School of Education
Clinical Experiences Manual

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Revising this manual has been a long-overdue process which came about through the focused collaboration of a team of educators cutting across the P-20 educational continuum. We edited and revised multiple times until we came to a final product that we recognize will grow and change in the semesters and years ahead. However, for now we hope that this manual we have crafted will prove useful for both our SOE Candidates and the many much-appreciated faculty (at both the University and P-12 settings) who will help them prepare for their lives ahead.

We thank the many individuals who offered helpful suggestions on various drafts of the manual, and welcome any additional feedback on the *School of Education Clinical Experiences Manual*. Direct your comments, questions, and suggestions to The Office of Student Teaching and Field Placement.

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PREFACE

This School of Education Clinical Experiences Manual serves as a guide for Initial Certification SOE Candidates, Advanced Program Candidates, Educational Leadership Candidates, and the Education Professionals (University and school-based faculty and staff) who assist them in preparing for their careers. The School of Education Clinical Experiences Manual outlines the professional expectations of Indiana University Northwest (IU Northwest) SOE Candidates, details the specific roles of the individuals involved in their professional preparation, and provides an overview of the various clinical experiences included in the SOE Candidate Programs.

The term “SOE Candidate” is used throughout this manual to refer to IU Northwest teacher preparation students or Educational Leadership candidates at any stage of their programs.

The Term “Host” refers to the Cooperating Teacher or Principal that is hosting the SOE Candidate in their classroom or school.

Initial Program Conceptual Framework

The mission of the Initial Program in the School of Education (SOE) at IU Northwest is to provide the beginning teacher with the knowledge, skills, and dispositions essential to becoming a Reflective Professional (Agents of Change); one who critically examines teaching practices, makes informed decisions, and solves problems. Appropriately, the basis of all undergraduate teacher preparation activities in the SOE is the knowledge, skills and dispositions which advance the development of the Reflective Professional (Agents of Change). The faculty believes that the beginning teacher needs to be capable of reviewing, instructing, reenacting, and evaluating student performance, as well as their own. This conceptual framework shapes the entire preparation of the Reflective Professional.

Initial Programs—Reflective Professional (Agent of Change)

Reflective Professionals (Agents of Change) critically examine teaching practices and make informed decisions to effectively facilitate student learning. To carry out this mission, the Unit has adopted an Initial Program Conceptual Framework (CF) comprised of nine outcomes:

1. Reflective Professionals (Agents of Change) demonstrate appropriate listening, speaking, reading, and writing skills with all stakeholders within the educational community and use these skills effectively in the instruction of students and in communications with parents and fellow professionals.

2. Reflective Professionals (Agents of Change) implement teaching practices that challenge and help students to become better thinkers and better learners. They model and lead students to improved critical thinking and reasoning processes and teach students to be better problem solvers in general and throughout the curriculum.
3. Reflective Professionals (Agents of Change) use instructional media and technology to effectively facilitate planning, delivery, and reinforcement of student learning. They develop fundamental adaptable concepts and skills to effectively manage their students’ use of media and technology as the new tools of production and communication.

4. Reflective Professionals (Agents of Change) understand how children learn, selecting and using the best classroom practices from various theories of learning and development. They acknowledge and attend to students with exceptionalities and diverse learning styles.

5. Reflective Professionals (Agents of Change) are able to create a school culture that acknowledges the diverse needs of students. They have a meaningful understanding of how cultural differences are related to school achievement, as well as an appreciation of the need to promote an inclusive and equitable school environment for all students.

6. Reflective Professionals (Agents of Change) demonstrate an understanding of content to be taught and are able to plan effective lessons aligned with state and national standards. They combine their own creative ideas while drawing on educational research and best practice to create lessons. When delivering lessons, they employ effective questioning techniques, interesting and challenging problems, and active learning activities that promote authentic learning for all students.

7. Reflective Professionals (Agents of Change) proactively establish positive relationships with and among their students. They create safe and caring learning environments in which to present relevant and meaningful curricula to students. They encourage and model behaviors supportive of the democratic society of which their students are a part. When necessary, they employ appropriate techniques to respond to student behavior.

8. Reflective Professionals (Agents of Change) plan, instruct, and evaluate student learning using various assessment strategies. The competent use of portfolios, teacher-made tests, and standardized assessments are essential to reflective teaching practices. They understand the importance of diversity, confidentiality, and other ethical considerations in the use of assessment information in school decision-making.

9. Reflective Professionals (Agents of Change) develop productive relationships with school colleagues, parents, and community agencies to form collaborations that promote school and personal career goals, culminating in teacher and student growth. They make a commitment to continuous life-long reflection on practice, learning about up-to-date innovations and implementing effective practices that help all students achieve high standards of learning. Professional association memberships, educational conference participation, and successful development of expertise in content, pedagogy and leadership – mirroring national standards for effective teaching – serve to recast Reflective Professionals' (Agents’ of Change) roles and responsibilities to school reform.
The mission of the Advanced Programs in the School of Education at IU Northwest is to provide the in-service teacher with the knowledge, skills, and dispositions essential to become either a Lead Teacher or an Educational Leader. The Lead Teacher is a research-based conceptual framework that incorporates five themes with seven threads.

### Advanced Program Framework – Lead Teacher

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Courses in this program have a problem-based focus and address the following questions:
1. What ways can I effectively utilize parents and the community in my teaching?
2. How can collaboration improve educational equity?
3. How can I assure that all students receive a quality education?
4. How can I reduce bias in my interactions and instruction?
5. How do I create a classroom climate for effective instruction?
6. How do I motivate all students to engage in learning activities?
7. How do I utilize assessment data to improve instruction?
8. How can I use learning-based technologies to improve teaching and learning?
9. How do I design curricula relevant to the 21st century?
10. How do students differ in abilities, learning strengths and needs, prior experiences, and cultural and linguistic backgrounds?
11. How do I differentiate instruction to address the needs and characteristics of all students?
12. How do I move beyond standards?
13. How do research practices impact decisions about what and how to teach?
14. How do I utilize the research literature in making educational decisions?

### Curriculum Design & Delivery

Lead teachers demonstrate an understanding of curriculum design and delivery as encompassing the designed curriculum, the planned curriculum, the delivered curriculum, and the learned curriculum. They maintain vigilance over the outcomes of the delivered curriculum and the learned curriculum to direct and redirect instruction.

### Teacher Effectiveness

Lead teachers are effective teachers who produce strong instruction that enables a wide range of students to learn. Lead Teachers have strong general intelligence, the verbal ability to organize and explain ideas and observe and think diagnostically, strong content knowledge that relates to what is to be taught, knowledge of how to teach others (pedagogy) and how to use hands-on learning techniques, and how to develop higher-order thinking skills. Lead teachers also possess
an understanding of learners and their learning and development— including how to assess and scaffold learning, and how to support students who have learning differences or difficulties.

**Educational Equity**

Lead teachers treat all students equitably because they understand how individual differences relate to students’ abilities to achieve their potential. They create a classroom culture and provide differentiated instruction that accommodates those differences. They demonstrate an appreciation of cultural, racial, ability, gender, and economic differences in their social interactions with students, their families, and other educational community members and expect the same from their students. They create a safe, equitable, and inviting learning environment where all students feel a sense of belonging and can achieve.

**Learning Technologies**

Lead teachers use learning technologies to support themselves, their colleagues, and their students in navigating the knowledge world of the twenty-first century. They use learning technologies to communicate, collaborate, and problem-solve/think critically, make data-driven decisions, engage in social, cultural or behavioral change, and select and utilize research-based practices in their classrooms and with their colleagues.

**Leadership**

Lead teachers induce followers to act for goals that represent the values and the motivations—the wants and needs, the aspirations and expectations—of both leader and followers. Education is a collective rather than an individual enterprise for successful schools. In team building, lead teachers have the ability to positively influence others towards success-seeking strategies.

**Educational Leadership Program Standards**

Educational leaders are principals who believe it is their role to promote the success of all students and staff by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. The Educational Leadership Program Conceptual Framework is founded on six outcomes:

**1. Vision of Learning:** The Educational Leader promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the greater school community. He/She:

- Demonstrates the knowledge of what a vision is and how it is created.
- Develops a vision statement with and among all stakeholders.
- Correlates the vision with the mission, goals and objectives
- Communicates clearly and effectively the visions, mission, and goals to all stakeholders, thus stimulating the involvement of all in the school improvement efforts.
- Monitors, evaluates, and revises regularly the vision, mission and implementation of goals.
2. School Culture and Instructional Program: The Educational Leader promotes the success of all students and staff by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. He/She:

- Demonstrates a clear understanding of what school culture is and how improvement of instruction is correlated to student performance.
- Delineates the difference between climate and culture and utilizes steps to create both a climate and a culture of academic excellence.
- Develops a program of staff development correlated with the school vision and the academic needs of students and staff.
- Utilizes a variety of information, including research data, to make curricular and other decisions.
- Monitors and evaluates regularly the school’s climate, culture, and the academic performance of staff and students.

3. Management: The Educational Leader promotes the success of all students and staff by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. He/She:

- Demonstrates the knowledge and understanding of management, theories of organizations, and principles of organizational development.
- Utilizes management principles and technology to design and manage the financial, human, and material resources of the school to achieve the vision and goals of the school.
- Identifies problems and effectively confronts and resolves them.
- Demonstrates an understanding of the impact of collective bargaining, other agreements, and legal issues upon the management of the school.
- Includes all stakeholders in decisions affecting the school, thus stimulating the involvement of all in school improvement efforts.
- Models behaviors and manages resources to assure that all students have the knowledge, skills, and values to be successful.
- Monitors, evaluates, and revises regularly the management and organization systems used in the school.

4. Collaboration with Families and the Community: The Educational Leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. He/She:

- Is actively involved with the community and establishes positive relationships with community leaders.
- Develops a school-community relations program including the input and involvement of all stakeholders.
- Communicates clearly and effectively with internal and external audiences.
- Models behaviors and manages resources of the school-community relations program to assure that all students have the knowledge, skills, and values to be successful.
- Monitors, evaluates, and revises regularly the school-community relations program.
5. **Acting with Integrity, Fairness, and Ethical Behavior:** The Educational Leader promotes the success of all students and staff by acting with integrity and fairness and in an ethical manner. He/She:

- Identifies his/her code of ethics.
- States his/her role of leadership as a change agent with respect to integrity, fairness, and ethics.
- Demonstrates an understanding of equity.
- Applies the correlates of high expectations for all students and staff.

6. **Political, Social, Economic, Legal, and Cultural Context:** The Educational Leader promotes the success of all students and staff by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context. He/She:

- Demonstrates knowledge and understanding of influences on the school and community.
- Communicate with representatives of diverse community groups and decision makers in and outside of the community.
- Works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities for the benefit of all students and staff.

**INITIAL PROGRAM PROFESSIONAL TEACHING DISPOSITIONS**

The Successful School of Education Teaching Candidate:

1. Attends regularly, is punctual, has a professional appearance, and conducts him or herself professionally with students, peers, parents, and all P-12 and University personnel.
2. Uses knowledge of students’ family and community to connect learning to the students’ world.
3. Believes all students can learn and differentiates instruction so that all students do learn.
4. Aligns instruction with state and professional standards.
5. Organizes instruction to engage students in active learning.
6. Expresses ideas clearly and appropriately both verbally and in writing.
7. Uses multiple teaching approaches and technology.
8. Uses positive approaches to teach students’ self-discipline and responsibility; treats all students with respect and care.
9. Treats all people fairly, equitably, and with dignity and respect.
10. Cooperates in the classroom and throughout the school and community.
11. Monitors students’ progress carefully, regularly, and in multiple ways, and reports that progress clearly and systematically, while making needed adjustments.
12. Demonstrates commitment to teaching by receiving and acting upon constructive criticism.

Examples of the SOE Candidates’ behaviors that exemplify dispositions:

**Responsible and Appropriate Class Behavior**

- Meets obligations/deadlines with promptness.
• Plans ahead.
• Follows procedures, rules, and directions.
• Solicits exceptions only under legitimate circumstances.
• Submits work that reflects quality.
• Demonstrates use of evidence to support positions.
• Recognizes the importance of class/field attendance.
• Comes to class prepared and on time.
• Demonstrates self-efficiency and pro-activity.
• Demonstrates accountability and reliability.
• Demonstrates a commitment to teaching.
• Participates in class discussion with respect.
• Demonstrates respect for learning.
• Demonstrates respect and seriousness for learning.
• Demonstrates honesty with no cheating or plagiarism.

Professional Behavior
• Demonstrates effective interpersonal skills.
• Functions effectively in a variety of group roles.
• Solicits and considers alternative views.
• Collaborates with others on a professional level.
• Demonstrates honesty and integrity to self and others.
• Demonstrates moral excellence and trustworthiness.
• Is reflective when making decisions.
• Demonstrates the flexibility to accept and adapt to change.

Social and Emotional Well-Being
• Analyzes and takes responsibility for own behavior.
• Accepts constructive criticism positively.
• Exhibits respect for others.
• Demonstrates ability to learn from both success and failure.
• Adjusts emotional state to professional level of expression.

ADVANCED PROGRAM DISPOSITIONS – LEAD TEACHER

The Lead Teacher shows evidence that he/she values these dispositions when he or she:
1. Sets high standards and expectations for self, students, and colleagues.
2. Continuously evaluates them self for improvement.
3. Accepts responsibility and demonstrates leadership.
4. Recognizes a variety of ideas and values cultures.
5. Is committed to providing a variety of ways for students to learn.
6. Is committed to teaching all learners and believes all students can learn.
7. Makes instructional decisions to enhance learning and teaching.
8. Utilizes ethical principles in assessment decisions.
9. Treats people fairly, equitably, and with dignity and respect.
10. Respects and fulfills personal and professional obligations*.
11. Cultivates and promotes a safe, caring, and supportive learning environment.
12. Dialogues with colleagues and other decision makers affecting education.
13. Collaborates and communicates with family and community.
14. Demonstrates a work ethic and utilizes reflection to improve personal and organizational performance*.

*Examples of Lead Teachers’ behaviors that exemplify disposition statements 10 and 14.

Attendance should be dependable, arrival and departure should be on time, and appearance and actions should be professional.

Enthusiasm and commitment are necessary to be a Lead Teacher.

**Professional Behavior**

- Demonstrates effective interpersonal skills.
- Functions effectively in a variety of group roles.
- Solicits and considers alternative views.
- Collaborates with others on professional level.
- Demonstrates honesty and integrity to himself and others.
- Demonstrates moral excellence and trustworthiness.
- Is reflective when making decisions.
- Demonstrates the flexibility to accept and adapt to change.

**Social and Emotional Well-Being**

- Analyzes and takes responsibility for own behavior.
- Accepts constructive criticism positively.
- Exhibits respect for others.
- Demonstrates ability to learn from both success and failure.
- Adjust emotional state to professional level of expression.

**EDUCATIONAL LEADERSHIP PROGRAM DISPOSITIONS**

The Educational Leader shows evidence that she/he values these dispositions.

1. Attends regularly, is punctual, has a professional appearance, and conducts him or herself professionally with students, peers, parents, and all P-12 and University personnel.
2. Sets high standards and expectations for self and others
3. Continuously evaluates self for improvement
4. Accepts responsibility and demonstrates leadership
5. Recognizes a variety of ideas and values cultures
6. Is committed to providing a variety of ways for students to learn
7. Is committed to the educability of all
8. Demonstrates a work ethic required for high levels of personal and organizational performance
9. Makes management decisions to enhance learning and teaching
10. Utilizes ethical principles in decision-making
11. Treats people fairly, equitably, and with dignity and respect
12. Respects and fulfills legal and contractual obligations
13. Cultivates and promotes a safe, caring, and supportive learning environment
14. Dialogues with other decision makers affecting education
15. Collaborates and communicates with family and community
16. Operates school as an integral part of the community

**Student Complaint Procedure**

For complaints or problems related to field placements or clinical experiences, students are required to adhere to the following hierarchical process.*

Cooperating Teacher/Teacher Instructor

IU Northwest Supervisor

Director of Student Teaching and Field Placement

(the Director will work cooperatively with school administrators in resolving student complaints)

Dean of School of Education

*If the Student Teacher neglects to follow this process or simply disregards it, he/she may have his/her placement cancelled. If this occurs, it will be up to the discretion of the Director of Student Teaching and Field Placement whether or not a Student Teacher will be able to submit another application for student teaching for a future semester.

**Praxis II Deadlines**

The School of Education requires that candidates for student teaching or practicum must complete the appropriate Praxis II test(s) before entering the final semester of internship (Student Teaching - Checkpoint 2). To ensure that these tests are passed in a timely fashion, the following deadlines are imposed:

- For candidates who plan to student teach in the Fall semester, Praxis II scores must be received in the Office of Student Services by the end of the business day on June 1st of that year.
• For candidates who plan on student teaching in the Spring semester, Praxis II scores must be received in the Office of Student Services by October 31st. That is, for January start dates, Praxis II scores must be received by Oct 31st of the previous year.

Candidates who fail to meet these deadlines will have the secured placements cancelled and have to reapply for student teaching for the next semester.

**SLLA Deadline Requirements**

The School of Education requires that candidates for building level and other district level licenses pass the School Leaders Licensure Assessment (SLLA) before completing the second semester of the practicum (field). To ensure that this test is passed in a timely fashion, SLLA scores must be received in the Office of Student Services by the end of the business day on January 31st of that year.

Candidates who fail to meet this deadline will be given an incomplete and will have to finish the second semester of the practicum the following year.

**OBTAINING AN INDIANA TEACHING LICENSE**

When your program is completed you will have earned a Bachelor’s Degree from Indiana University Northwest (or completed the Licensure requirements of an initial program) and you will be eligible for a State of Indiana Professional Educator’s License. You will need to apply for that license online through the OFFICE OF EDUCATOR LICENSING AND DEVELOPMENT. The system you will use is called LVIS (Licensing Verification and Information System). An opportunity to complete licensing will be given during one of the Student Teaching meetings.

**Necessary Materials:**

1. Current CPR/AED card verifying that you have completed that training. The training must include the AED. It needs to be scanned and saved so that it can be uploaded during the application process.
2. Credit card to pay for the fee (currently $35).

**Directions:**

1. Go to https://license.doe.in.gov/
2. You need to set up your profile. You will be choosing your e-mail address, make sure that it is one that you use frequently. You will also be choosing a user name and password so make sure that you keep that in a safe place because you will use it again and again.
3. You will have to wait for e-mail verification back from the LVIS system before proceeding.
4. Once you have that verification you can enter the system again and apply for your license.
5. You will login and click on add application on the right hand side of the screen. You will follow the five step process and then pay using your credit card.
6. Your application will show up as pending until you pay for it with your credit card.
7. Next the Licensing Advisor will process your application.
8. Once the license has been processed you can login again and print copies.
9. For questions, please telephone the Licensing Officer at 219-980-6514.

**Criminal Convictions or Pending Charges** – The SOE Candidate with criminal convictions or pending charges may not be eligible for internship experiences or courses taught on-site in P-12 settings. The SOE Candidate should consult with the Director of Student Teaching and Field Placement regarding any question of their eligibility status. If a representative of the School of Education or a Host School becomes aware of pending criminal charges or convictions, the SOE Candidate may be immediately removed from any field experience placement (and corresponding courses) and any course taught on-site at a P-12 location at the discretion of the appropriate program and School administrators.

**Obtaining an Extended Criminal Background Check** - The School of Education will maintain a computer link on the Student Teaching webpage to SafeHiring Solutions. The SOE Candidate will use this link to obtain an extended criminal background check. Costs for the background check are the SOE Candidate’s responsibility.

SafeHiring Solutions will send the background check to the SOE. The Director of Student Teaching and Field Placement will review the background checks to see if there are any dispositions on the record. These dispositions will be shared with the Partner School. The Partner School will have access to the background check with their partnerships with SafeHiring Solutions (this was agreed to in a meeting at the Service Center on Oct. 15, 2009). The Partner School will check the SOE Candidate’s record and agree to host the student or not. If the Partner School is not contracted with SafeHiring Solutions, the student will provide a copy of their Extended Background Check to the Partner School.

**THE ROLE OF THE UNIVERSITY**

**Office of Student Teaching and Field Placement**

The School of Education’s Office of Student Teaching and Field Placement serves as the primary contact between the University and the schools in which the SOE Candidate is placed. The Office of Student Teaching and Field Placement staff includes a Director and a Program Assistant.

The Director is responsible for the overall coordination of relations between the University and schools regarding clinical experiences and facilitates that role by communicating timely and accurate information to local schools and districts. Working with IU Northwest program faculty, the Director helps establish policies and procedures for clinical experiences and ensures and
facilitates the implementation of those policies and procedures. Specific roles of the Director include:

- Hiring University Supervisors.
- Assisting in the orientation of University Supervisors, Host/Cooperating Teachers, and SOE Candidates.
- Monitoring the operation of clinical experiences and intervening to help resolve problems.
- Assisting in the design of internship applications.
- Updating field and student teaching materials and the Teacher Education Clinical Experiences Manual and distributing copies of these documents to local schools and districts.
- Consulting with appropriate IU Northwest and school-based faculty and staff to identify quality schools and districts for participation in clinical experiences.
- Oversee all field placements concerning locations and clinical personal
- Directing IU Northwest’s School-University Partnership Network, including overall coordination of that Network’s Professional Development School Initiative.
- Maintaining a database of all field and clinical placements.
- While this consensus approach is to be followed at all times, ultimately the “Instructor of Record” is responsible for submitting final grades.

The Program Assistant is responsible for working with appropriate IU Northwest faculty to arrange clinical experience placements for those programs assigned by the Director. The Program Assistant also:

- Maintains a database of clinical placements.
- Coordinates the written evaluations of those clinical experiences.
- Coordinates communication between and among Program Coordinators, University Supervisors, Host/Cooperating Teachers, Principals, and local schools and districts.

**University Supervisors**

Facilitating growth of the SOE Candidate in professional knowledge and practice, as well as assessment of the SOE Candidate’s performance during internship and clinical experiences, is a responsibility shared between the Host/Cooperating Teacher and a University-assigned Supervisor. University Supervisors are selected based on their expertise and experience in the appropriate grade level and/or content area. They are responsible for the following:

- Becoming knowledgeable about the faculty, pupils, school policies, curriculum, and school plant facilities of the schools to which they are assigned and sharing that information with the SOE Candidates.
- Providing the Host/Cooperating Teachers with pertinent information about the SOE Candidate.
- Working with the school faculty and staff to provide the SOE Candidate an orientation to the school environment.
- Sharing with the Host/Cooperating Teacher and the SOE Candidate the general expectations for the clinical experience.
- Describing for the SOE Candidate the role of the Host/Cooperating Teacher.
- Discussing with the Host/Cooperating Teacher and the SOE Candidate the means by which the SOE Candidate will be evaluated and graded.
- Discussing the expectations for professional ethics and conduct during participation in the clinical experience.
- Using the Candidate Observation Form, assess the candidate at least three times during the placement.
- Using the Conceptual Framework clinical Assessment, assess the candidate at the end of the placement.

While University Supervisors are most often solely University employees, school-based faculty may serve in defined University roles related to clinical experiences (e.g., practicum instructor). P-12 faculty/staff fulfilling University roles must meet requirements as defined by the program in which they are serving and receive honoraria or other appropriate compensation.

THE ROLE OF THE SCHOOLS

Indiana University Northwest recognizes the vital role that the SOE Candidate’s placement in the school setting plays in improving the quality of teachers and other educational professionals entering the profession. The University therefore appreciates the commitment made by local school districts in encouraging P-12 faculty to mentor the IU Northwest SOE Candidate as they progress throughout their programs.

Building on years of collaboration with local districts, the University moved our collaboration with those districts to a new level toward the improvement of both P-12 education and the education of pre- and in-service teachers. From our experiences throughout the years, and acknowledging the diversity of the schools and districts with which we work, IU Northwest encouraged schools to work with the SOE Candidate through one of two models: Partnership Sites and Professional Development Schools. Each model requires different levels of support from both the schools and the University, but both models require a shared commitment by all parties to improved teaching and learning. Partnership Sites and Professional Development Schools are identified through discussions between the University and school district personnel, with the following criteria serving as the basis for selection:

- The school should have an instructional staff which is interested in working with the SOE Candidate and which understands the requirements of doing so.
- The school should have well-qualified faculty who employ effective teaching techniques.
- The school should be sensitive to multicultural concerns in its curriculum and programs.
- The school should be innovative and progressive in its policies and practices, with faculty willing to allow the IU Northwest SOE Candidate to try a variety of teaching practices.
- The school should have adequate physical facilities and up-to-date instructional equipment and materials.
- The school should have a curriculum that includes optimum educational experiences for both pupils and the SOE Candidate.
• The school should have a well-organized in-service program to stimulate professional growth of the instructional staff.

**Partnership Sites**

Partnership Sites are P-12 schools interested in providing clinical placements for the SOE Candidate and may include whole schools (typically at the elementary level) or departments within a school (a possibility particularly within high schools). University-based faculty visit Partnership Sites regularly to supervise advanced practicum students and teaching interns. Partnership Sites provide opportunities for the SOE Candidate to work with P-12 students to develop their teaching skills and meet University course requirements, as appropriate for the SOE Candidate’s level in the program. While there is variability across schools regarding academic requirements and practices, teachers working with the SOE Candidate in Partnership Sites support the SOE Candidate in trying out “new ideas” consistent with their education course work.

**Benefits for participation as a Partnership Site include:**

- Staff development through teacher involvement with the SOE Candidate, including serving as models for the SOE Candidate in their classrooms, developing observation and supervisory skills, and having access to information regarding current research and practice through the Teaching Candidate and their Supervisors.
- Enhanced student-staff ratios resulting from the involvement of the SOE Candidate.
- First-hand observation of potential candidates for openings at the school.
- Enhanced access to the University for staff development needs, and Professional Growth Points for Host/Cooperating Teachers for full-time interns at each site.

For clinical experiences to run smoothly and to the greatest advantage of children, teachers, schools, and the SOE Candidate, each Partnership Site hosting the SOE Candidate requires a school-based faculty member or administrator who has specific responsibilities in supporting the IU Northwest SOE Candidate. While specific duties depend on the needs of the school and the type and number of clinical experiences, school-based representatives work closely with the School of Education’s Office of Student Teaching and Field Placement to ensure that experiences “run smoothly” for children, teachers, and the SOE Candidate. Partnership Site representatives are encouraged, but are not required, to actively participate in the governance structure of IU Northwest’s School-University Partnership Network.

**The School Principal**

Experience has taught us that effective School-University partnerships require a supportive Principal and that active involvement by the Principal in the SOE Candidates’ clinical experiences is critical to not only the SOE Candidates’ success but also to their overall positive view of the teaching profession. The University therefore seeks out Partnership Sites and Professional Development Schools in which the Principal, or his/her designee, exercises leadership in the partnership by:

- Establishing a desirable climate in the school and community for the University’s teacher preparation programs.
• Encouraging teachers to participate in the University’s teacher preparation program;
• Recommending to the Office of Student Teaching and Field Placement qualified educators for selection as Host/Cooperating Teachers.
• Providing orientation activities which will help the SOE Candidate feel they are a valuable part of the school. Such activities might include: a tour of school facilities, an interpretation of the school's philosophy and curriculum, an introduction to instructional and non-instructional personnel, and an overview of special services provided for the pupils.
• Giving continuous assistance to the SOE Candidate in developing appropriate professional relationships with the faculty, staff, pupils, and community through: inclusion in faculty meetings, inclusion in the school’s parent organization and School Improvement Council meetings, and involving the SOE Candidate as a professional in the school.
• Participating in meetings at the University to clarify policies and review objectives of the teacher preparation programs.
• Responding to questions or concerns raised by school faculty about issues related to the clinical experiences and relaying any school concerns to the Office of School-University Partnerships and Clinical Experiences.
• Participating, as needed, in evaluation conferences with the University Supervisor, Host/Cooperating Teacher, and the SOE Candidates. Assist the SOE Candidate in solving problems that may arise and furnish, if requested, an evaluative opinion regarding the SOE Candidate’s qualifications.
• Serving as the clearinghouse for all confirmed clinical assignments.

The Host Teacher

The most important single influence upon the SOE Candidate is the Host/Cooperating Teacher. Consequently, a quality clinical experience utilizes as Host/Cooperating Teachers those persons who have demonstrated success in teaching children and youth and who are successful in helping the SOE Candidate develop as an educator. The University has specific criteria by which Host/Cooperating Teachers are selected, but the single most important element is that the Host/Cooperating Teacher must want to mentor the SOE Candidate. Nothing will contribute more to an unsuccessful clinical experience than the SOE Candidate being placed with a Host/Cooperating Teacher who is not interested in working with the SOE Candidate. IU Northwest faculty and the Office of Student Teaching and Field Placement will therefore work very closely with school officials to identify appropriate Host/Cooperating Teachers who not only express an interest in mentoring the SOE Candidate but who will also:

• Have positive working relationships with pupils, teachers, and administrators.
• Value collaboration as a learning opportunity for both the SOE Candidate and the Host/Cooperating Teacher.
• Model good professional practice and make use of a variety of effective teaching procedures and appropriate resource materials.
• Be flexible and encourage the SOE Candidate to test out ideas they are learning at the University.
• Make time in their schedule to talk to the SOE Candidate about his/her needs and provides feedback when requested.
• Make time in the curriculum for the SOE Candidate to teach.
• Complete written evaluations specified by the particular clinical experience.
• Communicate effectively with University faculty in order to scaffold the SOE Candidate toward success.

The following statement is included in the paperwork to the School Corporations with the Student Teaching Placement packet for both the Initial and Advanced programs, with the exception of the Educational Leadership program (see Clinical Experience section, Educational Leadership):

Indiana University Northwest School of Education has had long standing partnerships with area schools when planning student teaching, a partnership which has developed some great teachers. As a reminder, to host one of our student teachers the School of Education accreditation requirements are as follows:

1. The Host/Cooperating Teacher must have at least 3 years of teaching experience.
2. The Host/Cooperating Teacher must hold a valid teaching license in the required field.
3. Under new Indiana State evaluation system the Host/Cooperating Teacher is either evaluated as effective or highly effective.
4. In the Principal’s judgment, the Host/Cooperating Teacher must have the capacity to mentor an adult, with skills in observation, providing feedback, holding professional conversations and working collaboratively.

**Host Teacher Responsibilities**

Host/Cooperating Teacher responsibilities vary depending on the specific clinical experience, with the greatest responsibility coming in the final internship/clinical semester. University Faculty/Supervisors will provide lists of specific responsibilities in their course syllabi, although a brief overview of these roles is also included in the section of this manual describing the final semester internship experience and in the appendices describing the earlier practica and internships. In general terms, though, the Host/Cooperating Teacher is responsible for establishing a supportive environment for the SOE Candidate to translate pedagogical knowledge into practice. Under the supervision of the Host/Cooperating Teacher, the realities of the teaching-learning process should come into focus for the SOE Candidate. General practices which will contribute to this positive outcome include:

• Preparing for and Introducing the SOE Candidate
  - Inform students and parents about the SOE Candidate and his/her role in the class.
  - Meet with other Host/Cooperating Teachers to create a uniform experience for the SOE Candidate.
  - Acquaint the SOE Candidate with the physical facilities, daily schedule, master schedule, school calendar, school policies, emergency procedures, and resources.
  - Provide the SOE Candidate with background information on students.
Identify possible units of work that the SOE Candidate will assume responsibility for in the classroom and assist in developing activities for those units.

Discuss with the SOE Candidate the extent of his/her authority in the classroom.

- During the Semester
  
  - Provide a model of good teaching techniques.
  - Increase the SOE Candidate’s responsibilities throughout the semester to help him/her grow.
  - Schedule planning time with the SOE Candidate to evaluate his/her work.
  - Provide frequent encouragement, constructive criticism, and recognition of success.
  - Encourage the SOE Candidate to display initiative, to be creative, and to develop an effective teaching personality.
  - Encourage the SOE Candidate to develop his/her own teaching style.
  - Establish clear deadlines for completion of tasks.
  - Discuss experiences with classroom management and expectations of student behavior and help the SOE Candidate develop positive and constructive approaches to classroom management.
  - Engage the SOE Candidate in frequent informal conferences and schedule formal conferences to address specific topics of concern or areas to pursue growth.

A Note about Legal Responsibilities

Hosts are legally responsible for P-12 pupils at all times. This legal responsibility makes it imperative that the Host be in or near the classroom at all times. In very early field experiences, the University recommends that the Host remain in the room with the SOE Candidate. In the later internships (and particularly the clinical semester) the University asks that the SOE Candidate be given the opportunity to grow by being allowed to occasionally work alone with the students. However, the SOE Candidate should only be left alone with the students if the Host believes it is professionally appropriate and the school administration supports that decision.

Substitutes and Substitute Teaching

In the event the Host is absent from school, a qualified substitute teacher must be in any room to which the SOE Candidate is assigned. Under no circumstances can the SOE Candidate serve as a substitute teacher.

EARLY FIELD EXPERIENCE PROGRAMS

Quality educational opportunities through field experiences in the educational community reflect IU Northwest’s commitment to providing the tools needed to become professional educators. The general purpose of field-based experiences is two-fold: (a) to allow learning through the application of theoretical knowledge gained through coursework, and (b) to provide a learning environment in a clinical setting. The benefits of field experiences are numerous. In addition to building relationships with the local educational community, field based experiences foster
commitment to service learning through reciprocal commitment by the community and IU Northwest. Field experiences also underscore the importance of being in a continual learning environment that includes K-12 teachers, administrators, and other members of the school and community learning environment.

Assignments for Early Field Experiences are assigned in the Seminar classes and the Methods classes for each “Block.” These assignments will be reflected in the course syllabus.

All field experience placements are provided to develop candidates’ knowledge, skills, and dispositions as professional educators. Candidates are encouraged to:

- Observe professional educators in all aspects of their practice
- Tutor students
- Participate in education-related community events (e.g., theater, art, music, sporting events, science fairs)
- Interact with families of students (e.g., parent night, parent-teacher conferences, family events)
- Attend school board meetings, and
- Assist teachers and other school professionals in the execution of their duties.

Undergraduate Secondary Program
Pre-clinical field experiences in the undergraduate secondary programs take place in three courses: EDUC-K306, EDUC-M301, and EDUC-M304. EDUC-K306 is a secondary inclusion course taught at an area high school where candidates participate in field experiences with students with and without disabilities in general education co-taught classes. EDUC-M301 and EDUC-M304 are three credit hour courses consisting of seminars conducted weekly and field experiences. Each course is a stand-alone course and requires not only the preceding lower levels as prerequisites for enrollment but also completion of the preceding checkpoint requirements when applicable. The courses may not be taken in conjunction with each other. Courses will be led by a member of the faculty or adjunct faculty from the School of Education.

Undergraduate Teaching All Learners (TAL) Program
Early field experiences in the TAL program take place in four courses: EDUC-K343, M310, EDUC-M301, EDUC-M304 and EDUC-K495. With the exception of EDUC-K343 these classes are intended to provide a combination of experiences with students with and without disabilities. EDUC-K343 is a special education methods course in first block where candidates receive their first field experience. Candidates are placed in special education schools with separate campuses where they work with students of all ages with various disabilities. Students are introduced to the elementary classroom and focus on learning about typical and atypical student performances in the classroom in EDUC-M301 and EDUC-M304. They are to apply strategies of instruction from the general education methods classes. In EDUC-K495 candidates are placed with special education teachers and complete 10 weeks in the field in that role and are expected to apply strategies in instruction, classroom management, and therapeutic approaches for working with students with mild disabilities and emotional disorders. They focus on developing the skills of a special education teacher (e.g., curriculum-based assessment, IEP development, consultation and collaboration). These courses are all three credit hour courses and include seminars conducted weekly. Each course is a stand-alone course and requires not only the preceding lower
levels as prerequisites for enrollment, but also completion of the preceding checkpoint requirements when applicable. The courses may not be taken in conjunction with each other. Courses will be led by a member of the faculty or adjunct faculty from the School of Education.

K-12 Visual Arts Education
Pre-clinical field experiences in the undergraduate K-12 Visual Arts programs take place in three courses: EDUC-K306, EDUC-M301, and EDUC-M304. EDUC-K306 is a secondary inclusion course taught at an area high school where candidates participate in field experiences with students with and without disabilities in general education co-taught classes. EDUC-M301 (Elementary) and EDUC-M304 (Secondary) are three credit hour courses consisting of seminars conducted weekly and field experiences in area schools. Each course is a stand-alone course and requires not only the preceding lower levels as prerequisites for enrollment but also completion of the preceding checkpoint requirements when applicable. The courses may not be taken in conjunction with each other. Courses will be led by a member of the faculty or adjunct faculty from the School of Education.

Graduate Special Education Mild Interventions Licensure Program
The early field experiences in the graduate special education initial license program occur in EDUC-M501 in conjunction with two methods classes, EDUC-K535 and EDUC-K543. These two courses may not be taken concurrently in order to satisfy varying field requirements. EDUC-K535 and EDUC-K543 are each 3 credit hour methods courses with a 3 credit hour field course that must be taken concurrently. Placements are coordinated through the course instructor and the Director of Student Teaching and Field Placement. Candidate requests for placements within a specific school district are considered, when possible, but cannot be guaranteed. Field placements will provide the widest experiences in special education, in both elementary and secondary settings. Placements for EDUC-K535/EDUC-M501 involve working with students with mild disabilities (any disability area but must receive the general curriculum), whereas placements for EDUC-K543/EDUC-M501 will include working specifically with students with emotional and behavioral disabilities who receive the general curriculum.

For candidates in the Graduate Special Education Mild Interventions Licensure Program who are employed on Emergency Permits in special education or those employed as paraprofessionals, and who work exclusively with students with mild disabilities, these designated classrooms can serve as field placement settings with pre-approval from the Coordinator of Special Education Programs and the Director of Student Teaching and Field Placement. A supervising teacher/mentor within the building must be identified to complete required assessments of the candidate. University supervision is also provided.

Graduate candidates who are already teaching special education on emergency permits may be allowed to use their own students/classroom for their field experiences and student teaching under certain conditions. Candidates must document that they are currently working with students with a variety of disabilities who receive the general curriculum (mild interventions). They must have had teaching experiences at other developmental levels from their current teaching assignment. If a candidate has not had a teaching experience in another developmental level or with students with other mild disabilities, then they must complete a field experience or student teaching at that level or with those students to complete their license requirements. A
copy of the form we use to document prior teaching experiences for those on emergency permits can be obtained from the School of Education website or their advisor.

Master’s in Elementary or Secondary Education Program
In the Master’s in Elementary or Secondary Education Programs, there is a sequence of three field experiences. Each experience is attached to a course and is offered once a year. EDUC-P570 Managing Classroom Behavior is offered in summer session II each year. In this course, candidates are required to engage in 10-15 hours of service learning working with diverse school-aged children. This is a volunteer experience and each candidate is required to locate a service agency or other organization in which to volunteer. The university does not make this placement. This experience allows each candidate to develop knowledge and skills related to the four constructs of the IU Northwest Vision of Diversity, Belonging, Cultural Awareness (Identity), Family and Community, and Social Justice. Then in the fall semester, EDUC-R503 Application of Instructional Media and Technology is offered and candidates engage in 32.5 hours, or 5 days, of field experience. For Master’s candidates who are employed, their field experience can be in their own classroom. For candidates who are not currently employed, a 5-day placement will be made in a local elementary or secondary school. Candidate requests for placements within a specific school district are considered, when possible, but cannot be guaranteed. The final field experience in the Master’s program occurs in the spring semester in EDUC-J511 Methods of Individualizing Instruction. This is also a 32.5 hour or 5-day field experience. The focus of this experience is differentiated lesson planning and co-teaching. Each of these field experiences has relevant instruments to assess candidate performances and dispositions. Then in the capstone course, EDUC-W505, candidates are asked to demonstrate their impact on K-12 student learning. This assignment is typically conducted with the teacher’s own students but for candidates who are not currently teaching, a field placement is made to facilitate this assignment.

Educational Leadership Program
Pre-clinical field experiences occur in several courses in the Educational Leadership Program. In EDUC-A500, candidates are required to work with their school colleagues to develop a vision statement. In EDUC-A510, candidates are required to develop a school community relations plan for the school in which they are teaching. In EDUC-A530 candidates are required to desegregate and analyze test data for the school in which they are teaching. In EDUC-A670, candidates are required to work with stakeholders and develop a school improvement plan for the school in which they are teaching.

Field Experience Seminars
Field seminar meetings insure candidates both oral and written feedback and provide educational opportunities for candidates to discuss and reflect upon current placements and issues. A university faculty member conducts each seminar and may also serve as a university supervisor for field placements. This person may also serves as the evaluator of all products/artifacts that originate from the corresponding field experience seminar or placement.

For undergraduate placements, a specific day is designated for placements in each school and the accompanying seminar; however candidates may make alternate arrangements if their K-12 Host Teacher/Teacher Instructor and University Supervisor are in agreement. These arrangements must be consistent and binding. Any agreement made at the beginning of the placement is to be
practiced until the end of the placement. Any and all schedules of field experiences or alternative arrangements must be immediately provided in writing to the University Instructor and shared with the Director of Student Teaching and Field Placement. However, it is the responsibility of individual candidates to designate times/dates for supervisors to observe planned lessons. When candidates make alternative arrangements, it is up to the candidate to work out acceptable alternatives with the University Supervisor. In cases where this is not possible, candidates will be required to attend field settings on the designated day as listed in the Indiana University Northwest Schedule of Classes.

Graduate candidates in the Graduate Special Education Mild Interventions Licensure Program and the Master’s programs are allowed to select the day of the week of their field experience in collaboration with their Host/Supervising Teacher and their University Supervisor. These programs were designed with flexibility to allow for those working on Emergency Permits and career-changers.

Educational leadership candidates meet once per month on campus during the two-semester Practicum. Candidates share their experiences, react and discuss alternate solutions to shared problems under the leadership of the University Professor. There are numerous experiences that the candidates are required to have in the field; however, there are major projects that must also be completed (classroom observations, critical incidents, etc). The directions for the projects for each monthly assignment are explained.

**Field Experiences and Clinical Practices by Programs**

(Field Experiences are done in conjunction with methods classes. Students are required to complete classroom assignments for these classes in conjunction with completing the field)

<table>
<thead>
<tr>
<th>Program</th>
<th>Field Experience</th>
<th>Clinical Experience (Student Teaching or Internship)</th>
<th>Total Number of Hours (complied at 6.5 hours per day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching All Learners</td>
<td>Minimum – 227.5 hours over four semesters</td>
<td>Elementary Student Teaching – 8 weeks</td>
<td>Total – 747.5 hours</td>
</tr>
<tr>
<td></td>
<td>Semester 1: Special Education Placement. Observe and interact with classroom teacher and students with exceptionalities. One half day a week for ten weeks. (Special Education Schools)</td>
<td>Special Education Student Teaching – 8 weeks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semester 2: General Education Placement. Observe and interact with classroom teacher and students. Teach lesson(s) in</td>
<td>Total – 520 Hours</td>
<td></td>
</tr>
</tbody>
</table>
class. One day a week for ten weeks. (Urban Placement)

Semester 3: Special Education Placement. Observe and interact with classroom teacher and students with exceptionalities. Teach lessons in a classroom setting. One day a week for ten weeks. (Suburban or Urban Placement)

Semester 4: Semester 2: General Education Placement. Observe and interact with classroom teacher and students. Teach lesson(s) in class. One day a week for ten weeks. (Suburban Placement)

Secondary Placement (either Middle, Jr. High, or High School)

Minimum – 195 hours over three semesters

Semester 1: Special Education Placement. Observe and interact with classroom teacher and students with disabilities in an Inclusion classroom. One day a week for ten weeks.

Semester 2: Middle School/Jr. High School General Education Placement. Observe and interact with classroom teacher and students. Teach lesson(s) in class. One day a week for ten weeks. (Urban Placement)

Semester 3: Sr. High School General Education Placement. Observe and interact with classroom teacher and students. Teach lessons in a classroom setting. One day a week for ten weeks. (Suburban Placement)

Secondary – Placed in classrooms in the student’s content area – Language Arts Mathematics Science Social Studies

Minimum – 195 hours over twelve weeks – 390 Hours

Visual Arts Minimum – 195 hours over Elementary Student Teaching – 715 Hours
<table>
<thead>
<tr>
<th></th>
<th>three semesters</th>
<th>8 weeks</th>
<th>Total – 520 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1: Special Education Placement. Observe and interact with classroom teacher and students with exceptionalities in an Inclusion classroom. One day a week for ten weeks.</td>
<td>Special Education Student Teaching – 8 weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2: Elementary School Visual Arts Placement. Observe and interact with classroom teacher and students. Teach lesson(s) in class. One day a week for ten weeks. (Urban Placement)</td>
<td>Total – 195 Hours</td>
<td>Secondary Placement (High School Urban Placement) 12 weeks – 390 Hours</td>
<td>Total – 585 Hours</td>
</tr>
<tr>
<td>Semester 3: Sr. High School Visual Arts Placement. Observe and interact with classroom teacher and students. Teach lessons in a classroom setting. One day a week for ten weeks. (Suburban Placement)</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>UTEP (Option II)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1: Middle School/Jr. High School General Education Placement. Observe and interact with classroom teacher and students. Teach lesson(s) in class. One day a week for ten weeks. (Urban Placement)</td>
<td>Total – 130 hours</td>
<td>Elementary or Secondary Special Education Placement.</td>
<td>Total – 617.5 Hours</td>
</tr>
<tr>
<td>Semester 2: Sr. High School General Education Placement. Observe and interact with classroom teacher and students. Teach lessons in a classroom setting. Two consecutive days a week for ten weeks. (Urban Placement)</td>
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interact with classroom teacher and students. Teach lesson(s) in class. One day a week for ten weeks. (Completed in a Mild Interventions Setting)

Semester 2: Observe and interact with classroom teacher and students. Teach lessons in a classroom setting. One day a week for ten weeks. (completed in an Emotional Disabilities Setting)

Semester can be taken in either order.

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<tr>
<th>Master’s Program</th>
<th>Total – 75</th>
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<th>Total – 75 Hours</th>
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<tr>
<td>EDUC-P570 Managing Classroom Behavior – Candidates complete a 10-15 hour service learning project</td>
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<td>EDUC-R503 Application of Instructional Media and Technology – Candidates complete 32.5 hours of field</td>
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<td>EDUC-J511 Methods of Individualized Instruction – Candidates complete 32.5 hours of field</td>
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<th>Educational Leadership</th>
<th>Candidates complete various projects for different schools for classes they are taking. All these projects are similar to service learning projects:</th>
<th>Total – 160 Hours</th>
<th>Total – 160 Hours +</th>
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<td>EDUC-A670 - School Improvement Plan</td>
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<td>EDUC-A670 – School Community Relations Plan</td>
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<tr>
<td>EDUC-A530 Statistical Data for Educational Leaders</td>
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Assessment and Evaluation of Early Field Experiences

Each candidate in an initial or advanced program field experience is evaluated against specific criteria related to the experience. For example, in initial programs, candidates are assessed on the Classroom Observation Form (COF). This instrument was developed from the initial Reflective Professional (Agents of Change) conceptual framework and identifies the skills expected to be demonstrated in the field. Another version of this instrument serves as the final evaluation in the clinical experience so that candidates are evaluated against the same expectations, developmentally. K-12 Supervising Teacher/Teacher Instructor input is considered in the evaluation of the candidate. Candidates are also evaluated according to additional course syllabi requirements and related assignments. In addition, the K-12 Host Teacher/Teacher Instructor is asked to complete an evaluation of the candidate’s disposition while in the classroom. In the Master’s in Elementary or Secondary Education programs, candidates are assessed on their application of instructional media and technology in EDUC-R503, their ability to differentiate instruction and co-teach in EDUD-J511, and their diversity skills in EDUC-P570. Their impact on student learning is assessed in EDUC-W505, the Master’s Capstone course.

Each field assignment for candidates in the educational leadership program is evaluated against specific criteria related to the experience. The vision statement must meet the definition of what a vision statement is. The test desegregation done in EDUC-A530 must utilize two years of data and include the desegregation of sub-groups and sub-skills. There are scoring rubrics for the school community relations plan, the school improvement plan, and other assignments.

THE CLINICAL EXPERIENCE

Faculty at the University and in our P-12 Partnership Sites and Professional Development Schools recognize the critical importance of each and every school-based experience our candidates participate in throughout their programs. We acknowledge that each of them offers the candidate a focused piece of the larger puzzle of teacher preparation. We, therefore, have provided, in the Appendices of this manual, brief overviews of many IU Northwest clinical experiences to help everyone involved in the important task of preparing future educators gain an understanding of the role played by each experience – as well as the specific role that Hosts and University Supervisors play in each of those experiences.

At the same time, we also unanimously agree that no one experience is more important to the SOE Candidate’s future in the profession than the final semester of full-time involvement in the schools. Known by various names depending on the program (practicum, student teaching, Internship B, Internship II), this all-important final semester of total immersion in the day-to-day workings of the school community provides our candidates with the ultimate opportunity for in-depth study and learning and the opportunity to demonstrate the knowledge, skills, and dispositions of a Reflective Professional (Agent of Change) or Educational Leader. Because of the importance of the final clinical experience, we feel it is important to provide some suggestions about this particular semester for the SOE Candidate, the Host, and the University Supervisor with whom they work. While many of these suggestions may seem to repeat advice already offered in this manual, we cannot help but feel that they bear repeating, with perhaps a bit of added emphasis.
Student teaching is defined as a full day, full time, school-based experience that is supervised by both a Certified Experienced Teacher and a University Supervisor. The primary objective/role of student teaching is to provide the opportunity for the demonstration of instructional competence for the beginning professional educator and the acquisition of experience and further knowledge. The clinical experience at IU Northwest has been carefully designed to be as realistic and as intensive as actual teaching. This involves placing the SOE Candidate in schools with carefully selected and qualified supervising teachers. Supervision is regarded as absolutely essential and is a mutual responsibility of the Host and the University Supervisor, who are proven successful classroom teachers and/or administrators. The extent of actual candidate involvement and the assumption of full class responsibilities rest upon the mutual agreement of the SOE Candidate, the Host, and the University Supervisor, who make up the Student Teaching Partnership. The basic role of the partnership members is to work as a team through constant communication to support, enhance, and prepare the SOE Candidate to become a Reflective Professional (Agent of Change) or Educational Leader.

**Educational Leadership Program**

The Practicum for educational leadership candidates is a fall and spring semesters, school-based experience that is under the mentorship of a certified experienced principal and a university supervisor. The Practicum provides for closely supervised field experience in various areas of school leadership. The candidate is involved in administrative and supervisory activities that will give him/her a "hands-on," "on the job training" experience in preparation for the principalship. In the class setting, the candidate is involved in activities for him/her to apply essential knowledge acquired in preliminary courses and to reflect on situations to develop technical and ethical competencies as a school principal.

Since each candidate brings to this program a different professional background, the plan of study is highly detailed with "must do" activities; but occasionally the plan is individualized for candidates enrolled. Since candidates receive K-12 licenses they must do one semester in an elementary school and the other semester in a secondary school. Candidates normally complete the first semester of the Practicum in their building. The University Professor and University Supervisor monitors activities to make sure experiences different from what the candidate engages in on a daily, work-related basis, as a practicing teacher.

It is the student's responsibility to identify and secure a principal who will serve in the mentorship role as the field supervisor. All placements must be approved by the University Professor. The administrator may be the principal at the student's place of employment or may be a principal in another building. Requirements for the Mentor Principal are:

- Licensed by the State of Indiana as a building level principal
- Have a least two years’ experience as a practicing principal
- Be in good standing with the school corporation (i.e. not on probation)

The total hours completed in the Practicum must exceed 80; however, the breadth and depth of the experiences are more important than the time.

The State of Indiana upholds the statement that in the event that a student holds an initial license and is adding an endorsement in a related area, the student teaching experience may be waived or modified. However the state leaves the final decision of the nature of the student teaching or alternative to the individual institution.

In the event a student holds an initial license in a related area, the student teaching experience can be modified into an extended practicum or alternative experience.

1. Student must get approval from Director of Student Services, Director of Student Teaching, and Program Coordinator.
2. The components of the experience will be written and signed by the Director of Student Services, Director of Student Teaching, Program Coordinator, and student.
3. The experience must be in accordance with the SOE’s conceptual framework and must be able to be assessed through the outcomes.
4. The program coordinator or designee will serve as the IU Northwest supervisor for the experience.
5. The student must complete a student teaching application; the written alternative will be attached to the application and placed in the Placement file.

Overview of the Clinical Experience

The SOE Candidate is reminded that they are first and foremost learners. In this developmental role, the SOE Candidate’s responsibilities during the clinical experience will be increased gradually throughout the experience. He/she will proceed from observation and focused involvement at the beginning of the semester to assuming the role of the full-time teacher. By this final stage, the SOE Candidate is expected to do all of the short and long-range planning, teach the entire day, and be aware of each student’s academic and social progress on a continuing basis. Becoming a Reflective Professional (Agent of Change) should be the goal of the SOE Candidate. Reaching that goal means that the SOE Candidate not only contributes to teaching and learning throughout the school day but also immerses himself/herself in after-hours responsibilities of his/her Host. The SOE Candidate in this clinical semester is therefore typically expected to attend faculty and other professional meetings and to participate fully with the Host in extra-class and school-wide activities that are a part of the Host’s regular job responsibilities, including, with the guidance of his/her Host, communicating with parents.

The SOE Candidate is also required to attend any seminars or orientations held by the University Faculty and/or Supervisors prior to the first day of the placement, as well as university seminars held throughout the semester. If a university seminar is scheduled on a date that conflicts with the P-12 school calendar, the university seminar schedule takes precedence. It is the responsibility of the SOE Candidate to remind the building administration and the Host that attendance at all university seminars is mandated by the University.
The course syllabus for the clinical semester outlines the requirements, as well as reports and assessments that the SOE Candidate is required to complete during the teaching internship. The requirements for lesson and unit plans, notebooks, journals, and projects vary by program, and so the SOE Candidate should consult their syllabus and talk with their Program Coordinators and University Supervisors about specific course requirements. However, one constant across all programs is the successful completion of the SOE requirements. The SOE Candidate who fails to successfully complete the SOE requirements will not be recommended for certification.

The SOE Candidate is expected to complete the full experience corresponding to the placement dates established by their specific program. The SOE Candidate should follow the same attendance policy and school calendar as the public school faculty, including the holiday and vacation schedule that the Host observes. If IU Northwest's vacation schedule differs from that of the public schools, the SOE Candidate will follow the public school calendar. In case of absence, the candidate should notify both the Host and the University Supervisor. As explained earlier in this manual, absences are inexcusable except in the case of illness, death in the family, or other serious circumstances; this is particularly important during this clinical semester since additional time will have to be spent in the school setting if absences are excessive.

Pacing of the Experience

While IU Northwest’s programs differ in requirements, the clinical experience is expected to progress gradually as the SOE Candidate assumes increasing responsibilities for the pupils and the instruction. How quickly the SOE Candidate assumes total teaching responsibility depends upon the particular assignment, the Host, the University Supervisor, and the initiative, enthusiasm, and ability of the SOE Candidate. The goal is a reversal of roles during which the SOE Candidate becomes the teacher and the Host becomes an observer or functions as a teacher’s aide.

As a general guide, during the first few days of the placement, the SOE Candidate should plan to:

- Spend some time learning about general rules and policies of the school/district and reasons for these regulations, and become familiar with school procedures concerning safety regulations, fire and security drills, hall or playground supervision, cafeteria schedules, and other routines of the school. He/she should express appreciation to the Host for providing opportunities to gain the experience.
- Learn the routines of the class. Find out where supplies are stored, how attendance is kept, the general housekeeping rules, and the availability of audiovisual and other equipment. The SOE Candidate should also become acquainted with any special facilities available such as library, counseling, and medical services.
- Become acquainted with the pupils so that names can be learned and they can be known as individuals. Discuss with the Host the background and abilities of the pupils. This will give a better understanding of each individual's strengths and weaknesses and should enable the SOE Candidate to better accept each pupil as a person.
- Begin to become familiar with pupil records, remembering that they are confidential materials provided for professional use.
Beginning experiences of the SOE Candidate should include observing the Host, responding to student work and providing feedback, checking papers, helping individual pupils, and learning general classroom procedures. The SOE Candidate should become familiar with the textbooks, teacher’s manuals, and/or other instructional materials, finding out how they are organized and how the Host uses them before the SOE Candidate actually begins teaching. The SOE Candidate will probably begin teaching by working with small groups or individuals. Also, the SOE Candidate may cooperate in teaching particular lessons for which the Host has major responsibility. These lessons should be planned carefully and evaluated after teaching. The SOE Candidate might also be required to prepare a unit, learning center, or project. This is a good time to begin hall duty, lunch duty, bus duty, attendance, and other school responsibilities.

Teachers vary in their teaching methods, techniques, and behavior. A considerable amount of time should be used during beginning experiences to study the Host at work. The SOE Candidate should ask the Host why specific things were done in a certain way and why certain kinds of questions or activities were used. Studying the Host should provide a basis for discussion about the rationale and strategies for specific teaching behaviors.

The SOE Candidate should continue to add one or two more subjects or groups to prepare for and teach each week. If this seems to be too much, the Host should consult with the University Supervisor and might assume more responsibility until the SOE Candidate is comfortable with the teaching load. Adding a few non-teaching duties each week helps make the assumption of full classroom responsibility easier.

Once the Host and University Supervisor decide the SOE Candidate is ready, he/she should do as much full-time teaching as time, energy, and skill will permit. The Host will help judge the readiness to teach and will gradually increase responsibilities according to the competency shown. During the latter part of the placement, the SOE Candidate should do a minimum of 50% of the placement time of full-time independent teaching in which he/she handles all the duties of a teacher. Many times the SOE Candidate does more than the required minimum number of days of full-time teaching.

The Host should gradually assume responsibility for the class during the last week of the placement to give the SOE Candidate an opportunity to observe in other classes or in other schools. By this time the SOE Candidate will be able to evaluate observations and relate them to personal experience. Observations should be scheduled through appropriate channels within the school system.

The Student Teaching Phases

The student teaching experience should follow a natural progression of increasing student teacher immersion into the full responsibilities of a teacher. The following graphic representation is a guide based on an 8-week, 12-week, and 15-week placement. It is important to note that this serves only as a guide. Specific lengths and activities of each phase will be determined by the student teaching partnership. Phase 1 is where the candidate observes and helps the Host in the classroom. The Host models good instruction methods and helps the candidate understand what
they will be required to do. The candidate starts to assume some control over the teaching in the classroom. **Phase 2** is where the candidate assumes control of the classroom and the Host steps into a mentor role, evaluating what the candidate is doing and providing feedback to the candidate. **Phase 3** in the clinical experience is where the teacher resumes control of their classroom and the candidate steps back into a helper role. During this time, the student should be allowed to observe other teachers in their classroom.

**PLEASE NOTE THAT:**

A. An 8-week student teaching assignment requires 40 days attendance
B. A 12-week student teaching assignment requires 60 days attendance
C. A 15-week student teaching assignment requires 75 days attendance

The Student Teaching Experience

**Week-to-Week Guidelines**

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<tr>
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<th>Phase 1</th>
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**Note:** the practicum for the Educational Leadership Program is a year-long process (two semesters).

**Lesson Planning**

Throughout the clinical semester, the SOE Candidate will be required to do more lesson planning than in previous clinical experiences. Well-planned lessons are essential to good teaching. Planning helps the SOE Candidate organize and also allows the Host to check the continuity of the planning. Lesson plans and materials for the entire day should be available for the Host to see before class begins, and the SOE Candidate should receive appropriate feedback on adjustments needed before the class begins. It is the Host's responsibility to deny the SOE Candidate the opportunity to present a lesson if the plans and materials are not well thought out. The detail of the plans will vary according to the type of lessons and the preferences of individual University Supervisors and Hosts. The SOE Candidate should consult with their University Supervisor with respect to specific requirements in planning.
Classroom Community and Management

Classroom management may also be a bigger issue in this final semester than in previous experiences. A positive classroom climate is essential to effective classroom management. Every effort has been made to place the SOE Candidate with a Host who is competent in classroom management, and the process of enabling the SOE Candidate to gradually assume teaching responsibilities should facilitate one's gaining confidence and success in this area. Policies of the school and classroom regarding discipline and classroom management should be followed by the SOE Candidate at all times. The SOE Candidate is asked to recognize that in a democratic society, classroom control should be based upon active participation and consent of the individual or group, rather than upon arbitrarily-imposed control. Keeping pupils challenged and interested at their level contributes to an effective learning climate. In other words, the SOE Candidate must attempt to understand why individuals behave as they do, be mindful of their goals, and accept the fact that he/she must be a sympathetic teacher even though not certain of the reasons for individual behaviors. Standards must fit the particular situation. Below are noted some measures which may help the SOE Candidate build the type of teacher-pupil relationship which should help to prevent management problems:

- Respect the worth and dignity of the individual.
- Seek to attain a high degree of participation.
- Learn to make use of names quickly.
- Become acquainted with the seating arrangement.
- Be alert, keep your eyes open, and focus attention on the total situation.
- Help students set standards of acceptable behavior for various kinds of situations.
- Plan for the use of freedom and responsibility for movement in classroom, corridors, and lunchroom.
- Exhibit poise, dignity, and calmness at all times.
- Refrain from the use of sarcasm, destructive criticism, expressions of anger, and derogatory remarks and threats.
- Stop the little things before they gain momentum without undue emphasis on their seriousness.
- Be consistent in expectations, dealings, and relations.
- Be warm and friendly, but be firm.
- Model appropriate behaviors, speech, and attitudes that show respect for the rights and concerns of others (includes person-first terminology).
- Develop an understanding of your students’ cultural backgrounds and home life.
- Maintain a safe, inclusive classroom where all children feel valued and have a sense of belonging.
- Address both the emotional and cognitive components of the learning process.
- Provide opportunities for students to express their ideas and opinions and explore issues important to them.
- Plan instruction around students’ experiences and interests and cultural competencies.
- Group and engage students to foster positive interactions w/ peers of different social groups & backgrounds.
Differentiate classroom management based on the needs of the students.

Miscellaneous Policies and Procedures for the Clinical Experience

Except in extraordinary circumstances, the SOE Candidate will not be placed for their clinical semester in a school or district where relatives are enrolled, working, or serving on boards. However, requests to complete the clinical experience in a school district where relatives are employed or attend school will be reviewed on an individual basis by the Office of Student Teaching and Field Placement. The best interests of all parties involved will be considered in making the final placement decision.

According to the School of Education Policy Manual, during student teaching an advisee may enroll for up to one 3-credit course with the faculty advisor’s approval. Students wishing to take more than one 3-credit course during student teaching may appeal to the Director of Student Teaching and Field Placement. The SOE Candidate needing to enroll in courses during their clinical semester should consult their Faculty Advisor. If approved by the faculty advisor, written notification should be placed in the SOE Candidate’s SOE file.

Policies and Procedures Governing Relocation or Early Removal from Clinical Experiences

The faculty at the University and in our Partnership Sites and Professional Development Schools are committed to the success of the SOE Candidate. We work closely with the SOE Candidate to ensure a positive experience in the P-12 schools that supports the goals of the SOE Candidate’s specific program. However, circumstances may arise in which the SOE Candidate may be removed from the school setting and, possibly, the clinical experience. In these cases, the Disposition Policy will be used to document the allegations. Relocation will be determined on a case by case basis, depending on the reasons for the relocation.

THE IU NORTHWEST SOE CANDIDATE

Through field and clinical experiences, Indiana University Northwest’s School of Education strives to provide emerging professionals a sequence of opportunities that recognizes the diverse developmental and cognitive characteristics of various age levels, as well as different approaches to learning.

Assignments to a particular grade level, discipline, or teacher are at the discretion of the host school in collaboration with the Office of Student Teaching and Field Placement and/or, in some circumstances, an IU Northwest course instructor. The SOE Candidate should be aware that he/she may or may not get their placement of choice, in part because IU Northwest Faculty are committed to ensuring that all SOE Candidates have field experiences in a variety of classroom settings, and partly because of the very pragmatic reality that availability of faculty in P-12 sites varies from semester to semester. Each Host School maintains individual regulations, procedures, instructional practices, professional philosophies, and expectations with regard to the SOE Candidate’s work within the school. The SOE Candidate should understand that in accepting a school assignment they are agreeing to abide by the regulations, procedures, instructional practices, and professional and personal expectations of the Host School.
To ensure that the SOE Candidate will be successful, policies and procedures have been developed to guide the SOE Candidate throughout their field and clinical experiences. It should be noted that as the SOE Candidate progresses through his/her chosen program, so does the extent of involvement in the field and clinical experiences. However, regardless of the level of involvement, there are certain expectations that apply to ALL field and clinical experiences, including a commitment to professionalism at all times. This commitment includes some very basic understandings:

**Assignments**
All assignments are listed in the individual syllabi, which can be found on OnCourse. The SOE Candidate should make sure they are familiar with the assignments, and make the Host aware of the assignments.

**Following Procedures/Policies of the Host School**
The SOE Candidate should become familiar with and abide by the established Host School protocols, including, but not limited to:
- Safety issues
- Emergency procedures
- Entering and exiting school property
- Communication with school personnel, homes, families, communities, field trips, and special events.
- The Host School’s calendar as the SOE Candidate will be following that calendar and not IU Northwest’s.

**Professional Interactions with Others**
As SOE Candidates progress through their programs, they should bear in mind that they are first and foremost learners, that they are guests in the schools in which they have been placed, and that these two truths should guide their interactions with pupils, parents, faculty, staff, and administrators. In short, the SOE Candidate should consider themselves members of the community in which they are teaching and act accordingly. In working with students, the SOE Candidate must:
- Maintain the dignity necessary to gain the respect of pupils, including maintaining an appropriate separation between the personal and the professional.
- Show enthusiasm concerning the learning experiences being developed with pupils.
- Be sympathetic and courteous toward all pupils.
- Exhibit positive, caring attitudes so all students, including those with disabilities.
- Realize that each pupil is an individual and take into consideration individual abilities, interests, and capacities for learning.
- Interact with students in ways that show regard for linguistic differences
- Be completely impartial in dealing with pupils and constantly strive to be fair while judging pupils’ actions.
- Refrain from imposing religious or political views upon pupils, exhibiting a broad-minded, tolerant attitude toward other groups and individuals.
- Group and engage students to foster positive interactions w/ peers of different social groups & backgrounds.
In working with Hosts, Supervisors, and other adult members of the school community, the SOE Candidate must:

- Be more concerned with what is being achieved by the pupils than with the impressions being made on the Host or University Supervisor.
- Be enthusiastic and eager to offer ideas concerning curriculum, methods, and control.
- Be just as interested in and be as ready to assist with the improvement of a class as if it were his or her own.
- Make the teaching environment an attractive and neat place in which pupils will want to work.
- Conform to the instructions of the Host and University Supervisor, with particular attention to following the same classroom management measures as those established by the Host.

**Attendance**

The SOE Candidate will begin the Clinical (student teaching) experience in accordance with their school site calendar (August or January start date). The SOE Candidate is expected to follow the attendance policies of the school to which he or she is assigned.

If you will be absent, you should notify:

1. Your Host and School
2. Your University Supervisor
3. The Student Teaching and Field Placement Office

It is preferable that you notify all stakeholders the night before your expected absence.

**Illness**

1. An ill person should not expose pupils or other adults to communicable diseases. The SOE Candidate is expected to use common sense. You should stay home when you are really ill. You should go to school if you are merely weary or tired. Please remember, your missed days DO NOT count toward completion of your placement.

2. If the SOE Candidate is ill, he or she should notify the person who has been designated by the building Principal (or School Corporation) for such purpose. Notification should be done within the limits, which are required of classroom teachers, (e.g., before 7:30 a.m.). All necessary stakeholders should be notified of any absence as soon as possible.

3. Extended illnesses, which keep the SOE Candidate from teaching, will be evaluated on an individual basis. Credit cannot be given for work which has not been done. An individual may be required to do additional work for those lost days.

4. Habitual absences due to one-day illnesses will be treated as an extended illness. Once the SOE Candidate misses seven days of school, the Clinical experience (student teaching) will be cancelled. If this occurs, the SOE Candidate will need to reapply for another placement according to appropriate deadlines posted in the Student Teaching and Field Placement office located within the Office of Student Services, Hawthorn Hall 354 B.
Illness of children or other family members is an excuse for absence from the classroom ONLY if the children or family member has a serious illness. This judgment has to be made on an individual basis. It is not acceptable to be absent because a son or daughter is home from school with a mild illness. Child care arrangements should have been made previously for such possible events.

Precautions to Prevent the Spread of Infectious Diseases at the Clinical Site

In the school setting, knowing who carries an infectious disease and what germs may be present is not possible. Persons with infections do not always have outward signs and often are not aware of being infected. However, the SOE Candidate can take precautions at the clinical site that will help protect the SOE Candidate from infectious diseases. Those precautions include the following:

- Wash your hands with soap and running water at regular times during your workday. Common infectious diseases, such as colds or viruses, may be contracted from dirt and waste encountered in the workplace. Human immunodeficiency virus (HIV) infection, acquired immune deficiency disorder syndrome (AIDS), and Hepatitis B are not prevented by hand washing.
- Avoid punctures with objects that may contain the blood of others.
- Handle discharges from another person’s body (particularly body fluids containing blood) with gloves and wash hands thoroughly with soap and running water when you are finished.
- Carefully dispose of trash that contains body wastes and sharp objects. Use special containers with plastic liners for disposal of refuse that contains blood or for any body spills that may contain blood. For disposal of sharp objects, use containers that cannot be broken or penetrated. These containers are available in each school’s health room. Do not bend, break, or recap needles.
- Promptly remove another person’s blood and body wastes from your skin by washing with soap and running water. Wash or flush exposed mucous membranes with water immediately.
- Clean surfaces that have blood or body wastes from your skin by washing with an Environmental Protection Agency (EPA) CDC approved disinfectant or a 1:10 solution of household bleach and water. (The bleach solution should be fresh daily to ensure proper strength.)
- If you have been exposed to Hepatitis B, contact your principal.
- If you are responsible for administering first-aid to others or may be placed in a position where you may give first aid, follow any current techniques in administering CPR.
- These precautions will protect the SOE Candidate from HIV infection, Hepatitis B, and many other infectious diseases. These ordinary hygienic practices will result in fewer illnesses for the SOE Candidate and others around them. The SOE Candidate does not need to know which people around them are infected with HIV or any other diseases because the precautions should be used routinely. The SOE Candidate should maintain confidentiality of all medical information concerning students and co-workers, especially if an individual has either HIV infection or AIDS. With few exceptions, sharing such information without the necessary authorization is prohibited by law and punishable by a fine.
**Punctuality**
Teacher punctuality is essential for student safety as it ensures that classrooms are provided with adult supervision. Likewise, the SOE Candidate should arrive at his/her school site on time, or early, and check in at the designated point. The committed SOE Candidate will allow ample travel time for parking, traffic delays, trains, and accidents. Should an unanticipated event prevent the SOE Candidate from arriving on time at the school site, a call should be made to the site notifying the Host of the delay and expected arrival time. Habitual tardiness will not be tolerated and will result in significant consequences described in the course syllabi.

**Dress**
The SOE Candidate is considered a teacher when in the school for a clinical experience. The IU Northwest SOE Candidate should keep in mind the following general guidelines: Clothing should be neat and clean. Revealing blouses, shirts, skirts, and dresses are inappropriate, as are shorts, flip flops, jeans, baseball caps, visible tattoos, body piercings (other than ear), and exposed midriffs and cleavages. The SOE Candidates is advised to be sensitive about wearing clothing with slogans that might project an unprofessional image. The SOE Candidate should always wear an identifying nametag, whether it is IU Northwest issued or school issued.

**Confidentiality**
Any confidential information shared by faculty about students or school staff must be kept confidential. The SOE Candidate must be ethical and professional in his/her behavior, communication, and in reaction to classroom experiences. The SOE Candidate should limit discussions questioning specific school policies and classroom methods to private conferences with the Host and/or University Supervisor; never share information regarding such matters as student grades, I.Q. or achievement test scores, health records, disabilities, concerns of the Department of Social Services and other agencies, or private family matters (Doing so is not only unprofessional, but also a violation of federal law). The SOE Candidate should never relate hearsay that could be rumor, libel, or slander. In cases where there is doubt concerning the confidentiality of an issue, candidates should defer to the judgment of someone in a position of authority and always err on the side of caution and silence.

**Professional Writing Expectations**
The SOE Candidate is expected to write at a level which reflects that of a university student. On all assignments, careful attention should be given to spelling, grammar, and punctuation. All assignments should be well organized and clearly presented. It is equally important that the SOE Candidate demonstrates legible handwriting. Frequently teachers must write on a dry/erase board, chalkboard, or overhead. Likewise, a teacher’s handwriting is a model for students. Clinical experience assignments that demonstrate deficiencies in any of these areas can result in penalties as prescribed in the course syllabus.

**Electronic Devices** (including cell phones)
Electronic devices are not to be used for personal communication at school sites during regular school hours. Electronic devices should be turned off before entering the school site and should not be turned back on until the school day has ended. Use of electronic devices during emergencies should be consistent with school policy.
Maintaining E-mail Communication
E-mail is an important means of communication between the School of Education and SOE Candidates. An IU Northwest e-mail account must be maintained. It is the responsibility of the SOE Candidate to regularly check his/her e-mail. The SOE Candidate with an IU Northwest e-mail address should be aware that even though IU Northwest e-mail allows the SOE Candidate to forward their accounts to another provider, such as Yahoo or AOL, outside spam filters many times do not allow forwarded mail.

Candidate Dispositions
In order to evaluate the degree to which the SOE Candidate is effectively demonstrating professional behavior, the School of Education has designed the IU Northwest Initial Candidate Dispositions Form and an Advanced Candidate Disposition Form, which can be found at the end of this manual. The form, which is linked closely to the Professional Education Unit’s Conceptual Framework, is one of many evaluation rubrics used throughout the various programs to assess the SOE Candidate’s performance.

In addition to the above expectations of professionalism, the SOE Candidate should also be aware of the following:

Leaving a placement without notice
If the SOE Candidate quits student teaching at any time during the scheduled dates, the SOE Candidate will receive an unsatisfactory grade and no new placement will be provided. The SOE Candidate will have to reapply for a new placement (if one can be found).

Transportation to and from Field Sites
Transportation to and from school sites is the responsibility of the SOE Candidate. Indiana University Northwest and the School of Education do not assume any responsibility or liability for travel expenses related to field experiences.

Legal Responsibilities
The Host is legally responsible for the pupils in his/her class at all times during the school day. The SOE Candidate is not covered by professional liability insurance through IU Northwest or the school district; it is required that they join one of the professional education organizations for teachers to obtain liability insurance at student rates (or provide proof of other insurance for classroom work). The SOE Candidate should consult the Office of Student Teaching and Field Placement about obtaining professional liability insurance.

Students with Physical and/or Sensory Disabilities
If you are a student with a verified disability, a Disability Services Coordinator at IU Northwest can help arrange accommodations for you. Students who have a disability, or think they have a disability (e.g., psychiatric, attention, learning, vision, hearing, physical, systemic) are invited to contact a Disability Services Coordinator for a confidential discussion. Undergraduates call 219-980-6942. Graduates call 219-980-6824 or consult the web at http://www.iun.edu/ada_accessibility/.
**Temporary Physical Conditions** – The SOE Candidate should inform the Director of the Office of Student Teaching and Field Placement of special health conditions (e.g., pregnancy, injury) that should be considered prior to the negotiation of a school placement. This provides the Director an opportunity to secure appropriate school placements.

**Teacher Strikes**
Indiana University Northwest has the responsibility of protecting the academic credit and qualifications for certification of the SOE Candidate. The University takes a neutral position in the differences between the participants in a strike within a school corporation.

It is our charge to make it possible for the SOE Candidate to complete the program for which he/she has registered (e.g., student teaching). Therefore, the faculty has adopted the following guidelines:

1. After the strike is actually called, the SOE Candidate must remain at home, and wait for University action in response to the strike (e.g., reassignment).

2. When the University receives official notification that a strike is on, the following steps will be taken on behalf of the SOE Candidate: The Superintendent's office will be notified by telephone that all the SOE Candidates will be reassigned immediately and permanently. Confirmation of the oral notice will be made in a written communication to the Superintendent.

**Career Placement Credentials**
The SOE Candidate can begin a placement file at the Office of Career Services. The SOE Candidate has the opportunity to establish a confidential file or one to which they will have access. Information about teaching positions is available. The SOE Candidate is encouraged to ask their University Supervisor and Host to complete a recommendation letter at the end of their placement.

**Progression Requirements**
The SOE Candidate should become familiar with, and accept responsibility for following the progression requirements of their particular programs. There is a point at which the SOE Candidate may not enroll in higher level clinical experiences until he/she has successfully completed all sections of Praxis I and has been admitted to the Professional Program. Programs also have progression prerequisites which must be met before admission to the final semesters of internship. Progression requirements for Initial Teacher Certification Program can be found on the School of Education website on the Program sheets (see Checkpoints). Also, the SOE Candidate must complete the appropriate Praxis II test(s) and other program requirements before entering the final semester of internship (see Checkpoints).

**Certification Requirements**
The SOE Candidate seeking initial certification must score at or above the Indiana established qualifying score on the appropriate Praxis II specialty areas examination(s).
Urban Teacher Education Program

Program Overview
The Urban Teacher Education Program (UTEP) is a school-university partnership for professional teacher preparation and development. Collaborating institutions include the School City of East Chicago, East Chicago Federation of Teachers, Gary Community School Corporation, Gary Teachers’ Union, the School City of Hammond, Hammond Teachers’ Federation, and Indiana University Northwest. UTEP is governed by a Policy Board that consists of the Chancellor of Indiana University Northwest, the Dean of Education, the Dean of Arts and Science, University Professors, the Superintendents of the partnership districts, the Unions of the partnership districts, the Director of UTEP, the District Coordinator and building Coordinators.

The program has two options: Option I focuses on undergraduate education, and Option II prepares limited license teachers, substitutes, and second career people with non-education bachelor’s degrees for teaching certification. It is the mission of UTEP to improve the quality of urban education through the preparation of teachers to create a cooperative and supportive environment in which university and classroom faculty work as partners in urban professional development schools (PDS). Please Note: UTEP students must not only be aware of and follow rules and regulations of UTEP, but also the School of Education. Any questions please contact the UTEP office. See information provided by UTEP for additional information about your responsibilities.

Mission Statement
The principal mission of the Urban Teacher Education Program (UTEP) is to create a cooperative and supportive teacher training environment in which university faculty and classroom teacher can work as partners in urban schools to create a professional community committed to:

- Principles, knowledge, and practices that are an integral part of effective teacher training;
- The acquisition of skills and roles that a beginning teacher needs to become certified to teach effectively in an urban classroom;
- Improvement of conditions that are conducive to effective teaching and learning in the classroom;
- Reflection as a key to the performance and improvement of professional practice;
- Seeing teaching as worthy of extended study and the pursuit of lifelong professional improvement.

Program and Course Objectives
These are the outcomes of the Urban Teacher Education program, which have been summed up in the listing the knowledge, qualities, and characteristics of exemplary teachers. Our candidates are expected to demonstrate mastery of these objectives by the completion of the program. Their mastery will be at a senior student level not at a professional level.

Content Knowledge
- Demonstrates a strong foundation of general knowledge
Demonstrates effective communication skills
Commands knowledge and skills of appropriate content area subjects

**Instructional Practice**
Demonstrates the ability to teach all students to learn, recognizing the special needs of urban students
Understands theories of learning and can demonstrate the use of effective teaching/learning technique
Uses effective models of instruction for individual, small group and large group instruction
Employs multiple ways of diagnosing student skills and needs
Employs technology to aid in the delivery of instruction

**Multicultural Approaches**
Demonstrates an understanding of and respect for the various aspects of diversity
Demonstrates the sensitivity to interact with students of many cultures
Prepares lessons which reflect an awareness of students’ cultural and geographical backgrounds
Treats all students fairly and equitably
Demonstrates an awareness of gender, race, and ability issue.

**Professional Knowledge**
Demonstrates the ability to effectively orchestrate a learning environment
Establishes rapport with students, providing a pleasant and orderly climate for learning
Demonstrates effective ways of presenting rules, expectations and consequences
Shows a willingness to utilize community resources
Demonstrates flexibility and creativity in designing and implementing instruction

**Knowledge of the Learner**
Demonstrates the belief that all children can learn
Shows the ability to identify individual differences
Has high expectations for all students
Uses student strengths and weaknesses to structure lessons
Demonstrates on-going modification of lessons for mainstreamed or at-risk students
Utilizes effective classroom management strategies
Knows the importance of positive self-esteem

**Human Relations**
Demonstrates a regard for others’ opinions, experiences, and responsibilities
Demonstrates a desire to build a positive support
Plans and participates directly with parents in school events
Plans and holds successful parent conferences that encourage parental feedback
Demonstrates a willingness to communicate with parents on matters relating to their child

**Moral/Ethical Dimensions**
Understands and models the moral dimensions of teaching
Displays leadership, judgment, and dependability
Demonstrates potential as a mentor for students and colleagues
Makes sound decisions and exemplifies professional behavior
Demonstrates professionalism through: appropriate dress, punctuality, regular attendance etc.

**Professional Development**
- Demonstrates a thoughtful appraisal of what is necessary to become a successful urban teacher
- Demonstrates a knowledge of the support structure which exists to protect teachers’ rights
- Demonstrates an openness and acceptance of the thoughts and suggestions of others
- Demonstrates inquiry and reflection continuously to create a more effective classroom.

**Seven Principles Guiding UTEP**

The Urban Teacher Education Program recognizes that to realize its mission, the program must be truly responsive not only to the special needs of individuals who have chosen to become professional teachers but also to the settings in which they prefer to teach. This concern is reflected in the seven principles guiding the program.

**Training Partnerships**
A combined faculty consisting of university professors, teachers, and administrators have formed a collaborative, field-based teacher training program. Together, the classroom teacher, university professor, and candidate can analyze the effectiveness of instruction and make joint decisions about what is required of teachers in urban schools and how such goals can be met.

**Field-Based Learning and Instruction**
Training for urban teachers should be conducted in the urban schools and classrooms themselves. When teachers are asked to identify the part of their professional training they found most helpful they consistently cite the experiences they had in the field. In the Urban Teacher Education Program, the schools used for professional training and field experiences have been designated Professional Development Schools, or PDSs. Each PDS focuses on preparing teachers for a particular level: elementary, middle, or high school. The training sites are managed in partnership with teachers, parents, school administrators, and university faculty.

**Experience-Based Curriculum**
The curriculum of traditional teacher training programs is for the most part knowledge-based. In keeping with its commitment to field-based teacher training, the UTEP curriculum is based in concrete contexts where participants master appropriate and effective teaching skills and strategies in close contact with actual students and teachers in classrooms. School and community leadership experiences also are an important facet of the training. Functioning as apprentices, students have the opportunity to acquire the knowledge and skills of their profession in interaction with children, parents and professionals.

**Flexible Placement**
The Urban Teacher Education Program is committed to serving the professional needs of those
dedicated to excellence in teaching and to making a significant difference in the academic and personal lives of school children in cities. To clarify and develop this commitment, accommodation is made to both the educational and life experience of individuals. Trainees taking part in the program include those who have just completed pre-professional undergraduate requirements toward an education degree and also graduates with degrees in non-education fields. Undergraduates are placed in PDSs and graduates are paired with mentors in urban PDSs.

**Individually-Guided Professional Development**

The demands of teaching require that a student be given careful guidance. Students need ample opportunity to experience what teaching is really like so they can make an informed choice to teach as a career. They should also have the opportunity to re-train or accelerate, depending on their needs and capacities. The Urban Teacher Education Program is rooted in the concept of individualized training for urban teachers. Becoming a teacher is a developmental process that needs to take into account the unique experiences and attributes of those who want to teach.

**Phases of Developmentally-Sequenced Training**

The traditional training sequence in teacher education consists first of courses which typically focus on foundations and methods, a semester (usually no longer than twelve weeks) of student teaching, and finally, the lonesome “sink or swim” period after teacher training has been completed. UTEP believes that a student’s progression through a program should be determined in relation to phases of professional development. One phase as such emphasizes awareness of the urban school setting as well as the roles and responsibilities of teachers in such settings. Another focuses on the acquisition, practice, and reflection of teaching strategies through a mentoring/coaching relationship with teaching staff. And, still another phase stresses practice in the classroom setting, concentrating on selecting, applying, and reflecting upon strategies acquired in prior phases.

**Reflecting for Effective Classroom Performance**

Teaching is a reflective act which demands on-going judgment about what would be appropriate or inappropriate to do in a particular teaching context. The Urban Teacher Education Program believes that the reflective skills and abilities teachers use in the classroom to make these quick decisions can be transmitted to those who want to teach. This is done by creating a setting in that students and staff have an opportunity to engage in a collaborative process of reflection and decision-making. Through the cognitive coaching method the Urban Teacher Education Program seeks to provide these opportunities.

**Option II Course Descriptions**

UTEP courses must be taken in the order presented. Please note that if you miss a class you are set back one year as courses are only offered once per year.

**EDUC-S510 - The Development of Secondary School Programs: Methods of Teaching in Urban Schools (3 cr.)**

**Bulletin Description:** Organized group study of a wide variety of problems in secondary education. Each study is tailored to meet the needs of the group concerned.

(Spring)
EDUC-S508 - Problems in Secondary Education (3 cr.)
Bulletin Description: Group analysis of a common problem in the field of secondary education. Separate sections for English, Math, Science and Social Studies. (Part I-Spring semester; Part II-Fall semester)

EDUC-T550 - Cultural/Community Forces and the Schools: (3 cr.)
Bulletin Description: Promotes modification of instructional strategies with diverse educational settings by providing opportunities to analyze community forces and cultures through cultural orientation workshops, to analyze culturally focused readings, and to direct residential participation in community activities and site-based culture/ strategies reports. (Summer II)

EDUC-K505 - Introduction to Special Education for Graduate Students (3 cr.)
Basic special education principles for graduate students with no previous course work in special education. (Summer I)

EDUC-M501 - Field Experience: Teaching in the Urban School (3cr.)
Bulletin Description: The field experience enables students to observe and participate in methods of teaching in specific content areas. These experiences include aspects of individualized and interdisciplinary teaching and learning; classroom management; legal aspects of teaching; cultural, ethnic and minority concerns; and applications of other special methods to large and small groups of students. (Fall)

Teacher Education Candidate Professional Behaviors and Dispositions

All teachers are expected to adhere to a professional code of conduct. How teachers interact with children, parents, and their professional colleagues is as important as their content and teaching strategies. UTEP has adopted a set of professional behaviors or dispositions that we feel are essential for prospective teachers. These dispositions apply to the university setting, courses, practicum experiences, and the supervised internship and are assessed at different points during UTEP. Failure to demonstrate one or more of the teacher dispositions lead to an individualized plan for improvement and, in extreme cases, could lead to removal from UTEP. The list of dispositions is not exhaustive. Depending on the situation, there could be other dispositions and professional behaviors that might be relevant to becoming a professional educator that do not appear on the list, but which could be considered in an evaluation of overall readiness to become a teacher.

You represent UTEP at all times. It is imperative that you abide by UTEP and your school’s requirements, rules and regulations. If for any reason you are not clear on your various field experience or student teaching requirements, it is your responsibility to contact the UTEP office or the UTEP Liaison for clarification. Should there be a procedural problem please refer to the UTEP Student Complaint Procedure to see the process that you need to follow to address your concerns.
The Successful UTEP Candidate:

1. Attends regularly, is punctual, has a professional appearance, and conducts him or herself professionally with students, peers, parents, and administrators and all P-12 University personnel.
2. Uses knowledge of students’ family and community to connect learning to the students’ world.
3. Provides a quality education to all children and youth; believes all students can learn.
4. Aligns instruction with state and professional standards.
5. Is organized and prepared and engages learners in the learning process through multiple teaching approaches and technology.
6. Uses verbal and non-verbal communication to express ideas clearly and respectfully.
7. Employs diverse approaches, technology, and knowledge of multiple intelligences in teaching and assessing urban students.
8. Uses positive approaches to teach students’ self-discipline and responsibility; treats all students with respect and care.
9. Creates a learning environment that utilizes invitational and multicultural theories of practice to accommodate individual uniqueness and the implications of race, class and gender on learning.
10. Treats all people fairly, equitably, and with dignity and respect.
11. Facilitates a “cooperative spirit” in students by using cooperative learning strategies to invite learning potential in an atmosphere of cooperation and collaboration.
12. Monitors students’ progress carefully, regularly, and creatively, and reports that progress clearly and systematically, while making needed adjustments.
13. Engages in professional development and welcomes constructive criticism and suggestions.
14. Demonstrates the enthusiasm and commitment of a “star” urban teacher in their interactions with students, parents, and others in the community.

UTEP Student Complaint Procedure

For complaints or problems, candidates are required to adhere to the following hierarchical process.*

The Director of UTEP will work cooperatively with school administrators in resolving student complaints.
*If the Candidate neglects to follow this process or simply disregards it, he/she may have his/her placement cancelled. If this occurs, it will be up to the discretion of the Director of UTEP as to whether or not a student will be able to submit another application for future placements or may be a cause for dismissal from the program.

**Field Experience Guidelines**

The pre-student teaching field experiences take place in three courses: EDUC-S510, EDUC-T550, and EDUC-M501. EDUC-S510 is a three credit hour course with a ten week, one day a week field component. This course meets weekly. EDUC-T550 is a three credit hour course consisting of a community field experience. Students complete 30 hours of community service in EDUC-T550 as the field component. EDUC-M501 is a three credit hour course consisting of a weekly seminar and a ten week/2 full consecutive day placement in an appropriate classroom for students regardless of limited license status. Field courses are stand-alone courses and require completion of checkpoint requirements when applicable. **EDUC-M501 is the first half of the internship year that leads directly into the subsequent student teaching semester (EDUC-M550).** EDUC-M501 and EDUC-M550 are completed in consecutive semesters. The UTEP Director and/or School Liaison will conduct observations specific to Urban Education during your field experience.

**ATTENDANCE**

Attendance is mandatory for all scheduled field seminars and scheduled school placement days. **Any absences for these experiences must be rescheduled, and can not exceed a total of 12 weeks in any placement.** Students are to contact both the Teacher Instructor (T.I.) at the school site and the UTEP office as soon as possible if an absence occurs to discuss make-up dates and assignments.

**RESPONSIBILITIES & EXPECTATIONS OF UTEP DIRECTOR/SCHOOL LIAISON/PDS DISTRICT COORDINATOR**

- Secure all placements and provide information for students and faculty.
- Consult with school agencies concerning placement of pre-service teachers.
- Inform students, IUN faculty, Instructors, and Teacher Instructors/Mentors of expectations, policies, requirements and procedures of all field experiences.
- School Liaison will serve as contact person for all participants concerning placement.
- Provide orientation for students prior to field experience.
- Introducing himself/herself to the building principal.
- Visiting the Field Student in the placement during the first week and a half to address any initial questions or concerns.
- Conducting the required number of observations of the Field Student and documenting these on the required forms.
- Conferring with the classroom Teacher Instructor/Mentor and the Field Student about the Field Student’s progress.
• Providing the Field Student with the opportunity to discuss concerns or problems, which the Field Student may not feel comfortable discussing with the classroom Teacher Instructor/Mentor.

• Assisting both the Field Student and the classroom Teacher Instructor/Mentor with problems during the experience.

• PDS District Coordinator will notify the Director of UTEP, in writing, of any serious questions or problems related to the Field Student’s progress within the first four weeks of the start of the placement period.

• PDS District Coordinator will collect all required forms from the Teacher Instructors/Mentors and submit to the UTEP office.

THE CLINICAL EXPERIENCE

Please Note: During student teaching the only other course you are allowed to take is EDUC-L517.

UTEP Option II Program Student Teaching

EDUC-M550 is a three credit hour course consisting of a thirteen-week full day placement in an appropriate classroom for students. Note: Your student teaching placement is a continuation of your 2nd filed second field assignment. The UTEP Director and/or School Liaison will conduct observations specific to urban education during your student teaching. Your specific assignments will be found in the class syllabus and the Student Teaching Manual that will be provided to you during EDUC-M501. The following information provides an overview of student teaching.

THE THREE-WAY PARTNERSHIP

An integral experience of the Urban Teacher Education Program is the intensive field experience. Coursework and field experiences throughout the programs of study have prepared the SOE Candidate to carry out the program theme: Creating Star Urban Teachers.

SOE Candidate Learning Outcomes

The teaching period is the professional opportunity of a lifetime. Never again will so many people (supervisor, mentor classroom teacher, principal, and university professors) focus on the SOE Candidate’s career, all striving toward helping the SOE Candidate achieve excellence in teaching. The most intricate relationship will be the three-way partnership.

The three-way partnership includes the SOE Candidate, the teacher instructor/mentor teacher and the university supervisor. The partners join together for the purpose of helping the SOE Candidate move as far as possible along the path toward acquiring desirable teaching competencies. Responsibility for SOE Candidate’s progress does not rest with any one member alone. Each member has an important independent function but it is the united focus of these functions that ensures SOE Candidate progress. The performance level reached by the end of the SOE Candidates teaching period is, to a large extent, determined by the manner in which the three partners work together and the nature of the interactions among them. It is expected that the
SOE Candidate will seek feedback on teaching and both mentor classroom teacher and university supervisor will provide continuous input and support. A continual process of observing, evaluating, and instructing will enable the SOE Candidate to alter and improve strategies and capabilities. Each member of the three-way partnership must be willing to do whatever is necessary to encourage the fullest possible development.

It is important to the proper functioning of the partnership that each member read the descriptions of the roles of the other two members. The understanding of one's own role in the three-way partnership will be greatly enhanced by understanding the characteristics and responsibilities of the other two roles.

**THE ROLE OF THE MENTOR CLASSROOM TEACHER**

The Teacher Instructor/Mentor Teacher is responsible for:

- Introducing the SOE Candidate to professionals and staff in the building.
- Providing general information to the SOE Candidate about arrival time, procedures for reporting absences, policies related to parent communication, etc.
- Providing information to the SOE Candidate about school rules, procedures, and policies related to discipline and classroom management.
- Providing the SOE Candidate with a workspace and a place to store personal belongings.
- Preparing the pupils in the class so they understand and respect the SOE Candidate.
- Acquainting the SOE Candidate with the instructional program, materials, and other available resources.
- Assigning and helping the SOE Candidate assume responsibility for nonteaching duties.
- Planning a schedule with the SOE Candidate that allows the SOE Candidate to gradually assume instructional responsibilities.
- Allowing the SOE Candidate to have the opportunity to observe sound professional practices, which facilitate the process of teaching and learning.
- Discussing classroom management strategies and helping the SOE Candidate understand the rationale and theory behind such practices.
- Conferring with the SOE Candidate on an ongoing basis to enhance planning, instructional practices, and the professional development of the SOE Candidate.
- Reviewing SOE Candidate’s lesson plans and making suggestions for improvement.
- Observing the SOE Candidate while teaching and providing supportive suggestions during follow-up conferences.
- Familiarizing the SOE Candidate with pupil evaluation practices and reporting activities.
- Conferring with the University Supervisor about the SOE Candidate’s performance.
- Documenting the SOE Candidate’s performance and participating in a three-way midterm conference, which includes completion and discussion of the student teaching disposition forms.
- Completing formative and summative evaluations.
- Completing rubrics and/or appropriate paperwork related to the particular program of each respective SOE Candidate.

Upholding program standards and expectations for excellence in SOE Candidate teaching
behaviors is a responsibility that cannot be slighted. As a representative of the school and local system, you expect the SOE Candidate to work toward meeting the requirements for teaching excellence. It is essential that the SOE Candidate endeavors to maintain standards and expectations in all activities every day. Shoddy preparations or careless execution of responsibilities by the SOE Candidate cannot be allowed. In this respect you will assume an authoritative position and insist upon performance at the expected level.

**Modeling and demonstrating** the best teaching attitudes, techniques, and procedures is a prominent portion of your role as the mentor classroom teacher. The SOE Candidate is given the opportunity to observe and learn excellent teaching behaviors. Furthermore, an example for reciprocity is established—you have the right to expect similar behaviors from the SOE Candidate.

**Communicating** involves a responsibility to both the SOE Candidate and the UTEP office. There is an obligation to provide the SOE Candidate with the rationale for classroom practices and to answer questions concerning them; to keep the SOE Candidate informed as to the quality of the performance; and to suggest ways of improving methods, techniques, attitudes, and materials. The UTEP office depends upon you for knowledge of SOE Candidate’s behaviors and progress during times that the university supervisor cannot personally observe. Written documentation of a SOE Candidate’s strengths and needs provides a concrete method of communication that is vital to the SOE Candidate’s growth as a teacher. Samples of weekly and daily observation forms and feedback sheets are provided in Appendix B. Using written documentation to draw attention to any problem or potential problem and the steps taken to correct it provides the SOE Candidate with clear communication of your expectations. It is your responsibility to immediately alert the UTEP office to the existence of problems or possible problems. In this way concerns can be addressed in a timely manner.

**Reviewing and approving** plans and materials the SOE Candidate intends to use reflects a responsibility to your students as well as to the SOE Candidate. You should expect the SOE Candidate to submit a detailed outline of lesson plans for approval at least two days in advance in order to have sufficient time to review them. These lesson plans must be in the approved Lesson Plan Format (see Appendix B). You will decide if the plans and proposed materials are suitable and adequate to the needs and purposes of the class. You should also discuss and approve the theme and plans for the required unit to determine compatibility with other aims and activities. The suitability of theme, materials, and activities selected by the SOE Candidate must conform to standards set by the school system, you, and UTEP. Due to a need to ascertain the extent of SOE Candidate’s capabilities, constant communication between TI/Mentor Teacher and School Liaison/PDS Coordinator is necessary to determine needed written assignments (i.e., lesson plan book, assessment plans).

**Evaluating** the SOE Candidate involves communicating the achievement level for a particular lesson or activity and for overall SOE Candidate teaching performance. A SOE Candidate needs pertinent, timely information to know if teaching performance is meeting required standards and, if it is not, where deficiencies lie and how to improve performance. Evaluation, as a part of the daily routine, permits rapid correction of the deficiencies. The Teacher Instructor/Mentor Teacher should provide informal and/or formal feedback to the SOE Candidate on a daily basis. Your input is vital in helping the university supervisor determine the progress of the SOE
Candidate.

For a weekly breakdown of SOE Candidate’s responsibilities see Semester-at-a-Glance sheets, which provides a detailed picture of the semester.

THE ROLE OF THE UNIVERSITY SUPERVISOR
The UTEP Director/School Liaison/PDS Coordinator is responsible for:

- **Establishing good relations** with those who work in the schools especially administrators and teachers. A "climate of cooperation" is necessary for a smoothly run program and continued placement of SOE Candidates in schools.

- **Insisting that SOE Candidates strive for excellence in their teaching.** The quality of the learning experiences SOE Candidates will have is, to a large extent, determined by the expectations and pace that are set and maintained.

- **Continually monitoring SOE Candidate progress** is a principal element of this system. The UTEP office is always aware of the SOE Candidate’s performance and progress. Monitoring also entails the responsibility to give assistance; to push forward or pull back when necessary to give encouragement, raise spirits, and promote enthusiasm. The PDS Coordinator and School Liaison, both of whom have more direct contact with the SOE Candidate and the Teacher Instructor/Mentor will monitor and communicate with UTEP director regarding any problems during the experience. Importantly, they will notify the Director of UTEP, in writing, of any serious questions or problems related to the UTEP SOE Candidates’ progress within the first four weeks of the start of the placement period.

- **Communicating with both the SOE Candidate and the Teacher Instructor/Mentor Teacher** is a prime responsibility. The School Liaison/PDS Coordinator converses with the Teacher Instructor/Mentor Teacher concerning SOE Candidate’s progress and communicates the results of the monitoring process to the SOE Candidate. The university supervisor is always available to both the mentor teacher and the SOE Candidate for consultations, to answer questions, to give explanations, and to help solve any problems.

- **Evaluation** During the conference the mentor teacher and university supervisor will discuss the progress of the SOE Candidate. It is the university supervisor, however, who makes the ultimate decision of the SOE Candidate’s grade.

PDS District Coordinator will collect all required forms from the Teacher Instructors/Mentor Teachers and submit to the UTEP office.

THE ROLE OF THE SOE CANDIDATE
For the SOE Candidate teaching provides the opportunity to apply the acquired knowledge in an actual classroom setting. Experience has shown there are certain characteristics essential for a successful SOE Candidate teaching experience. Among these are:
The specification of daily and weekly responsibilities and how to fulfill them is the subject of the remainder of this manual.

ASSESSMENT AND EVALUATION

THE OBSERVATION

Observation #1: Small group instruction
Observation #2: Large group instruction
Observation #3: Large group instruction
Observation #4: Unscheduled
Observation #5: Unscheduled
Observation #6: Videotape conference (supervisor & SOE Candidate only)

SOE Candidate
The SOE Candidate should approach the observation as a good opportunity to display the progress made. The SOE Candidate should display a variety of teaching situations during observations (i.e., beginning with the whole class and breaking up into groups, or the reverse, allows for three teaching situations—large group, small group, and transition). By becoming familiar with the UTEP Observation Rubric, the SOE Candidate will know what the School Liaison looks for in making judgments. To perform excellently the SOE Candidate must plan every detail of the lesson. Helpful input will be gained by conferring with the teacher during the planning phase.

The SOE Candidate must provide the Teacher Instructor/School Liaison with a copy of the lesson plan in specified format for the day's observation period. This must be available at the beginning of every observation. This will enable the observer to evaluate the appropriateness of the lesson's objectives and the techniques and materials used to achieve them.

Teacher Instructor/Mentor Teacher
The mentor teacher also observes and takes notes during the SOE Candidate’s lesson so that during the conference all three partners can discuss the same events and behaviors. The mentor teacher should notice any aspects of the SOE Candidate's lesson presentation that are above or below daily performance levels.

School Liaison
The School Liaison has two purposes to fulfill during the observation. One is the assessment of the SOE Candidate's progress toward teaching proficiency. The other purpose is to look for ways to promote the SOE Candidate’s learning and improvement. To help realize those ends, the School Liaison will use the UTEP Observation Rubric. Specific examples of behaviors should be noted to justify grades and reinforce or illustrate points that will be made during the day's conference.

THE CONFERENCE

A formal/scheduled conference should take place weekly between the SOE Candidate and the Teacher Instructor, which are called the mini-conference. Twice during the student teaching
semester the School Liaison or UTEP Director will conduct formal observations with the SOE Candidates. Upon completion of these observations a conference will take place with the SOE Candidate, Teacher Instructor/Mentor Teacher. Below you will find instructions on conducting both types of conferences.

The Conference Format
- SOE Candidate self-assessment of observed lesson
- Teacher Instructor/Mentor Teacher comments (and School Liaison during Three-way Conference)
- Discussion of tasks performed throughout the week.
- Discussion of the semester-at-a-glance
- Discussion of the overall progress of the SOE Candidate

SOE Candidate’s Self-Assessment
Self-assessment is a technique whereby the SOE Candidate takes a reflective look at his/her own teaching. It involves interpreting, analyzing and evaluating all phases of lessons and activities and the children's actions and reactions in relation to them. Acquiring the habit of assessing one's own performance will contribute to growth as a SOE Candidate and ensure continued growth when in one's own classroom. The SOE Candidate becomes more skillful at self-assessing through experience. SOE Candidates learn the indications of a successful lesson or activity and the kinds of questions that will provide the most productive type of feedback. Possible questions for self-assessment include:

- How do I feel about what I just did?
- What was it in the experience that made me feel that way?
- What did the children learn?
- Did I achieve my objectives?
- Was it an exciting lesson or just another teacher assignment for the children to get through?
- What could I do to make it more exciting?
- Did I use positive reinforcement?
- Was I well organized and did I have everything ready?
- Which parts of my lesson were most successful?
- Which parts were least successful? Why?
- How can I adjust the lesson to better suit the individual needs of these children?
- What changes would I make if I were to do this lesson again? Why?
- Would I rate this lesson as satisfactory or unsatisfactory? Why?
- What could I do to improve the overall lesson?

This type of questioning and analyzing becomes an almost unconscious process in good teachers who are constantly adjusting their methods, strategies, and materials as they discover what works or does not work with a particular group of children. The SOE Candidate can jot down notes for memory aids and discuss them with the mentor classroom teacher in the daily mini-conferences. This practice will help the SOE Candidate prepare for the self-assessment procedure expected during the three-way conference. During the conference the focus is on self-assessment of the
events that occurred during the recently concluded observation. The university supervisor begins the conference by expecting the SOE Candidate to analyze and evaluate that performance. Responses are expected to be pertinent and specific (e.g., "I dismissed the students from the group so that each knew where to go and what to do," not "the transition went o.k.," or "I thought they liked the lesson"). The SOE Candidate should be encouraged to take notes after the observation to aid in self-assessment. As a part of the self-assessment process, the Teacher Instructor/Mentor Teacher may ask the SOE Candidate to score the lesson. At the beginning of the term, SOE Candidates tend to over or under value their own performance but as more and more feedback is received from their Teacher Instructor/Mentor Teacher the SOE Candidate becomes more knowledgeable and the self-evaluations become more realistic. Acquiring the ability to evaluate one's own performance is a vital part of the learning-to-teach process. Some SOE Candidates may find self-assessment to be the most traumatic portion of their first few conferences. Early in the term self-assessment maybe briefer but the session should get longer as time passes and the SOE Candidate gains expertise.

Mini Conference

Teacher Instructor/Mentor Teacher Feedback: The Mini-Conference

Each day at an opportune time (e.g., a free period or end of the day) the Teacher Instructor/Mentor Teacher should meet with the SOE Candidate to provide feedback on the day's performance. Comments should not be made in front of the students but saved for this meeting. If a SOE Candidate appears to be in trouble, the mentor teacher should stand by and be prepared to step in but not rush in and take charge. The SOE Candidate needs opportunities to learn to deal with different situations.

The daily meetings should take the form of a mini-conference similar to the three-way conference with the university supervisor. The mentor teacher should guide the SOE Candidate in self-assessing and evaluating the day's performance and in thinking of alternative procedures, materials, etc. The mentor teacher should offer suggestions, tips, advice, and constructive criticism. It is the mentor teacher's responsibility to provide written documentation of a SOE Candidate’s strengths and needs. The mentor teacher may choose to use the sample forms included in Appendix or may use another format to provide written feedback to the SOE Candidate. The mentor classroom teacher keeps the SOE Candidate informed of progress on a daily basis through the use of the conference model. Thus, the SOE Candidate will know the feedback the mentor teacher will bring to the observation conference with the school liaison. Mentor teacher notes will ensure the recollection of this information.

The mini-conference should include time to review the SOE Candidate's lesson plans. The mentor teacher needs to be assured that the plans are appropriate, well thought out, coordinated and complete. The SOE Candidate is required to present an outline of the plans at least two days in advance of their intended use (depending on the mentor teacher's requirements) to allow time to adjust them to the mentor teacher's suggestions. Throughout the mini-conference the mentor teacher should provide as much assistance as a SOE Candidate requires without doing a task for the SOE Candidate. Less help would be required at the end than at the beginning of student teaching.

Three-Way Conference
Teacher Instructor/Mentor Teacher and School Liaison Comments

Teacher Instructor/Mentor Teacher and School Liaison comments deal with the events of the preceding observation. The three partners realize the behaviors exhibited may or may not be representative of behavior during the rest of the week; however, it is the immediacy of these comments that enhances their value.

Both positive comments and constructive suggestions should be given. Due to time constraints the Teacher Instructor/Mentor Teacher and School Liaison may feel obligated to correct all the errors first, thus appearing to dwell only on negative items. The SOE Candidate also learns from comments about good procedures with information as to why they were correct. The Teacher Instructor/Mentor Teacher and School Liaison’s comments must, however, be frank and honest if standards are to be maintained and if the SOE Candidate is to learn from them. The SOE Candidate should expect to receive general and specific criticisms, helpful hints and suggestions for alternative behaviors, and other useful pertinent information. The SOE Candidate should aggressively seek feedback and should be encouraged to ask questions.

The contributions of the Teacher Instructor/Mentor Teacher are essential to a successful conference. The School Liaison sees only the behaviors exhibited during the observation and must rely on the Teacher Instructor/Mentor Teacher's impressions and evaluations of performance during the rest of the week. This information will provide another source of feedback to the School Liaison during the conference. An additional source of feedback may come from the mini-conference. Sample observation forms are provided in Appendix B and may be used by the Teacher Instructor/Mentor Teacher to provide feedback on a daily basis.

The School Liaison needs affirmation that what was seen during the observation was representative of the rest of the week. The Teacher Instructor/Mentor Teacher must provide that information. If the behaviors exhibited during the observation period are not typical (either better or worse), the teacher should inform the School Liaison.

Notes made during the observation and throughout the week will aid in recall of specific examples to support the mentor teacher contributions.

School Liaison Feedback

The School Liaison’s feedback will take place primarily during the conference; however, any of the partners may consider additional feedback to be necessary or desirable. For example: the SOE Candidate might feel inadequate in a particular area and ask for additional observations and feedback on that area; the Teacher Instructor /Mentor Teacher might request further observations if SOE Candidate presentations during the observations are not typical of daily performances (i.e., above or below); the School Liaison will feel more observations and feedback are necessary if impressions of SOE Candidate’s progress are not consistent with those of the Teacher Instructor/Mentor Teacher. If the School Liaison deems it necessary, unscheduled visits for additional observations may occur.

Final Conference

The final conference will occur during week 13-14 of the final student teaching semester. As a part of the conference: 1) The SOE Candidate will present completed portfolio to UTEP Director 5 days prior to appointment, 2) UTEP Director and SOE Candidate will review all
assignments, and 3) UTEP Director and SOE Candidate will identify candidate strengths and set future goals.

**STUDENT ASSESSMENT (to be done by SOE Candidate)**

**Monitoring students' progress while teaching includes:**
- Interpreting students' facial expressions and other nonverbal behaviors to determine if further cues or explanations are needed
- asking questions which are relevant to the objectives
- checking for understanding of all group members by using techniques such as signal responses and questions directed to individuals and non volunteers
- assessing students' abilities to apply, analyze, synthesize, and evaluate interpreting relevant observable behavior during written, verbal, and physical activities

**Using a variety of assessment strategies includes:**
- anecdotal records
- observations
- checklists/inventories
- teacher-made tests
- unit or book tests
- interest/attitude surveys
- work samples
- responses to open-ended questions
- response logs
- journal entries
- reading records of books read
- SOE Candidate portfolios
- running records and observation surveys

**Deciding on an assessment strategy depends on the following questions:**
- What do I want to know?
- How will I find it out?
- How will I record what I learn?

**Planning and implementing enrichment and remediation activities as needed includes:**
- staying on top of children's needs in order to plan for instruction
- extending knowledge through enrichment, not merely practicing what has been mastered
- providing remediation through opportunities for a SOE Candidate to be retaught
- an objective not mastered using an alternative technique, environment, and/or material

**STUDENT TEACHING EVALUATION PROCESS**
The assessment process takes place in two stages:

1. **Evaluation of student** – continuous assessment of SOE Candidate development and performance. This is to be completed by the Teacher Instructor/Mentor Teacher and School
Liaison through observation and discussion, also completed by the student through personal reflection and feedback from the Teacher Instructor/Mentor Teacher and School Liaison.

a. Evaluation of SOE Candidate performance has two major purposes; (1) to aid the SOE Candidate in improving teaching skills, and (2) to portray a meaningful description of the student’s teaching ability. The former usually occurs in the formative stage during conferences held with the Teacher Instructor/Mentor Teacher and School Liaison while the latter occurs at the end of the student teaching experience. All evaluation should lead to the best positive answer to the questions: “Does this SOE Candidate demonstrate the necessary skills, attitudes, concepts, and reflective decision making techniques required to be an effective teacher?”

b. Final evaluation. The final evaluation is based upon the performance, not potential, of the SOE Candidate. Even though the SOE Candidate may possess profound potential, evaluation must be based on actual performance during the time the SOE Candidate and Teacher Instructor/Mentor are sharing the experience. In addition, the written final evaluation is to be used in conjunction with the artifacts/assignments created during the student teaching experience.

2. Evaluation of program goals and outcomes – ending evaluation of UTEP program goals and objectives, student teaching process, and commitment and cooperation of involved persons. SOE Candidate, Teacher Instructor/Mentor Teacher and School Liaison/UTEP Director will complete these evaluations.