

SECONDARY EDUCATION

**GENERAL
METHODS
HANDBOOK**

M301

Fall, 2007

**INDIANA UNIVERSITY SOUTHEAST
SCHOOL OF EDUCATION**

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TABLE OF CONTENTS

General Instructions	4
Candidate Responsibilities	5
Types of Experiences.....	6
Supervising and Evaluations	8
Candidate’s Master Log	9
Reflection Teaching Log.....	12
Reflection Teaching Log—Special Education	14
Special Education Guide Sheet.....	16
Lesson Plan Format	17
Assessment Rubric for INTASC Standards/Final Evaluation	18
INTASC Standards/Final Evaluation Form	28
Final Evaluation Directions: Developmental Standards.....	34
Sample Form: Final Evaluation for Developmental Standards.....	35
Key for Developmental Standards.....	36
Final Evaluation Directions: Dispositions.....	38
Sample Form: Final Evaluation of Dispositions	39
IUS School of Education Dispositions	40
Code of Ethics for Field Experiences	43
Practicum Contract.....	45
Supervising Teacher’s Evaluation of General Methods Field Experience	47
Candidate Evaluation of General Methods.....	49
General Methods Application Form.....	51
INTASC Standards.....	53
Criminal History Information and Procedures.....	54

INDIANA UNIVERSITY SOUTHEAST
SCHOOL OF EDUCATION

SECONDARY GENERAL METHODS FIELD EXPERIENCE
M301

The mission of the Indiana University Southeast School of Education is to develop high quality, caring professionals who are leaders in the continuous transformation of schools within a diverse society.

GENERAL INSTRUCTIONS

At this stage of professional training, Secondary Education teacher Candidates have learned many concepts and ideas in their college courses about the different roles which must be performed by today's classroom teacher. Consequently, this field experience will provide the teacher Candidates (hereafter called practicum Candidates) with some insights into these tasks and how they may be satisfactorily performed.

Additionally, it seems that before teachers can assume control and responsibility for the instructional expertise of an entire class, they must have previous experiences gained in working with individuals or small groups. This field experience should provide opportunities for the practicum Candidates to work with one student, small groups of students, as well as an entire class. It is also essential that the practicum Candidates become aware of the heterogeneous backgrounds of students in our secondary schools. This can be accomplished only by providing on-site experiences and allowing practicum Candidates the opportunity to interact with these secondary students.

Many secondary teachers do not have an opportunity to teach and observe basic (or remedial) students in their teaching areas until the first year of actual teaching. Therefore, the M301 Secondary General Methods Field Experiences are designed to provide classroom experiences with basic (or remedial) students in the practicum Candidates' certification area(s). Sometimes it may be difficult to provide all of the teaching experiences suggested in this field experience with this type of student, but every effort should be made by the practicum Teacher Supervisors to provide learning experiences for the practicum Candidates with basic (or remedial) students.

Candidates are reminded that a passing score on the required Praxis 2 subject area assessment(s) is necessary before the Candidate can be placed for student teaching. Please see the Secondary Licensing Advisor for details.

CANDIDATE RESPONSIBILITIES

All secondary Candidates enrolled in M301 are required to participate in a field experience constituting a **minimum of 40 hours**, or the equivalent of three to five clock hours weekly for a minimum of ten weeks in the practicum experience. This experience will be done in the practicum Candidate's teaching major. Thirty of the 40 clock hours will involve actual teaching activities. The other 10 clock hours will be devoted to non-teaching duties, of which five clock hours will be spent in the special education resource room (or other approved setting). The special education hours should be scheduled outside the block of time set aside for teaching in the practicum classroom. Orientation will not count toward the 40-clock hour total. Refer to the section on "Types of Experiences" for detailed description of teaching and non-teaching experiences.

Candidates schedule their 40-clock hour practicum experience with the Supervising Teachers, choosing times which are beneficial to both. The practicum Candidates should schedule their hours throughout the entire 15-week semester, to be completed before the 12th week of the semester, and NOT condensed into a few intensive weeks. Practicum Candidates are encouraged to schedule their time blocks on two consecutive days each week. Practicum Candidates have in their IUS class schedule a block of time for the M301 practicum. The deadline for completing this practicum experience is the Monday of the 12th week of the semester.

Log. At the end of each week, the practicum Candidates will write a critique of the past week's activities, using the logs in this manual—copy as needed. This log will be turned in to the M301 instructor on the Tuesday after completing the previous week's field experience and getting the Supervising Teacher's signature. Late submission will affect the M301 grade.

Absence. Practicum Candidates should obtain the telephone number of the Supervising Teacher. Practicum Candidates must contact their Supervising Teacher as soon as possible when an absence is anticipated so arrangements can be made by the Supervising Teacher for the day's classes. Practicum Candidates should consult with the Supervising Teacher to make up any absences. Practicum Candidates should consider obtaining coverage of liability insurance, either through membership in SEA or a policy from a private insurance agency.

Schedule Change. If a change is necessary after the initial schedule is determined, practicum Candidates must get approval of this change in writing from their Supervising Teacher. Practicum Candidates will establish a specific day and time to work with the assigned Supervising Teacher. Supervising Teachers should monitor closely the dates and times the practicum Candidates will report in their classroom.

Late or missing. If practicum Candidates do not report their absence or tardiness prior to missing the pre-determined date or time assigned, the University Supervisor should be notified immediately by the Supervising Teacher.

Punctuality. All practicum Candidates are expected to be punctual and assume their professional responsibilities in meeting their practicum assignments. If practicum Candidates do not provide a good reason for absence or tardiness, they will be withdrawn from this experience and given a failing grade.

Appearance. Since IU Southeast Candidates are guests at the placement school, their dress, appearance, and behavior must be professional, at least meeting the standards expected of the

teachers in the school. Candidates who fail to comply with this standard will be withdrawn from the experience and receive a failing grade.

TYPES OF EXPERIENCES

A. General Teaching Experiences: The following is a list of suggested teaching experiences that the practicum Candidate may engage in under the supervision of the Supervising Teacher. The practicum Candidates should NEVER BE LEFT ALONE in the classroom with students.

1. Conduct whole class, small group, and individual instruction.
2. Work with students while they are doing independent study, making sure that they are on task and following directions correctly.
3. Help supervise and aid students in a laboratory setting (Supervising Teacher always present).
4. Provide for some individual and/or small group instruction. Develop lessons designed to remediate specific objectives previously not mastered by the student.
5. Conduct review sessions for the class.
6. Conduct a simulation gaming technique.
7. Prepare and deliver a short lecture for a class.
8. Assist the Supervising Teacher on field trips.
9. Assist the Supervising Teacher with A-V materials.
10. Return a test and review it with the class.
11. Work with individuals who are not motivated.
12. Work with students who pose discipline problems.

B. Lesson Planning

All practicum Candidates are required to **develop and teach at least five lessons**, using the format prescribed in the M314 syllabus. Teaching segments should not involve the introduction of new material which has proven to be too difficult, and need not last an entire class period to count as one hour of teaching time.

All lesson plans are to be approved by the Supervising Teacher prior to the plan's use in the classroom. One of the five lesson plans can be a simulation or gaming strategy as specified in the M314 syllabus. Lesson plans should be submitted to the M314 instructor at the class meeting after the lesson is taught. The deadline for teaching and submitting all five lesson plans is the last Monday before the 12th week of the semester.

C. Non-Teaching Experiences

1. Assist in the distribution of materials to the class.
2. Assist with clerical work related to the classroom.
3. Aid the Supervising Teacher in the preparation of instructional materials.
4. Prepare a test and grade it.
5. Assist the Supervising Teacher in implementing A-V materials. (Films, CDs, DVDs, etc.).
6. Attend staff development programs conducted during or after school.

D. Practicum Candidates SHOULD NOT have these experiences:

1. Work with students in the classroom without supervision.
2. Work with permanent records.
3. Instruct any new concepts that have proven difficult for students in the past.
4. Be left in charge of a classroom, laboratory, or extra-curricular activity (clubs, dance, etc.).
5. Administer any disciplinary action, or assume responsibility for students being disciplined, outside of that expected in the context of the classroom in order to continue with a lesson.
6. Confer alone with parents in reference to a student.
7. Give semester or course grades.
8. Write and develop an entire teaching unit.

SUPERVISING AND EVALUATIONS

The practicum Candidates who are participating in this experience have completed approximately three-fourths of their coursework requirements for graduation and certification. Thus, the actions of these Candidates must be under the close scrutiny of the Supervising Teacher. Keep in mind that these practicum Candidates have not had a content area methods course; therefore, Candidates should not do any type of unit planning.

For this to be a worthwhile experience, the practicum Candidate should be provided opportunities to teach under the supervision of the practicum Teacher. We expect that, out of the 40 clock-hour experience, the practicum Candidate would be in a teaching situation for at least 30 clock hours; however, if the practicum Candidate develops a lesson plan for any part of a period, that entire period can be counted as teaching time.

At the end of each week, the practicum Candidate will complete a log of weekly activities. After reviewing the completed log, the Supervising Teacher should sign the log in the space provided if it adequately describes the activities experienced by the practicum Candidate.

The University Supervisor will visit your school every 1-2 weeks to check on the progress of the practicum Candidates participating in the M301 practicum. Generally, the University Supervisor will visit during the time announced at the Supervising Teachers' orientation meeting at the beginning of the semester. Depending on the placement school, a PA announcement may be made identifying the room where the Supervising Teachers and/or practicum Candidates can meet with the University Supervisor. Supervising Teachers who need to discuss the progress of their practicum student should meet the University Supervisor in the designated room at the time identified. If the Supervising Teacher cannot attend this meeting, then s/he should contact the University Supervisor at IUS. The telephone number for contacting the IUS School of Education Field Placement Office is (812) 941-2386.

EVALUATION

The SOE asks the Supervising Teacher to complete a set of final evaluations on each practicum student s/he is supervising. To be most beneficial and meaningful to the practicum Candidates, the Supervising Teacher should review with them their strengths and weaknesses reflected in the evaluations.

The INTASC/Final Evaluation form covers the Interstate New Teacher Assessment and Support Consortium (INTASC) standards in detail and we encourage Supervising Teachers to include detailed comments. Please use the final evaluation form that is in this handbook. We also ask Supervising Teachers to complete bubble sheet evaluations of the practicum student's Dispositions. (Samples of the bubble sheets are included in this manual—the actual forms will be given to Supervising Teachers by your University Supervisor, since they are computer-scannable forms and cannot be reproduced in the handbook.) The University Supervisor will complete the Developmental Standards evaluation. All the final evaluation forms should be sent to the University Supervisor or the Field Experience Office when completed—return envelopes will be provided. It is imperative that the final evaluation form be returned to the University in a timely manner so that the practicum Candidates can be given credit for this experience.

The deadline for the final evaluation is the last Monday of the 12th week of the semester.

INDIANA UNIVERSITY SOUTHEAST
SCHOOL OF EDUCATION
SECONDARY GENERAL METHODS FIELD EXPERIENCE
M301
CANDIDATE'S MASTER LOG

(These figures should total 30 clock hours of teaching experiences and 10 clock hours of non-teaching experiences.)

Practicum Candidate (please print) _____

Practicum Classroom Teacher (please print) _____

	<u>Teaching Hours</u>	<u>Non-Teaching Hours</u>	<u>Total Hours Left in this Experience</u>	<u>Practicum Teacher's Signature</u>
Week 1 Total for Experience				
Week 2 Total for Experience				
Week 3 Total for Experience				
Week 4 Total for Experience				
Week 5 Total for Experience				
Week 6 Total for Experience				
Week 7 Total for Experience				
Week 8 Total for Experience				
Week 9 Total for Experience				
Week 10 Total for Experience				
Week 11 Total for Experience				
Week 12 Total for Experience				
Week 13 Total for Experience				
Week 14 Total for Experience				

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INDIANA UNIVERSITY SOUTHEAST
SCHOOL OF EDUCATION

M301 FIELD EXPERIENCE
REFLECTION TEACHING LOG
(Duplicate this form as needed)

Name _____ Date _____

_____ Teaching hours this week

_____ Non-Teaching hours this week

_____ Total hours left in this field experience

Supervising Teacher's Signature _____

INTRODUCTION

Give a brief description of your practicum experience in terms of the number of students and the type(s) of activities in which you were involved.

POSITIVE CONTRIBUTIONS THIS WEEK TOWARDS YOUR DEVELOPMENT INTO A PROFESSIONAL TEACHER

(Relate these factors to those learned in M464/314 and/or other education courses/field experiences.)

INDIANA UNIVERSITY SOUTHEAST
SCHOOL OF EDUCATION

M301 FIELD EXPERIENCE

REFLECTION TEACHING LOG

(continued)

From your experiences this week, what areas do you need to improve, and how are you going to remediate these areas? Be specific.

INDIANA UNIVERSITY SOUTHEAST
SCHOOL OF EDUCATION

M301 FIELD EXPERIENCE
REFLECTION TEACHING LOG

SPECIAL EDUCATION
(Duplicate this form as needed)

Name _____ Date _____

_____ Teaching hours this week

_____ Non-Teaching hours this week

_____ Total hours left in this field experience

Practicum Teacher's Signature _____

INTRODUCTION

Give a brief description of your practicum experience in terms of the number of students and the type(s) of activities in which you were involved.

POSITIVE CONTRIBUTIONS THIS WEEK TOWARDS YOUR DEVELOPMENT INTO A
PROFESSIONAL TEACHER

(Relate these factors to those learned in M464/314 and/or other education courses/field experiences.)

INDIANA UNIVERSITY SOUTHEAST
SCHOOL OF EDUCATION

M301 FIELD EXPERIENCE
REFLECTION TEACHING LOG

SPECIAL EDUCATION
(continued)

From your experiences this week, what areas do you need to improve, and how are you going to remediate these areas? Be specific.

INDIANA UNIVERSITY SOUTHEAST
SCHOOL OF EDUCATION

SPECIAL EDUCATION
FIELD EXPERIENCE GUIDE SHEET
M314

During your practicum experience this semester, you will spend five (5) clock hours in the special education resource room (or other approved setting). You should schedule this field experience outside the block of time set aside for teaching in the practicum classroom. This experience should prepare you to address the following questions:

1. What is mainstreaming and what is its purpose?
2. What is inclusion and what is its purpose?
3. What is the role of the resource teacher in mainstreaming/inclusion?
4. What are the general characteristics of students classified as Learning Disabled (LD), Emotionally Disturbed (ED), and Mildly Mentally Handicapped (MiMH)?
5. How do the terms "individualization of instruction" and "modalities" relate to designing a curriculum in your class for a mainstreamed and/or inclusion student in the regular classroom?
6. Are there any behavioral management skills available which enable the regular classroom teacher to better acclimate a mainstreamed and/or inclusion student to the regular classroom?
7. How do you evaluate a mainstreamed and/or inclusion student in a regular classroom?
8. What are the purposes and who are the participants in the conferences which occur during the time a student is mainstreamed?

Be prepared to respond to these questions on an in-class essay test. See the syllabus for the test date.

The "Special Education Log", describing the five clock hours you have spent in the resource room (or other approved setting), should be submitted on the date stipulated in the syllabus. Make sure the resource room teacher signs this form.

INDIANA UNIVERSITY SOUTHEAST
SCHOOL OF EDUCATION

LESSON PLAN FORMAT
(SECONDARY)

Subject _____ Grade _____ Date _____

GOALS: (Objectives in general, non-specific terms for the lesson; understandings, appreciations, etc.)

OBJECTIVES: (Stated in behavioral terms and measurable in this lesson). The objective describes the purpose of "what it is you are to teach" in terms of skills and knowledge related to the subject, and will be evidenced in behavior or visible activity displayed by the pupils. For example:

- | | |
|-------------------------|--|
| <u>Science</u> - | Given a model of a leaf, the student will point out the vein, guard cells, and stem. |
| <u>English</u> - | Given a list of nouns and pronouns, the student will circle all of the nouns. |
| <u>Social Studies</u> - | Given a reading assignment in government, the student will write a two page essay about a democracy or totalitarian state. |
| <u>Math</u> - | Given six quadratic equations, the student will correctly solve five of them. |

MATERIALS: (A list of texts, reference materials, trade books, and other materials and equipment needed for the lesson).

INTRODUCTION: (A motivating and challenging experience which will develop readiness to anticipate the objectives of the lesson).

PROCEDURE: (Concise step-by-step description of pupil experiences and teacher procedures, including significant questions and statements, by which the objectives will be achieved).

- 1.
- 2.
- 3.
- 4.
- 5.

EVALUATION:

1. Means by which the teacher will measure the pupil's behavior in terms of satisfying the objective of the lesson.
2. Post-lesson evaluation to determine the effectiveness of this particular lesson in accomplishing your objectives.

SUPERVISING TEACHER'S EVALUATION COMMENTS:

Signature of Supervising Teacher

INDIANA UNIVERSITY SOUTHEAST SCHOOL OF EDUCATION

Assessment Rubric: INTASC Standards/Final Evaluation Secondary General Methods (M301)

Please use the following Rubric to complete the detailed Final Evaluation that follows.

INTASC Standard 1: The teacher understands the central concepts, tools of inquiry, and structure of the disciplines taught and creates learning experiences to make them meaningful for students.

Unacceptable	Basic	Proficient
Demonstrates poor knowledge of the concepts and relationships of the subject.	Demonstrates essential knowledge of concepts, but relationships among concepts may not be clear.	Demonstrates a good grasp of concepts and relationships and makes few errors in content.
Makes mistakes in instruction frequently and may overlook mistakes; teaches largely by rote and recitation and rarely connects knowledge to real-world applications.	Makes some mistakes, but tries to correct them when noted; may have some difficulty elaborating or clarifying some ideas or making relationships clear among concepts; makes some, but not many, real-world connections that are meaningful to students.	Makes few or no mistakes and displays facility in conveying the subject to students; has alternative explanations and can usually address student questions well; connects new knowledge to that previously learned; makes some real-world connections that are meaningful to students.

INTASC Standard 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Unacceptable	Basic	Proficient
Displays little or no understanding of how students learn and develop.	Understands generally how students learn and develop but may be inconsistent in attempts to act on this knowledge.	Understands how students in general learn and develop and can act on this knowledge to provide effective instruction.
Rarely provides learning activities that foster significant student development in any dimension.	Plans learning activities primarily to foster development in one dimension, often intellectual, with less attention to social and personal development.	Plans learning activities primarily to foster development in one dimension, often intellectual, with moderate attention to social and personal development.

INTASC Standard 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Unacceptable	Basic	Proficient
Disregards or discounts developmental and learning style differences among students in planning and instruction, or does not know how to address such differences.	Considers differences among students in planning and instruction by varying instruction to address different learning styles and student interests.	Considers differences among students by varying instruction and by targeting students with distinctly different needs for particular attention.
Demonstrates little acceptance or understanding of cultural, racial, gender, ethnic differences among students, or their special needs, and makes little effort to address such differences in instruction; may not treat students from different backgrounds equitably or inclusively.	Understands some cultural, racial, gender, and ethnic differences or special needs among students and makes sincere, if uneven, efforts to address such differences in instruction and to be equitable and inclusive of all students.	Understands most cultural, racial, gender, and ethnic differences and special needs among students, and uses such knowledge to plan instruction to ensure that learning is consistently inclusive and equitable.

INTASC Standard 4: The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

Unacceptable	Basic	Proficient	
Rarely engages, or attempts to engage, students in use of critical thinking, problem solving or related performance skills.	Engages students occasionally in activities requiring critical thinking, problem solving or related performance skills, with inconsistent success.	Engages students successfully in occasional activities requiring critical thinking, problem solving or related performance skills.	

INTASC Standard 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Unacceptable	Basic	Proficient	
Generally fails to maintain a safe and orderly environment for learning consistent with the goals and nature of the subject and expectations of the school.	Maintains a safe and orderly learning environment, but does not have established and consistent routines and may not exhibit firm control in all situations.	Maintains a safe and orderly learning environment consistently through established routines and respect for the teacher's authority and leadership.	
Has difficulty engaging students in learning activities and creates little interest or enthusiasm for the subject among students over time.	Engages students in most learning activities successfully, with variable success in creating interest and enthusiasm for learning the subject among students over time.	Engages students in most learning activities successfully and develops a moderate to high level of participation and enthusiasm for learning the subject among students over time.	

INTASC Standard 6: The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Unacceptable	Basic	Proficient
Communicates poorly in writing, speech or behavior so as to inhibit student involvement or result in ineffective understanding or errors in learning.	Communicates acceptably in most writing, speech and behavior, but with some weaknesses that need attention.	Communicates well in writing, speech and behavior, with no significant weaknesses.
Provides little evidence of ability to foster effective inquiry, collaboration, and supportive interaction in the classroom through communication.	Fosters inquiry, collaboration, and supportive interaction in the classroom through communication, though success is variable; may tend to dominate classroom communication and thus not make effective use of student contributions.	Uses good communication skills regularly and consistently to foster inquiry, collaboration, and supportive interaction in the classroom; generally encourages reciprocal communication from students and others and makes use of student contributions.
Seldom or never uses technology and media communications to support learning by students when it is available and appropriate.	Occasionally uses available and appropriate technology and media communications to support learning by students.	Regularly and effectively uses available and appropriate technology and media communications to support learning by students.

INTASC Standard 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Unacceptable	Basic	Proficient
Demonstrates consistently poor planning and implementation skills.	Has lesson and unit plans but activities may not always be cohesive or aligned with curriculum goals or needs and abilities of students.	Has good lesson and unit plans with activities that are cohesive, aligned with appropriate curriculum goals, and consistent with needs and abilities of most students.
Wastes significant instructional time under routine conditions due to poor planning and management.	Uses instructional time inconsistently, though generally effectively; may lose time in transitions and at the beginning and end of classes.	Generally uses instructional time effectively; transitions are usually handled routinely and smoothly.

INTASC Standard 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Unacceptable	Basic	Proficient
Assessment strategies and tools are often not aligned with instruction, are poorly designed, or are not valid tools for measuring student achievement and growth.	Uses a limited variety of valid assessment tools that are aligned with instruction; tendency for assessment to focus on knowledge acquisition and convergent responses.	Uses a variety of assessment tools aligned with instruction leading to desired knowledge and skills, with increasing emphasis on understanding, reasoning and divergent responses; may include some student self-assessment.
Makes few attempts to determine and respond to student preconceptions and understanding of ideas during instruction; generally ignores or is unaware of student misconceptions.	Makes attempts to determine and respond to student preconceptions and understanding of ideas before and during instruction, with variable success; may ignore or be unaware of student misconceptions.	Determines and responds to student preconceptions and understanding of ideas regularly before and during instruction; occasionally is unaware of student misconceptions.
Presents little or no evidence of significant student achievement in relation to intended outcomes.	Presents evidence of acceptable student achievement in relation to intended outcomes for some or most activities.	Presents evidence of consistently positive student achievement in relation to almost all intended outcomes.
Makes few or no changes in planning or instruction based on data from student assessments and reflection.	Reflects on data from informal and formal student assessments and shows the ability to make changes based on these assessments.	Uses informal and formal assessments regularly to determine student needs and to plan alternative instruction needed to achieve defined outcomes.

INTASC Standard 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Unacceptable	Basic	Proficient
Provides little evidence of reflective practice in making decisions; avoids or does not engage in reflective discussions with colleagues or Supervisors.	Engages in reflective practice inconsistently; seldom engages in reflective discussions with colleagues or supervisors.	Appreciates the value of reflective practice and discussion with colleagues; uses consequent understanding to change practices.
Seldom addresses problems promptly or appropriately; frequently does not recognize significant problems.	Addresses problems when they are perceived but sometimes needs assistance in recognizing problems and in determining effective ways to address them.	Recognizes most problems when they arise and takes steps to alleviate or eliminate them; often recognizes symptoms of incipient problems and heads them off.

(Continued) INTASC Standard 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Unacceptable	Basic	Proficient
Avoids or engages unenthusiastically in continued learning and professional development and in improving performance and effectiveness.	Engages in continued learning and professional development as required.	Seeks opportunities for professional development and continued learning beyond those required.
Displays lack of confidence or limited enthusiasm for teaching or for working with students; shows lack of sincerity or concern for students or their families.	Displays some lack of confidence but is optimistic about learning to work with students and families and to teach well; shows a willingness to grow and learn.	Displays confidence and enthusiasm for teaching and working with students and families; makes constant efforts to learn and improve in practice.

INTASC Standard 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Unacceptable	Basic	Proficient
Does not interact well with school colleagues, parents, and agencies in the larger community and/or makes judgments about people based solely on their cultural, racial, gender or ethnic backgrounds or special needs.	Generally interacts well with school colleagues, parents, and agencies in the larger community and does not make judgments about people based solely on their cultural, racial, gender or ethnic backgrounds or special needs.	Exhibits a proactive and equitable professional relationship with school colleagues, parents, and agencies in the larger community that facilitates positive interactions and strong communications of benefit to students and the school
Seldom or never communicates student progress to the students themselves or to their parents or guardians; communicates ineffectively.	Makes an effort to communicate student progress to students themselves and to parents or guardians, but not always in a timely way.	Regularly communicates student progress to students themselves and parents or guardians and discusses progress with students to encourage continual growth.
Makes little effort to communicate with families or to involve members of the community in the teaching/learning process.	Makes an effort to communicate with families; uses guest speakers, field trips or community-based assignments to supplement instruction.	Communicates with families when appropriate and regularly uses guest speakers, field trips or community-based assignments.

INDIANA UNIVERSITY SOUTHEAST SCHOOL OF EDUCATION

INTASC Standards/Final Evaluation Form Secondary General Methods (M301)

Candidate: _____ Supervisor: _____ Practicum School: _____

Subject(s): _____ Grade Level(s): _____ Semester: _____ Year: _____

Please complete this form, review it with the Candidate, and return it to the Field Services Office, School of Education, Indiana University Southeast, 4201 Grant Line Road, New Albany IN 47150-6405. Check only one rating for each standard. Please note any strengths or weaknesses of the Candidate in the "Comments and Evidence" column. Provide only notes and factual evidence, including examples of practice that are particularly noteworthy, good or bad. *Do not provide personal opinions.* Your opinion will be reflected in your rating. Please consult the included rubric and use the scale for ratings where N = Not Observed, U = Unacceptable, B = Basic, P = Proficient. (Most Candidates would earn a "Basic" rating for most standards; any "Unsatisfactory" rating will initiate a review by the Secondary Team, which may result in a failing grade.)

Standard	Rating				Comments and Evidence
	N	U	B	P	
<p><u>INTASC Standard 1:</u> The teacher understands the central concepts, tools of inquiry, and structure of the disciplines taught, and create learning experiences to make them meaningful for students.</p> <ul style="list-style-type: none"> • Having basic subject knowledge • Showing knowledge in practice and with application 					

Standard	Rating				Comments and Evidence
	N	U	B	P	
<p><u>INTASC Standard 2:</u> The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.</p> <ul style="list-style-type: none"> • Understanding students • Fostering student development 					

Standard	Rating				Comments and Evidence
	N	U	B	P	
<p><u>INTASC Standard 3:</u> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <ul style="list-style-type: none"> • Addressing learning style differences • Addressing differences of culture, race, gender, ethnicity and special needs 					
<p><u>INTASC Standard 4:</u> The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem-solving, and performance skills.</p> <ul style="list-style-type: none"> • Using a variety of learning resources • Assuming different roles (e.g. coach, instructor, audience, facilitator) • Using higher order questions 					
<p><u>INTASC Standard 5:</u> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <ul style="list-style-type: none"> • Maintaining a safe and orderly environment • Engaging students 					

Standard	Rating				Comments and Evidence
	N	U	B	P	
<p><u>INTASC Standard 6:</u> The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <ul style="list-style-type: none"> • Using effective communication skills • Fostering inquiry, collaboration, and supportive interaction • Using technology and media communications 					
<p><u>INTASC Standard 7:</u> The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <ul style="list-style-type: none"> • Planning and implementation • Managing time 					
<p><u>INTASC Standard 8:</u> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p> <ul style="list-style-type: none"> • Aligning strategies and tools • Responding to student preconceptions and understanding • Showing student achievement • Changing plans and instruction 					

Standard	Rating				Comments and Evidence
	N	U	B	P	
<p><u>INTASC Standard 9:</u> The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p> <ul style="list-style-type: none"> • Reflecting of practice • Problem-solving • Learning and developing • Showing confidence and enthusiasm 					

Standard	Rating				Comments and Evidence
	N	U	B	P	
<p><u>INTASC Standard 10:</u> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p> <ul style="list-style-type: none"> • Relating well to others • Communicating student progress • Involving the community 					

INDIANA UNIVERSITY SOUTHEAST
SCHOOL OF EDUCATION

DIRECTIONS: FINAL EVALUATION OF
DEVELOPMENTAL STANDARDS for ADOLESCENCE and YOUNG ADULTHOOD

On the following page is a sample of the bubble sheet used to evaluate the practicum Candidate on how well s/he meets the developmental standards for Adolescence and Young Adulthood. Following the sample evaluation is a rubric for your information.

The actual form will be completed by the University Supervisor.

PLACEHOLDER FOR FINAL ADOLESCENCE AND YOUNG ADULTHOOD
DEVELOPMENTAL STANDARDS (sample form)

INDIANA UNIVERSITY SOUTHEAST
SCHOOL OF EDUCATION

DEVELOPMENTAL STANDARDS FOR ADOLESCENCE AND YOUNG ADULTHOOD
Key and Standards Descriptions

(Completed by the University Supervisor)

KEY

U = UNACCEPTABLE: the Candidate demonstrates knowledge, skills and/or dispositions that are not acceptable for someone who is preparing to become a teacher.

B = BASIC: the Candidate demonstrates knowledge, skills and/or dispositions typical of someone who is preparing to become a teacher.

P = PROFICIENT: the Candidate demonstrates knowledge, skills and/or dispositions beyond that of the typical person preparing to become a teacher.

N = NO RATING: the Candidate has not done enough related to this standard to make a judgment.

STANDARDS

1. **Development of Adolescents and Young Adults:** the Candidate understands the range of developmental characteristics of adolescence including interpersonal, cultural and social contexts and uses this knowledge to facilitate student learning.

2. **Decision Making:** the Candidate understands the challenges young adults face and provides them with the skills and opportunities to be reflective in making responsible decisions.

3. **High School Learning Community:** the Candidate has an understanding of the characteristics of high schools and incorporates this knowledge into the design of educational programs which reflect sound principles of teaching and learning.

4. **Curriculum:** the Candidate understands the interdisciplinary nature of the high school curriculum and relates his/her subject matter to foster well-rounded student learning.

5. **Instructional Strategies:** the Candidate understands the teaching/learning research base and employs a variety of instructional strategies, resources, and technologies which advance the learner into higher level thinking skills.

6. **Home-School Connection:** the Candidate understands the impact of family structure and home life on educational development and uses this knowledge to facilitate and support the education of the young adult.

7. **Community and Transition to the Future:** the Candidate understands the importance of the community in the education of the young adult and works with resource persons and community groups to promote student learning and citizenship.

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INDIANA UNIVERSITY SOUTHEAST
SCHOOL OF EDUCATION

DIRECTIONS: FINAL EVALUATION OF DISPOSITIONS

On the following page is a sample of the bubble sheet used to evaluate the practicum Candidate on how well s/he meets the Dispositions established by the IUS School of Education. The actual form will be given to practicum Supervising Teachers by the University Supervisor.

This form is completed by both the practicum Supervising Teacher and by the University Supervisor.

Please review your assessments with the practicum Candidate before returning all the final evaluation forms to the University Supervisor or mailing to the Field Experience Office (envelope provided: IU Southeast, Hillside Hall 0027, 4201 Grant Line Road, New Albany, IN 47150-6405.)

Placeholder: Dispositions Evaluation (sample form)

INDIANA UNIVERSITY SOUTHEAST
SCHOOL OF EDUCATION
Dispositions

The items below are the standards for **dispositions** expected of students and faculty in the School of Education. Each standard is accompanied by a short list of behavioral indicators that the committee feels are associated with the standard. These lists are not exhaustive. They are included only to enlarge upon the intent and scope of each standard.

These standards are the framework of dispositions expected within the unit. Each program is to develop a system tailored to its curriculum and needs that will (a) ensure that the standards are disseminated and explained to all students in the program; (b) ensure that standards are infused throughout the program; (c) hold students accountable for expected dispositions through ongoing assessment and scheduled reviews by faculty; (d) provide for action should a student's behavior be inconsistent with these dispositions, including provisions for remediation, suspension, or termination from the program; (e) ensure that due process is accorded in any such actions; and (f) provide the program and unit with meaningful data regarding student compliance with these standards. The nature of these data will be determined by the individual programs in consultation with the Unit Assessment Quality Team.

Students and faculty in an IU Southeast Program in the School of Education...

- 1) **...respect the accepted legal and ethical norms and values of education.** *Examples of associated behaviors include, but are not limited to:*
 - a) Maintaining confidentiality of student records, parent communications, and private professional communications
 - b) Using language free of profanity and derogatory statements toward any individual or groups
 - c) Knowing and complying with legal requirements of the education profession
 - d) Adhering to high standards of truthfulness and honesty
 - e) Showing respect for the ethical and moral values and concerns of the school, students and community

- 2) **...effectively interact and collaborate with others and foster similar behaviors among students.** *Examples of associated behaviors include, but are not limited to:*
 - a) Willingly and actively participating in group assignments, projects or activities
 - b) Contributing positively and equitably to projects involving others
 - c) Seeking membership on collaborative projects
 - d) Leading projects or activities in a fair and equitable manner
 - e) Facilitating the functioning of all group members in a shared project
 - f) Designing and using collaborative activities and assessments.

- 3) **...are committed to diversity through equitable treatment and respect for all individuals.** *Examples of associated behaviors include, but are not limited to:*
 - a) Being sensitive to the varying needs and dispositions of others
 - b) Accepting and adapting to differences in learning styles and individual capabilities
 - c) Facilitating learning by those with disabilities or with exceptional capabilities
 - d) Examining diverse values, languages, and traditions in a respectful manner
 - e) Giving thoughtful consideration to alternative and contradictory opinions

- 4) **...exhibit personal management behaviors valued by the professional education community.** *Examples of associated behaviors include, but are not limited to:*
 - a) Being present and punctual for professional activities and assigned duties
 - b) Being prepared for professional engagements
 - c) Completing assigned work on time
 - d) Showing leadership, self-respect and a willingness to take responsibility
 - e) Fostering a sense of self-respect and self-control in others
 - f) Respecting the intellectual property of others
 - g) Maintaining the confidentiality of private records and meetings

- 5) **...are committed to inquiry and application of the knowledge base of education.** *Examples of associated behaviors include, but are not limited to:*
 - a) Adopting contemporary modes of practice based on research and demonstrated best practices of the profession
 - b) Maintaining an analytical openness to new ideas expressed in the professional literature
 - c) Reading and learning continuously from the professional literature and professional development activities
 - d) Participating regularly and enthusiastically in professional development activities

- 6) **...exhibit enthusiasm and respect for education as a practice and a profession.** *Examples of associated behaviors include, but are not limited to:*
 - a) Expressing positive attitudes and a commitment to quality education
 - b) Seeking opportunities to build positive relationships with others in the profession
 - c) Participating in the meetings and activities of local, state and national professional associations and organizations
 - d) Pursuing personal goals for professional development
 - e) Exhibiting care for quality in the preparation and implementation of educational activities
 - f) Being energetic and proactive in professional activities
 - g) Listening and responding to others with enthusiasm and care
 - h) Exhibiting positive leadership in professional activity

- 7) **...are committed to data-based decision-making and fair practices.** *Examples of associated behaviors include, but are not limited to:*
 - a) Using data-based assessments to improve practice
 - b) Engaging in action research to test and evaluate new ideas and recommendations
 - c) Sharing the results of research with others
 - d) Collecting data to understand a situation before taking or recommending action
 - e) Ensuring that all problems are addressed with due process for all
 - f) Listening to children and families to ensure that their ideas and opinions are considered

- 8) **...are committed to continuous self-evaluation and personal improvement.** *Examples of associated behaviors include, but are not limited to:*
 - a) Engaging in meaningful continuous reflective self-assessment and showing such assessment leads to plans for change
 - b) Demonstrating positive changes in educational practices or personal behaviors over time
 - c) Responding analytically and proactively to assessments by Supervisors or others and making changes to address legitimate concerns
 - d) Actively seeking ways to solicit feedback for purposes of making quality improvements in practice

Adopted by the School of Education on April 19, 2000

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INDIANA UNIVERSITY SOUTHEAST
SCHOOL OF EDUCATION

CODE OF ETHICS
For
Pre-Service Field Experiences

Date

Complete Legal Name of Candidate (Please Print)

Course number

IUS Student ID Number

Instructor's Name

1. Have you ever been convicted of a felony? Yes _____ No _____
2. Have you ever been convicted of a misdemeanor other than minor traffic violations since January 15, 1994? Yes _____ No _____

If the answer is Yes to either question 1 or 2, attach a written explanation and provide the court records *within 20 calendar days*.

Signature _____
Complete Legal Name of Candidate

Signature of candidate indicates authorization for release of all court records.

As a pre-professional, I recognize my commitments to the students, to supervisory personnel, to the school system, to the University, and to the profession. I affirm and accept my responsibility to practice my profession according to the highest ethical standards as follows:

1. Conduct professional business through the proper channels.
2. Discuss confidential and official business with authorized persons only.
3. Conduct oneself in a professional manner.
4. Follow all practices and policies of the assigned school and the University.
5. Deal justly and impartially with students regardless of their physical, emotional, political, economic, social, racial, or religious characteristics or background.

I recognize that my conduct may be regarded as representative of my role in the profession as stated above. I further confirm this commitment by my signature.

Signature _____
Complete Legal Name of Candidate

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INDIANA UNIVERSITY SOUTHEAST
SCHOOL OF EDUCATION

M301

PRACTICUM CONTRACT

I, _____,
(print Practicum Candidate's Name)

agree to work with

_____,
(print Supervising Teacher's Name)

at _____,
(print Name of School)

on _____ at _____
(Day(s)) (Time(s))

to fulfill the **40 clock hour practicum requirement** for my M301 field experience requirement. If there is a conflict in meeting on these dates and times, I will notify my Supervising Teacher in advance.

Should I have a problem arranging a specific day/time for my 40 clock hour practicum, I will meet on the day/time block which my M301 practicum is presently scheduled.

Signed _____

Date _____

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INDIANA UNIVERSITY SOUTHEAST
SCHOOL OF EDUCATION

SUPERVISING TEACHER'S EVALUATION OF
GENERAL METHODS FIELD EXPERIENCES

1. What are some of the specific professional benefits that the Candidate working in your class(es) received from this experience during the past semester?
2. Do you feel that the 40 clock hours' block was sufficient time for the practicum Candidate to be in your class?
3. Do you have any suggestions on how the transition from the University into your classes could have been smoother?
4. How was the arrangement of the day/time schedule for the practicum Candidate to be in your class(es) handled?
5. How were the final evaluation procedures handled? Any specific comments on the mid-term and final evaluation forms?
6. Any comments on the University course assignments which needed your approval before the student could complete them in your class (e.g. special education observations)?

7. Any suggestions on the forms completed by the practicum Candidate requiring your signature?

8. Any comments on the teaching and the non-teaching activities, and the 30-hour teaching area. (Please provide other suggestions for teaching responsibilities that Candidates might undertake in your classes.)

9. Any feedback on the placement school's orientation?

10. Other comments not covered in the above areas.

Please return (envelope provided):
Field Experience Office
School of Education
HH 0027
Indiana University Southeast
New Albany, Indiana 47150-6405

INDIANA UNIVERSITY SOUTHEAST
SCHOOL OF EDUCATION

CANDIDATE EVALUATION OF M301

NAME _____
(Please print)

1. How well did your Supervising Teacher understand what tasks you were to do and what you were not to do?

2. We wanted you to get a minimum of 30 clock hours of teaching in this experience, as defined in our handbook. Did you get 30 clock hours or more in this particular assignment? If not, what were the reasons for not getting this teaching time in your 40-clock hour practicum?

3. How interested did your Supervising Teacher seem in having you work with his/her students during this experience?

4. How was your final evaluation handled? Did your Supervising Teacher go over the final evaluation with you?

5. How was this practicum experience different from your H340 practicum?

6. How did this practicum experience differ from your educational psychology practicum experience(s)?

7. How would you evaluate this practicum experience in terms of preparing you for taking the final step in student teaching, where you will be assuming responsibility for a total class?

8. From your viewpoint, what were some of the valuable experiences gained from this field experience (M301)?

9. In reflecting upon your 40-clock hour experience, what are some tasks which need to be improved upon or deleted from it?

10. What were your reactions to the following?

Special Education assignment -

Teaching five Lessons -

11. Address the question of the M301 time slot.

12. Suggest other activities we could do in our field experience.

13. Other comments.

Return to your University Supervisor or mail to:

INDIANA UNIVERSITY SOUTHEAST
SCHOOL OF EDUCATION
FIELD EXPERIENCE OFFICE, HH0027
4201 GRANT LINE ROAD
NEW ALBANY IN 47150-6405

PROFESSIONAL EDUCATION COURSES

<u>TITLE</u>	<u>GRADE</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

COURSES IN MAJOR AND/OR TEACHING MINOR

<u>TITLE</u>	<u>GRADE</u>
_____	_____
_____	_____
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LIST PREVIOUS FIELD EXPERIENCES: (H340/F200, P250 SERIES, OTHERS)

<u>SCHOOL</u>	<u>TEACHER</u>	<u>GRADE LEVEL</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC) PRINCIPLES

The Interstate New Teacher Assessment and Support Consortium generated the basic principles upon which Indiana standards for licensing new teachers are based.

- Principle #1:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- Principle #2:** The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.
- Principle #3:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle #4:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Principle #5:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Principle #6:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Principle #7:** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Principle #8:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Principle #9:** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Principle #10:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

CRIMINAL HISTORY INFORMATION/PROCEDURES FOR
M301 PRACTICUM

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. M301 practicum Candidates from Indiana University Southeast are required to comply with this law.

Prior to the first day of M301 practicum, Candidates must submit a limited criminal history to Student Services in the School 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. The original limited criminal history will be kept by the Candidate and presented to the placement school.

In the event that a Candidate's criminal history indicates a violation, the Candidate will not be permitted to begin the M301 practicum. If the Candidate 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 Candidate 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 School of Education.

The Indiana Division of Professional Standards 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 the M301 practicum and /or licensure.

Candidates placed in Kentucky schools must comply with their requirements; see the Field Placement Coordinator for details.

Indiana Code 20-5-2-8

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. kidnapping
9. criminal confinement
10. sex offense under IC 35-42-4
11. carjacking
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).