unless they submit and are approved for an appeal.
- **Probation:** Students who appeal and are approved may continue for one semester under academic probation. During this term, students may be required to retake coursework, enroll in designated courses, or follow additional conditions.
- **Academic Plan:** If a student cannot mathematically recover GPA standards in one semester, they may be placed on an Academic Plan designed to guide them toward meeting program requirements over a longer timeline. Students remain eligible while meeting the plan's milestones.
- **Reinstatement:** Students who meet all required GPA standards and successfully complete required coursework may regain full eligibility.

APPEALS

Students may appeal a suspension or probation status if extenuating circumstances (e.g., medical emergencies, death in the family) contributed to academic difficulties. Appeals must be submitted in writing to the Department Chair along with supporting documentation before the next semester begins. The appeal will be reviewed by the TEC, and final determination will be communicated in writing.

TRANSFER STUDENT POLICY

Students transferring from another institution who seek recommendation for Kansas teacher licensure through CCK must meet all program requirements, including:

- Completion of all general education, professional education, and content-area courses.
- Formal admission to the CCK Teacher Education Program.
- Completion of the full application process for the Student Teaching Experience.

All transfer credits will be reviewed for equivalency by the Department Chair. Transfer students must complete all CCK-specific checkpoints and paperwork associated with each program level.

BACKGROUND CHECK & CLEARANCE POLICY

To ensure the safety and well-being of all P-12 students and school communities, and to align with the legal and ethical responsibilities of the teaching profession, all candidates enrolled in the Teacher Education Program at Central Christian College of Kansas (CCK) must complete required background checks and clearance processes prior to field placements and licensure recommendation.

This policy applies to all teacher education candidates beginning at Level I: Pre-Candidacy and continuing through Student Teaching and Licensure (Level IV).

[Required Background Check Processes](#)

Initial Self-Disclosure: All candidates must complete the Background Self-Disclosure Form (Appendix I) as part of their application to the Teacher Education Program. This form includes disclosure of:

- Any criminal convictions (including misdemeanors and felonies)
- Criminal diversion agreements
- Pending charges related to dishonesty, drugs, or crimes against minors
- Disciplinary action related to previous teaching licensure or employment
- False or incomplete disclosures may result in removal from the program and/or loss of recommendation for licensure.

District-Specific Criminal Background Checks: Before participating in any field experience, practicum, or student teaching placement, candidates may be required to:

- Submit to a criminal background check and/or fingerprint clearance as required by the school district
- Provide verification of negative TB test results
- Complete any required district onboarding or orientation
- Candidates are responsible for the costs associated with district background checks.

Fingerprinting for Licensure: Candidates applying for initial Kansas teacher licensure through KSDE must submit to:

- Fingerprint-based background clearance
- Review by the Kansas Bureau of Investigation (KBI) and the Federal Bureau of Investigation (FBI)

This is typically completed during the final semester of the program, but candidates with previous disclosures may be required to complete fingerprinting earlier for KSDE pre-clearance.

School District Authority

All school districts reserve the right to deny placement or terminate field experiences based on background check results, even if the College or KSDE has not imposed sanctions. If a district refuses placement, the Education Department will attempt to find an alternative; however, repeated denial may prevent program completion.

Changes after Admission

Candidates must report any new arrests, charges, or convictions (excluding minor traffic violations) to the Department Chair within five business days. Failure to disclose may result in dismissal from the program.

Appeals and Pre-Clearance

Candidates with a criminal history may:

- Be required to provide court documentation
- Undergo pre-clearance review with KSDE to determine licensure eligibility
- Be required to meet with the Teacher Education Committee for a review of their case

KSDE makes the final decision regarding licensure, even if the College approves the candidate for program continuation.

FITNESS FOR DUTY & SAFETY IN SCHOOLS

The role of a teacher extends beyond academic instruction; it carries with it a moral and legal obligation to ensure the safety, well-being, and flourishing of every student entrusted to their care. As such, all teacher candidates at Central Christian College of Kansas are expected to demonstrate and maintain the physical, emotional, and professional fitness necessary to carry out the responsibilities of the teaching profession in a safe, ethical, and effective manner.

Candidates who have been removed from a placement for fitness-related concerns may be reinstated upon satisfactory completion of the remediation plan and demonstration of readiness to return. In cases where concerns persist or where licensure eligibility may be compromised, the TEC will work with the candidate to determine next steps, which may include program delay, reassignment, or dismissal.

This policy exists to safeguard students, support partner schools, and ensure that CCK graduates are genuinely ready to serve in P–12 settings as trustworthy stewards of their calling. It reflects CCK's mission of Christ-Centered Education for Character and the expectation that educators lead with resilience, integrity, and servant-hearted strength.

Fitness for Professional Practice

“Fitness for duty” refers to a candidate’s capacity to perform essential educational tasks and maintain appropriate relationships with students, colleagues, and supervisors in ways that support learning and safety. A fit candidate demonstrates emotional maturity, reliable judgment, and the resilience necessary to meet the daily demands of teaching. This includes the ability to manage one’s health, behavior, and boundaries with care and professionalism.

Fitness is evaluated holistically—considering the candidate’s readiness not just to meet academic expectations, but to fulfill the broader responsibilities of a servant-leader in schools.

Fitness for duty refers to a candidate’s ability to meet the essential cognitive, emotional, physical, and professional demands of teaching. This includes the capacity to:

- Sustain attention, memory, and judgment in dynamic environments
- Regulate emotions and behavior appropriately, even under stress
- Communicate clearly and respectfully with students, faculty, and peers
- Adapt to change and respond to feedback with maturity

- Uphold boundaries and professional ethics
- Demonstrate physical stamina and presence required in classroom settings

Fitness is evaluated holistically and may be impacted by mental health concerns, substance use, emotional dysregulation, or other behaviors that interfere with safe and effective teaching.

Readiness for Field Placements

Prior to participating in any field experience or student teaching placement, candidates must verify their readiness through the completion of the following:

- A negative tuberculosis (TB) test result
- A valid background clearance, as outlined in the Background Check Policy
- Proof of liability insurance coverage (e.g., CEAI or KNEA membership)
- Completion of all required application and screening forms, including a self-disclosure of any condition that may affect performance or safety

School districts may impose additional criteria or deny placement based on their own fitness standards.

Conduct in Schools

While placed in schools, candidates are responsible for adhering to all applicable safety protocols and behavioral expectations. They are expected to:

- Follow all district and school safety procedures, including those related to emergency drills, reporting requirements, and secure building access
- Maintain confidentiality with student information and interactions
- Interact with students in a way that is professional, kind, and free from inappropriate physical or emotional boundaries
- Refrain from intervening in disciplinary or physical altercations unless explicitly trained and authorized by the school

Any incident or concern that arises during field placement—whether related to the candidate’s actions or to student safety—must be reported promptly to both the cooperating teacher and the college supervisor.

As school districts are responsible for the safety of their students and personnel, they reserve the full right to accept or deny a candidate’s placement based on their internal policies, observations, or judgment of fitness. If a school or district determines that a candidate is unfit for placement due to behavioral, emotional, ethical, or safety concerns, the Teacher Education Program will honor that decision without exception.

In cases where a district revokes a placement, the College will attempt to identify an alternative setting; however, if a candidate is denied multiple placements due to fitness concerns, they may be unable to complete the program or be recommended for licensure

Addressing Concerns

Should a cooperating teacher, college supervisor, or faculty member observe behavior that raises questions about a candidate’s fitness for duty, the candidate may be temporarily removed from the placement for review. This may occur in cases involving emotional instability, unprofessional conduct, inability to manage responsibilities, or behavior that places others at risk.

Concerns will be documented and brought to the attention of the Teacher Education Committee (TEC), which will evaluate the matter and determine whether a Fitness Remediation Plan is necessary. This may include targeted mentoring, counseling referral, medical clearance, or temporary withdrawal from field participation.

The goal of this process is restorative whenever possible. The program remains committed to helping candidates grow in self-awareness, responsibility, and maturity, while prioritizing student safety and school partnership trust.

Candidates who have been removed from a placement for fitness-related concerns may be reinstated upon satisfactory completion of the remediation plan and demonstration of readiness to return. In cases where concerns persist or where licensure eligibility may be compromised, the TEC will work with the candidate to determine next steps, which may include program delay, reassignment, or dismissal.

PROGRAM COMPLETION TIMELINE

The preparation of professional educators requires sustained academic effort, consistent skill development, and dispositional growth over time. To ensure coherence, continuity, and relevance of coursework and field experiences, the Central Christian College of Kansas Teacher Education Program has established a standard timeframe for program completion.

Candidates admitted to the Teacher Education Program (TEP) are expected to complete all academic, fieldwork, and licensure requirements within six academic years (including summer terms) from the date of formal acceptance into the program.

This six-year window begins at the point of Level I admission to the TEP, not initial enrollment at the College. Educational theory, teaching practices, licensure exams, and state standards evolve over time. Limiting the program completion window ensures that candidates graduate with:

- Up-to-date pedagogical training
- Recent field experience in current school environments
- Relevant preparation for licensure and employment
- Professional competencies aligned with current district and state expectations

Candidates who do not complete the program within the six-year window must submit a written request for continuation, which will be reviewed by the Teacher Education Committee (TEC). Requests must include:

- Explanation of delays
- Evidence of ongoing professional or academic engagement
- A proposed timeline for completion
- Any necessary documentation (e.g., medical leave, military service, family hardship)

The TEC may require the candidate to:

- Repeat or audit outdated coursework
- Complete additional field experiences
- Re-take assessments aligned with updated KSDE standards
- Demonstrate dispositional readiness for re-entry into field placements
- Re-entry is not guaranteed and will be evaluated on a case-by-case basis.

[Re-entering after Withdrawal](#)

Candidates who withdraw from the Teacher Education Program for more than two consecutive semesters (excluding summer) must reapply to the program. Re-application may include:

- Updated transcript review
- A new interview with the Department Chair or TEC
- Disposition reassessment
- Compliance with any new curriculum requirements since initial admission

SUPPORT SERVICES

To support candidates in their academic development and success, Central Christian College of Kansas provides a range of services through the Student Success Briner Academic Center. These include:

- **Tutoring Services:** One-on-one and small group tutoring is available to all students. Peer tutors are trained and available to assist with education-specific and general coursework. Nominal fees may apply for extended services.
- **Study Clusters:** A structured study cluster program is available to promote collaborative, student-led academic success in high-demand content areas.
- **Academic Counseling:** Academic advisors and counseling staff assist candidates with course selection, time management, and strategies for academic improvement.
- **Learning Resources:** A curriculum library and teacher workroom are available to support lesson planning, field experience preparation, and resource development.
- **Skill-Building Coursework:** Students may enroll in GS-ST 100 Study Techniques (2 credits) to improve academic habits, organization, and test preparation skills.
- **Technology Access:** The Reimer Business Center houses a computer lab with internet access, educational software, and printer services to support coursework and licensure preparation.

These services support CCKC's mission of fostering strength (resilience and productivity) and mind (critical thinking and creativity) in all candidates, ensuring they are academically competent and professionally astute.

CAREER COUNSELING SERVICES

Career preparation is an integral part of the Teacher Education Program and is offered in partnership with the Academic Center Office. Services include:

- **Career Assessments:** All education students complete the CliftonStrengths® (StrengthsQuest) Inventory during GS-SM 104 First Year Seminar. Results are used to guide early advising conversations related to strengths-based vocation and career fit.
- **Career Exploration:** Students are encouraged to participate in Career Exploration, a guided program to identify career paths in public, private, and international education.
- **Workshops and Resources:** Regularly scheduled workshops include topics such as resume development, licensure application, mock interviews, and job search strategies.
- **Job and Graduate School Listings:** The College maintains an up-to-date job board and provides graduate school advisement. The Education Department also shares postings from partner school districts as they become available.

These services align with the CORE4 dimensions of Soul (Devotion & Diligence) and Heart (Authentic & Collaborative) by helping students reflect on calling, pursue professional excellence, and serve the public good.

DISABILITY SUPPORT SERVICES

Central Christian College of Kansas is committed to providing an inclusive educational environment for all learners. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), students with documented disabilities are entitled to reasonable accommodations.

- **Eligibility & Documentation:** Any student with a physical, sensory, mental health, or learning disability may be eligible for accommodations. Students should contact the Director of the Briner Academic Center to initiate the process and submit documentation from a licensed professional.
- **Individualized Support Plans:** Accommodations are developed on an individual basis in collaboration with the student, the Academic Coordinator, and the appropriate faculty.

- Confidentiality: All disability documentation is handled in a confidential manner, and accommodations are implemented respectfully and discreetly.
- Timing: Students are encouraged to request accommodations as early as possible—preferably during the admissions or orientation process—to allow for timely implementation.

The program supports the development of resilient educators (Strength) who model equitable and inclusive practices for their own students. Accessibility services also ensure CCCK candidates are fully supported in meeting KSDE and program competencies.

TEACHER EDUCATION PROGRAM ASSESSMENT PLAN

INTRODUCTION

The Teacher Education Program (TEP) at Central Christian College of Kansas (CCCK) is committed to the preparation of mission-minded educators who demonstrate academic competence, professional astuteness, and a service-oriented posture rooted in a Christ-centered worldview. Grounded in the College's CORE4 framework—Heart, Soul, Mind, and Strength—the TEP fosters holistic character development while equipping teacher candidates to meet the rigorous professional standards set forth by the Kansas State Department of Education (KSDE).

This comprehensive assessment plan serves as both a roadmap and a monitoring guide to ensure the program continuously meets and exceeds state standards across all KSDE components. It also reflects CCCK's institutional mission to provide a "Christ-Centered Education for Character," integrating academic excellence with spiritual and professional formation.

ASSESSMENT PHILOSOPHY AND FRAMEWORK

Assessment within the Teacher Education Program is developmental, reflective, and outcomes-based. Drawing upon state and national accreditation standards, the plan ensures that all teacher candidates:

- Meet KSDE's five standards and corresponding components (1.1–5.3),
- Progress through four defined program levels (Pre-Candidacy through Licensure),
- Demonstrate growth in knowledge, skills, and dispositions aligned with InTASC, KSDE, and CAEP expectations,
- Embody the values of the CORE4:
 - Heart – Authentic & Collaborative
 - Soul – Devoted & Diligent
 - Mind – Critical Thinking & Creative
 - Strength – Productive & Resilient

The program relies on both direct and indirect measures and values redundancy and simplicity as essential for sustainability within a small-unit context. Wherever possible, tools are multi-purpose—ensuring that one data point contributes to multiple areas of review.

PURPOSE AND USE OF THE PLAN

This assessment plan serves several essential purposes:

- Accountability – Ensure compliance with KSDE standards, including all components from 1.1 through 5.3.
- Program Improvement – Guide strategic enhancements based on data from candidate performance, stakeholder feedback, and completer outcomes.
- Transparency – Document how decisions are informed by data and how stakeholders are involved in ongoing program development.
- Sustainability – Maximize existing tools and faculty expertise by embedding assessment in curriculum, field experience, and governance.

STRUCTURE AND SCOPE

The plan includes the following major elements:

- Assessment Chart (attached): A comprehensive crosswalk that outlines how each KSDE component is addressed through specific measures, CORE4 alignment, and progress toward Areas for Improvement (AFIs).
- Data Collection and Analysis Cycles: Annual cycles are built into the Teacher Education Committee (TEC) and Education Advisory Council (EAC) governance calendars.
- Portfolio and Case Study System: A developmental portfolio process includes reflections, artifacts, and rubrics mapped to standards and CORE4 outcomes.
- Surveys and Stakeholder Input: Employer, completer, and partner feedback are gathered across a three-year rolling cycle to support Standards 4 and 5. Annual surveys are distributed electronically to recent completers and their employers. The instruments are adapted from validated national survey templates and include both Likert-scale and open-ended items. Response rates and demographic data are tracked to ensure representativeness.

Assessment Crossover	
KTWS (Kansas Teacher Work Sample)	1.3, 2.3, 3.4, 4.1, 5.2
Case Study Portfolio	4.1, 4.3, 2.2, 5.2
Disposition Evaluation	3.3, 5.2, 5.1
TEC/EAC Minutes	2.1, 2.2, 5.1, 5.3
Employer & Completer Surveys	4.2, 4.3, 5.3

CONCLUSION

This plan ensures that CCK's Teacher Education Program prepares teachers who are academically capable, ethically grounded, and professionally responsive. With intentional alignment to the KSDE standards and thoughtful integration of the College's mission, this plan positions the program for continuous improvement and faithful stewardship of the public good.

KSDE AFI	Standard Title	Assessment Measures	CORE4 Link	Plan for Assessment
1.1	Understanding of InTASC and College- & Career-Ready Standards	Curriculum maps; Course Syllabi Review; KTWS rubric alignment	Mind	Annual syllabi audit ensures KS standards & InTASC alignment. Faculty review during TEC fall retreat.
1.2	Use of Research & Technology in Teaching	Lesson plans; Instructional Design Reflection; Field Observation Rubric (Tech use)	Mind, Strength	All lesson plans require tech integration; observed and scored via rubrics in field experience and STE.
1.3	Instructional Strategies for Content and Pedagogy	KTWS; Lesson Plans; STE Evaluation	Mind	KTWS & STE reflect planning & delivery for content-specific pedagogy. Review annually by TEC.
2.1	Clinical Partnerships: Co-Design & Collaboration	MOU agreements; Partnership Meeting Minutes; Clinical Placement Logs	Heart, Strength	Update MOUs to include shared decision-making. Log agendas and document meetings with partners.
2.2	Co-Selection & Evaluation of Clinical Educators	Cooperating Teacher Eval; Candidate Feedback; EAC input	Heart, Soul	Add cooperating teacher scoring rubric; use case studies and EAC feedback to document “impact” evidence.
2.3	Design of Clinical Experiences	Field Experience Logs; KTWS; K-CAT; STE evaluation	Strength, Mind	Redesign KTWS to reflect breadth and depth; analyze 3 years of performance data.
3.1	Recruitment & Diversity Goals	Annual Enrollment Reports; Pipeline Data by Demographics	Heart	Monitor recruitment outcomes annually. Establish diversity goal in TEC strategic agenda.
3.2	Selectivity During Preparation	TEP Admission Requirements (Level I); GPA Tracking	Soul	Maintain 2.75 cumulative / 3.0 content GPA gatekeeping; track and disaggregate admission outcomes.
3.3	Support & Monitoring for Candidate Progress	Disposition Evaluations; GPA audits; Intervention Logs	Strength, Soul	TEC reviews students “on watch”; individualized support plans documented.
3.4	Competency Before Licensure	KTWS; Praxis II scores; Portfolio; Final Evaluations	Mind, Strength	Data reviewed annually for licensure eligibility. Praxis and KTWS trends reported to TEC.
4.1	Completer Effectiveness on P-12 Student Learning	Case Studies; Student Work Samples; District Partner Data	Mind, Strength	Continue to expand MOUs for data access; Case study results reviewed each spring.
4.2	Employer Satisfaction	3-Year Employer Survey Cycle; Focus Groups	Heart, Soul	Implement multi-year survey collection. Align qualitative focus group themes with survey trends.
4.3	Completer Perception of Effectiveness	Graduate Exit Survey; Alumni Check-in (1 yr post)	Soul, Mind	3-year tracking to begin Fall 2025. Alumni invited to virtual panels & reflection forms.
5.1	Quality Assurance System (QAS) Implementation	Assessment Calendar; Portfolio Checkpoints; TEC minutes	All	Centralized tracking of rubrics, data cycles, and TEC reviews. Annual QAS audit log.
5.2	Validity & Reliability of Assessments	Rubric Calibration Logs; Inter-Rater Reliability Studies	Mind	Begin validation cycle: 2 tools/year (KTWS, Disposition rubric). Host scoring norm sessions.

APPENDIX A: CANDIDATE CHECKLIST

LEVEL I – PRE-CANDIDACY (TYPICALLY FRESHMAN–SOPHOMORE YEAR)

Objective: Demonstrate readiness for admission into the Teacher Education Program.

Academic Requirements

- Completed EN-CP 103 Composition I ($\geq C / 2.5$)
- Completed EN-CP 104 Composition II ($\geq C / 2.5$)
- Completed NS-MA 104 College Algebra or NS-MA 201 ($\geq C / 2.5$)
- Completed SS-PY 110 General Psychology ($\geq C / 2.5$)
- Completed CO-CO 211 Principles of Speech or equivalent ($\geq C / 2.5$)
- Minimum Cumulative GPA of 2.75
- Minimum Education Core GPA of 3.0

Education Core Courses

- ED-CC 100 Introduction to Education
- ED-CC 110 Early Field Experience
- ED-CC 120 Culturally Diverse Field Experience

Documentation & Dispositions

- Application for Admission to TEP (Appendix C)
- 60 Hours of Documented PreK–12 Contact (Early FE + Diverse FE)
- “Why I Want to Teach” Essay
- “My Worldview” Essay
- “My Philosophy of Education” Essay
- Three References (Faculty, Employer/Volunteer Supervisor, Pastor/Mentor)
- Background Self-Disclosure Form
- Student Disposition Evaluation
- Declaration of Understanding
- Compliance with CCK Community Expectations Covenant
- Interview with the Teacher Education Committee (TEC)

LEVEL II – PROFESSIONAL CORE (TYPICALLY SOPHOMORE–JUNIOR YEAR)

Objective: Demonstrate eligibility for the Student Teaching Experience (STE).

Academic Requirements

- Maintain Cumulative GPA ≥ 2.75
- Maintain Professional Core GPA ≥ 3.0
- Pass ED-EE 380 or ED-SE 385 with $\geq C (2.5)$ and “Proficient” rating

Application Materials

- Level II Application for Student Teaching Experience
- One Reference from CCK Content Area Faculty
- Valid TB Test Documentation
- Proof of Liability Insurance (KNEA or CEAI)
- Criminal Background Check (if required by placement district)

- Placement Survey
- Student Disposition Evaluation
- Interview with the Teacher Education Committee (TEC)

LEVEL III – STUDENT TEACHING EXPERIENCE (TYPICALLY SENIOR YEAR)

Objective: Successfully complete clinical practice and demonstrate readiness for licensure.

Academic & Professional Expectations

- Complete ED-CC 450 Student Teaching Experience (\geq Proficient)
- Complete ED-CC 410 Professional Practices in Education
- Maintain Content Area GPA \geq 2.75
- Maintain Professional Core GPA \geq 3.0
- Submit final Philosophy of Education Paper
- Successful completion of Kansas Teacher Work Sample (KTWS)
- Successful completion of Kansas Clinical Assessment Tool (K-CAT)
- Professional Dress & Conduct Observed Throughout STE
- All STE Time Requirements Met (14 weeks minimum)
- Return to Campus for Post-STE Sessions

LEVEL IV – PROGRAM COMPLETION & TEACHER LICENSURE

Objective: Complete final requirements and receive college endorsement for Kansas licensure.

Final Documentation

- Official Transcript (All program requirements fulfilled)
- Degree Awarded by CCK
- Complete Program Exit Interview with Advisor or Chair
- Praxis Content Exams Passed (KSDE requirements)
- Online Application for Teacher Licensure (www.ksde.org)
- College Endorsement by TEC

APPENDIX B: ATTESTATION OF PROFESSIONAL RELATED SERVICE

The Teacher Education Program at Central Christian College of Kansas requires candidates to demonstrate early and diverse exposure to PreK–12 learning environments. This attestation certifies that the candidate has completed at least 60 hours of professional related service under the supervision of qualified personnel, as part of Level I (Pre-Candidacy) requirements. These experiences are foundational to developing the CORE4 virtues—Heart, Soul, Mind, and Strength—within future educators.

Candidate Name

Date of Submission

Service Log

Organization	Date(s)	Estimated Hours	Supervisor	Supervisor Signature
Total Hours:				

Candidate Affirmation

I, the undersigned, affirm that the information provided above accurately reflects my professional related service with PreK–12 students. I understand that this documentation is a required component for admission into the Teacher Education Program and that falsification may result in denial of admission or removal from the program.

Candidate Signature

Date Signed

APPENDIX C – APPLICATION FOR TEP (LEVEL I)

Please provide the following.

Last Name

Middle Initial

First Name

Cell Phone

Current Residence (Dorm or Address)

Desired Program

Ethical Self-Disclosure

	Yes	No
Have you ever been convicted of a felony?	<input type="radio"/>	<input type="radio"/>
Have you been convicted of a crime involving dishonesty, drugs, or a child?	<input type="radio"/>	<input type="radio"/>
Have you entered into a criminal diversion agreement for any such offense?	<input type="radio"/>	<input type="radio"/>
Are criminal charges pending against you for any of the above?	<input type="radio"/>	<input type="radio"/>

Submit the following materials with this application:

- “Why I Want to Teach” Essay
- “My Worldview” Essay
- “My Philosophy of Education” Essay
- Attestation of Professional Related Service
- Reference Emails
 - CCK faculty: _____
 - Employer/Supervisor: _____
 - Pastor or Mentor: _____
- Unofficial Transcript demonstrating completion of:
 - EN-CP 103 English Composition I
 - EN-CO 104 English Composition II
 - NS-MA 104 College Algebra or higher
 - SS-PY 110 General Psychology
 - CO-CO 211 Principles of Speech or equivalent

Signature & Acknowledgement

By signing below, I confirm that all information is accurate and complete. I understand that admission to the Teacher Education Program is contingent on fulfilling academic, ethical, and dispositional expectations in alignment with the mission of Central Christian College of Kansas and the CORE4 framework.

Candidate Signature

Date Signed

APPENDIX D – APPLICATION FOR TEP (LEVEL II)

Please provide the following.

Last Name	Middle Initial	First Name
Cell Phone	Current Residence (Dorm or Address)	
Program		

Ethical Self-Disclosure

	Yes	No
Have you ever been convicted of a felony?	<input type="radio"/>	<input type="radio"/>
Have you been convicted of a crime involving dishonesty, drugs, or a child?	<input type="radio"/>	<input type="radio"/>
Have you entered into a criminal diversion agreement for any such offense?	<input type="radio"/>	<input type="radio"/>
Are criminal charges pending against you for any of the above?	<input type="radio"/>	<input type="radio"/>
Have you had a teacher’s or school administrator’s certificate or license denied, suspended or revoked in any state?	<input type="radio"/>	<input type="radio"/>
Is disciplinary action pending against you in any state regarding a teacher’s or administrator’s certificate or license?	<input type="radio"/>	<input type="radio"/>
Have you ever been terminated, suspended, or otherwise disciplined by a local Board of Education for falsifying or altering student tests or student test scores?	<input type="radio"/>	<input type="radio"/>
Have you ever falsified or altered assessment data, documents, or test score reports required for licensure?	<input type="radio"/>	<input type="radio"/>
Have you ever been involved in the commission or omission of any act that injures the health or welfare of a minor through physical or sexual abuse or exploitation?	<input type="radio"/>	<input type="radio"/>
Have you faced any disciplinary action due to a CCK Lifestyle infraction or Academic Dishonesty	<input type="radio"/>	<input type="radio"/>

Depending on answers, additional documentation may be required, up to and including a background check and submission of fingerprints

Submit the following materials with this application:

- Reference Email: _____
- Unofficial Transcript demonstrating completion of Content Area Coursework (illustrating GPA)
- Validation of negative TB Test
- Validation of Liability Insurance

Signature & Acknowledgement

By signing below, I confirm that all information is accurate and complete. I affirm that I have read the Teacher Education Handbook and understand the requirements and expectations. By signing, I give permission for CCK to release my information to the Kansas State Department of Education and other appropriate entities. I understand my STE will last a minimum of 14 weeks and I am required to fulfill all obligations.

Candidate Signature	Date Signed
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APPENDIX E – STUDENT DISPOSITION EVALUATION – CENTRAL CHRISTIAN COLLEGE OF KANSAS TEP

Please evaluate the candidate using the descriptors below. Each item reflects a core professional disposition aligned with CCK's **CORE4 framework** and the **KSDE professional disposition expectations**. Use the rubric to score each area. Specific comments are encouraged to support growth.

	Consistently demonstrates the disposition with integrity and initiative; models this trait for others.	Demonstrates the disposition consistently in relevant contexts with minimal prompting.	Inconsistent demonstration of the disposition; requires occasional support or redirection.	Rarely demonstrates the disposition; needs focused intervention to support growth.	Not applicable or not observed in this setting.
	4	3	2	1	
HEART (Authentic & Collaborative)					
Integrity & Ethics: Demonstrates honesty, confidentiality, and professionalism in all settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect & Collaboration: Treats others with dignity. Collaborates respectfully with diverse individuals and shows openness to perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SOUL (Devoted & Diligent)					
Commitment to Student Learning: Shows care and effort in supporting the success of all learners. Believes all students can grow and achieve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service Orientation: Demonstrates humility, purpose, and a heart for service. Willingly supports others and seeks the good of the learning community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MIND (Critical Thinking & Creative)					
Reflective Practice: Thoughtfully considers feedback and adapts behavior or instruction to improve outcomes. Reflects on own effectiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Judgment: Makes sound decisions grounded in data, ethics, and best practices. Maintains appropriate boundaries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
STRENGTH (Productive & Resilient)					
Responsibility & Initiative: Meets deadlines, arrives prepared, communicates professionally, and completes tasks without reminders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perseverance & Adaptability: Responds positively to challenge, feedback, or change. Demonstrates resilience and emotional maturity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If one or more dispositions are rated as “Developing” or “Concern,” please list suggested action steps, goals, or interventions for candidate growth. This form may initiate a formal Dispositional Growth Plan.

Evaluator Signature

Evaluator Name

Date

APPENDIX F – FIELD EXPERIENCE PERFORMANCE EVALUATION

Directions: Please complete the Field Experience Student Performance Evaluation using the information in the rubric below. If the item is not applicable to the student’s field experience, just leave that item blank.

<u>EXEMPLARY</u>	<u>PROFICIENT</u>	<u>BASIC</u>	<u>NEEDS ATTENTION</u>	<u>UNACCEPTABLE</u>
The teacher candidate has demonstrated exemplary ability and insight in performing and understanding this component/concept. They demonstrated a high probability of becoming an excellent teacher.	The teacher candidate has consistently demonstrated proficiency. Student interaction and implementation of lessons has been consistent and effective. They demonstrated the likelihood of becoming an excellent teacher.	The teacher candidate showed a general/basic understanding of the component/concept. They sometimes demonstrated proficiency in the skill/concept and other times appeared to need intervention. At this point, the teacher candidate will need intervention in order to become a quality teacher.	The teacher candidate appeared to be weak in this concept/skill. Focused attention is needed in this area. Implementation has been intermittent and/or not entirely successful. Additional reading, observation, and experience, may enable successful skill development	The teacher candidate has not appeared to understand the concepts underlying the component and has not applied the component at an acceptable level.

PERSONAL ATTRIBUTES

1. Attended regularly, on time, notified school if absent
2. Was actively involved in all phases of the classroom.
3. Demonstrated a positive attitude toward the teaching profession – passion shines through.
4. Willingly assisted with classroom tasks.
5. Showed initiative in working with students and helping with other tasks.
6. Was receptive to suggestions for growth.
7. Exhibits professional appearance

E	P	B	N	U

CLASSROOM

1. Interacted with students in a positive manner.....
2. Demonstrated interest in/respect for all students.....
3. Used praise and positive reinforcement effectively.....
4. Demonstrated fairness and supportiveness to achieve positive learning environment.....
5. Modeled positive non-verbal communication.....
6. Effectively monitored the entire room
7. Addressed discipline issues and inattentiveness promptly and effectively.....
8. Recognized need for differentiation of behavioral interventions for students with special needs.....
9. Established efficient routines for procedural tasks.....
10. Worked well with students in small groups.....
11. Transitions were smooth with minimal time loss.....
12. Used knowledge of students to make adjustments for social relationships, motivation, and learning

E	P	B	N	U

