

# Appendix A

## School of Education Dispositions:

### 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:***
- g. Engaging in meaningful continuous reflective self-assessment and showing such assessment leads to plans for change**
  - h. Demonstrating positive changes in educational practices or personal behaviors over time**
  - i. Responding analytically and proactively to assessments by supervisors or others and making changes to address legitimate concerns**
  - j. Actively seeking ways to solicit feedback for purposes of making quality improvements in practice**

## Appendix B

**INTASC/IPSB Standards:** Please find listed below the Interstate New Teacher Assessment and Support Consortium (INTASC) principles that the Secondary Education Program (SEP) uses to establish goals for the SEP. The Indiana Professional Standards Board (IPSB) uses the INTASC principles to establish their standards. Therefore, the SEP meets both the IPSB content standards and the INTASC principles.

<b>INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM</b>
<b>Standard 1 Knowledge of Subject Matter</b> The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
<b>Standard 2 Knowledge of Human Development and Learning</b> The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
<b>Standard 3 Adapting Instruction for Individual Needs</b> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
<b>Standard 4 Multiple Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
<b>Standard 5 Classroom Motivation and Management Skills</b> 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.
<b>Standard 6 Communication Skills</b> The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
<b>Standard 7 Instructional Planning Skills</b> The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.
<b>Standard 8 Assessment of Student Learning</b> The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social, and physical development of the learner.
<b>Standard 9 Professional Commitment and Responsibility</b> The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally.
<b>Standard 10 Partnerships</b> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

## **Appendix C**

**IPSB Developmental Standards:** Please find listed below the IPSB developmental standards for both “Early Adolescence”, and “Adolescence and Young Adulthood”. While the SEP has decided not to have a separate early adolescent generalist program, it does believe that it is important that Secondary candidates have a thorough understanding of early adolescent, adolescent, and young adulthood development. The SEP has incorporated these developmental standards into the program.

By meeting both the early adolescent and the adolescent and young adult IPSB developmental standards the SEP meets Standard 2 of the IPSB/INTASC standards.

### **Early Adolescence**

#### **Standard 1: Young Adolescent Development**

The early adolescence generalist understands the range of developmental characteristics of early adolescence within social, cultural, and societal contexts and uses this knowledge to facilitate student learning.

#### **Standard 2: Healthy Development**

The early adolescence generalist demonstrates an understanding of the risk behaviors of young adolescents and the changes in family setting and society that affect their development by establishing a learning environment that promotes positive, productive, healthy development.

#### **Standards 3: Middle School Philosophy and School Organization**

The early adolescence generalist understands the philosophical foundations of developmentally responsive middle schools and the unique school organization these schools employ and can work successfully within these organizational features.

#### **Standard 4: Middle School Curriculum**

The early adolescence generalist understands and can implement the established middle school curriculum.

#### **Standard 5: Middle School Instruction**

The early adolescence generalist understands the breath of instructional options available to the middle school teacher and the research base that underlies these options and employs a variety of instructional strategies which are developmentally appropriate for the varying learning abilities and styles of young adolescents.

### **Standard 6: Family Involvement**

**The early adolescence generalist has a thorough understanding of the role of the family in a student's educational development and is able to use this knowledge to assist and support both young adolescents and their families in the young adolescent's education.**

### **Standard 7: Community Involvement**

**The early adolescence generalist understands the importance of the community in the education of the young adolescent and can work cooperatively with resource persons and community groups to promote student learning.**

### **Standard 8: Teacher Roles**

**The early adolescence generalist understands and performs the complex role of the teacher of young adolescents within the context of young adolescent development, middle school curriculum, instruction, and school organization.**

### **Standard 9: Collaborative Behavior**

**The early adolescence generalist understands the importance of collaboration with colleagues, families, resource persons, and community groups, and collaborates to improve schools for young adolescents.**

## **Adolescence and Young Adulthood**

### **Standard 1: Development**

**The teacher of adolescents and young adults understands the range of developmental characteristics of adolescence including interpersonal, cultural, and societal contexts and uses this knowledge to facilitate student learning.**

### **Standard 2: Responsible Decision Making**

**The teacher of adolescents and young adults understands the challenges young adults face and provides them with the skills and opportunities to be reflective in making responsible decisions.**

### **Standard 3: High School Curriculum**

**The teacher of adolescents and young adults has an understanding of the characteristics of high schools and incorporates this knowledge into the design of educational programs which reflect sound principles of understanding.**

**Standard 4: Interdisciplinary Nature of the High School Curriculum**

**The teacher of adolescents and young adults understands the interdisciplinary nature of the high school curriculum and relates his/her subject matter to foster well-rounded student learning.**

**Standard 5: Understands the Teaching/Learning Research Base and Employs a Variety of Instructional Strategies, Resources and Technologies**

**The teacher of adolescents and young adults understands the teaching/learning research base and employs a variety of instructional strategies; resources and technologies which advance the learner into higher level thinking.**

**Standard 6: Understands the Impact of Family Structure and Home Life on Educational Development**

**The teacher of adolescents and young adults understands the impact of family structure and home life on educational development and uses this knowledge to facilitate and support the education of young adults.**

**Standard 7: Importance of the Community**

**The teacher of adolescents and young adults understands the importance of the community in the education of young adults and works with resource persons and community groups to promote student learning and citizenship.**

# Appendix D

Indiana University Southeast  
School of Education

IUCARE _____	Date _____
Mailed copy to student _____	_____
Check transcript(s) _____	Date _____

## SECONDARY

### Academic Petition for COURSE SUBSTITUTION(S)

Please use **BLACK** pen. Date Submitted \_\_\_\_\_

Student's Name: \_\_\_\_\_ SS#: \_\_\_\_\_

Address: \_\_\_\_\_  

Street
City
State
Zip

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

I petition the School of Education to approve the following action:

IUS REQUIREMENT		SUBSTITUTE COURSE				
Dept/Course #	Course Name	Dept/Course #	Course Name	Where Taken	When	Hrs/Grade

Student's Rationale \_\_\_\_\_

Program Coordinator's Signature: \_\_\_\_\_ Approved: \_\_\_\_\_ Denied: \_\_\_\_\_

Coordinator of Secondary Education's Signature \_\_\_\_\_ Approved: \_\_\_\_\_ Denied: \_\_\_\_\_

Dean's Signature: \_\_\_\_\_ Approved: \_\_\_\_\_ Denied: \_\_\_\_\_

Date: \_\_\_\_\_

I petition the School of Education to approve the following action:

IUS REQUIREMENT		SUBSTITUTE COURSE				
Dept/Course #	Course Name	Dept/Course #	Course Name	Where Taken	When	Hrs/Grade

Student's Rationale \_\_\_\_\_

Program Coordinator's Signature: \_\_\_\_\_ Approved: \_\_\_\_\_ Denied: \_\_\_\_\_

Coordinator of Secondary Education's Signature \_\_\_\_\_ Approved: \_\_\_\_\_ Denied: \_\_\_\_\_

Dean's Signature: \_\_\_\_\_ Approved: \_\_\_\_\_ Denied: \_\_\_\_\_

Date: \_\_\_\_\_

**SUBMIT PETITION TO YOUR PROGRAM ADVISOR**

FOLLOWING ACTION OF THE DEAN, A COPY OF THIS FORM WILL BE FORWARDED BY MAIL.



# Appendix F

IU Southeast  
School of Education

## APPEAL PROCESS ELEMENTARY/SPECIAL EDUCATION/SECONDARY UNDERGRADUATES IN EDUCATION

### ACADEMIC APPEAL

<i>Step 1</i>	Elementary/Special Education/Secondary Student and Academic Advisor  APPEAL	Student must submit written appeal within 5 working days after Step 1 to the Coordinator of Elementary/Special Education/Secondary Team.
<i>Step 2</i>	Coordinator of Elementary/Special Education/ Secondary Education  APPEAL	Within 10 working days of receiving written appeal, Coordinator will convene Elementary/Special Education/Secondary Team. Student may or may not be asked to be present based on decision of Team.
<i>Step 3</i>	Dean, School of Education  APPEAL	Student may appeal in writing to the Dean of Education within 5 working days after receiving decision in Step 2. Dean will make decision within 10 working days after receiving written decision.
<i>Step 4</i>	Vice Chancellor for Academic Affairs  APPEAL	Student may appeal in writing to the Vice Chancellor for Academic Affairs within 5 working days after receiving decision in Step 3.
<i>Step 5</i>	Chancellor	Student may appeal in writing to the Chancellor within 5 days after receiving decision in Step 4.

APPEAL PROCESS  
ELEMENTARY/SPECIAL EDUCATION/SECONDARY  
UNDERGRADUATES IN EDUCATION

**FIELD EXPERIENCE APPEAL**

Step 1	Student and University Supervisor	University Supervisor and Student will confer and decision is recorded. Student may appeal in writing to the Team Coordinator within 5 working days of decision in Step 1.
Step 2	Elementary/Special Education or Secondary Team chaired by the Team Coordinator.	Within 10 working days of receiving written appeal to the Coordinator of Elementary/ Special Education/ Secondary team. Team members will convene and make a decision. Student may or may not be present.
Step 3	School of Education Field Experience Committee chaired by the Coordinator of Field Experiences.	Student may appeal in writing to the Coordinator of Field Experiences within 5 working days after receiving decision in Step 2. The Coordinator of Field Experiences will convene the committee within 10 working days of the appeal and make a decision. Student may or may not be present.
Step 4	Dean, School of Education	Student may appeal in writing to the Dean of the School of Education within 5 working days after receiving decision in Step 3. The Dean will make decision within 10 working days after receiving written decision.
Step 5	Vice Chancellor for Academic Affairs	Student may appeal in writing to Vice Chancellor for Academic Affairs within 5 working days after receiving decision in Step 4.
Step 6	Chancellor	Student may appeal in writing to the Chancellor within 5 working days after receiving decision in Step 5.

# **Appendix G**

## **Application for Admission to the Secondary Program**



Acrobat Document

**Double-Click on icon above to view.**

# Appendix H

## INDIANA UNIVERSITY SOUTHEAST SCHOOL OF EDUCATION

### Secondary Student Teaching Assignment Preference Form

The Secondary Team makes student teaching assignments with the goal of providing the best experience possible. Your preferences for particular school corporations, schools, levels (Jr or Sr high) will be given due consideration. The prompt return of your student teaching application is necessary so that we can better attempt to honor your requests.

You must be willing to accept the assignment determined by the Office of Field Experiences to be both in your best interests and within the available resources to provide proper supervision and a quality student teaching experience.

**NOTE:** Students are *absolutely prohibited* from contacting schools or school personnel before student teaching assignments have been made.

**Complete the items below:**

Name \_\_\_\_\_  
**Major** \_\_\_\_\_  
 Address \_\_\_\_\_  
 City \_\_\_\_\_  
 State \_\_\_\_\_ Zip \_\_\_\_\_  
 Phone \_\_ (\_\_\_\_) \_\_\_\_\_  
 E-mail: \_\_\_\_\_

**License sought:**

Secondary Ed.  
 If Social Studies:  
**Primary** \_\_\_\_\_  
 Support \_\_\_\_\_  
 Support \_\_\_\_\_  
 If Science:  
**Primary** \_\_\_\_\_  
 Support \_\_\_\_\_  
 Support \_\_\_\_\_  
**Teaching Minor** \_\_\_\_\_  
**License Endorsement** \_\_\_\_\_

Jr. High and/or High School  
 attended: \_\_\_\_\_

**Indicate your preferred school corporations (1<sup>st</sup> to 3<sup>rd</sup>):**

<input type="checkbox"/> Austin	<input type="checkbox"/> Clarksville	<input type="checkbox"/> E Washington
<input type="checkbox"/> Greater Clark	<input type="checkbox"/> Jefferson Co, KY	<input type="checkbox"/> Madison
<input type="checkbox"/> New Albany/Floyd Co.	<input type="checkbox"/> N Harrison	<input type="checkbox"/> Providence
<input type="checkbox"/> Salem (Scott 1)	<input type="checkbox"/> Scottsburg (Scott 2)	<input type="checkbox"/> S Harrison
<input type="checkbox"/> W Clark	<input type="checkbox"/> Other: _____	

**Indicate your preferred level (1<sup>st</sup> and 2<sup>nd</sup>):**

Senior High (grades 9-12)     Junior High (grades 6-8)

**Please list the schools you have visited for practicum experiences:**

\_\_\_\_\_  
 (This cover sheet will not be sent to school corporations or schools.)

**INDIANA UNIVERSITY SOUTHEAST  
SCHOOL OF EDUCATION  
SECONDARY PROGRAM  
APPLICATION FOR STUDENT TEACHING**

**PERSONAL DATA**

Date \_\_\_\_\_

Name \_\_\_\_\_  
(Last) (First) (Middle/Maiden)

Permanent address \_\_\_\_\_  
(Street)

\_\_\_\_\_ (City) (State) (Zip)

Phone \_\_\_\_\_  
(Area code)

Social Security Number \_\_\_\_\_

Major or Primary \_\_\_\_\_

Minor or Support(s) \_\_\_\_\_

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

GPA: Professional Education \_\_\_\_\_

GPA: Major or Primary \_\_\_\_\_

GPA: Minor or Support(s) \_\_\_\_\_

\_\_\_\_\_

Overall GPA \_\_\_\_\_  
(average in all work taken at IUS)

**EDUCATIONAL BACKGROUND**

University Classification:

\_\_\_ Senior  
\_\_\_ Graduate

Present Degree Program:

\_\_\_ BS  
\_\_\_ BA  
\_\_\_ Certification

If Graduate:

Degree earned \_\_\_\_\_

Date \_\_\_\_\_

Institution \_\_\_\_\_

Address \_\_\_\_\_

College(s), university(ies), high school attended	Dates	Degree/Diploma
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

High School activities, offices, honors:

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

College activities, offices, honors:

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

## EMPLOYMENT HISTORY

Company

Position

Dates


## **CAREER INFORMATION**

1. Describe your experiences in working with children or youth, and any other factors that influenced your decision to pursue a career in teaching.

2. List any personal skills, special interests, hobbies, and travel experiences that would help you contribute to the instructional or activity programs of a school.

3. Using the INTASC Principles as your guide, write a short paragraph indicating why you feel you are prepared to student teach.

## **PROGRAM INFORMATION**

List the courses you have completed in your major (or primary) and minor (or supports).

Major/Primary \_\_\_\_\_

Minor/Supports \_\_\_\_\_

Course Number Grade	Course Title	

***The signature of the applicant indicates that the information on this form is complete and accurate, and that the applicant understands the accompanying directions and all other requirements for a student teaching assignment, as listed in the IUS Bulletin.***

\_\_\_\_\_  
(Signature) (Date)

**This document, excluding the coversheet, will be sent to the school and/or school corporation.**