Field Experience Handbook

2017 – 2018

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

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04/01/2017
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 is 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,

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04/01/2017
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 his/her 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 the 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 district 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 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.
PROFESSIONALISM

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 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, they 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. Hair color should be in natural colors and not include hair colors that are a distraction to the learning. For example: purple, green, pink, un-natural red, etc. Hair styles should also not be a distraction to the learning. For example: sculpted hair, mohawks, etc. 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).

*School administrators have the final say in the appropriateness of the appearance of a teacher candidate assigned to his/her school.

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.

**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**

- No athletic type t-shirts or sweatshirts (with or without hoods)
- 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 teacher candidates are teaching physical education.
Trousers, slacks, longer skirts, or capri pants (No shorts)
- Must be knee-length
- 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

Teacher Candidates 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.

*Professional appearance is considered a Professional Disposition.

Revised Spring 2017

**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/site coordinator 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 a cell phone.

**Email**
Email should never be considered “private.” Teacher candidates should only use a 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: Strongly Agree, Agree, Disagree, Strongly 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 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**

Candidate’s Name ___________________________ Student ID ______________________ Date __________

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 rating of *Not Observed* would be chosen for a student who has not had an opportunity to exhibit that behavior. Therefore, no positive or negative rating can be assigned to that disposition.

- **Strongly Agree** (SA)
- **Agree** (A)
- **Disagree** (D)
- **Strongly Disagree** (SD)
- **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. Addresses issues of concern professionally
5. Demonstrates high expectations for self and others
6. Demonstrates effective collaboration skills
7. Addresses issues of concern professionally
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
13. Seeks out new information and innovative teaching strategies
14. Demonstrates reflective practice in written or verbal form
15. Responds positively to constructive criticism
16. Demonstrates compliance with laws/regulations/policies
17. Demonstrates academic integrity
18. Demonstrates effective communication in written or verbal form

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04/01/2017
Explanation of dispositions marked Disagree or Strongly 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” 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 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 DESCRIPTION BY PROGRAM
Early Childhood Education – Exploration Phase

<table>
<thead>
<tr>
<th>EDUC 242 – Growth and Development: Early Childhood</th>
</tr>
</thead>
</table>

**Course requirements prior to field experience:**
- Tk20 Access
- Castle Branch Background Check (3 years)
- Indiana Expanded Child Protection Index Check
- TB Test (1 year)
- Consent and Disclosure (academic yr.)
- Fingerprinting (more than 7 hrs./mo.)
- Pass CASA
- USI Photo ID Badge
- Field Experience Handbook Signature Page
- Drug Screening upon acceptance into program
- CLC Paperwork (if placed at CLC)

**Site visit expectations:**
10 one-hour observation visits at the Children’s Learning Center:
1. Observe children regarding their development and learning
2. Conduct multiple tasks to understand developmental theories
3. Collect artifacts that indicate children’s growth and learning

**Assignments:** Case Study Portfolio

**Course Grade:** Case Study Portfolio counts for 30% of the course grade

**Role of USI Instructor:**
1. Provide knowledge and tools to be used in the field experience.
2. Provide in class guidance on Case Study
3. Evaluate Case Study Portfolio
4. USI instructor does not visit the teacher candidate during the field experience

**Expectations of the school principal/site coordinator/classroom teacher:**
1. Classroom teacher provides space and opportunities for teacher candidates to complete the field experience
2. Classroom teacher answers questions regarding the general developmental knowledge of the children in the class
3. Classroom teacher signs the timesheet for each visit
4. Classroom teachers provide consultation and allow teacher candidates to collect artifacts for the completion of the case study
Course requirements prior to field experience:
   Tk20 Access
   Castle Branch Background Check (3 years)
   Indiana Expanded Child Protection Index Check
   TB Test (1 year)
   Consent and Disclosure (academic yr.)
   Fingerprinting (more than 7 hrs./mo.)
   Pass CASA
   USI Photo ID Badge
   Field Experience Handbook Signature Page
   Drug Screening upon acceptance into program
   CLC Paperwork (if placed at CLC)

Site visit expectations:
   10 one-hour observation visits at Milestones Child Development Center, Deaconess
   Children’s Enrichment Center, and the Children’s Learning Center:
      1. Observe children regarding their development and learning
      2. Collect artifacts that indicate physical and social environment for infant/toddler

Assignments:
   1. Observation Logs
   2. Infant/Toddler Environmental Rating Scale

Course Grade: Field Experience counts as 56% of the course grade

Role of USI Instructors:
   1. Evaluates and provides feedback on assignments
   2. USI instructor does not visit the teacher candidate during the field experience

Expectations of the school principal/site coordinator/classroom teacher:
   1. Classroom teacher provides space and opportunities for teacher candidates to
      complete the field experience
   2. Classroom teacher answers questions regarding general developmental practice in the class
   3. Classroom teacher signs the timesheet for each visit
   4. Classroom teachers provide consultation and allows teacher candidates to collect artifacts for the
      completion of observation logs and the Infant/Toddler Environmental Rating Scale
Course requirements prior to field experience:
  Tk20 Access
  Castle Branch Background Check (3 years)
  Indiana Expanded Child Protection Index Check
  TB Test (1 year)
  Consent and Disclosure (academic yr.)
  Fingerprinting (more than 7 hrs./mo.)
  Pass CASA
  USI Photo ID Badge
  Field Experience Handbook Signature Page
  Drug Screening upon acceptance into program
  CLC Paperwork (if placed at CLC)

Site visit expectations
  5 hours – Children’s Learning Center
    1. Teacher candidates visit the site and observe the classroom atmosphere
    2. Teacher candidates note an area of focus using a guidance plan
    3. Diagram the area, take notes, discuss the concern, and design a plan for improvement.

Assignments: Course artifact – guidance plan

Course Grade:
  1. Data collected during the field experience is used for the course artifact

Role of USI Instructor:
  1. Coordinates the visit at the CLC
  2. Discusses the observations and plans with the teacher candidates

Expectations of the school principal/site coordinator/classroom teacher:
  1. The site coordinator allows observation and collaboration with the teacher candidates
## Early Childhood Education – Analysis Phase

### EDUC 344 – Family, Schools and Community Partnerships

<table>
<thead>
<tr>
<th>Course requirements prior to field experience:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tk20 Access</td>
</tr>
<tr>
<td>Castle Branch Background Check (3 years)</td>
</tr>
<tr>
<td>Indiana Expanded Child Protection Index Check</td>
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<tr>
<td>TB Test (1 year)</td>
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<td>Consent and Disclosure (academic yr.)</td>
</tr>
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<td>Fingerprinting (more than 7 hrs./mo.)</td>
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<td>Pass CASA</td>
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<td>USI Photo ID Badge</td>
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<td>Field Experience Handbook Signature Page</td>
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<tr>
<td>Drug Screening upon acceptance into program</td>
</tr>
<tr>
<td>CLC Paperwork (if placed at CLC)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Site visit expectations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours vary by the experience – Various sites</td>
</tr>
<tr>
<td>including school and community locations:</td>
</tr>
<tr>
<td>Boo at the Zoo, Caze Elementary School</td>
</tr>
<tr>
<td>1. Teacher candidates will assist in</td>
</tr>
<tr>
<td>facilitating family engagement activities</td>
</tr>
</tbody>
</table>

| Assignments: A service learning project       |

| Course Grade: Field Experiences account for 22% of the course grade |

<table>
<thead>
<tr>
<th>Role of USI Instructor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate and provide feedback on the</td>
</tr>
<tr>
<td>assignment</td>
</tr>
<tr>
<td>2. USI instructor does not visit the teacher</td>
</tr>
<tr>
<td>candidate during the field experience</td>
</tr>
</tbody>
</table>

| Expectations of the school principal/site     |
|                                              |
| coordinator/classroom teacher:               |
| 1. The site coordinator provides space and   |
| opportunities for teacher candidates to      |
| complete the field experience                |
| 2. The classroom teacher answers questions   |
| regarding issues of family engagement        |
| 3. The classroom teachers allow the teacher  |
| candidates to collect artifact for the       |
| completion of the service learning project   |
Course requirements prior to field experience:
- Tk20 Access
- Castle Branch Background Check (3 years)
- Indiana Expanded Child Protection Index Check
- TB Test (1 year)
- Consent and Disclosure (academic yr.)
- Fingerprinting (more than 7 hrs./mo.)
- Pass CASA
- USI Photo ID Badge
- Field Experience Handbook Signature Page
- Drug Screening upon acceptance into program
- CLC Paperwork (if placed at CLC)

Site visit expectations:
- 45 hours fall semester/ 60 hours summer session – Culver Family Learning Center, St. Vincent Center for Children and Families, Methodist Temple Children’s Center, USI Summer Enrichment Camp, Children’s Learning Center
  1. Observe during initial visits
  2. Teacher candidates identify a topic in collaboration with the teacher and children
  3. Teacher candidates write a letter to parents informing them of the topic
  4. Teacher candidates lead small and large group activities
  5. Teacher candidates arrange for a field trip, a virtual field trip, or a guest speaker

Assignments:
1. Time sheet
2. Lesson plans
3. Family letter
4. Charts
5. Lists
6. Anticipatory teachers planning web
7. Children’s web
8. Documentation
9. Compilation of resources
10. Final web

Course Grade: The cooperating teacher completes an evaluation form and it along with the required number of hours for placement determines the course grade.

Role of USI Instructor:
1. Regular visits are made to the site: fall semester – 2x/week, summer semester – daily
2. Takes anecdotal notes and shares these notes with the teacher candidate

Expectations of the school principal/site coordinator/classroom teacher:
The site coordinator accepts the placements and asks for cooperating teachers to volunteer to work with a teacher candidate
2. The site coordinator informs the USI instructor of the names of cooperating teachers.
3. USI instructor chooses the cooperating teachers and pairs them with the teacher candidate
4. Cooperating teachers are expected to communicate daily with the USI student
Course requirements prior to field experience:
   Tk20 Access
   Castle Branch Background Check (3 years)
   Indiana Expanded Child Protection Index Check
   TB Test (1 year)
   Consent and Disclosure (academic yr.)
   Fingerprinting (more than 7 hrs./mo.)
   Pass CASA
   USI Photo ID Badge
   Field Experience Handbook Signature Page
   Drug Screening upon acceptance into program
   CLC Paperwork (if placed at CLC)

Field Experience:
5 Hours – Children’s Learning Center, Tekoppel Elementary, Place of Employment
   1. Prepare concept explorations and implement one hour of activities with preschool aged children
   2. Each teacher candidate is part of a group which will plan and implement one hour of activities. One teacher candidate will have the opportunity to teach while the other teacher candidates assist with other activities that they did not plan

Assignment: Teacher candidates implement one lesson plan from their concept exploration (course artifact)

Course Grade:
   1. Concept Exploration is 16%
   2. Field Experience is 8%

Role of USI Instructor:
   1. USI Instructor reviews the lesson plan prior to implementation
   2. USI Instructor is present during implementation

Expectations of the school principal/site coordinator/classroom teacher:
   1. Classroom teachers bring the children to the USI Education Center for the activities are responsible for the supervision of the children
Early Childhood Education – Synthesis Phase

EDUC 431 – Supervised Teaching in Early Childhood Education

Course requirements prior to student teaching:
- Indiana Expanded Child Protection Index Check
- Consent and Disclosure (academic yr.)
- USI Photo ID Badge
- Student Teaching Handbook Signature Page

Student Teaching: 16 weeks – full-time following the cooperating teacher’s schedule

Assignments:
1. Daily Lesson Plans
2. Weekly Reflections
3. Complete evaluations of the cooperating teacher and the university supervisor
4. Pairs Workshop

Course Grade:
1. Satisfactory (S) or Unsatisfactory (U)
2. 100%

Role of USI Instructor:
1. Assigns teacher candidates
2. Provides Co-Teaching® training online or face-to-face
3. Tracks on Tk20 the completion of viewing the Co-Teaching® online training
4. Provides orientation for teacher candidates
5. Trains and assigns university supervisors to teacher candidates
6. Reads and records completion of Pairs Workshop activities
7. Records student teaching placements in the Tk20 system
8. Communicates with cooperating teachers regarding access to Tk20
9. Explains to cooperating teachers the process for completing the assessment
10. Assembles assessments into Tk20 binders
11. Sends binders to students for access by cooperating teachers and university supervisors
12. Consults at midterm with university supervisors and sets up conferences for students who receive unsatisfactory midterm assessments
13. Attends midterm conferences
14. Steps 8, 9, 10, and 11 are repeated in preparation for final assessments
15. Tracks Disposition Inventory and conferences with teacher candidates when necessary
16. Collates and prepares the comments of the teacher candidates regarding the university supervisors. Sends the comments to the university supervisors.
17. Issues grades

Expectations of the school principal/cooperating teacher:
1. Facilitates the appropriate learning environment
2. Provides necessary materials (if needed)
3. Allows teacher candidates to observe in classrooms outside their designated placement
4. Provides adequate supervision of the USI teacher candidates
5. Communicates concerns to the teacher candidates/university supervisor/Director of Advanced
Clinical Experience and Co-Teaching
6. Allows teacher candidates to videotape his/her interaction with the students in the classroom
7. Provides constructive feedback to the teacher candidates and/or the university supervisor
8. Provides opportunity for cooperating teacher to attend face to face or online Co-Teaching® training
FIELD EXPERIENCE DESCRIPTION BY PROGRAM

Elementary Education – Exploration

EDUC 292 – Exploration in Elementary Education

**Course requirements prior to field experience:**
Tk20 Access  
Castle Branch Background Check (5 years)  
Indiana Expanded Child Protection Index Check  
Consent and Disclosure (academic yr.)  
Pass CASA  
USI Photo ID Badge

**Site visit expectations:**
16 – one hour visits  
1. Tutor elementary students in a structured field experience using appropriate strategies  
2. Analyze and apply developmentally appropriate strategies

**Assignments:**
1. Reflective journals  
2. Student/school/community profile assignment  
3. Completes a self-evaluation on Tk20

**Course Grade:** 20%

**Role of USI Instructor:**
1. Visits each teacher candidate at assigned tutoring site – 2 x  
2. Reads reflective journal entries and provides guidance through comments

**Expectations of the school principal/site coordinator/classroom teacher:**
1. Site coordinator assigns teacher candidate to students to tutor  
2. Provides a location for the tutoring  
3. The site coordinator completes a teacher candidate assessment on Tk20 for each student  
4. The site coordinator signs the field experience time sheet for each student
### EDUC 354 – Practicum in Elementary Education

**Course requirements prior to field experience:**
- Castle Branch Background Check (5 years)
- Indiana Expanded Child Protection Index Check
- Consent and Disclosure (academic yr.)
- USI Photo ID Badge

**Site visit expectations:**
Approximately 35 hours.
1. Field experience is during the regularly assigned course time
2. Students may work with the classroom teacher as needed. Such as: small groups within the classroom, small groups as a pull-out, individual tutoring, whole class instruction.
3. Teacher candidates can develop activities or lesson plans after the teacher instructs them on the standards that need to be covered.
4. Classroom teachers can develop the activities, assessments or plans and then the teacher candidate implements.
5. Teacher candidates are required to teach one full lesson plan

**Assignments:**
1. Activity log
2. Summary journals
3. 2 lesson plans
4. Completes a self-evaluation on Tk20

**Course Grade:** 100%

**Role of USI Instructor:**
1. USI instructor is at the school each day that the course meets – 2x/week
2. USI instructor observes teacher candidate and gives feedback

**Expectations of the school principal/site coordinator/classroom teacher:**
1. Classroom teacher completes an assessment of the teacher candidate at the end of the semester
Course requirements prior to field experience:
Castle Branch Background Check (5 years)
Indiana Expanded Child Protection Index Check
Consent and Disclosure (academic yr.)
USI Photo ID Badge

Site visit expectations:
1 hour and 45 minutes/2x per week
1. Observe in the classroom
2. Work with small groups assigned by the classroom teacher – 10 to 15 minutes each
3. Teacher candidates design and implement lesson based on the standard assigned by the classroom teacher
4. Weekly journals
5. Monthly journal summary
6. Develops a unit plan that contains 3 lessons that must be taught during the latter part of the semester

Assignments:
1. Weekly journal
2. Monthly journal summary
3. Teacher candidate develops a unit plan that contains 3 lessons that must be taught during the latter part of the semester
4. Creates a school, community, classroom profile
5. Completes a self-evaluation on Tk20 at the end of the semester

Course Grade: 100%
1. School and Community Profile – 25%
2. Journal Reflection – 25%
3. Unit Plans – 50%

Role of USI Instructor:
1. Visits once a week and again as needed for classroom observations and to meet with cooperating teachers
2. Gives feedback after each observation

Expectations of the school principal/site coordinator/classroom teacher
1. The principal creates a list of teachers
2. Instructor places students according to field experience history. An attempt is made to place students in a different area
3. The classroom teacher completes the assessment of the teacher candidate at the end of the semester
**EDUC 398 – Reading Methods**

**Course requirements prior to field experience:**
- Castle Branch Background Check (5 years)
- Indiana Expanded Child Protection Index Check
- Consent and Disclosure (academic yr.)
- USI Photo ID Badge

**Site visit expectations:**
1 hour and 45 minutes/2x per week
1. Work individually with a reading buddy
2. In collaboration with the classroom teacher create and implement lesson plans for sessions with reading buddy
3. Administers reading assessments to individual students

**Assignment:**
1. Completes reflective assignments

**Course Grade:** Not a separate grade for field experience, but assignments cannot be completed without the field experience

**Role of USI Instructor:**
1. Observe teacher candidates while working with reading buddy.
2. Grade lesson plans and review reading assessments

**Expectations of the school principal/site coordinator/classroom teacher:**
1. The principal creates a list of teachers
2. The classroom teacher designates a list of students to work with the teacher candidates as reading buddies
## Elementary Education – Synthesis Phase

<table>
<thead>
<tr>
<th>EDUC 471 – Supervised Student Teaching in Elementary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course requirements prior to student teaching:</strong></td>
</tr>
<tr>
<td>- Indiana Expanded Child Protection Index Check</td>
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<tr>
<td>- Consent and Disclosure (academic yr.)</td>
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**Student Teaching:** 16 weeks – full-time following the cooperating teacher’s schedule

**Assignments:**
1. Daily Lesson Plans
2. Weekly Reflections
3. Complete evaluations of the cooperating teacher and the university supervisor
4. Pairs Workshop

**Course Grade:**
1. Satisfactory (S) or Unsatisfactory (U)
2. 100%

**Role of USI Instructor:**
1. Assigns teacher candidates
2. Provides Co-Teaching® training online or face-to-face
3. Tracks on Tk20 the completion of viewing the Co-Teaching® online training
4. Provides orientation for teacher candidates
5. Trains and assigns university supervisors to teacher candidates
6. Reads and records completion of Pairs Workshop activities
7. Records student teaching placements in the Tk20 system
8. Communicates with cooperating teachers regarding access to Tk20
9. Explains to cooperating teachers the process for completing the assessment
10. Assembles assessments into Tk20 binders
11. Sends binders to students for access by cooperating teachers and university supervisors
12. Consults at midterm with university supervisors and sets up conferences for students who receive unsatisfactory midterm assessments
13. Attends midterm conferences
14. Steps 8, 9, 10, and 11 are repeated in preparation for final assessments
15. Tracks Disposition Inventory and conferences with teacher candidates when necessary
16. Collates and prepares the comments of the teacher candidates regarding the university Supervisors. Sends the comments to the university supervisors.
17. Issues grades

**Expectations of the school principal/cooperating teacher:**
1. Facilitates the appropriate learning environment
2. Provides necessary materials (if needed)
3. Allows teacher candidates to observe in classrooms outside their designated placement
4. Provides adequate supervision of the USI teacher candidates
5. Communicates concerns to the teacher candidates/university supervisor/Director of Advanced Clinical Experience and Co-Teaching
6. Allows teacher candidates to videotape his/her interaction with the students in the classroom
7. Provides constructive feedback to the teacher candidates and/or the university supervisor
8. Provides opportunity for cooperating teacher to attend face to face or online Co-Teaching® training
**FIELD EXPERIENCE DESCRIPTION BY PROGRAM**

Secondary Education – Exploration

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<thead>
<tr>
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<tbody>
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<td><strong>Course requirements prior to field experience:</strong></td>
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<td>USI Photo ID Badge</td>
</tr>
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<td><strong>Site visit expectations:</strong></td>
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<td>16 – one hour visits</td>
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<tr>
<td>1. Tutor middle school students in a structured after school field experience using appropriate strategies</td>
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<td><strong>Assignments:</strong></td>
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<tr>
<td>2. Completes a self-evaluation on Tk20</td>
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<td><strong>Course Grade:</strong> 40%</td>
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<tr>
<td><strong>Role of USI Instructor:</strong></td>
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<td><strong>Expectations of the school principal/site coordinator/classroom teacher:</strong></td>
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<td>1. Supervise both the USI teacher candidates and the middle school students</td>
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<tr>
<td>2. The site coordinator completes a teacher candidate assessment on Tk20 for each student</td>
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<td>3. The site coordinator signs the field experience time sheet for each student</td>
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## Secondary Education – Analysis Phase

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### Course requirements prior to field experience:
- Castle Branch Background Check (5 years)
- Indiana Expanded Child Protection Index Check
- Consent and Disclosure (academic yr.)
- USI Photo ID Badge

### Site visit expectations:
1 block period (approximately 90 minutes every other Monday, Wednesday, and Friday beginning the third week of the semester and continuing until final exam week.
- Teach a lesson to the entire class
- Observe (no more than 1 to 2 sessions)
- Assist students in groups or individually (ongoing)
- Grading as needed (ongoing)
- Co-Teaching including planning (ongoing)

### Assignments:
1. Weekly reflective journals that describe what the teacher candidate did, what the teacher candidate would like to have done, how the teacher candidate interacted with mentor teachers and students, etc. In addition, teacher candidates reflect on what they learned and how it connects to previous learning.
2. Complete a modified IEP lesson plan for a specific student in the field experience class.
3. Completes a self-evaluation on Tk20

### Course Grade:
1. 40% - Core Artifact: Teacher Work Sample Assignment
2. 40% - Assignments related to teaching lesson in field experience
3. 20% - Attendance and participation in the field experience

### Role of USI Instructor:
1. USI instructor is present during every scheduled field experience
2. USI instructor observes each teacher candidate in his/her placement at least 2x
3. USI instructor makes field notes during the experience, strengths and weaknesses and discusses these with the teacher candidate

### Expectations of the school principal/site coordinator/classroom teacher:
1. The principal or assistant principal approves placements suggested by the USI instructor
2. The classroom teacher is expected to mentor the teacher candidate
3. The classroom teacher is expected to integrate the teacher candidate into the classroom setting
4. The classroom teachers will allow the teacher candidate to assume some of the duties of the classroom teacher
5. The teacher observes and provides feedback after the teacher candidate teaches a lesson
# EDUC 473 – Supervised Student Teaching in Secondary Education or P-12

## Course requirements prior to student teaching:
- Indiana Expanded Child Protection Index Check
- Consent and Disclosure (academic yr.)
- USI Photo ID Badge
- Student Teaching Handbook Signature Page

## Student Teaching: 16 weeks – full-time following the cooperating teacher’s schedule

### Assignments:
1. Daily Lesson Plans
2. Weekly Reflections
3. Complete evaluations of the cooperating teacher and the university supervisor
4. Pairs Workshop

### Course Grade:
1. Satisfactory (S) or Unsatisfactory (U)
2. 100%

### Role of USI Instructor:
1. Assigns teacher candidates
2. Provides Co-Teaching® training online or face-to-face
3. Tracks on Tk20 the completion of viewing the Co-Teaching® online training
4. Provides orientation for teacher candidates
5. Trains and assigns university supervisors to teacher candidates
6. Reads and records completion of Pairs Workshop activities
7. Records student teaching placements in the Tk20 system
8. Communicates with cooperating teachers regarding access to Tk20
9. Explains to cooperating teachers the process for completing the assessment
10. Assembles assessments into Tk20 binders
11. Sends binders to students for access by cooperating teachers and university supervisors
12. Consults at midterm with university supervisors and sets up conferences for students who receive unsatisfactory midterm assessments
13. Attends midterm conferences
14. Steps 8, 9, 10, and 11 are repeated in preparation for final assessments
15. Tracks Disposition Inventory and conferences with teacher candidates when necessary
16. Collates and prepares the comments of the teacher candidates regarding the university supervisors. Sends the comments to the university supervisors.
17. Issues grades

### Expectations of the school principal/cooperating teacher:
1. Facilitates the appropriate learning environment
2. Provides necessary materials (if needed)
3. Allows teacher candidates to observe in classrooms outside their designated placement
4. Provides adequate supervision of the USI teacher candidates
5. Communicates concerns to the teacher candidates/university supervisor/Director of Advanced Clinical Experience and Co-Teaching
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<td>6.</td>
<td>Allows teacher candidates to videotape his/her interaction with the students in the classroom</td>
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<td>7.</td>
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**FIELD EXPERIENCE DESCRIPTION BY PROGRAM**

Special Education – Exploration

<table>
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<th>EDUC 292 – Exploration in Elementary Education</th>
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**Course requirements prior to field experience:**
- Tk20 Access
- Castle Branch Background Check (5 years)
- Indiana Expanded Child Protection Index Check
- Consent and Disclosure (academic yr.)
- Pass CASA
- USI Photo ID Badge

**Site visit expectations:**
16 – one hour visits
1. Tutor elementary students in a structured field experience using appropriate strategies
2. Analyze and apply developmentally appropriate strategies

**Assignments:**
1. Reflective journals
2. Student/school/community profile assignment
3. Completes a self-evaluation on Tk20

**Course Grade:** 20%

**Role of USI Instructor:**
1. Visits each student at assigned tutoring site – 2 x
2. Reads reflective journal entries and provides guidance through comments

**Expectations of the school principal/site coordinator/classroom teacher:**
1. Site coordinator assigns teacher candidate to students to tutor
2. Provides a location for the tutoring
3. The site coordinator completes a teacher candidate assessment on Tk20 for each student
4. The site coordinator signs the field experience time sheet for each student
EDUC 283 – Exploration in Secondary Education

Course requirements prior to field experience:
Tk20 Access
Castle Branch Background Check (5 years)
Indiana Expanded Child Protection Index Check
Consent and Disclosure (academic yr.)
Pass CASA
USI Photo ID Badge

Site visit expectations:
16 – one hour visits
   1. Tutor middle school students in a structured after school field experience using appropriate strategies

Assignments:
   1. Reflective journals which is based on the connection of class discussion and tutoring experiences
   2. Completes a self-evaluation on Tk20

Course Grade: 40%

Role of USI Instructor:
   1. Visits each student at assigned tutoring site – 2 x

Expectations of the school principal/site coordinator/classroom teacher:
   1. Supervise both the USI teacher candidates and the middle school students
   2. The site coordinator completes a teacher candidate assessment on Tk20 for each student
   3. The site coordinator signs the field experience time sheet for each student
### Course requirements prior to field experience:
- Castle Branch Background Check (5 years)
- Indiana Expanded Child Protection Index Check
- Consent and Disclosure (academic yr.)
- USI Photo ID Badge

### Site visit expectations:
1 block period (approximately 90 minutes every other Monday, Wednesday, and Friday beginning the third week of the semester and continuing until final exam week.

1. Teach a lesson to the entire class
2. Observe (no more than 1 to 2 sessions)
3. Assist students in groups or individually (ongoing)
4. Grading as needed (ongoing)
5. Co-Teaching including planning (ongoing)

### Assignments:
1. Weekly reflective journals that describe what the teacher candidate did, what the teacher candidate would like to have done, how the teacher candidate interacted with mentor teachers and students, etc. In addition, teacher candidates reflect on what they learned and how it connects to previous learning.
2. Complete a modified IEP lesson plan for a specific student in the field experience class.
3. Completes a self-evaluation on Tk20

### Course Grade:
1. 40% - Core Artifact: Teacher Work Sample Assignment
2. 40% - Assignments related to teaching lesson in field experience
3. 20% - Attendance and participation in the field experience

### Role of USI Instructor:
1. USI instructor is present during every scheduled field experience
2. USI instructor observes each teacher candidate in his/her placement at least 2x
3. USI instructor makes field notes during the experience, strengths and weaknesses and discusses these with the teacher candidate

### Expectations of the school principal/site coordinator/classroom teacher:
1. The principal or assistant principal approves placements suggested by the USI instructor
2. The classroom teacher is expected to mentor the teacher candidate
3. The classroom teacher is expected to integrate the teacher candidate into the classroom setting
4. The classroom teachers will allow the teacher candidate to assume some of the duties of the classroom teacher
5. The teacher observes and provides feedback after the teacher candidate teaches a lesson
### Course requirements prior to field experience:
- Castle Branch Background Check (5 years)
- Indiana Expanded Child Protection Index Check
- Consent and Disclosure (academic yr.)
- USI Photo ID Badge

### Site visit expectations:
Minimum 60 hours per semester – 2x to 3x/week.
1. Teacher candidates work directly with students under the direction of a classroom teacher.
2. Teacher candidates normally work with small groups in inclusion classrooms.
3. Teacher candidates spend a minimum of 90% of the assigned time working directly with students. Teacher candidates spend no more than 10% of their in class time assisting with classroom duties such as taking roll, grading papers, and filing.

### Assignments:
1. 10 Reflections on this experience
2. Completes a self-evaluation on Tk20

### Course Grade:
1. Field experience: 90%
2. Completing required paperwork: 10%

### Role of USI Instructor:
1. USI instructor matches teacher candidates with teachers at the P-12 school who teach in an inclusion classroom
2. USI instructor introduces to teacher candidates to teachers electronically
3. USI instructor conducts 3-5 site visits to each teacher candidate per semester
4. USI instructor meets with all teachers at mid-term to assess any issues and to write any needed remediation plans
5. USI instructor completes disposition inventory on each teacher candidate

### Expectations of the school principal/site coordinator/classroom teacher:
1. Classroom teacher signs the teacher’s log book
2. Classroom teacher completes an assessment of the teacher candidate at the end of the semester
**Course requirements prior to field experience:**
Castle Branch Background Check (5 years)
Indiana Expanded Child Protection Index Check
Consent and Disclosure (academic yr.)
USI Photo ID Badge

**Site visit expectations:**
Minimum of 60 hours in a middle or high school setting
1. Teacher candidates are expected to teach at least 2 lessons in a small group
2. Teacher candidates may teach the entire class if it is a self-contained or resource room

**Assignments:**
1. Reflection after each observation
2. 2 lesson plans
3. Weekly reflective journal
4. Completes a self-evaluation on Tk20 at the end of the semester

**Course Grade: 100%**

**Role of USI Instructor:**
1. Site visits and evaluation of teaching
2. Visits each student 2x – if any of the observations are unsatisfactory, the instructor makes multiple site visits to ensure that teacher candidates are progressing at a proficient rate.

**Expectations of the school principal/site coordinator/classroom teacher**
1. Mentor the teacher candidate
2. Provide opportunities for teacher candidates to teach lessons to students
3. The classroom teacher completes the assessment of the teacher candidate at the end of the semester
# Special Education – Synthesis Phase

## EDUC 424 – Supervised Student Teaching in Special Education

### Course requirements prior to student teaching:
- Indiana Expanded Child Protection Index Check
- Consent and Disclosure (academic yr.)
- USI Photo ID Badge
- Student Teaching Handbook Signature Page

### Student Teaching: 16 weeks – full-time following the cooperating teacher’s schedule

#### Assignments:
1. Daily Lesson Plans
2. Weekly Reflections
3. Complete evaluations of the cooperating teacher and the university supervisor
4. Pairs Workshop

#### Course Grade:
1. Satisfactory (S) or Unsatisfactory (U)
2. 100%

#### Role of USI Instructor:
1. Assigns teacher candidates
2. Provides Co-Teaching® training online or face-to-face
3.Tracks on Tk20 the completion of viewing the Co-Teaching® online training
4. Provides orientation for teacher candidates
5. Trains and assigns university supervisors to teacher candidates
6. Reads and records completion of Pairs Workshop activities
7. Records student teaching placements in the Tk20 system
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11. Sends binders to students for access by cooperating teachers and university supervisors
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13. Attends midterm conferences
14. Steps 8, 9, 10, and 11 are repeated in preparation for final assessments
15. Tracks Disposition Inventory and conferences with teacher candidates when necessary
16. Collates and prepares the comments of the teacher candidates regarding the university supervisors. Sends the comments to the university supervisors.
17. Issues grades

#### Expectations of the school principal/cooperating teacher:
1. Facilitates the appropriate learning environment
2. Provides necessary materials (if needed)
3. Allows teacher candidates to observe in classrooms outside their designated placement
4. Provides adequate supervision of the USI teacher candidates
5. Communicates concerns to the teacher candidates/university supervisor/Director of Advanced Clinical Experience and Co-Teaching
6. Allows teacher candidates to videotape his/her interaction with the students in the classroom
7. Provides constructive feedback to the teacher candidates and/or the university supervisor
8. Provides opportunity for cooperating teacher to attend face to face or online Co-Teaching® training
FIELD EXPERIENCE DESCRIPTION BY PROGRAM

P-12 Education – Exploration

EDUC 292 – Exploration in Elementary Education

Course requirements prior to field experience:
Tk20 Access
Castle Branch Background Check (5 years)
Indiana Expanded Child Protection Index Check
Consent and Disclosure (academic yr.)
Pass CASA
USI Photo ID Badge

Site visit expectations:
16 – one hour visits
   1. Tutor elementary students in a structured field experience using appropriate strategies
   2. Analyze and apply developmentally appropriate strategies

Assignments:
   1. Reflective journals
   2. Student/school/community profile assignment
   3. Completes a self-evaluation on Tk20

Course Grade: 20%

Role of USI Instructor:
   1. Visits each teacher candidate at assigned tutoring site – 2 x
   2. Reads reflective journal entries and provides guidance through comments

Expectations of the school principal/site coordinator/classroom teacher:
   1. Site coordinator assigns teacher candidate to students to tutor
   2. Provides a location for the tutoring
   3. The site coordinator completes a teacher candidate assessment on Tk20 for each student
   4. The site coordinator signs the field experience time sheet for each student
FIELD EXPERIENCE DESCRIPTION BY PROGRAM

P-12 Education – Analysis Phase

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| **Site visit expectations:**                              |
| 1 block period (approximately 90 minutes every other Monday, Wednesday, and Friday beginning the third week of the semester and continuing until final exam week. |
| 1. Teach a lesson to the entire class                     |
| 2. Observe (no more than 1 to 2 sessions)                  |
| 3. Assist students in groups or individually (ongoing)     |
| 4. Grading as needed (ongoing)                             |
| 5. Co-Teaching including planning (ongoing)                |

| **Assignments:**                                          |
| 1. Weekly reflective journals that describe what the teacher candidate did, what the teacher candidate would like to have done, how the teacher candidate interacted with mentor teachers and students, etc. In addition, teacher candidates reflect on what they learned and how it connects to previous learning. |
| 2. Complete a modified IEP lesson plan for a specific student in the field experience class. |
| 3. Completes a self-evaluation on Tk20                     |

| **Course Grade:**                                         |
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| 3. The classroom teacher is expected to integrate the teacher candidate into the classroom setting |
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FIELD EXPERIENCE DESCRIPTION BY PROGRAM

P-12 Education – Synthesis Phase

EDUC 473 – Supervised Student Teaching in Secondary Education or P-12

Course requirements prior to student teaching:
- Indiana Expanded Child Protection Index Check
- Consent and Disclosure (academic yr.)
- USI Photo ID Badge
- Student Teaching Handbook Signature Page

Student Teaching: 16 weeks – full-time following the cooperating teacher’s schedule

Assignments:
1. Daily Lesson Plans
2. Weekly Reflections
3. Complete evaluations of the cooperating teacher and the university supervisor
4. Pairs Workshop

Course Grade:
1. Satisfactory (S) or Unsatisfactory (U)
2. 100%

Role of USI Instructor:
1. Assigns teacher candidates
2. Provides Co-Teaching® training online or face-to-face
3. Tracks on Tk20 the completion of viewing the Co-Teaching® online training
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5. Trains and assigns university supervisors to teacher candidates
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17. Issues grades

Expectations of the school principal/cooperating teacher:
1. Facilitates the appropriate learning environment
2. Provides necessary materials (if needed)
3. Allows teacher candidates to observe in classrooms outside their designated placement
4. Provides adequate supervision of the USI teacher candidates
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Teacher Candidate Signature Page

I have read the 2017/2018 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

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