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The Conceptual Framework

The mission of the initial program in the School of Education (SOE) at Indiana University Northwest (IUN) is to provide the beginning teacher with the knowledge, dispositions, and performances essential to becoming a reflective professional; one who critically examines teaching practices, makes informed decisions, and solves problems. Appropriately, the basis of all initial preparation activities in the SOE is centered on the knowledge, skills and dispositions which advance the development of the reflective professional. 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.

COMMUNICATION SKILLS
The reflective professional demonstrates appropriate listening, speaking, reading, and writing skills with all stakeholders within the educational community and uses these skills effectively in the instruction of students and in communications with parents and fellow professionals.

HIGHER-ORDER THINKING SKILLS
Reflective professionals implement the teaching practices that challenge and help students to become better thinkers and better learners. Becoming smarter means becoming a better problem solver by developing higher-order thinking skills. Reflective professionals should 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.

INSTRUCTIONAL MEDIA AND TECHNOLOGY
Today’s teachers are responsible for students who work and learn in the rapidly advancing, technological world. Reflective professionals use instructional media and technology to effectively facilitate planning, delivery, and reinforcement of student learning. Reflective professionals develop fundamental adaptable concepts and skills to effectively manage their students’ use of media and technology as the new tools of production and communication.

LEARNING AND DEVELOPMENT
The reflective professional understands how children learn, selecting and using the best classroom practices from various theories of learning and development. In addition, the teacher acknowledges and attends to special needs students and diverse learning styles.

SCHOOL CULTURE AND DIVERSITY
The reflective professional is able to create a school culture that acknowledges the diverse needs of students. To this end, the teacher must 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.

INSTRUCTIONAL DESIGN AND DELIVERY
Reflective professionals demonstrate an understanding of content to be taught and are able to plan effective lessons. These lessons combine their own creative ideas while drawing on educational research and best practice. When delivering lessons, reflective professionals effectively employ effective questioning techniques and active learning activities.

CLASSROOM MANAGEMENT
Reflective professionals proactively establish positive relationships with and among their students. They create safe and caring learning environments and present to them relevant and meaningful curricula. Reflective
professionals encourage and model behaviors supportive of the democratic society of which their students are a part. And as necessary they employ appropriate techniques to respond to student behaviors.

ASSESSMENT AND EVALUATION
The reflective professional plans, instructs, and evaluates student learning using various assessment strategies. The competent use of portfolios, teacher-made tests, and standardized assessments are essential to reflective teaching practices. The reflective professional also understands the importance of diversity, confidentiality, and other ethical considerations in the use of assessment information in school decision-making.

PROFESSIONAL DEVELOPMENT
The reflective professional develops 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. Commitment is made to continuous life-long reflection of 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 the reflective professional’s roles and responsibilities to school reform.

EARLY FIELD EXPERIENCE PROGRAMS

Quality educational opportunities through field experiences in the educational community reflect IUN'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 IUN. 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.

Traditional Program-Secondary
The pre-student teaching field experiences will take place in three courses: M310/314, M301, and M304. M310/314 is combined into the general methods course whereby students attend a ten-twelve week placement consisting of half-day arrangements. M301 and M304 are three credit hour courses consisting of 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.

Teaching All Learners (TAL) Program
The pre-student teaching field experiences will take place in four courses: M310, M301, M304 and K495. These classes are intended to provide a combination of experiences with elementary aged students with and without disabilities. M310/M314 is combined into the general methods course whereby students attend a four week half-day placement with Special Education and a seven week half-day placement in General Education. Students will be introduced to the elementary classroom and focus on learning about typical and atypical student performances in the classroom. M301, K495, and M304 are three credit hour courses consisting of seminars conducted weekly.
In the second and third field placements, M301 and M304, students are expected to apply strategies in instruction, classroom management, and therapeutic approaches for working with students with emotional and disorders from their methods classes in both general and special education. During the third block field experience, or K495, students will continue to apply strategies from their general education courses but will focus on developing the skills of a special education teacher (e.g., curriculum-based assessment, IEP development, consultation and collaboration). 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.

Special Education Graduate Program-Mild Interventions
Pre-student teaching field experiences in the graduate special education initial license program occur in conjunction with two methods classes, K535 and K543. These two courses may not be taken concurrently in order to satisfy varying field requirements. K535 and K543 are each 3 credit hour methods courses with field components. Placements are coordinated through the course instructor and the Director of Student Teaching and Field Placement. Student requests for placements may be 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 K535 will involve working with students with learning disabilities, whereas placements for K543 will include working with students with emotional and behavioral problems.

For students who are employed on emergency permits in special education working with students with mild disabilities, these designated classrooms can serve as field placement settings with pre-approval from the course instructor and the Director of Student Teaching. A supervising teacher/mentor within the building will need to be identified to complete required paperwork. University supervision may also be provided.

Transition-to-Teaching Program (Elementary)
Field experience consists of two semesters of field placements followed by student teaching. M500 is taken twice and is a one credit hour course consisting of seminars conducted weekly. These seminars meet concurrently with M301 and M304. Transition-to-Teaching students spend two full days per week in placements for the entire period.

Transition-to Teaching Program (Secondary—Regular Route)
Field experience consists of two semesters of field placement followed by student teaching. M500 is taken twice (spring and fall semesters) and is a one credit hour course consisting of seminars conducted weekly. These seminars meet concurrently with M301 and M304. Transition-to-Teaching students spend one full day per week in placements for the entire period starting the fourth week of the semester.

Transition-to-Teaching Program (Secondary--Accelerated Route)
Field experience is spent in two different classrooms under the guidance of the teachers with whom the candidate will be completing student teaching. Both field experience and student teaching courses are M500. Each semester, M500 meets concurrently with field seminar M301 or M304 (see above for details). During both semesters of M500, the candidate begins the field experience in the third week of the semester by spending two full days per week with the host teacher. At the start of the seventh week, the student attends the site daily for seven full weeks. Students enroll for these courses for two consecutive semesters. Students are responsible for
traditional student teaching requirements only during the second semester of the placement period. Placements are made through the Partnership School sites.

**UTEP Option** - see UTEP Handbook

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**EARLY FIELD EXPERIENCE POLICIES**

**ATTENDANCE**
Attendance is mandatory for all scheduled field seminars and scheduled school placement days. **Any absences for these experiences must be rescheduled.** Students are to contact both the supervising teacher at the school site and the IUN field professor as soon as possible if an absence occurs to discuss make-up dates and assignments.

**FEEDBACK**
Feedback will be insured through:
- Seminar meetings
- K-12 Supervising Teacher
- One-on-one feedback from the IUN Supervisor after site visits

**THE NATURE OF PLACEMENTS**
In its commitment to providing quality educational experiences, the IUN SOE participates with administrators and classroom instructors who share a commitment to the creation of professional educators. All placements are made with K-12 teachers who share the following characteristics:

- They hold an enthusiasm for the K-12 IUN reciprocal relationship.
- They hold a commitment to the profession of teaching.
- They are fully licensed with a minimum number of years experience depending upon the program.
- They work with a broad range of students and community members.
- They are familiar with and have a commitment to the objectives of IUN's SOE Conceptual Framework.
- They hold a life-long commitment to learning.

All placements for the academic year will be made through the Director of Student Teaching and Field Placement prior to the fifth week of each semester. Please notify the Director as soon as possible with conditions that would require some modification of classroom or building environments in accordance with the Americans with Disabilities Act (ADA).

**NOTE:** No one should make a contact with the intent to make a field experience placement without first going through the Office of the Director of Student Teaching and Field Placement.

Students fulfill pre-student teaching field experience requirements according to a diversity of settings (urban, rural and suburban) in the seven county service area of Northwest Indiana.

All placements will be recorded and tracked through the Student Services Office in the SOE database. Information will include the course, placement site, Supervising Teacher/Teacher Instructor, and demographic criteria.
UTEP Option II students' field experience placements will differ in nature. They will be assigned to PDS sites in Gary, East Chicago and/or Hammond.

Field experiences for endorsement areas are also assigned through the Director of Student Teaching and Field Placement and the University Instructor.

Ordinarily, students will not be placed in schools where close friends or relatives work or where their children are present.

In the event of reassignment, the University Instructor, Director of Student Teaching and Field Placement and K-12 School Administrator will work cooperatively for a new placement.

S510/M501 limited license students need to work with instructors in their buildings and content areas. Although these individuals are not mentors, they will assist the students in completing assigned activities. Alternatively, students may be required to attend a different school to complete assignments at a developmental level appropriate to the current methods course in which they are enrolled. The UTEP office will make these arrangements, but individual students need to work this out with building administrators to fulfill requirements at other buildings.

SEMINARS
The seminar meetings will insure students both oral and written feedback and provide educational opportunities for students to discuss and reflect upon current placements. A university faculty member or adjunct faculty instructor will conduct each seminar as well as serve as university supervisor for field placements. This person will also serve as the evaluator of all products/artifacts that originate from the corresponding field experience seminar or placement.

A specific day will be designated for placements in each school and the accompanying seminar; however students may be able to make alternate arrangements if their K-12 Supervising 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 students to designate times/dates for supervisors to observe planned lessons. When students make alternative arrangements, it is up to the student to work out acceptable alternatives with the University Supervisor. In cases where this is not possible, students will be required to attend field settings on the designated day as listed in the Indiana University Northwest Schedule of Classes.

ASSESSMENT AND EVALUATION
Students will be evaluated according to course syllabi and related assignments. K-12 Supervising Teacher/Teacher Instructor input will also be considered in the evaluation of the student. In addition the K-12 Supervising Teacher/Teacher Instructor will be asked to complete an evaluation concerning ten to fifteen items regarding the student’s general disposition while in the classroom.

Supervision for S510 students will be completed through a variety of sources, which may include videotapes. Students should receive feedback from the S510 instructor, the coordinators and Teaching Instructors/Mentors at the Professional Development Schools, and the teachers agreeing to the host students.
Responsibilities & Expectations of Students

- Provide the SOE with a current extended background criminal background check valid for each semester (background checks are usually valid for one year).
- Provide the SOE with proof of liability insurance each semester (insurance is usually valid for the school year in which it was obtained).
- Share schedules with IUN Instructor. Any and all differing schedules of field experiences are to be provided in writing to the University Instructor and shared with the Director of Student Teaching and Field Placement.
- Complete appropriate number of days/hours as designated by individual courses and programs.
- Be prompt and prepared for both placement and seminar meetings. Missed seminar meetings will require make-up assignments.
- Model professional behavior/dispositions for the educational community. The SOE’s dispositional process will be used.
- Complete all field and seminar assignments, self-evaluations, or site evaluations when required.
- Notify Supervising Teacher and IUN Instructor of any and all absences, as well as dates to be rescheduled as soon as realistically possible.
- Understand and observe rules and policies of each school site and classroom.
- Take all complaints through Student Complaint Procedure.
- Dress appropriately for school settings. (NOTE: Jeans are absolutely unacceptable attire. Students may be asked to leave placement sites if jeans are worn. This missed time/day must be rescheduled.)

Responsibilities & Expectations of SOE Faculty

- Provide an orientation for the field experiences with students through the seminar course.
- Facilitate the field experience seminar course. The course will meet weekly until placements begin.
- Make supervising visits to each student within at least every two (2) weeks within the 10-12 (ten to twelve) week field experience.
- Provide oral and/or written feedback during or following visits.
- Communicate regularly with K-12 Supervising Teacher/Teacher Instructor and building administrators.
- Evaluate all student products/artifacts created during field experience seminar course.
• Serve as evaluator for artifacts created during field experience seminar and provide students with applicable completed rubrics.

• Provide scored rubrics to the Office of Student Services prior to the end of each semester.

• Keep updated on the SOE Disposition Process and complete forms in appropriate courses.

• Collect evaluations and forms from students and cooperating teachers. (located in Appendices)

Responsibilities & Expectations of Supervising Teacher

• Model pedagogy/educational theories that optimize field experience placement for students.

• Provide general, oral feedback on student progress and areas for improvement.

• Follow SOE Field Experience policies. (As stated in Section II.)

• Provide feedback on the following (located in Appendices):
  I.  Conceptual Framework Objectives
  II.  Student Performance/Dispositions
  III.  IUN Field Experience Program

• Serve as a supervisor of IUN student (e.g. monitoring IUN student in classroom, absences, etc).

• Support required instructional activities.

Responsibilities & Expectations of Director of Student Teaching and Field Placement

• 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 Supervising Teachers/ Teacher Instructors of expectations, policies, requirements and procedures of all field experiences.

• Collect evaluation materials from field instructors for aggregation.

• Serve as contact person for all participants concerning placement.

• Provide orientation for faculty concerning early field experiences.

Tips for a Successful Field Experience

✓ Become familiar with your students' curriculum and your cooperating teacher's schedule.

✓ Assist the teacher with classroom activities and duties. This is a great way of helping your supervising teacher. (Remember you are a pre-service teacher and not an aide). Work with your Supervising
Teacher/Teacher Instructor to teach one of his/her lessons, consider taping this lesson for critiquing by yourself and/or the university instructor.

✓ Write a thank you note to your supervising teacher.

✓ Attend and participate in planning sessions.

✓ Attend and participate in at least one in-service.

✓ Review the school and classroom rules of your respective teachers.

✓ Always carry appropriate proof of insurance, as well as emergency contact information. Provide this to your cooperating teacher on the first day. Wear your IUN student identification at all times. ID badges may be obtained at the Savannah Center gymnasium reception desk.

✓ Provide your cooperating teacher with your telephone number and/or electronic mail address in case he/she needs to contact you. Obtain his/her preferred contact information in case you need to reach him/her before the next scheduled field visit.

**STUDENT COMPLAINT PROCEDURE**

For complaints or problems, students are required to adhere to the following procedure:

1. Supervising Teacher
2. IUN Faculty Instructor
3. Director of Student Teaching and Field Placement—the Director will work cooperatively with K-12 school administrators and university faculty in resolving student complaints
4. Student Procedural Committee and/or Ombudsman
5. Dean of School of Education