

**F200 EXAMINING SELF AS TEACHER**

**Field Experience Materials**

**Summer I, 2009**

**Dear Student:**

**This packet of forms and letters will enable you to effectively carry out the in-school or Field Experience portion of this course. It is vital that you bring these materials with you on the first day of class.**

**Best wishes for an exciting first step on the journey to becoming an outstanding professional educator.**

**Your F200 Instructor**

Dear Principal and Teacher,

The purpose of this letter is to introduce the person named below who is requesting permission to spend **15 clock hours** in your school to meet the practicum requirement for F200 – Examining Self as Teacher. This course and this practicum combine to form the initial set of experiences in teacher education at IU Southeast. **If at all possible, please place the student with one teacher for the entire period of the practicum.**

Student Name  
Address  
Telephone

**Although one purpose of the practicum is observation, we hope you will enable your students to benefit from as many of the following as possible:**

1. Working with students while they are doing independent work, helping them to follow directions correctly.
2. Tutoring individual students to reinforce skills or helping with assignments.
3. Reading to the students.
4. Helping supervise assignments the teacher has given to the students.
5. Providing for some small group practice in skills.
6. Aiding in the preparation and/or distribution of instructional materials.
7. Assisting with cultural enrichment activities.

The Indiana University Southeast Field Placement Office DOES NOT wish to have practicum students participate in the following ways:

1. Working with permanent record files.
2. Teaching any new concepts.
3. Inflicting any disciplinary action.
4. Conferring with parents in reference to students.
5. Giving assignments or calling groups together.
6. Supervising groups of students in the absence of the teacher.

The IUS Field Placement Office and the F200 Instructor sincerely appreciate your willingness to cooperate with us in providing practical experiences for our beginning teacher candidates. If you have any questions, please call (812) 941-2386.

Sincerely,

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James L. Clements  
Coordinator of Field Placements

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F200 Instructor

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James L. Clements  
Coordinator of Field Placements

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F200 Instructor

INDIANA UNIVERSITY SOUTHEAST  
School of Education  
**STUDENT OBSERVATION REPORT**  
F200 – Examining Self as Teacher

IUS Student's Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Subjects \_\_\_\_\_

Teacher's Name \_\_\_\_\_ Grade(s) \_\_\_\_\_

Please complete the following:

1. **Making observations is an important aspect of the practicum experience. List five observations you have made under each of the following three headings:**

A. Teacher-student Relationships (5 points)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

B. Teaching Techniques (5 points)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

C. Physical Facilities (5 points)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

2. **Using the back of this sheet and additional sheets if necessary, write a brief summary of your practicum experience, stressing positive factors that make a practicum a learning situation for you as a prospective teacher. (5 points)**

INDIANA UNIVERSITY SOUTHEAST  
School of Education  
STUDENT OBSERVATION REPORT  
F200 – Examining Self as Teacher

IUS Student's Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Subjects \_\_\_\_\_

Teacher's Name \_\_\_\_\_ Grade(s) \_\_\_\_\_

Please complete the following:

1. **Making observations is an important aspect of the practicum experience. List five observations you have made under each of the following three headings:**

A. Teacher-student Relationships (5 points)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

B. Teaching Techniques (5 points)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

C. Physical Facilities (5 points)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

2. **Using the back of this sheet and additional sheets if necessary, write a brief summary of your practicum experience, stressing positive factors that make a practicum a learning situation for you as a prospective teacher. (5 points)**

**A T T E N T I O N – F200 STUDENTS**

**FOR YOUR INFORMATION**

**CRIMINAL HISTORY INFORMATION/PROCEDURES FOR  
STUDENT TEACHERS**

**Effective July 1, 1997, Indiana Code 20-5-2-7 requires individuals who have direct, ongoing contact with children to have a current limited criminal history on file with the applicable school corporation. Student teachers from Indiana University Southeast are required to comply with this law.**

**Prior to the first day of student teaching, students must submit a limited criminal history to Student Services in the Division of Education. Limited criminal history means:**

**information with respect to any arrest, indictment, information or other formal criminal charge, which must include a disposition. However, information about any arrest, indictment, information or other formal criminal charge which occurred less than one (1) year before the date of a request for such a record shall be considered a part of a criminal history even if no disposition has been entered. IC20-5-2-7.**

**Applications for the criminal history for both Indiana and Kentucky residents may be obtained from Student Services in the School of Education. It is important to note that the processing period for the criminal check is usually 10-15 days. Upon receipt of the limited criminal history, Student Services will house the document in the student's file until he/she seeks certification from the Indiana Professional Standards Board and/or of the Kentucky Division of Education.**

**In the event that a student's criminal history indicates a violation, the student will not be permitted to begin student teaching. If the student chooses to appeal this decision, he/she must present a written explanation of the violation to the appropriate team, i.e. Elementary or Secondary Team. The student has the right to follow the appeal process in its entirety. A copy of the appeal process may be secured from the Dean's secretary in the Division of Education.**

**The Indiana Professional Standards Board evaluates all certification papers including the criminal history and determines if a license will be issued to the applicant. Please check the attached list of offenses that may jeopardize student teaching and/or licensure**

**I HAVE READ THE INFORMATION CONTAINED IN THIS DOCUMENT.**

**SIGNATURE** \_\_\_\_\_

**DATE** \_\_\_\_\_

## **Indiana Code 20-5-8**

- 1. murder**
- 2. causing suicide**
- 3. assisting suicide**
- 4. voluntary manslaughter**
- 5. reckless homicide**
- 6. battery (unless 10 years have elapsed)**
- 7. aggravated battery**
- 8. kidnaping**
- 9. criminal confinement**
- 10. sex offense under IC 35-42-4**
- 11. car jacking**
- 12. arson (unless 10 years have elapsed)**
- 13. incest**
- 14. neglect of a dependent (unless 10 years have elapsed)**
- 15. child selling**
- 16. contributing to delinquency of a minor (unless 10 years have elapsed)**
- 17. offense involving a weapon under IC 35-47 (unless 10 years have elapsed)**
- 18. offense relating to controlled substances under IC 35-48 (unless 10 years have elapsed)**
- 19. offense relating to material or performance that is harmful to minors or obscene under IC 35-49-3 ( unless 10 years have elapsed)**
- 20. offense relating to operating a motor vehicle while intoxicated under IC 9-30-5 (Unless 5 years have elapsed)**
- 21. offense substantially equivalent to any of the above in which the conviction occurred in another jurisdiction (state).**

F200 - Section # \_\_\_\_\_ Semester and Year \_\_\_\_\_

**IU SOUTHEAST FIELD EXPERIENCES  
CONFIDENTIAL EMERGENCY INFORMATION SHEET**

NAME \_\_\_\_\_ HOME PHONE \_\_\_\_\_  
Last First Initial CELL PHONE \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PERSONAL ABLE TO MAKE EMERGENCY DECISIONS

\_\_\_\_\_  
Last Name First Name Relationship  
Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_ Work Telephone: \_\_\_\_\_

SECOND EMERGENCY CONTACT:  
(Other than above phone numbers and address)

\_\_\_\_\_  
Last Name First Name Relationship

Home Telephone \_\_\_\_\_ Work Telephone: \_\_\_\_\_

DOCTOR \_\_\_\_\_ PHONE \_\_\_\_\_

OPTIONAL:  
Other information you feel would be important in a medical emergency:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Nearest Hospital will be used in the case of an emergency.

This Confidential Emergency Information Sheet for all field placement students will be kept in the Office of Student Services in the School of Education at Indiana University Southeast.

**INDIANA UNIVERSITY SOUTHEAST**  
**School of Education - Education F200**

**PERSONAL DATA**

Name \_\_\_\_\_ Sex    F    M

Address \_\_\_\_\_

Phone \_\_\_\_\_ School in which enrolled \_\_\_\_\_

University Major \_\_\_\_\_ Sem Hrs. completed by end of this term \_\_\_\_\_

High School graduated from \_\_\_\_\_ Year \_\_\_\_\_

Other colleges attended/other majors:

What other experiences have you had in working with children and adolescents?

How many hours per week this semester are you employed? \_\_\_\_\_

Place of employment \_\_\_\_\_

List extra-curricular activities (high school and college)

High School

College

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write any other comments which will help your instructor to know you better.



**IUS SOE**  
**SUMMATIVE DECISION POINTS**  
**ELEMENTARY EDUCATION**

Updated February 2005

Summative Assessment Point	Assessment Forms/ Criteria	Communication to Student	Program Data Gathered	Possible Modifications
<p><b><u>1. Admission to Program</u></b>            * All basic criteria must be met to apply            * Transfer of records to School            * Application Process            * Maximum of 50 students to form cohort            * Those receiving highest points on established scale accepted            * 1 admission round</p>	<p><b><u>Basic Criteria</u></b>            26 Credit hours            Overall GPA of 2.5            Passing PPST scores:                                              <u>P &amp; P</u>                      Reading                          176                      Writing                          172                      Math                              175</p> <p><b><u>Other Requirements</u></b>            Completion of F200, S121, T101, one Social Studies content course, one Science content course.</p> <p><b><u>Admission Criteria (Max. 12 Pts)</u></b>            Admission GPA – 8.0            F200 evaluation 4.0</p>	<p>* Letter sent of status: Admit, conditionally admit, admit on probation, deny admit, accepted but did not enroll.            *Authorization given to enter P250            Block if accepted or accepted conditionally</p>	<p>Average of GPAs            Range and modes of PPST scores            Descriptive analysis of scoring of scale on application            # students accepted/rejected</p>	<p>Entrance requirements raised and procedures changed if not discriminating candidates</p>
<p><b><u>2. General Methods</u></b>            * During General Methods            F200, P250 records reviewed by assigned advisor            * Gen. Meth. Instructors evaluate SOE Dispositions            *Continue without conditions, continue with conditions, continue under probation, discontinue.</p>	<p><b><u>Scoring of Rubric</u></b>            *Knowledge determined by GPA in content areas            * Knowledge and skill as determined by evaluations from F200            * Knowledge and skill as determined by evaluations from P250            *Dispositions as determined by evaluation of SOE dispositions by General Methods Instructor.</p>	<p>* Interview with student with signature recognizing status:            *Continue without conditions, continue with conditions, continue under probation, discontinue.</p>	<p>Descriptive analysis of evaluation tools and rubric as appropriate.            # students removed, continuing with reservation, continuing</p>	<p>Modifications made in curricula for H340 and P250 according to analysis.</p>

<b>Summative Assessment Point</b>	<b>Assessment Forms/ Criteria</b>	<b>Communication to Student</b>	<b>Program Data Gathered</b>	<b>Possible Modifications</b>
<p><b><u>Ongoing Formative Assessments in Specific Methods I and II</u></b>  * Each instructor in specific methods reviews performances of various components of standards and portfolio artifacts  * Each M301 Field Placement evaluated  * Dispositions evaluated as needed  * Candidate self-evaluation</p>	<p>Rubrics or other scoring technique developed and used by individual instructors on specific components of the Elementary Education Program Standards. Some artifacts and descriptions developed by student for inclusion in program portfolio.</p>	<p>Interview with individual candidate in specific methods classes as needed. Each instructor reviews relevant portfolio artifacts and scores.</p>	<p>Data on scoring of artifacts/assignments as indicated on portfolio summary of artifact description.</p>	<p>Modifications in curricula of individual methods classes which address the specific components of the ET standards.</p>
<p><b><u>3. Prior to Student Teaching</u></b>  * Records viewed by Coordinator of Student Services &amp; advisor as needed  * Portfolio reviewed  * Must have GPA of 2.5 in all content areas to apply.  * Must have all course work completed by end of semester in which the student applies to student teaching.</p>	<p><b><u>Scoring of Rubric</u></b>  * GPA in all content areas  * Evaluations of M301s in Specific Methods I &amp; II  * SOE Dispositions if noted  * Other as needed  * First aid/CPR annotated</p>	<p>* Interview with individual candidate and by formal letter of status: continue without conditions, continue with conditions, continue under probation, discontinue.</p>	<p>Descriptive analysis of rubric as appropriate and each status</p>	<p>Modifications of curriculum based on descriptive analyses of performances of standards as determined by review of portfolios</p>
<p><b><u>4. Exit Student Teaching</u></b>  * Recommendation made for graduation and licensure by Elementary Team.</p>	<p><b><u>Scoring of Rubric</u></b>  * GPA in content areas  * Evaluation of Program Standards by Supervising Teacher  * Evaluation of Program Standards by University Supervisor  * Scoring of Portfolio  * SOE disposition by supervising teacher  * Evaluation of school disposition by supervising teacher</p>	<p>Complete, non complete.</p>	<p>Descriptive analysis of rubric as appropriate  # graduating</p>	<p>Changes in curriculum based on descriptive analyses of performance standards as determined by supervising teachers and university supervisors.</p>

<p><b><u>Ongoing Formative Assessments in Specific Methods I and II</u></b>  * Each instructor in specific methods reviews performances of various components of standards and portfolio artifacts  * Each M301 Field Placement evaluated  * Dispositions evaluated as needed  * Candidate self-evaluation</p>	<p>Rubrics or other scoring technique developed and used by individual instructors on specific components of the Elementary Education Program Standards. Some artifacts and descriptions developed by student for inclusion in program portfolio.</p>	<p>Interview with individual candidate in specific methods classes as needed. Each instructor reviews relevant portfolio artifacts and scores.</p>	<p>Data on scoring of artifacts/assignments as indicated on portfolio summary of artifact description.</p>	<p>Modifications in curricula of individual methods classes which address the specific components of the ET standards.</p>
<p><b><u>3. Prior to Student Teaching</u></b>  * Records viewed by Coordinator of Student Services &amp; advisor as needed  * Portfolio reviewed  * Must have GPA of 2.5 in all content areas to apply.  * Must have all course work completed by end of semester in which the student applies to student teaching.</p>	<p><b><u>Scoring of Rubric</u></b>  * GPA in all content areas  * Evaluations of M301s in Specific Methods I &amp; II  * SOE Dispositions if noted  * Other as needed  * First aid/CPR annotated</p>	<p>* Interview with individual candidate and by formal letter of status: continue without conditions, continue with conditions, continue under probation, discontinue.</p>	<p>Descriptive analysis of rubric as appropriate and each status</p>	<p>Modifications of curriculum based on descriptive analyses of performances of standards as determined by review of portfolios</p>
<p><b><u>4. Exit Student Teaching</u></b>  * Recommendation made for graduation and licensure by Elementary Team.</p>	<p><b><u>Scoring of Rubric</u></b>  * GPA in content areas  * Evaluation of Program Standards by Supervising Teacher  * Evaluation of Program Standards by University Supervisor  * Scoring of Portfolio  * SOE disposition by supervising teacher  * Evaluation of school disposition by supervising teacher</p>	<p>Complete, non complete.</p>	<p>Descriptive analysis of rubric as appropriate  # graduating</p>	<p>Changes in curriculum based on descriptive analyses of performance standards as determined by supervising teachers and university supervisors.</p>

<p><b><u>Ongoing Formative Assessments in Specific Methods I and II</u></b>  * Each instructor in specific methods reviews performances of various components of standards and portfolio artifacts  * Each M301 Field Placement evaluated  * Dispositions evaluated as needed  * Candidate self-evaluation</p>	<p>Rubrics or other scoring technique developed and used by individual instructors on specific components of the Elementary Education Program Standards. Some artifacts and descriptions developed by student for inclusion in program portfolio.</p>	<p>Interview with individual candidate in specific methods classes as needed. Each instructor reviews relevant portfolio artifacts and scores.</p>	<p>Data on scoring of artifacts/assignments as indicated on portfolio summary of artifact description.</p>	<p>Modifications in curricula of individual methods classes which address the specific components of the ET standards.</p>
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<p><b><u>3. Prior to Student Teaching</u></b>  * Records viewed by Coordinator of Student Services &amp; advisor as needed  * Portfolio reviewed  * Must have GPA of 2.5 in all content areas to apply.  * Must have all course work completed by end of semester in which the student applies to student teaching.</p>	<p><b><u>Scoring of Rubric</u></b>  * GPA in all content areas  * Evaluations of M301s in Specific Methods I &amp; II  * SOE Dispositions if noted  * Other as needed  * First aid/CPR annotated</p>	<p>* Interview with individual candidate and by formal letter of status: continue without conditions, continue with conditions, continue under probation, discontinue.</p>	<p>Descriptive analysis of rubric as appropriate and each status</p>	<p>Modifications of curriculum based on descriptive analyses of performances of standards as determined by review of portfolios</p>

<p><b><u>4. Exit Student Teaching</u></b>  * Recommendation made for graduation and licensure by Elementary Team.</p>	<p><b><u>Scoring of Rubric</u></b>  * GPA in content areas  * Evaluation of Program Standards by Supervising Teacher  * Evaluation of Program Standards by University Supervisor  * Scoring of Portfolio  * SOE disposition by supervising teacher  * Evaluation of school disposition by supervising teacher</p>	<p>Complete, non complete.</p>	<p>Descriptive analysis of rubric as appropriate  # graduating</p>	<p>Changes in curriculum based on descriptive analyses of performance standards as determined by supervising teachers and university supervisors.</p>
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<p><b><u>Ongoing Formative Assessments in Specific Methods I and II</u></b>  * Each instructor in specific methods reviews performances of various components of standards and portfolio artifacts  * Each M301 Field Placement evaluated  * Dispositions evaluated as needed  * Candidate self-evaluation</p>	<p>Rubrics or other scoring technique developed and used by individual instructors on specific components of the Elementary Education Program Standards. Some artifacts and descriptions developed by student for inclusion in program portfolio.</p>	<p>Interview with individual candidate in specific methods classes as needed. Each instructor reviews relevant portfolio artifacts and scores.</p>	<p>Data on scoring of artifacts/assignments as indicated on portfolio summary of artifact description.</p>	<p>Modifications in curricula of individual methods classes which address the specific components of the ET standards.</p>
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**IUS SOE**  
**SUMMATIVE DECISION POINTS**  
**SECONDARY EDUCATION**  
**Beginning Fall 2004**

<b>Summative Assessment Point</b>	<b>Assessment Forms/ Criteria</b>	<b>Communication to Student</b>	<b>Program Data Gathered</b>	<b>Modifications</b>
<b><u>Summative Decision Point 1</u></b>				

<b>Summative Assessment Point</b>	<b>Assessment Forms/ Criteria</b>	<b>Communication to Student</b>	<b>Program Data Gathered</b>	<b>Modifications</b>
<p>Admission to Secondary Teacher Education Program – SEP*</p>	<p>Overall GPA 2.75 or higher**  GPA of 2.75 or higher  ***with no grade lower than 2.0 in W131, S121, G207 and W290 or W300 or W350  GPA of 2.75 or higher with no grade lower than 2.0 in professional education courses****  Grade of 2.0 or higher in the general education mathematics course *****  Transcript. GPA of 2.75 with no grade less than 2.0 in any course in the major and any licensed area  *****  Candidate Assessment Forms including Dispositions. Acceptable recommendation from the H340 instructor and field experience teachers    Passing scores on all sections of the PPST    Math 175  Reading 176  Writing 172</p>	<p>Letter sent from the Coordinator of Secondary Education either admitting the candidate to the Secondary Education Program or explaining why he/she was not admitted.</p>	<p>Education Student Records Office keeps a record of candidate applications. This data is in addition to the IRD electronic file kept on each candidate, and the data are aggregated for each cohort group.</p> <p>The Secondary Team interviews and takes appropriate actions with candidates who have either had concerns expressed about them, or who have received unacceptable ratings.</p>	<p>The criteria used to admit candidates has changed based on collected data.</p> <p>The effectiveness of specific courses has been evaluated and modified when necessary.</p> <p>The data have been used to ensure that instructors address performances called for by the IPSB/INTASC standards.</p> <p>The data have been used to access the dispositions and overall academic quality of candidates applying to the program.</p> <p>The data have been used to ensure that quality candidates are produced by the SEP.</p>

<b>Summative Assessment Point</b>	<b>Assessment Forms/ Criteria</b>	<b>Communication to Student</b>	<b>Program Data Gathered</b>	<b>Modifications</b>
<b><u>Summative Decision Point 2</u></b> *****				
	<p>Candidates Assessment Forms including Dispositions and Grades In P250/P255/M201. Positive recommendations from the professional education course (P250/P255/M201) instructor. Positive recommendations from the M201 field experience teacher.</p> <p>Transcript. Overall GPA of 2.75 or higher**</p> <p>Transcript. GPA of 2.75 or higher with no grade less than 2.0 in all education courses****</p> <p>Transcript. GPA of 2.75 or higher with no grade less than a 2.0 in any course in the major and any licensed area*****</p> <p>Portfolio and Rubric. Acceptable (basic or proficient) recommendation on the portfolio by the P250/P255/M201 instructor.</p>	<p>The P250/P255/M201 instructor meets individually with each candidate and provides feedback on his/her performance including any concerns or problems.</p>	<p>The Education Student Records Office keeps the files on individual candidates. This data is incorporated into the electronic file kept on each candidate, and the data is aggregated for each cohort group.</p>	<p>The criteria for allowing candidates to continue in the program have been modified based on data gathered.</p> <p>The data have been used to evaluate the quality of candidates admitted to Secondary Teacher Education.</p>

<b>Summative Assessment Point</b>	<b>Assessment Forms/ Criteria</b>	<b>Communication to Student</b>	<b>Program Data Gathered</b>	<b>Modifications</b>
<b><u>Summative Decision Point 3</u> *****</b>				
Overall GPA of 2.75 or higher**	<p>Overall GPA of at least 2.75 in education courses with no grade lower than 2.0*****</p> <p>Candidate Assessment Form including Dispositions. Positive recommendation by the general methods (M314) and reading methods (M464) instructors.</p> <p>Candidate Assessment Form including Dispositions. Positive recommendation by the M301 field experience teacher.</p> <p>Transcript and Advising Sheet. Completion of all general education course requirements.</p> <p>Portfolio. Acceptable (basic or proficient) on the portfolio.</p> <p>Transcript and Advising Sheet. Completion of at least 75% of all coursework in all licensed areas with at least a 2.75 GPA and no grade less than a 2.0*****</p>	The Secondary Team meets individually with each candidate at the end of the general and reading methods courses	Data on the candidates will be kept in both a paper and an electronic file.	<p>Data have been used to modify how specific methods is taught as well as the criteria for allowing candidates to continue in the program.</p> <p>Data have been used to ensure that specific methods meet the IPSB/INTASC requirements.</p>

<b>Summative Assessment Point</b>	<b>Assessment Forms/ Criteria</b>	<b>Communication to Student</b>	<b>Program Data Gathered</b>	<b>Modifications</b>
<b><u>Summative Decision Point 4</u></b>				
<p><u>For the degree:</u></p> <p>Completion of at least 130 credit hours of coursework with a GPA of at least 2.75</p> <p>Completion of all coursework for all areas of licensing with a GPA of 2.75 with no grade lower than 2.0*****</p>	<p>Completion of at least 130 credit hours of coursework with a GPA of at least 2.75</p> <p>Completion of all coursework for all areas of licensing with a GPA of 2.75 with no grade lower than 2.0*****</p> <p>Student Teaching Assessment Form including Dispositions. Positive recommendation from the M480 cooperating teacher(s).</p> <p>Student Teaching Assessment Form including Dispositions. Positive recommendation from the university supervisor.</p> <p>Portfolio review is completed by the specific content coordinator. Acceptable (basic or proficient) rating on the portfolio is required. Transcript. Grade of S for M480.</p>	<p>Candidates receive a letter and form from the Education Student Records Office.</p> <p>The cooperating teacher meets individually with the candidate.</p> <p>The university supervisor meets individually with the candidate.</p> <p>The specific methods instructor meets individually with the candidate.</p>	<p>Data are collected and kept in each candidate's electronic and paper file.</p> <p>Data are collected and kept on the number and percentage of candidates who pass M480 and the specialty tests. The data are kept in the electronic data base.</p>	<p>The data have been used to evaluate the effectiveness of the Secondary Education Program. Changes have been made to the program based on the data collected.</p> <p>Data are collected and used to evaluate the Student Teaching requirements and experiences. The data are stored in electronic files.</p>

<u>For the license:</u>	Successful Criminal History Screening Score sheet from ETS. Passing score on the content area (s) specialty tests (Indiana)			
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\* Beginning in the fall of 2004; new candidates, transfer candidates, degree completers and candidates returning after having been out for one or more academic year(s) will have to be admitted to Secondary Education Program prior to enrolling in the P250/P255/M201 block.

\*\* Beginning in fall 2004; new candidates, transfer candidates, degree completers and candidates returning after having been out for one or more academic year(s), will have to have a 2.75 or higher grade point average.

\*\*\* Beginning in fall 2004; new candidates, transfer candidates, degree completers and candidates returning after having been out for one or more academic year(s), will have to have a 2.75 or higher grade point average with no grade lower than 2.0 in W131, S121 and G207

\*\*\*\*Beginning in fall 2004; new candidates, transfer candidates, degree completers and candidates returning after having been out for one or more academic year(s), will have to have a 2.75 or higher grade point average with no grade lower than 2.0 in professional education courses

\*\*\*\*\* Beginning in fall 2004; new candidates, transfer candidates, degree completers and candidates returning after having been out for one or more academic year(s), must have a 2.0 grade or higher in the course in mathematics.

\*\*\*\*\*Beginning in fall 2004; new candidates, transfer candidates, degree completers and candidates returning after having been out for one or more academic year(s) will have to have a 2.75 or higher grade point average with no grade less than 2.0 in any course in the major and/or any licensed area

\*\*\*\*\*Beginning in fall 2004; new candidates, transfer candidates, degree completers and candidates returning after having been out for one or more academic year(s) will be evaluated on Summative Decision Point II prior to being allowed to enroll in M301/M314/M464.

\*\*\*\*\*Beginning in fall 2004; new candidates, transfer candidates, degree completers and candidates returning after having been out for one or more academic year(s) will be evaluated at Summative Decision Point III prior to being allowed to enroll for specific methods and student teaching.