Field Experience Handbook
2016 – 2017

A Guide for Teacher Candidates, Instructors, Principals, and Site Coordinators

University of Southern Indiana
Department of Teacher Education
8600 University Boulevard
Evansville, IN 47712
(812) 465-7024
www.usi.edu/science/teacher-education
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Dear Teacher Candidates,

“In learning you will teach and in teaching you will learn.”
Phil Collins

Field experiences provide robust opportunities to develop practitioners through expertly mentored experiences in the field and through pedagogically designed practical experiences. This clinically based approach gives teacher candidates the opportunity to integrate theory into practice, to develop and test classroom management and pedagogical skills, to hone their use of evidence in making professional decisions about practice, and to understand and integrate the standards of their professional community.

Field experiences are an important time in the development of a teacher candidate. Teacher candidates must abide by all policies and procedures outlined for faculty and staff, and must be mindful that they are guests in the school. Teacher candidates should consider it a privilege to be a part of the education of a student.

Field experiences can be rewarding, challenging, and overwhelming – all at the same time. The Field Experiences are divided into three different phases:

**Exploration Phase:** In the Exploration Phase teacher candidates observe, work one-on-one with individual students, and explore the diverse ways in which individual students learn.

**Analysis Phase:** In the Analysis Phase teacher candidates are assigned to a local school where they will work with designated teachers in a whole group, small group, or one-on-one setting. USI faculty are on site to oversee and support the teacher candidates while giving formative guidance.

**Synthesis Phase:** In the Synthesis Phase teacher candidates are assigned to a 16 week placement in an elementary, middle, or high school setting. Using the co-teaching model teacher candidates will be fully immersed in the daily work of teaching. Candidates will participate in planning curriculum, delivering instruction, managing the classroom, assessing student learning and reflecting on their daily experiences.

Sincerely,

Mrs. Joyce Rietman  
Director of Advanced Clinical Experience and Co-Teaching  
jrietman@usi.edu  
812-228-5084

Dr. Sarah Wannemuehler  
Director of Assessment and Early Field Experience  
scwannemue@usi.edu  
812-228-5047

08/12/2016
ATTENDANCE

Absences
Attendance for field experiences is mandatory. The field experience for a course may need to be extended at the end of the semester for excessive absences. If an emergency prevents a teacher candidate from being present for their field experience, the instructor, site coordinator/principal, and teacher must be contacted as soon as possible. This communication should occur prior to the time that a teacher candidate is scheduled to arrive at the site/school.

How sick is too sick to go to a field experience? Candidates must follow the health guidelines established for K-12 students. Candidates must stay away from school if they are suffering from vomiting, diarrhea, fever over 100 degrees, unexplained rashes, chicken pox, pink eye, impetigo, scabies, ringworm, or any type of contagious disease.

Arrival and Departure
Teacher candidates are required to be at school/site as directed by the instructor and/or site coordinator. However, they are encouraged to arrive early to ensure that they are punctual. Teacher candidates are expected to remain at the site for the expected period of time.

Calendar
Teacher candidates will follow the USI calendar for holidays and breaks. Check the school/district calendar for days that schools/sites are not in session due to their calendars. Classes may meet on the USI campus when schools/sites are closed. Instructors will provide information for individual course schedules.

Inclement Weather
Days when school is closed due to inclement weather do not count against the teacher candidate. Teacher candidates must attend make-up days or make-up times that are scheduled during the semester.

Time Sheets
Teacher candidates in the Exploration Phase and Synthesis Phase must keep an accurate record of days and hours on the official USI Time Sheet.

The time sheet is signed by the teacher candidate, the site coordinator, and the university instructor. The time sheet should be signed by the site coordinator at the conclusion of each session. Initials are not sufficient, an actual signature is required. The signed time sheet will be collected by the university instructor and filed in the teacher candidate’s official file in the Teacher Education Department Office.

DOCUMENTS
A list of documents required before a teacher candidate begins a field experience in any stage (Exploration, Analysis, or Synthesis) is listed in the Appendix section of the Field Experience Handbook. It is also posted on the Teacher Education website.

08/12/2016
**DRESS CODE**

The Department of Teacher Education has a dress code for candidates in field experiences. Candidates are **required** to follow this dress code whenever they visit a school for their field placements. Candidates who violate the dress code will be removed from the field placement.

The dress code was created to help identify USI students when they report to the schools, to support the dress code for K-12 students in our local school corporations, and to minimize confusion about the expectations for appropriate dress when students are visiting schools. Any time USI teacher candidates are in local schools, the candidates should be seen as “professionals,” not as “students.”

Basic hygiene is assumed. Clothes should be clean, pressed, and fit appropriately. Candidates’ hair and nails should be clean, neat, and appropriately groomed. Facial hair, if worn, should be clean and neatly trimmed. Jewelry should be subtle, as should cologne or perfume (Keep in mind that many students have fragrance allergies).

Candidates in the exploration, analysis, and synthesis phase courses are required to follow the USI Teacher Education dress code outlined in detail below. Student teachers and students in the analysis phase courses are expected to dress a bit more professionally than those in exploration phase placements. Teacher candidates must present a professional appearance to future employers, colleagues, parents, and P-12 students.

**DRESS CODE FOR FIELD EXPERIENCES**

**Name tag – USI Photo Name Badge available in Eagle Access office for $5**
- Must be worn from collar of shirt or on a visible lanyard
- EVSC Policy- Photo ID is required when signing in at all schools.
- Students should not wear a USI Student ID badge that displays the student identification number.

**Shirts and Blouses**
- Collared shirt (e.g. polo, button shirt, etc.) or sweater
- No athletic type t-shirts or sweatshirts (with or without hoods)
- May be long-sleeved or short-sleeved
- Shirts or sweaters must fit appropriately and not be too tight, too short, etc.

**Shoes**
- Must be clean and appropriate for school environment
- Flip flops or sandals without a back strap not permitted.
- Tennis shoes or athletic shoes are not allowed unless you are teaching physical education.

**Trousers, slacks, longer skirts, or capri pants (No shorts)**
- Must be longer than knee-length (Knees cannot show)
- Must not be denim
- Must not be “cargo” pants with multiple pockets on the legs
- Must not be torn, faded, wrinkled, too baggy, or too tight
- Leggings/Jeggings must be worn with a tunic-type top
- No flannel/pajama style pants
- Bermuda shorts, walking shorts, or other types of shorts are not allowed.

In addition to the dress code stated above, these guidelines must be followed:
- No visible tattoos
- No low cut or revealing clothing (midriff and cleavage must not show)
- No visible piercings other than subtle earrings in the ears

Students in these phases are expected to dress professionally every day. The standards for a “business casual” wardrobe are a good reference point. An appropriate professional wardrobe is conservative, not trendy. Teacher candidates must present a professional appearance to future employers, colleagues, parents, and students.

*Synthesis Phase teacher candidates may wear jeans on days designated by the school administration as free dress, casual dress, spirit wear, etc. Jeans may not be torn, faded, too baggy, or too tight.

**Professional appearance is considered a Professional Disposition.

PROFESSIONALISM

Cell Phones
Cell phones should be in the off or mute position any time that a teacher candidate is involved in a field experience. If a teacher candidate anticipates an emergency call during the field experience, he/she should notify the cooperating teacher at the beginning of the session. At no time when teacher candidates are in the presence of students should they be involved in texting or talking on their cell phone.

Email
Email should never be considered “private.” Teacher candidates should only use their USI email account (not yahoo®, hotmail®, gmail®, etc.) when communicating with university instructors, site coordinators/principals, or teachers. At no time should a teacher candidate use his or her personal email account. Teacher candidates should check their USI email account daily.

Gum
Teacher candidates should at no time be chewing gum on school property.
PROFESSIONAL DISPOSITIONS

Professional Dispositions are defined as, “The habits of professional action and moral commitments that underlie an educator’s performance” (InTASC Model Core Teaching Standards, p. 6). Throughout the educational experience at the University of Southern Indiana, the teacher candidate should demonstrate growth in academic work and professional dispositions. Teacher candidates will be rated on the following scale: Agree, Disagree, or Not Observed.

The dispositions will be assessed by instructors or cooperating teacher in the following courses:

**Exploration – Instructor**
- EDUC 242 (Early Childhood)
- EDUC 292 (Elementary, Special Education, P-12)
- EDUC 283 (Secondary, Special Education, P-12)

**Analysis – Instructor**
- EDUC 354 (Elementary)
- EDUC 355 (Early Childhood)
- EDUC 355 (Early Childhood)
- EDUC 384 (Secondary, P-12)

A copy of these assessments will be placed in the teacher candidate’s file.

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**TEACHER CANDIDATE DISPOSITION INVENTORY**

<table>
<thead>
<tr>
<th>Candidate’s Name</th>
<th>Student ID</th>
<th>Date</th>
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</table>

Professional Dispositions are defined as “The habits of professional action and moral commitments that underlie an educator’s performance” (InTASC Model Core Teaching Standards, p. 6). Please remember that teacher candidates are rated with respect to their level of acceptable behavior or their deviation from it. A score of *Not Observed* would be given for a student for whom the faculty member has not observed any behaviors that would lead one to believe that their dispositions are anything other than acceptable.

- **Agree** (A)
- **Disagree** (D)
- **Not Observed** (N)

The teacher candidate demonstrates a commitment to the teaching profession and adheres to continuous development as a professional. The teacher candidate:

1. Demonstrates respect for cultural differences and beliefs
2. Demonstrates compassion for those experiencing difficulty
3. Demonstrates patience during the learning process
4. Maintains appropriate confidentiality
5. Demonstrates high expectations for self and others
6. Demonstrates effective collaboration skills
7. Demonstrates knowledge of subject matter
8. Demonstrates flexibility during the learning process
9. Maintains professional appearance
10. Is prepared for class or appointments
11. Is punctual for class or appointments
12. Seeks help when needed

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08/12/2016
13. Actively seeks out new information and innovative teaching strategies (A) (D) (N)

14. Demonstrates reflective practice in written or verbal form (A) (D) (N)

15. Responds positively to constructive criticism (A) (D) (N)

16. Demonstrates compliance with laws/regulations/policies (A) (D) (N)

17. Demonstrates academic integrity (A) (D) (N)

18. Demonstrates effective communication in written or verbal form (A) (D) (N)

**Explanation of dispositions marked “Disagree.”**

Instructor’s Name (printed) __________________________________   Course ________________________________

Instructor’s Signature___________________________________________ Date_________________

**Social Media**
While written and oral communication among peers is often casual and informal, it is imperative for teacher candidates to be mindful of professional expectations in this regard. Conventional English must be used in all written and oral correspondences with university instructors, site coordinators/principals, and teachers. Teacher candidates should not have any personal conversations with students via email, cell phone, social networks, or other forms of communication. Most schools have policies regarding the use of email and cell phones by students and school personnel, and teacher candidates must adhere strictly to these guidelines. Teacher candidates are also reminded that their public image must be professional. This public representation of oneself includes social networks such as Facebook®. Teacher candidates should not “friend” their students or the parents of students on their social networking sites. This is a breach of professional boundaries.

**END OF TERM PROCEDURES**
The teacher candidate will be required to complete the Teacher Candidate Self-Evaluation in EDUC 283, EDUC 292, EDUC 354, EDUC 382, EDUC 384, EDUC 398, EDUC 421, and EDUC 422. In addition, all Time Sheets need to be completed and submitted to the university instructor. Students will be assessed by the site coordinator or classroom teachers at the end of the field experience.
APPENDIX
### Field Experience Requirements

**EARLY CHILDHOOD EDUCATION – EXPLORATION PHASE**

<table>
<thead>
<tr>
<th>EDUC 242</th>
<th>EDUC 255</th>
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*CLC – Children’s Learning Center on USI Campus*

**EARLY CHILDHOOD EDUCATION – ANALYSIS PHASE**

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**EARLY CHILDHOOD EDUCATION – SYNTHESIS PHASE**

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**Additional components required by some Early Childhood Agencies.**

**Changes in licensure requirements at Early Childhood Agencies may impact ECE requirements.**
**FIELD EXPERIENCE REQUIREMENTS**

**ELEMENTARY EDUCATION – EXPLORATION PHASE**

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**ELEMENTARY EDUCATION – (Some courses are required only for specific Minor areas of study) - ANALYSIS PHASE**

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**MATH 393**

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**ELEMENTARY EDUCATION – SYNTHESIS PHASE**

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# FIELD EXPERIENCE REQUIREMENTS

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## SECONDARY EDUCATION – SYNTHESIS PHASE

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# FIELD EXPERIENCE REQUIREMENTS

## SPECIAL EDUCATION – EXPLORATION PHASE

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<td><strong>Certified Background Checks are good for 3 or 5 years from the day that the teacher candidate clears Certified Background Check® (MUST be completed through CertifiedBackground.com) depending on his/her course of study. One cleared Certified Background Check covers all courses in which a student is enrolled.</strong></td>
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<tr>
<td>Drug Screening upon acceptance into program</td>
<td><strong>CLC Paperwork (if placed at CLC)</strong></td>
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## SPECIAL EDUCATION – ANALYSIS PHASE

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## SPECIAL EDUCATION – SYNTHESIS PHASE

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Teacher Candidate Signature Page

I have read the 2016/2017 University of Southern Indiana Field Experience Handbook and agree to follow the university policies and procedures as stated.

___________________________________________________________________________
Teacher Candidate Name (printed)

_________________________________  ____________________
Teacher Candidate Signature  Date

*SGINED FORM DUE TO FIELD EXPERIENCE OFFICE PRIOR TO PLACEMENT IN A SITE OR SCHOOL.*