

INDIANA UNIVERSITY SOUTHEAST

School of Education

Elementary Education Program



**Teacher Candidate Handbook
Early Clinical Experiences**

2018- 2019

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SCHOOL OF EDUCATION MISSION and VISION STATEMENTS

Mission: The mission of Indiana University Southeast School of Education is to prepare and nurture high quality, caring professionals who are leaders on the continuous improvement of schools within a diverse society.

Vision: Indiana University Southeast School of Education will be the regional leader in promoting community partnerships to advance the education and professional development of educators and all learners.

INTRODUCTION

This Indiana University Southeast, School of Education Early Clinical Experiences Handbook is designed for candidates in Blocks I, II, and III in the Elementary Education Program (EEP) who will be participating in part-time clinical experiences in schools and classrooms off-campus during their teacher preparation program.

These early clinical experiences are the foundation of the professional development within a cooperative collaboration between the University (faculty, the teacher candidate, and the P-12 Clinical Educator. These experiences are designed to prepare for clinical practice and, eventually, for the classroom.

The early clinical experiences give the teacher candidate an inside look at his/her strengths, challenges, and special interests in teaching. It is also presents an opportunity to challenge prior beliefs and assumptions about the profession.

OVERVIEW OF EARLY CLINICAL EXPERIENCES

Clinical experience is foundational to the teacher preparation program at Indiana University Southeast (IU Southeast). During each experience, the teacher candidate is part of a collaborative team that provides opportunities for practice under the guidance of experienced professionals from local schools and the university. The teacher candidate, P-12 Clinical Educator (mentor teacher), and course instructor/Clinical Educator (university supervisor) from a team charged with the goal of preparing the candidate to improve learning and achievement for students in P-12 classrooms. The course instructor/Clinical Educator and the P-12 Clinical Educator provide support and guidance to facilitate the learning process. Collaboration and frequent, open communication between the teacher candidate, P-12 Clinical Educator, and course instructor/Clinical Educator are critical for a successful clinical experience. Teacher Candidates are representatives of IU Southeast and the teaching profession and are expected to take on the role of a professional. This is the beginning of a professional reputation that will have a significant impact on a future career.

Partnerships in the Kentuckiana region are structured around teacher candidates being placed in cohorts called Blocks. Once teacher candidates have been accepted into the School of Education, they remain in the same Block of teacher candidates until graduation.

Since early clinical experiences are linked to a specific education course or cluster of courses, teacher candidates must complete all early clinical experience requirements while enrolled in that specific Block. There are academic, professional, dispositional, and behavior expectations that must be met for successful Block completion prior to moving to the next Block.

Each of the four Blocks is structured so that teacher candidates have clinical experiences in diverse settings- each with a different focus. The focus of each Block is as follows:

Block 1 – “Exposure to Diverse School Settings” – Early clinical experiences are provided by partners in the inner city schools of Louisville, KY.

Block 2 – “Content Strategies for All Students” – Early clinical experiences are provided by partners in Southern Indiana school corporations.

Block 3 – “Infusing UDL and Assessment Strategies in the Content Areas” – Early clinical experiences are provided by partners in schools with highly diverse populations in Southern Indiana.

Block 4 – “Classroom Management and Assessment Strategies in Clinical Practice” – Fulltime clinical practice (student teaching) placements are provided by partners in various counties in Kentuckiana.

Our goal is to offer each teacher candidate an opportunity to work in a variety of school settings while building a learning community within each Block. We have found that this variety of experiences helps the teacher candidate be prepared and feel comfortable working with children of all socioeconomic backgrounds, races, and intellectual abilities. Clinical Educators, P-12 Clinical Educators and teacher candidates work together to insure successful experiences through each Block. During Blocks 2, 3 and 4, teacher candidates are considered "junior faculty members" and take on that role in the clinical experience placement.

EARLY CLINICAL EXPERIENCE

The IUS School of Education requires teacher candidates to meet the following objectives:
Teacher candidates will:

- master content knowledge and the use of best practices strategies in delivering effective instruction to all students.
- demonstrate dispositions necessary to help all students learn.
- reflect upon personal practice within their professional work.

THE PLACEMENT PROCESS

The School of Education works to ensure that teacher candidates are assigned to a variety of early clinical experiences during the course of the teacher education program. Placements will consist of a variety of locations, including urban and rural schools with culturally and socio-economically diverse student populations and with different age groups within the area of licensure.

P-12 Clinical Educator Qualifications

A P-12 Clinical Educator is a teaching professional approved by the university and serves as role model, instructor, and evaluator for one or more early clinical experience students. The host teacher welcomes a qualified clinical experience student into his/her classroom and, in coordination with a IU Southeast Block. The course instructor/Clinical Educator is responsible for guiding, structuring, and observing the activities that are assigned in each Block so that the teacher candidate learns to apply theory, pedagogical concepts, and content knowledge while developing practical professional skills.

P-12 Clinical Educators will:

- engage with and guide IU Southeast teacher candidates during early clinical work in conjunction with the courses in each Block
- communicate with university personnel about teacher candidate progress
- assist in the completion of university course assignments
- debrief with course instructors or Clinical Educator
- complete a clinical assessment for each teacher candidate

P-12 Clinical Educators have great and long-lasting influence on a teacher candidate long after the placement has ended:

To serve as a P-12 Clinical Educator must:

- have successfully completed at least two years of fulltime teaching.
- receive a favorable recommendation by the school principal

Placement Procedures

1. All placements are in school settings with teachers who meet the criteria as stated above.
2. A teacher candidate may not be assigned placement in a school with a relative or close family friend/colleague
3. Placements are made in conjunction with the Office of Clinical Experiences only after all background checks are complete.

Each Block Chair will arrange for an orientation session before the beginning of each semester. Teacher candidates will receive notification about placements that including details regarding school, location, transportation, and other pertinent information as soon as placements are confirmed with partner schools.

Teacher candidates and their P-12 Clinical Educator are notified of clinical placements by each Block Chair. As soon as the placement is confirmed, candidates should contact the P-12 Clinical Educator via professional email. Email contact should exemplify skilled writing practices and make clear the purpose of the communication. Communication should include providing the P-12 Clinical Educator with pertinent contact information (cell phone, email address, etc.). The following two examples distinguish between non-acceptable and acceptable email communication between the teacher candidate and P-12 Clinical Educator.

Example 1 – UNACCEPTABLE message

Hey debi! i am your early clinical experience student from IUS and i am so excited!!!!

i am from louisville. my boyfriend charlie and i have been together for 3 years and he is starting a band – he is definitely my BFF!

i will be there on monday for my class – we have to be their at 8 (OMG!) can't wait to meet u!
TTYL...

susan :☺

Example 2 - ACCEPTABLE message

Dear Mr. Willow,

My name is Karen Taylor and I will be an IU Southeast teacher candidate working in your class this semester. I am looking forward to collaborating with you and your students for my Block courses.

I have enjoyed looking at the school website and gaining important information about your school and community. During my time at the school, I am required to _____ You will receive your P-12 Clinical Educator Information Packet in the very near future.

According to my course schedule, I will be with your class each (Wednesday or Friday) beginning on _____ and the last four weeks of our semester. I will be there during your school hours. I have a journal through which we can communicate about classroom events and will be available by phone and email throughout the semester.

We have information about parking and entering the school, but please let me know if there are additional details specific to the class that I may need. Again, I look forward to working with you and your students this semester.

Sincerely,

Kathy Wright

IU Southeast Teacher Candidate

kwright101@ius.edu

502-432-4953

In addition to making professional contact with the P-12 Clinical Educator/mentor teacher, teacher candidates should prepare for the clinical experience by:

1. Visiting the host school website to build background knowledge of the faculty, staff, students, and facilities (find
2. Finding out where to park before the first day of the experience. (A practice drive to the school is recommended.)

3. Obtaining a school handbook and becoming familiar with the rules and policies applicable to students and teachers in the assigned school
4. Obtaining an IU Southeast lanyard with a holder for the university ID card. The lanyard that was provided at the Pinning Ceremony must be worn at all times in the clinical setting.
5. Reporting to the main office or following the instructions of the course instructor/clinical educator on the first day of the clinical experience.
6. During the first days at the school site, discussing the following with the P-12 Clinical Educator/Mentor teacher
 - Where you may store your personal items
 - Their expectations of you
 - Classroom responsibilities
 - Set a schedule for the instructor's observations
7. Submitting to the P-12 Clinical Educator the completed emergency information form, provided by the course instructor/university supervisor before leaving the classroom on the first day.

PRE CLINICAL EXPERIENCES

Prior to the first visit to the assigned partner school the teacher candidate will:

- complete the emergency contact form (**see Appendix A**).
- secure the required criminal history check annually. (See Block Chair for each partner school's protocol)
- make transportation arrangements to and from the designated school.
- sign in and out at the school office each day.
- wear the IUS ID card or badge required by each partner school.

PROFESSIONAL EXPECTATIONS DURING THE EARLY CLINICAL EXPERIENCE

During the clinical experience, it will be critical to demonstrate professionalism and responsibility. Consider each day at the school a job interview. Specifically, the teacher candidate will demonstrate **punctuality**, **dependability**, and **professional decorum** throughout the course of the clinical experience.

1. During the first meeting with the P-12 Clinical Educator the teacher candidate will:

- Discuss the P-12 Clinical Educator's preferred classroom policies. (These may include topics such as grading, philosophy, teaching diverse learners, emergency procedures, and classroom management techniques.)
- Verify the best way to communicate with the P-12 Clinical Educator. (Phone call, text, email, time of day.)

2. Each day of the early clinical experience the teacher candidate will:

- **Be punctual** - always plan to arrive at least ten minutes prior to the partner school's expected arrival time.
- **Demonstrate a professional attitude.**
- **Dress for success! – (See Appendix B)**
- **Come prepared.**
- **Act responsibly.**
- **Actively participate.**
- **Interact with students; not peers.**
- **Leave cell phones and computers off.**
- **Save snacking for later.**
- **Be discreet – in the classroom, in the school, in the community.**
- **Be conscious of the FERPA law.**

3. In case of an emergency or unavoidable delay or absence, the teacher candidate will:

- **Call the P-12 Clinical Educator**
- **Call the Block chair**
- **Call the school**

It is required that all absences **MUST** be made up and the P-12 Clinical Educator will document the absence and notify the Block Chair when the make-up is completed.

4. Be aware of the partner school's calendar and closings. Area schools do not follow the same calendar as IU Southeast, and calendars vary by district or corporation. These calendars are posted on the school district/corporation websites.

It is the responsibility of the teacher candidate to find the partner school's calendar, to discuss the school calendar with your P-12 Clinical Educator, and to plan for days when the school will be closed.

Schools may close unexpectedly due to weather conditions, power outages. It is the teacher candidate's responsibility to find radio or television stations that broadcast school closings, or if there is a text messaging alert system that you can opt into for your school's closings, delays, and emergency messages.

ADDRESSING PROBLEMS AND CONCERNS

Teacher candidates experiencing challenges with early clinical experiences should address the issues with the course instructor. Any problems or concerns that arise related to the performance of the teacher candidate are discussed with him/her by the P-12 Clinical Educator and course instructor/Clinical Educator. If an issue persists, the course instructor/P-12 Clinical Educator and teacher candidate meet with the Elementary Program Coordinator and/or the Dean of the School of Education to determine further action that may result in removal from the placement.

Placement Changes

Challenges may emerge that interfere with the successful completion of the clinical experience and require a reassignment. These concerns should be directed to the course

instructor/university supervisor. The course instructor/Clinical Educator, the Block Chair and members of the elementary team will determine whether the teacher candidate will be reassigned in the same school or be placed in another setting. In the event that the P-12 Clinical Educator/Mentor teacher is unable to perform the roles and responsibilities described in this document, the teacher candidate will be reassigned. The principal, course instructor/Clinical Educator, the Block Chair and the Elementary Program Coordinator will determine whether a reassignment will take place in the same school or in another school setting.

REMOVAL OR WITHDRAWAL FROM THE EARLY CLINICAL EXPERIENCE

Should the teacher candidate be removed from a clinical placement by the school principal, P-12 Clinical Educator, or faculty/clinical educator, the candidate has to repeat the clinical experience and may be put on a Professional Improvement Plan (PIP), if needed. The candidate can move to the next block when the clinical experience is completed with satisfactory grade.

Should the teacher candidate drop or withdraw from the early clinical experience, the Block chair, the course instructor and the P-12 Clinical Educator must be notified as soon as possible.

UNFORESEEABLE CIRCUMSTANCES

In addition to experiencing teaching and learning from the perspective of a teacher, sometimes teacher candidates are exposed to situations that may be beyond their control. The P-12 Clinical Educator, course instructor, and/or Block chair may assist in giving guidance and support through some of those events.

For example

- **Vomiting, nose bleeds or other encounter other bodily fluids.** (See Appendix D for information on Universal Precautions.)
- **Standardized testing or other special activities – follow school protocol.**
- **Suspicion of child abuse** - In the case of suspected child abuse, it is the responsibility of the teacher candidate to report any signs of child abuse. Candidates should follow these steps:
 - a. Take time to write complete notes regarding observations, conversations, etc., that have led to the suspicions of child abuse;
 - b. Report concerns to the course instructor, P-12 Clinical Educator, the school principal or director, and/or the school counselors (follow the school protocol);
 - c. Together with the individual(s) listed above, determine the appropriate way to manage the issue. Suspected abuse must be reported to CPS.
- **Harassment or feeling uncomfortable or in an unsafe situation:**

Teacher Candidates have the right to feel safe and secure at all times it is important to take immediate action.

- a. Leave the environment.
- b. Report concerns to the course instructor, P-12 Clinical Educator, the school principal or director, and/or the school counselors (follow the school protocol);

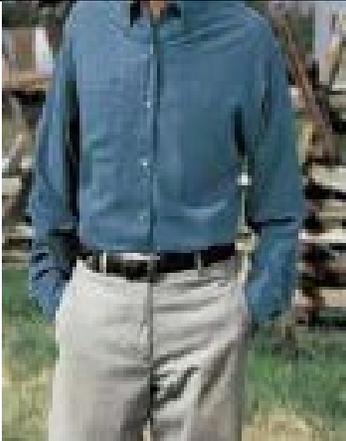
END OF CLINICAL EXPERIENCE

It is important that the teacher candidate take the time and effort to thank the P-12 Clinical Educator for the clinical experience. It is expected to send a formal thank you in the form of a card or letter for the early clinical experiences.

THE TEACHER CANDIDATE: POLICIES AND RESPONSIBILITIES

Appropriate Attire and Appearance

Teacher candidates representing IU Southeast are expected to adhere to high standards of professional conduct in their interactions with students, employees, and the public. By dressing in a professional manner, teacher candidates serve as a role model for students and should present a positive, professional image at all times. Appearance can have a positive impact on student achievement and behavior and can influence how others perceive both the teacher candidate and public education. Professional dress and behavior portray a sense of pride, respect, and seriousness for education. Professional attire includes, but is not limited to:

Male	Female	Shoes
Neat slacks with a belt if there are belt loops Dress shirt or Polo	Neat Slacks, skirts, skorts or dress of modest length and leggings underneath if sitting on the floor Blouses, sweaters – the shoulders and midriff should be covered at all times	Comfortable Shoes that provide support and protection. Closed toed shoes
		

Professional attire does NOT include the following:

- Jeans, denim of any color, leggings unless underneath at dress, shorts
- T-shirts, tank tops, halter tops, sweatshirts
- Wrinkled or dirty clothing
- Body piercings except one on the ear
- Tattoos

- Clothing that does not fully cover the waist, shoulders, and back showing skin or undergarments when standing or moving
- Flip-flops or other beach-type shoes
- Tennis or athletic shoes
- Hats or baseball caps

“Spirit Days” or any other special days within the school day –

If given the opportunity to wear clothing with the school logo for a special occasion, teacher candidates are encouraged to do so, but must continue to adhere to the guidelines outlined above.

Substitute Teaching and Student Responsibility

Teacher candidates are NOT allowed to act as substitutes and **CANNOT** be left in the room by themselves with students during the time of the clinical experience unless the principal and P- 12 Clinical Educator/Mentor wish to assume liability.

Support for IU Southeast Students with Disabilities

IU Southeast is dedicated to providing equal educational opportunities for all academically qualified students. Students with diagnosed disabilities who seek reasonable accommodations must notify the program director in the Office of Accessibility, at 803/323.3290.

Early Clinical experience students with disabilities should note teaching experiences are field-based and, therefore, may necessitate consideration of worksite accommodations that differ from those used in a typical university classroom setting. Under the Americans with Disabilities Act, reasonable accommodation is a change in the work environment or in the way the job is usually done that enables a person with a disability to perform the job effectively. Reasonable accommodation does not mean that the university supervisor and P-12 Clinical Educator/Mentor teacher will excuse poor performance. Thus, teacher candidates with disabilities should understand their accommodation needs and the expectations of their clinical experience. It is our goal as a university to ensure that every student intern maintains the appropriate safety and adequate instruction of all P-12 students affected. When that would be compromised, alternative educational roles may need to be considered.

Students with disabilities who will be participating in an early clinical experience should discuss potential needs and concerns with the program director in the Office of Accessibility, at 803/323.3290, well in advance of the Office of Field and Clinical Experiences Director, the course instructor/university supervisor, the P-12 Clinical Educator/Mentor teacher, and the administration of the hosting school.

Transporting Students

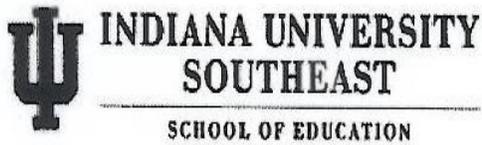
Teacher candidates are not permitted to transport K-12 students to and from the school or to and from any school-related activity.

Student Fieldtrips

Teacher candidates are allowed to participate in field trips for their classes provided the date/time of the field trip does not interfere with university obligations. Note that teacher candidates are **NOT** allowed to assume responsibility for the role of chaperone for either small groups or whole classes at any time due to liability purposes

APPENDIX A – DOCUMENTS REQUIRED FOR THE EARLY CLINICAL EXPERIENCES

School corporations have different requirements and companies that are used for background checks. All background checks must be completed once the placements are made and at least 6 weeks before the Clinical Placement begins. Please check with the Elementary Coordinator if you have not received background check and Code of Ethics forms when before or when you receive you placement.



CODE OF ETHICS
For Field/ Practicum Experiences

Date

Complete Legal Name of Candidate (Please Print) Course number

IU Southeast 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* to the IU Southeast Field Experience Office, Hillside Hall, Room 108.

Signature _____
Complete Legal Name of Candidate

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

Please review the following list of offenses that may jeopardize your continuation in the IU Southeast School of Education, as well as your application for employment as a teacher.

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. Kidnapping
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 the 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 IC9-30-5 (unless five years have elapsed)
21. Offense substantially equivalent to any of the above in which the conviction occurred in another jurisdiction (state or country)

I HAVE READ THE INFORMATION CONTAINED IN THIS

DOCUMENT. Candidate's Printed Complete Legal Name:

Candidate's Signature: _____

Date: _____

Please sign this document, make a copy for yourself, and give the original to the IU Southeast School Placement Advisor, Nicole Owens Wilson, Hillside Hall, 108D.



**INDIANA UNIVERSITY
SOUTHEAST**
SCHOOL OF EDUCATION

CANDIDATE **EMERGENCY** CONFIDENTIAL INFORMATION, CLINICAL EXPERIENCE

*This information is confidential and is maintained by the IUS School of Education faculty for any emergency situations during clinical experience.
Print (clearly) all information; completing form with a word processing program is encouraged.*

Candidate Name: Last name, First		Physician Name	
Date of Birth		Physician Phone	
Street Address			Nearest hospital will be used in a medical
City, State Zip			Confidential emergency info will
Phone ###-###-####			be kept in School of
1 Emergency Contact (EC) Name		2 Emergency Contact (EC) Name	
1 EC Relationship		2 EC Relationship	
1 st EC Address		2 nd EC Address	
1 EC Phone 1 ###-###-####		2 nd EC Phone 1 ###-###-####	
1 EC Phone 2 ###-###-####		2 nd EC Phone 2 ###-###-####	
Optional Other information you feel would be important in a medical emergency, -----□			

APPENDIX B – UNIVERSAL PRECAUTIONS

Procedures for Handling Spilled Blood and Body Fluids:

- | | |
|---------------|---|
| Step 1 | Put on disposable gloves (latex or vinyl). |
| Step 2 | Use paper towels to absorb spill. |
| Step 3 | Place used towels in leak- proof plastic bag. (Extensive spills – use RED plastic bag). |
| Step 4 | Flood area with bleach solution** or a dry sanitary absorbent agent. |
| Step 5 | Clean area with paper towels, vacuum, or broom and dustpan. |
| Step 6 | Place used towels, vacuum cleaner bag, or waste in a leak- proof plastic bag. |
| Step 7 | Remove gloves – pull inside out. |
| Step 8 | Place gloves in bag and tie. |
| Step 9 | Wash hands with soap and water for at least 10 seconds |

**Bleach Solution = 1 part bleach to 9 parts water.

Universal Precautions Expectations

In general, early Clinical experience students are not required to complete Universal Precautions training because they should never be solely responsible for pupils.

However, you should be aware of these precautions, the risks of handling bodily fluids, and your school's policies. *Serious risks include exposure to HIV (AIDS), Hepatitis, and other blood borne pathogens.* You will be required to complete Universal Precautions training before you student teach.

To protect yourself, we encourage you to ask the cooperating teacher how incidents involving bodily fluids are handled in the classroom. You should at least know where the plastic gloves and first aid kits are in the classroom.

Procedures for Clinical Experience Students

As a clinical experience guest in the classroom, you should follow the following procedure if a sick or injured student approaches you:

1. Without touching, try to calm the student needing assistance.
2. Hand clean tissues or paper towels to the pupil and ask the pupil to cover the wound or wipe his/her mouth or hands if vomiting.
3. Notify the teacher and let the teacher handle the pupil and the cleanup.

-OR-

You may choose to send another pupil to notify the clinical educator, so you can keep control of the situation and prevent other students from coming in contact with bodily fluids.

Make sure that the pupil receives the necessary attention from someone trained to provide care and that the other students are supervised.

APPENDIX C - Professionalism Agreement – Candidate Copy

I understand that during my clinical experiences I am a guest in the classroom, as well as a representative of Indiana University Southeast. It is my responsibility to use this opportunity to learn more about teaching with the objective of becoming a more effective educational professional.

I agree to maintain professional, legal, and ethical conduct at all times. I agree to protect the confidentiality of the classroom, of the children, and of the clinical educators. As a guest in an established classroom environment, I understand that my pedagogies and strategies must be used as a supplement to the teaching style of my clinical educator.

I have read and agree to the procedures and expectations as outlined in the Clinical Experiences Student Handbook.

I understand that failure to comply with this agreement may result in the termination of my clinical placement & failure of the course.

***THIS IS YOUR COPY TO KEEP. Please sign the next page and return to your instructor.

Professionalism Agreement – IU Southeast Copy

I understand that during my clinical experiences I am a guest in the classroom, as well as a representative of Indiana University Southeast. It is my responsibility to use this opportunity to learn more about teaching with the objective of becoming a more effective educational professional.

I agree to maintain professional, legal, and ethical conduct at all times. I agree to protect the confidentiality of the classroom, of the children, and of the clinical educators. As a guest in an established classroom environment, I understand that my pedagogies and strategies must be used as a supplement to the teaching style of my clinical educator.

I have read and agree to the procedures and expectations as outlined in the Clinical Experiences Student Handbook.

I understand that failure to comply with this agreement may result in the termination of my clinical placement & failure of the course.

Name of Course Instructor

Course #

Candidate Signature

Date

Candidate Printed Name

Candidate ID# _____

***** Sign and return to your Instructor.**

APPENDIX D - LESSON PLAN TEMPLATES

Teacher Candidates will be using this lesson planning sheet in each methods course.

Block 1 - Elementary Mini- Lesson Planning Sheet

Your name(s):	
Grade level and school:	
Title of lesson/activity:	
Teaching date(s) and time(s):	
Estimated time for lesson/activity:	

Lesson Overview:	
Sources/References:	

Lesson Objective

The student will _____ with _____% accuracy.

Materials (List all necessary materials for the teacher and students in bulleted form)

Introduction (Access background knowledge, build motivation)

Instructional Activities/Procedures (Specific Procedures listed)

Blocks 2 - 4 Elementary Lesson Planning Template

Your name(s):	
Grade level and school:	
Title of lesson/activity:	
Teaching date(s) and time(s):	
Estimated time for lesson/activity:	

Overview and Context

Lesson Overview:	
Sources/References:	

<i>National/State Standards (as required by subject area)</i>	<i>Objective(s) Students will....</i>	<i>Assessment Tool with Assessment attached</i>	<i>Mastery or Performance Level, Criteria</i>

Instructional Plan

Materials/Equipment

Academic Vocabulary, as applicable:

Instructional Procedure(s)

- Lesson Introduction -
- Body of Lesson – (Insert subject specific content and procedures)
- Closure and transition

Extension Activities for the lesson, as applicable

Technology
Literacy

Game/Activity

Differentiation of Instruction

Accommodations/Modifications for Students – (Utilize the principles of UDL., i.e. , IEP, ELL, GT, Physical, Social Emotional, Speech, Disinterested, low performing students)

Co- teaching Strategy (-ies)

Reflection of the Lesson

Block 2 – 4 Elementary Lesson Planning Template

Your name(s):	
Grade level and school:	
Title of lesson/activity:	
Teaching date(s) and time(s):	
Estimated time for lesson/activity:	

Overview and Context

Lesson Overview:	Describe the lesson in terms of subject area, content, type of activity, etc.
Sources/References:	<ul style="list-style-type: none"> List all resources that were used in creating the lesson plan. Include where you found the material(s) and document the resource(s) using the APA format

Standards, Objectives and Assessments

<p><u>Indiana State Standard</u></p> <p>Include appropriate standard(s) for an <u>additional</u> subject area to demonstrate curriculum integration</p>	<p>List the Overarching objective(s) of the lesson. Use the language from the standard to describe what you want students to know and to be able to do <u>at the end of the lesson.</u></p> <ul style="list-style-type: none"> Use language from the state curriculum standard indicator Must be observable and measurable Mastery level must be specified (100%, 80%, etc.) <p>For example:</p> <p><i>Students will _____ (with _____% accuracy.- math only)</i></p>	<p>For example: <i>Students will be assessed using a _____.</i></p> <p>Attach your assessment instrument(s) and scoring criteria (i.e. answer or expected responses).</p> <p>For example:</p> <ul style="list-style-type: none"> Questions asked by teacher in oral or performance based assessment Checklists Rubrics Informal (formative) written assessment (exit pass, quick write, journal entry, etc.) 	<p>For each objective, describe how you will determine if students meet the specified mastery level. (For example 5/5 on a rubric, 8/10 on a checklist, etc.).</p> <p><i>Passing criteria is __out of___. (math only)</i></p> <p>What plans do you have to assist students who did not meet objectives?</p>
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Instructional Plan

Materials/Equipment

List all the materials that are needed to teach each activity:

- For the teacher
- For each student

The materials list should include appropriate technology that you will use in each activity as well as a complete list of the materials you will use (worksheets, word lists, game directions, art supplies, book titles, etc.). This list needs to be very specific. For example, if you need 2 sheets of blue construction paper that are cut into a 9 X9 square, please indicate this.

Academic Vocabulary, as applicable

List no more than five terms and their definitions that are introduced or reviewed and are essential for the students to understand the objective(s) and concept(s) of the lesson. Use a bulleted list.

Instructional Procedure(s)

Introduction

How will you “hook” the learner? How will you activate students’ prior knowledge? This should be something that will inspire the children to want to learn what is being taught.

Body of the Lesson (May be different for every subject area)

- Make each procedure so specific that ANY non- educator can clearly follow the directions.
- Include enough examples and or activities to adequately address your objectives. (Make sure to include one example that is concrete, one that is representational and one the is abstract)
- Remember to be very specific in this section, particularly with transitions.
- Make connections clear to students. Get whatever is in your head on paper! Make sure the CONTENT is EVIDENT!!
- Each procedure must be numbered
- Begin** each procedure with a **VERB**
- Include one formative assessment so that you will know the children learned the concept and objective**

Closure and transition

- You should summarize the lesson and if appropriate, provide a transition to the next lesson. How will you wrap up for the day and provide that one last opportunity for students to process the day’s lesson? Closure should take five minutes or less.

Extension Activities for the lesson, if applicable

Include at least three “best practice” strategies that may be used as extensions to your original lesson. These are activities that can be used IN ADDITION to the lesson that was just taught as “stand alones” or in centers. These could be used to enhance critical thinking, for students who finish early or for students who want to pursue the concept more in depth. These should be tied directly to the theme of the literature book. Include the following:

One technology application –Please include website or APP with explanation of activity

One game or activity sheet – Game directions and/or activity sheet must be attached.

One literacy activity – This should be an additional book that is based on same theme or an activity that could enhance the concept of the lesson taught.

Differentiation of Instruction

Accommodations/Modifications for Students – (Utilize the principles of UDL., ie. , IEP, ELL, GT, Physical, Social Emotional, Speech, Disinterested, low performing students) EVERY class has learners of differing abilities. Make sure to include how you will address those needs in this section.

Include at least five specific modification/accommodations for five different types of learners, i.e. special education, ELL, below grade level and gifted/talented. **Describe how you will change the materials, procedures, or assessment** to make sure you address all of the needs in your classroom.

When creating your lesson plan you need to have specific accommodations/modifications for the student(s). For example, you might include the following statements:

Students A and B both have learning disabilities and have difficulties with silent reading comprehension and vocabulary. For these students I will.....

Student C is a Spanish speaking student who moved from Nicaragua four months ago. He is beginning to learn words for basic environmental print. For him I will.....

Then, describe how these students can be accommodated or the learning activity modified for these students.

Co-teaching Strategy (-ies)

Name the co-teaching strategy you will use this lesson and describe how you will implement the strategy.

Reflection of the

- Discuss what you learned from teaching the lesson.
- What went well (or not)?
- What unexpected things happened, and how did you handle them?
- Did the students get out of the lesson what you wanted them to?
- What would you change to increase student learning, especially in lower performing students?

APPENDIX E - OBSERVATION RECORDS

**P-12 Clinical Educator Observation Record
Indiana University Southeast – School of Education**

Block 1 Teacher Candidate		P-12 Clinical Educator
Observer: <input type="checkbox"/> Instructor	Content/Topic: <input type="checkbox"/> ELA Read Aloud	Date of Observation

Competencies Please highlight any competency where the teacher candidate needs assistance before moving to the next block.		Outcome
Planning	The read aloud is well planned. The book is age appropriate. The read aloud is well rehearsed. All materials are prepared in advance. (ACEI 2007-3.1)	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Instruction	<ul style="list-style-type: none"> • Communicates clear expectations before beginning to read • Promotes meaningful learning through engaging experiences • Maintains an appropriate pace and flow • Holds students accountable for following rules and procedures • Uses appropriate voice tone, inflection and nonverbal communication • The candidate asks thoughtful questions when appropriate. • Engages most all students throughout the lesson (ACEI 2007 – 2.8 and 3.1-3.5) 	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Professionalism	<ul style="list-style-type: none"> • Open to receiving and using constructive feedback • Presents verbal and written communication with minimal error • Meets professional responsibilities (timely arrival (ACEI 2007 - 5.1,5.2) 	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Content	<ul style="list-style-type: none"> • Presents content without error in both verbal and written format • The activity is closely related to the book. (ACEI 2007 2.1-2.7) 	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Closure	There is evidence of closure to the lesson and transition to the next activity or lesson.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory

Specific Strengths:	Suggested actions for Improvement.

Student Signature _____

Observer's Signature _____

Date _____

**Observation Record for Methods Instructors – BLOCK 2
Indiana University Southeast – School of Education**

Block 2 Teacher Candidate:	Mentor:	Observation date:	
Observer: <input type="checkbox"/> Instructor	Content/Topic: <input type="checkbox"/> Social Studies <input type="checkbox"/> Math	Lesson Approach:	Co-Teaching <input type="checkbox"/> YES <input type="checkbox"/> NO

Competencies (competencies below are <i>required</i> to <i>meet expectations</i> to move to Block 3)		Evaluative Comments (<i>evaluate</i> the candidate's performance based upon this observation. All content observations will then be totaled.)	This Observation
Planning	Lesson Plans Graded Previously		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Instruction	<ul style="list-style-type: none"> • Communicates clear expectations for learning • Promotes meaningful learning through engaging experiences • Maintains an appropriate pace and flow • Presents lesson procedures and instructional tasks in a clear and logical manner • Integrates technology • Attempts to monitor student progress and adjusts instruction as needed • Holds students accountable for following rules and procedures • Provides timely and respectful verbal and non-verbal feedback • Uses appropriate voice tone, inflection and nonverbal communication to manage instruction effectively. 		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Professionalism	<ul style="list-style-type: none"> • Open to receiving and using constructive feedback • Presents verbal and written communication with minimal error • Meets professional responsibilities (timely arrival and lesson plan submission, material preparation, etc.) 		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory

Content	<ul style="list-style-type: none"> Plans standards-based lesson in accordance with discipline Presents content without error in both verbal and written format Engages students in best practice experiences as per content area. 		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Assessment	<ul style="list-style-type: none"> Assesses student learning during instruction by using a formative assessment. 		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory

Specific Strengths:	Suggested actions for Improvement.
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Student Signature _____

Observer's Signature _____

Date _____

**Observation Record for Methods Instructors – BLOCK 3
Indiana University Southeast – School of Education**

Block 3 Teacher Candidate:	Mentor:	Observation date:	
Observer: <input type="checkbox"/> Instructor	Content/Topic: <input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science	Lesson Approach:	Co-Teaching <input type="checkbox"/> YES <input type="checkbox"/> NO

Competencies (competencies below are required to meet expectations to move to Block 4))		Evaluative Comments (<i>evaluate</i> the candidate's performance based upon this observation. All content observations will then be totaled.)	This Observation
Planning	Lesson Plans include: <ul style="list-style-type: none"> • Measurable objectives, aligned with standards • A logical progression that addresses objectives • An integrated approach to lesson • Developmentally appropriate and differentiation strategies. • Active learning strategies 		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Instruction	<ul style="list-style-type: none"> • Communicates clear expectations for learning • Promotes meaningful learning through engaging experiences • Maintains an appropriate pace and flow • Presents lesson procedures and instructional tasks in a clear and logical manner • Integrates technology • Attempts to monitor student progress and adjusts instruction as needed • Engages in co-teaching with partner • Holds students accountable for following rules and procedures • Provides timely and respectful verbal and non-verbal feedback • Uses appropriate voice tone, inflection and nonverbal communication to manage instruction effectively. 		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory



Mission: The mission of Indiana University Southeast School of Education is to prepare and nurture high quality, caring professionals who are leaders on the continuous improvement of schools within a diverse society.

Vision: Indiana University Southeast School of Education will be the regional leader in promoting community partnerships to advance the education and professional development of educators and all learners

SOE Themes

The SOE programs share a vision for its efforts in preparing educators to work in P-12 schools. The conceptual framework establishes the direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability.

Candidate Outcomes

1. Knowledge of content and the use of best practices in delivering effective instruction to all students;
2. Dispositions necessary to help all students learn; and
3. Knowledge, skills, and dispositions needed to participate in school transformation.

SOE Diversity Proficiencies

1. Learn about and respect diverse learners and their families
2. Understand social disparities that affect students and apply social justice within the classroom and the school
3. Create an inclusive learning community where differences are respected
4. Adjust lessons, educational materials, resources, guidance, and other material to accommodate needs of all students
5. Examine and reflect on personal practice to reduce bias and stereotypes within their work

Dispositions

Faculty and candidates will:

1. Respect the accepted legal and ethical norms and values of education.
2. Effectively interact and collaborate with others and foster similar behaviors among students.
3. Commit to diversity through equitable treatment and respect for all individuals.
4. Exhibit personal management behaviors valued by the professional education community.
5. Exhibit enthusiasm and respect for education as a practice and a profession.
6. Commit to continuous self-evaluation and personal improvement.
7. Commit to the belief that all students can learn.

Elementary Program:

Standard 1: The candidate is knowledgeable in planning and preparation.

Standard 2: The candidate is knowledgeable in creating an effective classroom environment and applies that knowledge.

Standard 3: The candidate is knowledgeable of a variety of strategies for effective instruction.

Standard 4: The candidate understands and carries out professional responsibilities.

Standard 5: The candidate is knowledgeable of and applies all professional standards and all content standards for K-6.

InTASC Standards:

- | | |
|----------------------------------|---|
| 1. The Learner Development | 6. Assessment |
| 2. Learning Differences | 7. Planning for Instruction |
| 3. Learning Environment | 8. Instructional Design |
| 4. Content Knowledge | 9. Professional Learning & Ethical Practice |
| Application of content Knowledge | 10. Leadership and Collaboration The Learner and learning |



INDIANA UNIVERSITY SOUTHEAST

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