



**INDIANA UNIVERSITY
SOUTHEAST**

SCHOOL OF EDUCATION

EDUC F-200

**EXAMINING SELF AS A TEACHER
(All Sections)**

FIELD EXPERIENCE PACKET

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EXAMINING SELF AS A TEACHER
F200

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EDUC-F 200
EXAMINING SELF AS A TEACHER
(All Sections)

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

Best wishes for an exciting first step on the road to becoming a professional educator.

Your F200 Instructor



INDIANA UNIVERSITY SOUTHEAST

SCHOOL OF EDUCATION

4201 Grant Line Road
Hillside Hall 0020
New Albany, IN 47150
812-941-2385
FAX 812-941-2667

“Educators Engaged in Growth”

School of Education (SOE) Mission

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.

Conceptual Framework and 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. Our conceptual framework consists of four themes. The Indiana University Southeast School of Education themes are:

1. High Quality
2. Caring Professional
3. Transformation of Schools
4. Diverse Society

Preamble

The mission of 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.

In recognition of the demographic shifts underway in our world, our region and our communities, the School of Education is committed to reflecting and incorporating diversity to adapt to our changing learning environment. Therefore, to prepare education professionals to meet diverse student needs we use the word “all” in our candidate outcomes. The outcomes listed below reflect the mission of the School of Education.

SOE Candidate Outcomes

Candidates completing School of Education programs of study will demonstrate:

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

Candidates completing School of Education programs of study will demonstrate the following 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 materials to accommodate needs of all students
5. Examine and reflect on personal practice to reduce bias and stereotypes within their work.

SOE Dispositions

Faculty and students 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. Commit to inquiry application of the knowledge base of education.
6. Exhibit enthusiasm and respect for education as a practice and a profession.
7. Commit to data-based decision-making and fair practices.
8. Commit to continuous self-evaluation and personal improvement.
9. Commit to the belief that all students can learn.

**INDIANA UNIVERSITY SOUTHEAST
School of Education
F200 Observation Request Form**

Candidate Name	IU Student I.D.
Current Address	Contact Number
Email	Semester/Year
High School(s) Attended:	Instructor/ Section #

All F200 candidates need to observe in an elementary school (15 hours) and either a middle, junior high, or high school (15 hours) for a total of 30 hours.

At least one of the two experiences must be in Jefferson County (KY) Public Schools.

All Elementary OR all secondary preferences must be JCPS schools.

You may be assigned to either a Middle or High School for your observation

Elementary School
1.
2.
3.

Middle School
1.
2.
3.

High School (You may not request a High School you attended)
1.
2.
3.

OFFICE USE ONLY

Elementary Assignment:		Secondary Assignment:	
Contact:		Contact:	
Telephone Number/E-Mail:	Best time to call:	Telephone Number/E-Mail:	Best time to call:

Candidates should contact BOTH schools early in the semester

Indiana and Kentucky 2013-2014 List of Participating Schools

Select from the following available schools:

Elementary Schools

Jefferson County

Dixie	JCPS
Dunn	JCPS
Hawthorne	JCPS
Jeffersontown	JCPS
Johnsontown Road	JCPS
Kenwood	JCPS
McFerran	JCPS
Norton	JCPS
Zachary Taylor	JCPS

Indiana

Borden	IN
Johnson	IN
Lanesville	IN
New Middletown	IN
Parkwood	IN
Riverside	IN
S. Ellen Jones	IN
Throop	IN
Wilson	IN

Middle Schools

Jefferson County

Carrithers	JCPS
Kammerer	JCPS
Meyzeek	JCPS
Thomas Jefferson	JCPS

Indiana

Charlestown	IN
Hazelwood	IN
Highland Hills	IN
River Valley	IN
Salem	IN

Junior High

Indiana

Corydon Central	IN
Henryville	IN
Lanesville	IN

Junior High

Indiana

Borden	IN
--------	----

High Schools

Jefferson County

Butler	JCPS
--------	------

Indiana

Brownstown Central	IN
Charlestown	IN
New Washington	IN



INDIANA UNIVERSITY
SOUTHEAST

SCHOOL OF EDUCATION

Dear Principal and Teacher,

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

Student Name _____
Address _____
Telephone _____

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

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

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

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

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

Sincerely,

James L. Clements
Coordinator of Field Placement

F200 Instructor



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**INDIANA UNIVERSITY SOUTHEAST
SCHOOL OF EDUCATION
CODE OF ETHICS
Pre-Service Field Experiences**

Date _____

Course # _____

Class # _____

Complete Legal Name of Student _____

(Please Print)

IUS Student ID # _____

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 above, attach a written explanation and provide the court records within 20 calendar days.

Signature _____

Complete Legal Name of Student

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. 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. Are committed to diversity through equitable treatment and respect for all individuals.
4. Exhibit personal management behaviors valued by the professional education community.
5. Are committed to inquiry and application of the knowledge base of education.
6. Exhibit enthusiasm and respect for education as a practice and a profession.
7. Are committed to data-based decision-making and fair practices.
8. Are committed to continuous self-evaluation and personal improvement.

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 Student

**Indiana University Southeast
School of Education**

Professional Behavior Standards for Practicum Students

Please abide by the following behavior standards. Professionalism is expected during all interactions with teachers, students and staff.

- Make your initial calls to set up observations EARLY—delays in contacting the school may mean you cannot complete the observation hours; the schools are expecting your contact and get worried when they don't hear from you. They cannot be expected to adjust their schedule to meet your needs.
- Contact the school or teacher when unable to keep the scheduled time.
- Dress professionally while observing in the classroom (no jeans, t-shirts, tennis shoes, shorts, etc.)
- Give the observation your full attention—take notes, but keep the laptop, cell phone, tablet, etc. out of the classroom.
- Offer to assist the teacher—get involved as allowed; don't just sit there unless your supervising teacher directs you to do so.
- Remember we are guests in their school—they are not working for you or us.
- F200 candidates must follow all FERPA guidelines concerning maintaining the confidentiality of any sensitive information they may learn about their placement school and/or students (see: <http://www2.ed.gov/policy/gen/reg/ferpa/index.html>). Names, grades, incidents, and much more must not be discussed—think “NEED TO KNOW”. You and IU Southeast would be liable for civil and/or criminal penalties if you violate the sacred trust given to you by participating in an Education practicum.

I AGREE TO THE STANDARDS LISTED ABOVE

Candidate's Printed Name: _____

Candidate's Signature: _____

Date: _____

Please sign this document, make a copy for yourself, and give the original to your instructor.

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 candidate'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 candidate compliance with these standards. The nature of these data will be determined by the individual programs in consultation with the Unit Assessment Quality Team.

Candidates 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 candidates.** *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
- 9) **...are committed to the belief that all students can learn.** *Examples of associated behaviors include, but are not limited to:*
- a) Differentiating instruction to meet the needs of all students
 - b) Providing equitable and meaningful learning opportunities for all students
 - c) Collecting and analyzing data on student learning and making adjustments to increase learning of all students
 - d) Holding all students to high standards by demonstrating persistence in helping all students reach his/her full potential

Adopted by the School of Education on May 15, 2013

Complying with School System Requirements for Background Checks

It is the responsibility of school systems to ensure that persons in their schools who have contact with students do not have serious criminal backgrounds. The practicum candidate's responsibility is to contact the placement school to determine what type of background check is required.

- If you need an Indiana Limited Criminal History background check, you may print a report from the Indiana State Police's website (<http://www.in.gov/isp/>; click on link at left for "Limited Criminal History"), requiring credit card payment of approximately \$16. In the section that asks for the Reason for Request, mark item #11, "Has volunteered services at a public school (as defined in IC20-10.1-1-2) or a non-public school (as defined in IC 20-10-.1-1-3) that involve contact with, care of, or supervision over a student enrolled in the school.
- Practicum candidates placed in JCPS schools must complete a Volunteers Record Check. Instructions and form at: <https://apps.jefferson.kyschools.us/Volunteer/Documents/SchoolVolRecCheckForm- rev.pdf>
Submit the completed form to the placement school's main office.

Background checks for student teachers may be more involved. As soon as you know your placement for student teaching, find out what will be required and take steps to comply as soon as possible. Some background checks can take several weeks and a candidate CANNOT begin student teaching without the completed background check on file with the school system.

IU Counsel advises that personnel in IU school of education should not view nor keep on file criminal history reports-the reports are between the candidate and the organization requiring the report.

Please review the following list of offenses that might 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 IC 9-30-5 (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 your instructor

F200-Class (Section) # _____
Semester and Year _____

IU SOUTHEAST FIELD EXPERIENCES CONFIDENTIAL EMERGENCY INFORMATION SHEET

NAME _____
Last First M. Initial

HOME ADDRESS: _____ HOME PHONE: _____

PERSONAL ABLE TO MAKE EMERGENCY DECISIONS

Last Name	First Name	Relationship
-----------	------------	--------------

Address: _____

Home Telephone: _____

Place of Employment: _____

Work Telephone: _____

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

Last Name	First Name	Relationship
-----------	------------	--------------

Home Telephone: _____

Work Telephone: _____

Doctor: _____ Phone Number: _____

OPTIONAL:

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

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

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

INDIANA UNIVERSITY SOUTHEAST
School of Education
F200-Examining Self As Teacher

PERSONAL DATA

Name _____ Sex F M

Address _____

Phone _____ Division or School in which enrolled _____

E-mail Address _____

Intended Major _____ Sem Hrs. completed by end of this term _____

High School graduated from _____ Year _____

Other colleges attended/other majors:

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

How many hours per week this semester are you employed? _____

Place of employment _____

List extra-curricular activities (high school and college)

High School

College

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

IUS SOE SUMMATIVE DECISION POINTS
ELEMENTARY EDUCATION

Updated November 2008

Summative Assessment Point	Assessment Forms/Criteria	Communication to Student	Program Data Gathered	Possible Modifications
<p>1. Admission to Program</p> <ul style="list-style-type: none"> * All basic criteria must be met to apply * Transfer of records to School * Application Process * Maximum of 50 students to form cohort * Those receiving highest points on established scale accepted * 1 admission round 	<p>Basic Criteria</p> <p>26 Credit hours Overall GPA of 2.5 Passing PPST scores:</p> <p style="text-align: center;"><u>P&P</u></p> <p>Reading 176 Writing 172 Math 175</p> <p>Other Requirements</p> <p>Completion of F200, S121, T101, one Social Studies content course, one Science content course with C or better in each course.</p> <p>Admission Criteria (Max. 12 Pts.)</p> <p>Admission GPA—8.0 F200 evaluation 4.0</p>	<p>* Letter sent of status: Admit, conditionally admit, admit on probation, deny admit.</p> <p>* Authorization given to enter M310 if accepted or accepted conditionally</p>	<p>Average of GPAs Range and modes of PPST scores Descriptive analysis of scoring of scale on application # students accepted/rejected</p>	<p>Entrance requirements raised and procedures changed if not discriminating candidates</p>
<p>2. General Methods</p> <ul style="list-style-type: none"> * Gen. Meth. Instructors review content GPAs * Gen. Meth. Instructors evaluate SOE Dispositions * Continue without conditions, continue with conditions, continue under probation. <p>Ongoing Formative Assessments in Specific Methods I and II</p> <ul style="list-style-type: none"> * Each instructor in specific methods reviews performances of various components of standards and portfolio artifacts * Each M301 Field Placement evaluated * Dispositions evaluated as needed * Candidate self-evaluation 	<p>Scoring of Rubric</p> <ul style="list-style-type: none"> * Knowledge determined by GPA in content areas * Dispositions as determined by evaluation of SOE dispositions by General Methods Instructor. * Dispositions as determined by evaluation of W300 instructor. <p>Rubrics or other scoring technique developed and used by individual instructors on specific components of the Elementary Education Program Standards. Some artifacts and descriptions developed by student for inclusion in program portfolio.</p>	<p>* Interview with student with signature recognizing status:</p> <p>* Continue without conditions, continue with conditions, continue under probation.</p> <p>Interview with individual candidate in specific methods classes as needed. Each instructor reviews relevant portfolio artifacts and scores.</p>	<p>Descriptive analysis of evaluation tools and rubric as appropriate.</p> <p># students continuing with conditions, continuing with conditions on probation.</p> <p>Data on scoring of artifacts/ assignments as indicated on portfolio summary of artifact description.</p>	<p>Modifications made in curricula for F200 and P250 according to analysis.</p> <p>Modifications in curricula of individual methods classes which address the specific components of the ET standards.</p>

Summative Assessment Point	Assessment Forms/Criteria	Communication to Student	Program Data Gathered	Possible
<p>3. Prior to Student Teaching</p> <ul style="list-style-type: none"> * Records viewed by Coordinator of Student Services & advisor as needed * Must have GPA of 2.5 in all content areas to apply. * Must have all course work completed by end of semester in which the student applies to student teaching. 	<p>Scoring of Rubric</p> <ul style="list-style-type: none"> * GPA in all content areas * Evaluations of M301s in Specific Methods I & II * SOE Dispositions if noted * Other as needed 	<p>* Interview with individual candidate and by formal letter of status: continue without conditions, continue with conditions, continue under probation, discontinue.</p>	<p>Descriptive analysis of rubric as appropriate and each status.</p>	<p>Modifications of curriculum based on descriptive analyses of performances of standards as determined by review of portfolios.</p>
<p>4. Exit Student Teaching</p> <ul style="list-style-type: none"> * Recommendation made for graduation and licensure by Elementary Team. 	<p>Scoring of Rubric</p> <ul style="list-style-type: none"> * GPA in content areas * Evaluation of Program Standards by Supervising Teacher * Evaluation of Program Standards by University Supervisor * Scoring of Portfolio * Evaluation of school disposition by supervising teacher 	<p>Complete, non complete.</p>	<p>Descriptive analysis of rubric as appropriate # graduating</p>	<p>Changes in curriculum based on descriptive analyses of performance standards as determined by supervising teachers and university supervisors.</p>

IUS SOE SUMMATIVE DECISION POINTS
SECONDARY EDUCATION

Summative Assessment Point	Assessment Forms/Criteria	Communication to Student	Program Data Gathered	Modifications
Summative Decision Point 1 Admission to Secondary Teacher Education Program – SEP	<ul style="list-style-type: none"> *Overall GPA 2.75 or higher with no grade lower than 2.0 in W131, S121, G207 and W290 or W350 *GPA of 2.75 or higher with no grade lower than 2.0 in professional education courses. *Grade of 2.0 or higher in the general education mathematics course. *GPA of 2.75 with no grade less than 2.0 in any course in any licensed area. Candidate Assessment Forms (Dispositions and INTASC) *Acceptable recommendation from the F200 instructor and field experience teachers. *Passing scores on all sections of the Praxis I tests <ul style="list-style-type: none"> Math 175 Reading 176 Writing 172 	Letter sent from the Coordinator of Secondary Education either admitting the candidate to the Secondary Education Program or explaining why he/she was not admitted.	Education Student Records keeps a record of candidate applications. This data is in addition to the electronic file kept on each candidate, and the data are aggregated for each cohort group. The Secondary Team interviews and takes appropriate actions with candidates who have either had concerns expressed about them, or who have received unacceptable ratings.	<ul style="list-style-type: none"> *The criteria used to admit candidates have changed based on collected data. The effectiveness of specific courses has been evaluated and modified when necessary. *The data have been used to ensure that instructors address performances called for by the INTASC standards. *The data have been used to access the dispositions and overall academic quality of candidates applying to the program. *The data have been used to ensure that quality candidates are produced by the SEP.

Summative Decision Point 2	Candidates Assessment Forms including Dispositions, INTASC and the Developmental standards and grades in P312/P313/M303 block. Positive recommendations from the instructor of the professional education block (P312/P313/M303) and from the M303 field experience teacher. Overall GPA of 2.75 or higher GPA of 2.75 or higher with no grade less than 2.0 in all professional education courses GPA of 2.75 or higher with no grade less than a 2.0 in any licensed area Portfolio. Acceptable (basic or proficient) recommendation on the portfolio by the P312/P313/M303 instructor.	The P312/P313/M303 instructor meets with each candidate and provides feedback on his/her performance including any concerns or problems.	The Education Student Records keeps the files on individual candidates. This data is incorporated into the electronic file kept on each candidate, and the data is aggregated for each cohort group.	The criteria for allowing candidates to continue in the program have been modified based on data gathered. The data have been used to evaluate the quality of candidates admitted to Secondary Teacher Education.
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<p>Summative Decision Point 3</p>	<p>Overall GPA of at least 2.75 in education courses with no grade lower than 2.0. Candidate Assessment Forms including (Dispositions, INTASC, and Developmental standards). Positive recommendation by the general methods (M314) and reading methods (M464) instructors. Positive recommendation by the M301 field experience teacher. Transcript and Advising Completion of all general education requirements. Portfolio. Acceptable (basic or proficient) on the portfolio. Completion of at least 75% of all coursework in all licensed areas with at least a 2.75 GPA and no grade less than a 2.0 Passing the appropriate Praxis II content knowledge test or tests based on the Indiana standards.</p>	<p>The Secondary Team meets individually with each candidate at the end of the general and reading methods courses to discuss candidates evaluations on all of the items listed under Assessment Forms/Criteria.</p>	<p>Data on the candidates will be kept in both a paper and an electronic file.</p>	<p>Data have been used to modify how specific methods courses are taught as well as the criteria for allowing candidates to continue in the program. Data have been used to ensure that M314/M301/M464 courses meet the INTASC requirements.</p>
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<p>Summative Decision Point 4 For the degree: Completion of at least 130 credit hours of coursework with a GPA of at least 2.7 Completion of all coursework for all areas of licensing with a GPA of 2.75 with no grade lower than 2.0</p>	<p>Candidate has passed specific methods with at least a grade of at least a 2.00. Completion of at least 130 credit hours of coursework with a GPA of at least 2.75 Completion of all coursework for all areas of licensing with a GPA of 2.75 with no grade lower than 2.0 Student Teaching Assessment Forms including Dispositions, INTASC, and Developmental. Positive recommendation from the M480 cooperating teacher(s) and the university supervisor. Portfolio review is completed by the specific content coordinator. Acceptable(basic or proficient) rating on the portfolio is required. Grade of S for M480.</p>	<p>Candidates receive a letter and form from the Education Student Records Office indicating if the candidate has successful met all of the requirements for the degree. The cooperating teacher meets individually with the candidate. The university supervisor meets individually with the candidate. The specific methods instructor meets individually with the candidate.</p>	<p>Data are collected and kept in each candidate's electronic and paper file. Data are collected and kept on the number and percentage of candidates who pass M480 and the Praxis I and II tests. The data are kept in the electronic data base.</p>	<p>The data have been used to evaluate the effectiveness of the Secondary Education Program. Changes have been made to the program based on the data collected. Data are collected and used to evaluate the Student Teaching requirements and experiences. The data are stored in electronic files.</p>
<p>For the license:</p>	<p>Successful Criminal History Screening Score sheet from ETS. Passing score on the content area (s) specialty tests (Indiana)</p>			

DO NOT STAPLE
on LEFT side

IU SOUTHEAST SCHOOL OF EDUCATION

F200 Examining Self as Teacher

Field Experience Assessment

Created
1/23/07
Revised 4-6-10

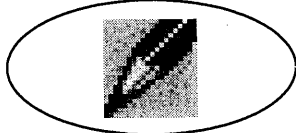
Candidate: _____

10-DIGIT UNIVERSITY ID#

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

F200 University Instructor: _____

Pencil Only



This assessment is to be completed by the classroom teacher. See reverse side for definitions. Please rate this candidate's performance in your classroom in each of the areas according to the following scale:

0= Unacceptable, 1=Basic, 2=Proficient, N=No Opportunity to Observe

Term:

Fall

Spring

Summer I

Summer II

Placement 1

Placement 2

Year:	Class No.	

Assessment (select one)	Conceptual Framework	INTASC Performances
1. <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> N	HQ/DS	<u>Understands how students differ.</u> Has talked with the teacher about and/or interacted appropriately with students of differing backgrounds (i.e., racial, ethnic, cultural, socio-economic).
2. <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> N	HQ/CP	<u>Communicates effectively with students and educators.</u> (Examples: uses correct English in conversations, in brief presentations to students, in assisting students, and/ or when working with a group; engages students in conversation; uses appropriate body language.)
3. <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> N	HQ/DS	<u>Reflects on teaching.</u> (Examples: asks about classroom procedures, discusses own goals, asks others about theirs, reflects on students with different background, talks about how she/he feels in the classroom.)
4. <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> N	HQ/CP	<u>Fosters relationships with teachers, other staff, parents.</u> (Examples: talks with teachers, clerical staff, teaching assistants, parents.)

0= Unacceptable, 1=Concerns, 2=Acceptable, N=No Opportunity to Observe

Assessment (select one)	Conceptual Framework	Dispositions
5. <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> N	CP	<u>Respects accepted legal and ethical norms and values of education.</u> (Examples: maintains confidentiality of student records, is truthful and honest, uses no inappropriate language or derogatory statements.)
6. <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> N	CP	<u>Exhibits appropriate personal management behaviors.</u> (Examples: punctuality, appropriate dress.)
7. <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> N	CP	<u>Exhibits enthusiasm for teaching.</u> (Examples: asks questions, stays beyond scheduled time, is animated when talking with students.)

Conceptual Framework Themes

(HQ) High Quality Educator - The first theme reflects the SOE commitment to best practices and to candidate and program assessment.

(CP) Caring Professional - The second theme connects educational decision-making with the dispositions associated with the role educators play in the lives of their students and in the welfare of the community.

(DS) Diverse Society - The last theme serves as a lens through which content, instruction, assessment, professional dispositions and school changes must be viewed. Candidates gain knowledge and skills to respond appropriately to diversity, to the different needs of all students, and to promote and engage in personal changes in themselves.

<u>Field Experience Certification</u>	
This candidate completed 15 hours in my classroom: <input type="radio"/> Yes <input type="radio"/> No	
Teacher: _____	School: _____
Grade(s): _____	Subject(s): _____
Signature: _____	Date: _____

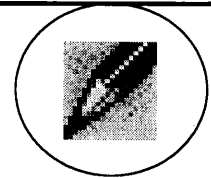
Please make comments about the candidate's promise as a prospective teacher. These are highly valued.

Your assessment of this field experience will be shared with the candidate.

Please give this form back to the teacher candidate or return to:

**IU Southeast School of Education
HH0021
4201 Grant Line Rd.
New Albany, IN 47150**

RECOMMENDATION:



I recommend this student for admission to the Teacher Education Program.

I recommend this student for admission to the Teacher Education Program with the following reservations:

I do not recommend this student for admission to the Teacher Education Program for the following reasons: *(please be specific)*

Grade Received on Paper: _____

Signature of Instructor _____