



Clinical Practice Handbook

2022 – 2023

**A Guide for Teacher Candidates,
USI Instructors, Principals,
Mentor Teachers, and Site Coordinators**

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**Pott College of Science,
Engineering, and Education**

Teacher Education Department

Dear Teacher Candidates,

***“In learning you will teach and in teaching you will learn.”
Phil Collins***

Clinical experiences provide robust opportunities to develop practitioners through expertly mentored experiences in the field and through pedagogically designed practical experiences. This clinically based approach gives teacher candidates the opportunity to integrate theory into practice, to develop and test classroom management and pedagogical skills, to hone their use of evidence in making professional decisions about practice, and to understand and integrate the standards of their professional community.

Clinical experiences are an important time in the development of a teacher candidate. Teacher candidates must abide by all policies and procedures outlined for faculty and staff and must be mindful that they are guests in the school. Teacher candidates should consider it a privilege to be a part of the education of a student.

Clinical experiences can be rewarding, challenging, and overwhelming – all at the same time. The clinical experiences are divided into three different phases:

Exploration Phase: *In the Exploration Phase teacher candidates observe, work one-on-one with individual students, and/or explore the diverse ways in which individual students learn.*

Analysis Phase: *In the Analysis Phase teacher candidates are assigned to a local school where they will work with designated teachers in a whole group, small group, or one-on-one setting. USI faculty members are available or on site to oversee and support the teacher candidates while giving formative guidance.*

Synthesis Phase: *In the Synthesis Phase clinical interns are assigned to a 16-week placement in an elementary, middle, or high school setting. Using the co-teaching model clinical interns will be fully immersed in the daily work of teaching. Interns will participate in planning curriculum, delivering instruction, managing the classroom, assessing student learning, and reflecting on their daily experiences.*

Sincerely,

*Dr. Sarah Wannemuehler
Director of Clinical Practice
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ATTENDANCE

Absences

Attendance for clinical experience is mandatory. If an emergency prevents a teacher candidate from being present for his/her clinical experience, the USI instructor and P12 teacher must be contacted as soon as possible. This communication should occur prior to the time that a teacher candidate is scheduled to arrive at the school/site.

How sick is too sick to go to a clinical experience? Candidates must follow the health guidelines established for P12 students. Candidates must stay away from school if they are suffering from vomiting, diarrhea, fever over 100 degrees, unexplained rashes, chicken pox, pink eye, impetigo, scabies, ringworm, or any type of contagious disease.

Teacher candidates should follow the current University of Southern Indiana and the district/corporation/diocese protocol for Covid 19.

Tardiness

Teacher candidates are required to arrive at the school and to be present with the students at the agreed upon time. Repeated tardiness could result in removal from the clinical practice placement.

Arrival and Departure

Teacher candidates are required to be at the school as directed by the USI instructor and/or P12 teacher. However, teacher candidates are encouraged to arrive early to ensure punctuality. Teacher candidates are expected to remain at the school for the required time.

Children of Teacher Candidates

Children of teacher candidates may NOT accompany their parents to a clinical experience. This is strictly prohibited by the University of Southern Indiana.

Calendar

Teacher candidates will follow the USI calendar for holidays and breaks. Check the school/district calendar for days that schools are not in session. Classes may meet on the USI campus when schools are closed. USI instructors will provide information for individual course schedules.

Inclement Weather

Days when school is closed due to inclement weather do not count against the teacher candidate. Teacher candidates must attend make-up days or make-up times that are scheduled during the semester. The Time Sheet should indicate any scheduled observation days that result in a day closed due to weather/emergencies.

Time Sheets

Teacher candidates in the Exploration Phase and Analysis Phase must keep an accurate record of days and hours on the **official bright green USI Time Sheet**. The original **USI Green Time Sheet** is distributed to teacher candidates at the beginning of the semester and is the one that should be submitted at the end of the semester. Teacher candidates

should make sure that this Time Sheet is protected from spills, water, food, weather, etc. throughout the semester.

The Time Sheet should be signed by the P12 teacher at the conclusion of each session. The Time Sheet will be signed by the USI instructor at the end of the semester when clinical experience hours are audited. **Initials** are not sufficient; an actual signature is required. ***The signed Time Sheet will be collected by the university instructor and filed in the teacher candidate's official file in the Teacher Education Department Office.***

DOCUMENTS

A list of documents required before a teacher candidate begins a clinical experience in any phase (Exploration, Analysis, or Synthesis) is listed in the Appendix section of the Clinical Practice Handbook. The list is also posted on the Teacher Education website.

EDUCATOR PREPARATION NATIONAL BACKGROUND CHECK POLICY

In an effort to protect children from potential harm and to fulfill the expectations of P12 partner schools and agencies, all educator preparation programs require that inquiries into the personal background of each teacher candidate are completed and cleared prior to registering for any USI course that includes working with children under the age of 18, whether in-person or virtually. Candidates are financially responsible for fulfilling criminal background check requirements.

1. **National Background Check through Castlebranch®**: A teacher candidate must have a current, valid national background check from the USI endorsed company on file with the Office of Clinical Experiences (OCE) prior to registering for clinical experience courses. A national background check provides a comprehensive check showing felonies, misdemeanors, and sex offenses at the state and county level. USI considers a National Background Check through Castlebranch® valid for a period of five years unless the teacher candidate is taking an Early Childhood course. Background checks for Early Childhood courses must be completed every three years. Upon expiration, the teacher candidate must complete a new background check to continue with clinical experiences.
2. **Indiana Expanded Child Protection Index through Castlebranch®**: The Indiana Expanded Child Protection Index is a comprehensive check for allegations of child abuse or child neglect within the state of Indiana. USI considers an Indiana Expanded Child Protection Index through Castlebranch® valid for a period of five years. Upon expiration, the candidate must complete a new Indiana Expanded Child Protection Index to continue with clinical experiences.
3. **USI Consent for Release of Information and Self-Disclosure Application**: This document provides a comprehensive picture of any issues that the teacher candidate has faced. A new application must be completed and submitted each semester prior to beginning a new clinical experience.

Some P12 partner schools and agencies may require additional background inquiries at any time. For example, many early childhood facilities must comply with the state-mandated policy regarding fingerprinting. (Fingerprinting Checks through Castlebranch®).

Fingerprinting should be completed for any teacher candidate enrolled in an Early Childhood course with clinical experience who will spend more than 7 ½ hours in one month at a designated site.

When any of the background inquiries reveal issues that may be detrimental to a candidate's ability to obtain licensure or employment as an educator, the candidate's background materials are reviewed by the Educator Preparation Issues Committee who determine if the candidate may continue in a teacher preparation program by considering the following factors:

1. The nature and seriousness of the offense for which the individual was convicted.
2. The passage of time since the commission of the offense.
3. The relationship of the offense to the ability, capacity, and fitness required to perform the duties and discharge the responsibilities of an educator.
4. Evidence of rehabilitation or treatment undertaken by the individual that might mitigate against a direct relation to the ability, capacity, and fitness required to perform the duties and discharge the responsibilities of an educator.

In alignment with the expectations of partner P12 school districts and agencies, USI may dismiss an individual from any teacher preparation program immediately if USI has reason to believe that the individual: (1) is the subject of a substantiated report of child abuse or neglect; or (2) has pending charges for or has been convicted of an offense requiring license revocation per I.C. 20-28-5-8

PROFESSIONALISM

USI Professional Dress Code

The Teacher Education Department has a dress code for candidates in clinical experiences. Candidates are **required** to follow this dress code whenever they visit a school for clinical placements. Candidates who violate the dress code may be removed from the clinical placement.

When USI teacher candidates are in schools, they should be perceived as “professionals” not as “students.”

Basic hygiene is assumed. Clothes should be clean, pressed, and fit appropriately. Candidates’ hair and nails should be clean, neat, and appropriately groomed. Hair color should be in natural colors and not include hair colors that are a distraction to the learning. For example: purple, green, pink, un-natural red, etc. Hair styles should also not be a distraction to the learning. Facial hair, if worn, should be clean and neatly trimmed. Jewelry should be subtle (see below), as should cologne or perfume (Keep in mind that many students have fragrance allergies).

****School administrators have the final say in the appropriateness of the appearance of a teacher candidate assigned to his/her school.***

Candidates in the exploration and analysis phase courses are required to follow the USI Professional Dress Code outlined in detail below. Teacher candidates must present a professional appearance to future employers, colleagues, parents, and students.

Name tag – USI Photo Name Badge available in Eagle Access office for \$5

- Must be worn from collar of shirt or on a visible lanyard
- Follow the Photo ID requirement at the clinical placement
- Students should not wear a USI Student ID badge that displays the student identification number

Shirts and Blouses

- No athletic type t-shirts or sweatshirts (with or without hoods)
- Shirts or sweaters must fit appropriately and not be too tight, too short, etc.

Shoes

- Must be clean and appropriate for school environment
- Flip flops or sandals without a back strap not permitted
- Tennis shoes or athletic shoes are not allowed unless teaching physical education

Trousers, slacks, skirts, or capri pants

- Skirts and dresses must be at least knee-length
- No “cargo” pants with multiple pockets on the legs
- No denim

- No apparel that is torn, faded, wrinkled, too baggy, or too tight
- Leggings/Jeggings must be worn with a tunic-type top
- No flannel/pajama style pants
- No shorts of any kind

In addition to the dress code stated above, these guidelines must be followed:

- No low cut or revealing clothing (midriff and cleavage must not show)
- No visible piercings other than subtle earrings in the ears – this includes septum nose rings, eyebrow, lip, tongue, or other piercings that would be a distraction to the learning process

Kappa Delta Pi (KDP) has a Professional Dress Closet in the Teacher Education Department. All items are \$1.00. It is open daily. Access can be gained by checking in with Ms. Michelle Herrmann, Teacher Education Department Administrative Assistant.

Teacher Candidates are expected to dress professionally every day. The standards for a “business casual” wardrobe serve as a good reference point. An appropriate professional wardrobe is conservative, not trendy. Teacher candidates must present a professional appearance to future employers, colleagues, parents, and students.

***Professional appearance is considered a Professional Disposition.**

Cell Phones

Cell phones should be in the off or mute position any time that a teacher candidate is involved in a clinical experience. If a teacher candidate anticipates an emergency call during the clinical experience, he/she should notify the P12 teacher at the beginning of the session. At no time when teacher candidates are in the presence of students should they be involved in texting, checking social media or email, or talking on a cell phone.

Email

Email should never be considered “private.” Teacher candidates should only use a USI email account (not yahoo®, hotmail®, gmail®, etc.) when communicating with university instructors, site coordinators/principals, or teachers. At no time should a teacher candidate use his or her personal email account. **Teacher candidates should check their USI email account daily.** This email account is the main source of communication between USI faculty, staff, the Office of Clinical Experience, and the teacher candidates. **Not reading email is not an acceptable excuse for missing deadlines or failing to be aware of expectations, requirements, and critical information.** A teacher candidate’s clinical experience may be delayed due to failing to check email messages.

Etiquette

Teacher candidates should address mentor teachers, site coordinators, instructors, and professors by title and not simply by his or her first or last name. For example, Dr. Sheila Smith should not be addressed as Sheila or Smith. The appropriate salutation would always be Dr. Smith. This type of etiquette encompasses both face-to-face, written and/or electronic communication.

Gum

Teacher candidates should at no time be chewing gum on school property.

PROFESSIONAL DISPOSITIONS

Professional Dispositions are defined as, “The habits of professional action and moral commitments that underlie an educator’s performance” (InTASC Model Core Teaching Standards, p. 6). Throughout the educational experience at the University of Southern Indiana, the teacher candidate should demonstrate growth in academic work and professional dispositions. Teacher candidates will be rated on the following scale: Strongly Agree, Agree, Disagree, Strongly Disagree, or Not Observed.

The dispositions will be assessed by instructors or cooperating teachers in the following courses:

Exploration – Instructor & Self-Evaluation

EDUC 242 (Early Childhood)

EDUC 292 (Elementary, Special Education, P-12)

EDUC 283 (Secondary, Special Education, P-12)

Analysis – Instructor

EDUC 354 (Elementary)

EDUC 355 (Early Childhood)

EDUC 384 (Secondary, P-12)

EDUC 421 (Special Education)

Professional Dispositions are defined as “The habits of professional action and moral commitments that underlie an educator’s performance” (InTASC Model Core Teaching Standards, p. 6). Please remember that teacher candidates are rated with respect to their level of acceptable behavior or their deviation from it. A rating of **Not Observed** would be chosen for a student who has not had an opportunity to exhibit that behavior. Therefore, no positive or negative rating can be assigned to that disposition.

Strongly Disagree	(SD)
Disagree	(D)
Agree	(A)
Strongly Agree	(SA)
Not Observed	(N)

The teacher candidate demonstrates a commitment to the teaching profession and adheres to continuous development as a professional. The teacher candidate:

1. Demonstrates respect for cultural differences and beliefs	(SD)	(D)	(A)	(SA)	(N)
2. Demonstrates compassion for those experiencing difficulty	(SD)	(D)	(A)	(SA)	(N)
3. Demonstrates patience during the learning process	(SD)	(D)	(A)	(SA)	(N)
4. Maintains appropriate confidentiality	(SD)	(D)	(A)	(SA)	(N)
5. Demonstrates high expectations for self and others	(SD)	(D)	(A)	(SA)	(N)
6. Demonstrates effective collaboration skills	(SD)	(D)	(A)	(SA)	(N)
7. Addresses issues of concern professionally	(SD)	(D)	(A)	(SA)	(N)
8. Demonstrates flexibility during the learning process	(SD)	(D)	(A)	(SA)	(N)
9. Maintains professional appearance	(SD)	(D)	(A)	(SA)	(N)
10. Is prepared for class or appointments	(SD)	(D)	(A)	(SA)	(N)
11. Is punctual for class or appointments	(SD)	(D)	(A)	(SA)	(N)
12. Seeks help when needed	(SD)	(D)	(A)	(SA)	(N)
13. Actively seeks out new information and innovative teaching strategies	(SD)	(D)	(A)	(SA)	(N)

14. Demonstrates reflective practice in written or verbal form	(SD)	(D)	(A)	(SA)	(N)
15. Responds positively to constructive criticism	(SD)	(D)	(A)	(SA)	(N)
16. Demonstrates compliance with laws/regulations/policies/standards	(SD)	(D)	(A)	(SA)	(N)
17. Demonstrates academic integrity	(SD)	(D)	(A)	(SA)	(N)
18. Demonstrates effective and timely communication in written or verbal form	(SD)	(D)	(A)	(SA)	(N)
19. Demonstrates appropriate use of technology during meetings and/or class	(SD)	(D)	(A)	(SA)	(N)

Explanation of dispositions marked “Strongly Disagree” or “Disagree.”

Social Media

While written and oral communication among peers is often casual and informal, it is imperative for teacher candidates to be mindful of professional expectations in this regard. Conventional English must be used in all written and oral correspondences with University instructors, principals, and teachers. Teacher candidates should not have any personal conversations with students via email, texting, cell phone, social networks, or other forms of communication. Most schools have policies regarding the use of email and cell phones by students and school personnel, and teacher candidates must adhere strictly to these guidelines. Teacher candidates are also reminded that their public image must be professional. This public representation of oneself includes social networks such as Facebook®, Instagram®, Snapchat®, TikTok®, etc. Teacher candidates should not “friend” students or the parents of students on their social networking sites. This is a breach of professional boundaries.

END OF TERM PROCEDURES

The teacher candidate will be required to complete the Teacher Candidate Clinical Experience Reflection in EDUC 242, EDUC 255, EDUC 261, EDUC 283, EDUC 292, HIST 287, EDUC 354, EDUC 355, EDUC 356, EDUC 382, EDUC 384, EDUC 398, EDUC 421, and EDUC 422. In addition, all **Green Time Sheets** need to be completed and submitted to the university instructor. Students will be assessed by the site coordinator or classroom teachers at the end of the clinical practice.

APPENDIX

CLINICAL EXPERIENCE DESCRIPTION BY PROGRAM
Early Childhood Education – Exploration Phase

EDUC 242 – Growth and Development: Early Childhood

Course requirements prior to clinical practice:

Tk20 Access

CastleBranch® National Background Check (3 years) Indiana Expanded Child Protection Index Check
Consent for Release of Information and Self-Disclosure Form (each semester)

FERPA Certified

Fingerprinting (more than 7 hrs./mo.)

USI Photo ID Badge

Read the Clinical Practice Handbook, sign and submit the signature page once each academic year

Review the USI Disposition Inventory, sign and submit the Disposition Commitment Page,

complete the USI Disposition Self-Inventory, sign and submit prior to beginning clinical experience

Clinical practice expectations:

- 10 one-hour observation visits at an assigned school
- Observe children regarding their development and learning
- Conduct multiple tasks to understand developmental theories
- Collect artifacts that indicate children's growth and learning

Assignments: Case Study Portfolio

Course Grade: Case Study Portfolio counts for 30% of the course grade

Role of USI Instructor:

- Provide knowledge and tools to be used in the clinical experience
- Provide in class guidance on Case Study
- Evaluate Case Study Portfolio
- Visit the teacher candidate during the clinical experience

Expectations of the school principal/mentor teacher:

- Classroom teacher provides space and opportunities for teacher candidates to complete the clinical experience
- Classroom teacher answers questions regarding the general developmental knowledge of the children in the class
- Classroom teacher signs the timesheet for each visit
- Classroom teachers provide consultation and allow teacher candidates to collect artifacts for the completion of the case study

EDUC 256 – Guidance of Young Children

Course requirements prior to clinical practice:

Tk20 Access

CastleBranch® National Background Check (3 years) Indiana Expanded Child Protection Index Check

Consent for Release of Information and Self-Disclosure Form (each semester)

FERPA Certified

Fingerprinting (more than 7 hrs./mo.)

USI Photo ID Badge

Read the Clinical Practice Handbook, sign and submit the signature page once each academic year

Clinical practice expectations:

- 5 hours at an assigned school
- Teacher candidates visit and observe the classroom atmosphere
- Teacher candidates note an area of focus using a guidance plan
- Diagram the area, take notes, discuss the concern, and design a plan for improvement

Assignments: Course artifact – guidance plan

Course Grade:

- Data collected during the clinical experience is used for the course artifact

Role of USI Instructor:

- Discusses the observations and plans with the teacher candidates

Expectations of the school principal/mentor teacher:

- The mentor teacher allows observation and collaboration with the teacher candidates
- Classroom teacher signs the timesheet for each visit

EDUC 261 - Special Needs Early Childhood Education

Course requirements prior to clinical practice:

Tk20 Access

CastleBranch® National Background Check (3 years) Indiana Expanded Child Protection Index Check
Consent for Release of Information and Self-Disclosure Form (each semester)

FERPA Certified

Fingerprinting (more than 7 hrs./mo.)

USI Photo ID Badge

Read the Clinical Practice Handbook, sign and submit the signature page once each academic year

Clinical practice expectations:

- 10 one-hour observation visits at an assigned school
- Observe children regarding their delayed development and learning
- Conduct multiple tasks to understand developmental delays
- Collect artifacts that indicate children's progress in developmental domains

Assignments: Reflective journal about developmental progress of children.

Course Grade: Reflective journal counts for 10% of the course grade

Role of USI Instructor:

- Provide knowledge and information about types of developmental delays
- Provide in class guidance on targeted questions asked in the reflective journal
- Evaluate knowledge of the teacher candidate's ability to recognize and document specific characteristics of children with developmental delays
- Provide feedback to the USI class about things they have observed

Expectations of the mentor teacher:

- Specific provider allows teacher candidate to observe, interact with groups of children with developmental delays.
- Specific provider allows teacher candidates to take notes during the class
- Provider(s) will work with USI instructor to answer teacher candidate questions as needed

EDUC 355 – Practicum – Early Childhood Education

Course requirements prior to clinical practice:

Tk20 Access

CastleBranch® National Background Check (3 years) Indiana Expanded Child Protection Index Check
Consent for Release of Information and Self-Disclosure Form (each semester)

FERPA Certified

Fingerprinting (more than 7 hrs./mo.)

USI Photo ID Badge

Read the Clinical Practice Handbook, sign and submit the signature page once each academic year

Clinical practice expectations:

- 50 hours distributed over the semester at an assigned school
- Observe during initial visits
- Identify a topic in collaboration with the teacher and children
- Lead small and large group activities
- Arrange for a virtual field trip or a virtual guest speaker

Assignments:

- Time sheet
- Lesson plans
- Charts
- Lists
- Anticipatory teacher's planning web
- Children's web
- Documentation
- Compilation of resources

Course Grade: The mentor teacher completes an evaluation form, and the course instructor inputs the evaluation form along with the required number of hours for placement to determine the course grade.

Role of USI Instructor:

- Regular visits are made to the site
- Takes anecdotal notes and shares these notes with the teacher candidate

Expectations of the school principal/mentor teacher:

- The principal accepts the placements and asks for mentor teachers to volunteer to work with a teacher candidate
- The principal informs the USI Office of Clinical Experience of the names of mentor teachers
- USI Office of Clinical Experience assigns the mentor teachers to a USI teacher candidate
- Mentor teachers are expected to communicate regularly with the USI teacher candidate

EDUC 356 – Teaching Methods in Integrated Content Areas

Course requirements prior to clinical practice:

Tk20 Access

CastleBranch® National Background Check (3 years) Indiana Expanded Child Protection Index Check
Consent for Release of Information and Self-Disclosure Form (each semester)

FERPA Certified

Fingerprinting (more than 7 hrs./mo.)

USI Photo ID Badge

Read the Clinical Practice Handbook, sign and submit the signature page once each academic year

Clinical practice expectations:

- 5 Hours distributed as indicated on the syllabus
- Observe in an elementary (K-3) classroom

Assignment:

- Bio Pocket Assignment
- Observation Notebook
- Observation Notebook Paper
- Lesson Plan Portfolio

Course Grade:

- See Course Syllabus for specific percentages

Role of USI Instructor:

- Provide knowledge and information about teaching methods
- Provide in class guidance on targeted questions from the Observation Notebook
- Evaluate teacher candidate's knowledge and integration of specific teaching methods
- Provide feedback to teacher candidates

Expectations of the school principal/mentor teacher:

- Mentor teacher allows teacher candidates to observe and/or work with groups of students
- Mentor teacher allows teacher candidates to take notes during the class
- Teacher candidates will collaborate with classroom teachers
- Mentor teacher will work with USI instructor to answer teacher candidate questions as needed

EDUC 398 – Reading Methods

Course requirements prior to clinical practice:

CastleBranch® National Background Check (5 years)

Indiana Expanded Child Protection Index Check

Consent for Release of Information and Self-Disclosure Form (each semester)

FERPA Certified

USI Photo ID Badge

Read the Clinical Practice Handbook, sign and submit the signature page once each academic year

Clinical practice expectations:

- 35 hours working individually with a student referred to as a reading buddy
- In collaboration with the classroom teacher create and implement lesson plans for sessions with reading buddy
- Administers reading assessments to individual students
- Video Self-Assessment

Assignment:

- Completes comprehensive assignments
- Textbook Chapter Review Study Guides
- Reading Assessment and Analysis
- Video Self-Assessment
- Literacy Focused Lesson Plans
- Time Sheet Reflective of Hours

Course Grade: Not a separate grade for clinical practice, but assignments cannot be completed without the clinical practice

Role of USI Instructor:

- Observe teacher candidates while working with reading buddy.
- Grade lesson plans and review Reading Assessments and Analysis
- Support with Literacy Resources

Expectations of the school principal/mentor teacher:

- The principal creates a list of potential classroom teachers
- The classroom teacher designates a list of students to work with the teacher candidates as reading buddies

Early Childhood Education – Synthesis Phase

EDUC 431 – Supervised Student Teaching in Early Childhood Education

Course requirements prior to clinical internship:

Tk20 Access

CastleBranch® National Background Check (3 years) Indiana Expanded Child Protection Index Check

Consent for Release of Information and Self-Disclosure Form (each semester)

FERPA Certified

Fingerprinting (more than 7 hrs./mo.)

USI Photo ID Badge

Read the Clinical Internship Handbook, sign and submit the signature page prior to beginning the clinical internship

Clinical Internship: 16 weeks – full-time following the cooperating teacher’s schedule

Assignments:

- Pairs Workshop
- Teacher Candidate Contact Information Form
- Daily Lesson Plans
- Weekly Reflections
- Evaluations of the cooperating teacher and the university supervisor
- Candidate Completer Survey
- Technology Use and Pott College Exit Report

Course Grade:

- Satisfactory (S) or Unsatisfactory (U)

Role of USI Instructor:

- Secures placements for clinical interns
- Provides Co-Teaching® training online or face-to-face
- Tracks on Tk20 the completion of viewing the Co-Teaching® online training
- Provides orientation for teacher candidates
- Trains and assigns university supervisors to teacher candidates
- Reads and records completion of Pairs Workshop activities
- Records clinical internship placements in the Tk20 system
- Communicates with cooperating teachers regarding access to Tk20
- Explains to cooperating teachers the process for completing the assessment
- Assembles assessments into Tk20 binders
- Verifies that the Tk20 binders are complete at the end of the semester
- Creates and sends Tk20 binders
- Consults with university supervisors and sets up conferences for students who receive unsatisfactory midterm assessments
- Attends midterm conferences
- Steps 8, 9, 10, and 11 are repeated in preparation for final assessments
- Tracks Disposition Inventory and conferences with teacher candidates when necessary

- Collates and prepares the comments of the teacher candidates regarding the university supervisors.
- Sends the comments to the university supervisors.
- Issues grades

Expectations of the school principal/cooperating teacher:

- Facilitates the appropriate learning environment
- Provides necessary materials (if needed)
- Allows teacher candidates to observe in classrooms outside their designated placement
- Provides adequate supervision of the USI teacher candidates
- Communicates concerns to the teacher candidates/university supervisor/Director of Clinical Internships
- Allows teacher candidates to videotape his/her interaction with the students in the classroom
- Provides constructive feedback to the teacher candidates and/or the university supervisor
- Completes online Co-Teaching® training

CLINICAL EXPERIENCE DESCRIPTION BY PROGRAM

Elementary Education – Exploration

EDUC 292 – Exploration in Elementary Education

Course requirements prior to clinical practice:

Tk20 Access

Castle Branch Background Check (5 years)

Indiana Expanded Child Protection Index Check

Consent and Disclosure (each semester)

FERPA Certified

USI Photo ID Badge

Read the Clinical Practice Handbook, sign and submit the signature page once each academic year

Review the USI Disposition Inventory, sign and submit the Disposition Commitment Page, complete the USI Disposition Self-Inventory, sign and submit prior to beginning clinical experience

Clinical practice expectations:

- Teacher candidates must receive an average score of Proficient from their mentor teacher in order to successfully complete the EDUC 292 course
- 20 scheduled visits of one hour or more at an assigned school (minimum of 2 visits per week)
- Observe and work with elementary students in a focused, structured clinical experience using appropriate strategies
- Analyze and apply developmentally appropriate strategies

Assignments:

- Weekly Clinical Practice Visit Information Journals
- Clinical Practice Reflections (4 Prompts)
- Context for Learning – Part 1
- Context for Learning – Part 2
- Timesheet-completed, signed, and submitted on due date

Course Grade: 50%

Role of USI Instructor:

- Maintain contact with teacher candidate and mentor teacher

Expectations of the school principal/mentor teacher:

- Identify teachers who will host USI teacher candidates
- Provides a classroom for the clinical practice
- The mentor teacher completes a teacher candidate assessment on Tk20 for each teacher candidate.
- The mentor teacher signs the clinical experience time sheet for each teacher candidate

Elementary Education – Analysis Phase

EDUC 354 – Practicum in Elementary Education

Course requirements prior to clinical practice:

CastleBranch® National Background Check (5 years)

Indiana Expanded Child Protection Index Check

Consent for Disclosure (each semester)

FERPA Certified

USI Photo ID Badge

Read the Clinical Practice Handbook, sign and submit the signature page once each academic year

Clinical practice expectations:

- Teacher candidates must receive an average score of Proficient from their mentor teacher in order to successfully complete the EDUC 354 course
- 35 hours or more at an assigned school (minimum of 2 visits per week)
- Clinical experience is arranged
- Teacher candidates work with small groups, individual tutoring, and whole class instruction.
- Teacher candidates may develop activities or lesson plans
- Mentor teachers may develop the activities, assessments or plans and then the teacher candidate implements.
- Teacher candidates are required to teach one full lesson plan

Assignments:

- Weekly Reflections
- Response Prompts
- Summary Journals
- Lesson Plans
- Timesheet-completed, signed, and submitted on due date

Course Grade: 100%

Role of USI Instructor:

- USI instructor maintains contact with teacher candidate and mentor teacher

Expectations of the school principal/mentor teacher:

- Principal designates
- mentor teachers
- Mentor teacher completes an assessment of the teacher candidate at the end of the semester

EDUC 382 - Elementary Analysis - Curriculum and Instruction

Course requirements prior to clinical practice:

CastleBranch® National Background Check (5 years)

Indiana Expanded Child Protection Index Check

Consent for Disclosure (each semester)

FERPA Certified

USI Photo ID Badge

Read the Clinical Practice Handbook, sign and submit the signature page once each academic year

Clinical practice expectations:

- 35 hours at assigned school
- Observe in the classroom
- Work with small groups assigned by the classroom teacher – 10 to 15 minutes each
- Teacher candidates design and implement lesson based on the standard assigned by the mentor teacher
- Weekly Analysis Journals targeting Task 1 and Task 2 on EdTPA® Rubrics
- Develop a Lesson Plan Portfolio that contains 3 lessons that must be taught during the latter part of the semester

Assignments:

- Weekly journal analyzing classroom practices, assessments, and learning events
- Teacher candidate develops a Lesson Plan Portfolio that contains 3 lessons
- Creates a school, community, classroom profile
- Completes a reflection on Tk20 at the end of the semester

Course Grade: 100%

- School and Community Profile – 15%
- Weekly Analysis Journal – 45%
- 3 Lesson Plan Portfolio – 40%

Role of USI Instructor:

- Visits once a week and again as needed for classroom observations and to meet with mentor teachers
- Gives feedback after each observation

Expectations of the school principal/mentor teacher

- The principal creates a list of teachers
- Director of Clinical Practice places teacher candidates according to clinical experience history. An attempt is made to place teacher candidates in a variety of experiences.
- The mentor teacher completes the assessment of the teacher candidate at the end of the semester

EDUC 398 – Reading Methods

Course requirements prior to clinical practice:

CastleBranch® National Background Check (5 years)

Indiana Expanded Child Protection Index Check

Consent for Disclosure (each semester)

FERPA Certified

USI Photo ID Badge

Read the Clinical Practice Handbook, sign and submit the signature page once each academic year

Clinical practice expectations:

- 35 hours working individually with a student referred to as a reading buddy
- In collaboration with the classroom teacher create and implement lesson plans for sessions with reading buddy
- Administers reading assessments to individual students
- Video Self-Assessment

Assignment:

- Completes comprehensive assignments
- Textbook Chapter Review Study Guides
- Reading Assessment and Analysis
- Video Self-Assessment
- Literacy Focused Lesson Plans
- Timesheet Reflective of Hours

Course Grade: Not a separate grade for clinical practice, but assignments cannot be completed without the clinical practice

Role of USI Instructor:

- Observe teacher candidates while working with reading buddy.
- Grade lesson plans and review Reading Assessments and Analysis
- Support with Literacy Resource

Expectations of the school principal/mentor teacher:

- The principal creates a list of potential classroom teachers
- The classroom teacher designates a list of students to work with the teacher candidates as reading buddies

EDUC 471 – Elementary Synthesis - Supervised Student Teaching

Course requirements prior to clinical internship:

CastleBranch® National Background Check (5 years)

Indiana Expanded Child Protection Index Check

Consent for Disclosure (each semester)

FERPA Certified

USI Photo ID Badge

Read the Clinical Internship Handbook, sign and submit the signature page

Clinical Internship: 16 weeks – full-time following the cooperating teacher’s schedule

Assignments:

- Pairs Workshop
- Teacher Candidate Contact Information Form
- Daily Lesson Plans
- Weekly Reflections
- Evaluations of the cooperating teacher and the university supervisor
- Candidate Completer Survey
- Technology Use and Pott College Exit Report

Course Grade:

- Satisfactory (S) or Unsatisfactory (U)

Role of USI Instructor:

- Secures placements for clinical interns
- Provides Co-Teaching® training online or face-to-face
- Tracks on Tk20 the completion of viewing the Co-Teaching® online training
- Provides orientation for teacher candidates
- Trains and assigns university supervisors to teacher candidates
- Reads and records completion of Pairs Workshop activities
- Records clinical internship placements in the Tk20 system
- Communicates with cooperating teachers regarding access to Tk20
- Explains to cooperating teachers the process for completing the assessment
- Assembles assessments into Tk20 binders
- Verifies that the Tk20 binders are complete at the end of the semester
- Creates and sends Tk20 binders
- Consults with university supervisors and sets up conferences for students who receive unsatisfactory midterm assessments
- Attends midterm conferences
- Steps 8, 9, 10, and 11 are repeated in preparation for final assessments
- Tracks Disposition Inventory and conferences with teacher candidates when necessary
- Collates and prepares the comments of the teacher candidates regarding the university supervisors. Sends the comments to the university supervisors.
- Issues grades

Expectations of the school principal/cooperating teacher:

- Facilitates the appropriate learning environment
- Provides necessary materials (if needed)
- Allows teacher candidates to observe in classrooms outside their designated placement
- Provides adequate supervision of the USI teacher candidates
- Communicates concerns to the teacher candidates/university supervisor/Director of Clinical Internships
- Allows teacher candidates to videotape his/her interaction with the students in the classroom
- Provides constructive feedback to the teacher candidates and/or the university supervisor
- Completes online Co-Teaching® training

CLINICAL EXPERIENCE DESCRIPTION BY PROGRAM

Secondary Education – Exploration

EDUC 283 – Exploration in Secondary Education

Course requirements prior to clinical practice:

CastleBranch® National Background Check (5 years)

Indiana Expanded Child Protection Index Check Consent for Disclosure (each semester)

FERPA Certified

USI Photo ID Badge

Read the Clinical Practice Handbook, sign and submit the signature page once each academic year

Clinical practice expectations:

- 20 – scheduled hours of observation with a minimum of 10 site visits.
- Focused observations in a middle school. Placement with licensed teachers who are teaching within the major content area of the teacher candidate.

Assignments:

- Reflective assignments that are based on the connection of class discussion and clinical experiences – 2 to 5
- Before Final Exams - Completes a Teacher Candidate Reflection on Tk20

Course Grade: 25%

- Failure to complete Clinical Practice will result in an Incomplete for the course

Role of USI Instructor:

- Assigns and evaluates assignments

Expectations of the mentor teacher:

- The mentor teacher remains in the classroom
- The mentor teacher completes a teacher candidate assessment on Tk20 for each teacher candidate
- The mentor teacher signs the clinical experience time sheet for each teacher candidate

Secondary Education – Analysis Phase

EDUC 384 – Advanced Clinical Experiences – Secondary Schools

Course requirements prior to clinical practice:

CastleBranch® National Background Check (5 years)

Indiana Expanded Child Protection Index Check

Consent for Disclosure (each semester)

FERPA Certified

USI Photo ID Badge

Read the Clinical Practice Handbook, sign and submit the signature page once each academic year

Clinical practice expectations:

- Each teacher candidate will be placed in a local high school with an experienced mentor teacher within the candidate's content major.
- The candidate and mentor teacher will arrange a clinical experience schedule that allows the candidate to complete a minimum of 50 hours in the secondary classroom.
- The clinical experience time will be spread out over the course of the semester (beginning no later than Week 4 of the semester and ending with Week 15) and include frequent visits (2 or 3 times per week).
- The candidate will work with the same class throughout the clinical experience; if the block schedule makes this impossible, the candidate may alternate weekly between two of the mentor teacher's classes.

Expectations of the teacher candidate:

- Complete and submit focused written reflections which integrate course assigned readings and clinical experience observation.
- Work with individual students, small groups, and the entire class.
- Teach, record, and submit one lesson taught to the entire class.
- Choose appropriate instructional strategies, including available technology, in the delivery of learner-centered lessons.
- Participate, reflect, and grow professionally in a clinical experience through the delivery of content-based, standards-driven lessons in the secondary classroom.

Assignments: (percentage of final course grade)

- Welcome Video – 5%
- Clinical Experience Completion – 15%
- Reflections – 30%
- Teaching with Lesson Plan – 40%
- Final Exam – 10%

Role of USI Instructor:

- USI instructor is present in the participating schools on a regular, rotating basis.
- USI instructor observes each teacher candidate in his/her placement at least 2-3 times.
- USI instructor makes clinical notes during the observations, noting strengths and weaknesses of the teacher candidate. The clinical notes are discussed with the teacher candidate, both on site and during the post-lesson evaluation conference.

Expectations of the school principal/classroom teacher:

- The principal or designated educator provides a list of mentor teachers available in the specified content areas.
- The mentor teacher integrates the teacher candidate into the classroom setting.
- The mentor teacher allows the teacher candidate to assume some of the duties of the mentor teacher, including the teaching of at least one lesson.
- The mentor teacher observes and provides feedback after the teacher candidate teaches a lesson or completes other activities with students.

EDUC 473 – Supervised Student Teaching in Secondary Education or P12

Course requirements prior to clinical internship:

CastleBranch® National Background Check (5 years)

Indiana Expanded Child Protection Index Check

Consent for Disclosure (each semester)

FERPA Certified

USI Photo ID Badge

Read the Clinical Internship Handbook, sign and submit the signature page

Clinical Internship: 16 weeks – full-time following the cooperating teacher’s schedule

Assignments:

- Pairs Workshop
- Teacher Candidate Contact Information Form
- Daily Lesson Plans
- Weekly Reflections
- Evaluations of the cooperating teacher and the university supervisor
- Candidate Completer Survey
- Technology Use and Pott College Exit Report

Course Grade:

- Satisfactory (S) or Unsatisfactory (U)

Role of USI Instructor:

- Secures placements for clinical interns
- Provides Co-Teaching® training online or face-to-face
- Tracks on Tk20 the completion of viewing the Co-Teaching® online training
- Provides orientation for teacher candidates
- Trains and assigns university supervisors to teacher candidates
- Reads and records completion of Pairs Workshop activities
- Records clinical internship placements in the Tk20 system
- Communicates with cooperating teachers regarding access to Tk20
- Explains to cooperating teachers the process for completing the assessment
- Assembles assessments into Tk20 binders
- Verifies that the Tk20 binders are complete at the end of the semester
- Creates and sends Tk20 binders
- Consults with university supervisors and sets up conferences for students who receive unsatisfactory midterm assessments
- Attends midterm conferences
- Steps 8, 9, 10, and 11 are repeated in preparation for final assessments
- Tracks Disposition Inventory and conferences with teacher candidates when necessary
- Collates and prepares the comments of the teacher candidates regarding the university supervisors. Sends the comments to the university supervisors.
- Issues grades

Expectations of the school principal/cooperating teacher:

- Facilitates the appropriate learning environment
- Provides necessary materials (if needed)
- Allows teacher candidates to observe in classrooms outside their designated placement
- Provides adequate supervision of the USI teacher candidates
- Communicates concerns to the teacher candidates/university supervisor/Director of Clinical Internships
- Allows teacher candidates to videotape his/her interaction with the students in the classroom
- Provides constructive feedback to the teacher candidates and/or the university supervisor
- Completes Co-Teaching® training

**CLINICAL EXPERIENCE DESCRIPTION BY
PROGRAM**

Special Education - Exploration

EDUC 261 – Special Needs Early Childhood Education

Course requirements prior to clinical practice:

Tk20 Access

CastleBranch® National Background Check (3 years) Indiana Expanded Child Protection Index Check
Consent for Release of Information and Self-Disclosure Form (each semester)

FERPA Certified

Fingerprinting (more than 7 hrs./mo.)

USI Photo ID Badge

Read the Clinical Practice Handbook, sign and submit the signature page once each academic year

Clinical practice expectations:

- 10 one-hour observation visits at an assigned school
- Observe children regarding their delayed development and learning
- Conduct multiple tasks to understand developmental delays
- Collect artifacts that indicate children's progress in developmental domains

Assignments: Reflective journal about developmental progress of children.

Course Grade: Reflective journal counts for 10% of the course grade

Role of USI Instructor:

- Provide knowledge and information about types of developmental delays
- Provide in class guidance on targeted questions asked in the reflective journal
- Evaluate knowledge of the teacher candidate's ability to recognize and document specific characteristics of children with developmental delays
- Provide feedback to the class about things they have observed

Expectations of the principal/mentor teacher:

- Allows teacher candidate to observe, interact with groups of children with developmental delays.
- Allows teacher candidate to take notes during the class
- Works with USI instructor to answer teacher candidate questions

EDUC 283 – Exploration in Secondary Education

Course requirements prior to clinical practice:

CastleBranch® National Background Check (5 years)
Indiana Expanded Child Protection Index
Check Consent for Disclosure (each semester)
FERPA Certified
USI Photo ID Badge

Read the Clinical Practice Handbook, sign and submit the signature page once each academic year

Clinical practice expectations:

- 20 – scheduled hours of observation with a minimum of 10 site visits.
- Focused observations in a middle school. Placement with licensed teachers who are teaching within the major content area of the teacher candidate.

Assignments:

- Reflective assignments that are based on the connection of class discussion and clinical experiences – 2 to 5
- Before Final Exams - Completes a Teacher Candidate Reflection on Tk20

Course Grade: 25%

- Failure to complete Clinical Practice will result in an Incomplete for the course

Role of USI Instructor:

- Assigns and evaluates assignments

Expectations of the mentor teacher:

- The mentor teacher remains in the classroom
- The mentor teacher completes a teacher candidate assessment on Tk20 for each student
- The mentor teacher signs the clinical experience time sheet for each teacher candidate

EDUC 292 – Exploration in Elementary Education

Course requirements prior to clinical practice:

Tk20 Access

Castle Branch Background Check (5 years)

Indiana Expanded Child Protection Index Check

Consent and Disclosure (each semester)

FERPA Certified

USI Photo ID Badge

Read the Clinical Practice Handbook, sign and submit the signature page once each academic year

Review the USI Disposition Inventory, sign and submit the Disposition Commitment Page, complete the USI Disposition Self-Inventory, sign and submit prior to beginning clinical practice

Clinical practice expectations:

- Teacher candidates must receive an average score of Proficient from their mentor teacher in order to successfully complete the EDUC 292 course
- 20 scheduled visits of one hour or more at an assigned school (minimum of 2 visits per week)
- Observe and work with elementary students in a focused, structured clinical experience using appropriate strategies
- Analyze and apply developmentally appropriate strategies

Assignments:

- Weekly Clinical Practice Visit Information Journals
- Clinical Practice Reflections (4 Prompts)
- Context for Learning – Part 1
- Context for Learning – Part 2
- Timesheet-completed, signed, and submitted on due date

Course Grade: 50%

Role of USI Instructor:

- Maintain contact with teacher candidate and mentor teacher

Expectations of the school principal/mentor teacher:

- Identify teachers who will host USI teacher candidates
- Provides a classroom for the clinical practice
- The mentor teacher completes a teacher candidate assessment on Tk20 for each teacher candidate.
- The mentor teacher signs the clinical experience time sheet for each teacher candidate

Special Education – Analysis Phase

EDUC 421 – Exceptional Needs Practicum I: Elementary

Course requirements prior to clinical practice:

CastleBranch® National Background Check (5 years)

Indiana Expanded Child Protection Index Check

Consent for Disclosure (each semester)

FERPA Certified

USI Photo ID Badge

Read the Clinical Practice Handbook, sign and submit the signature page once each academic year

Clinical practice expectations:

- 50 hours distributed throughout the semester at an assigned school
- Work directly with students under the direction of a classroom teacher.
- Work with small groups in inclusion classrooms.
- Spend a minimum of 90% of the assigned time working directly with students.
- No more than 10% of their in-class time assisting with classroom duties such as taking roll, grading papers, and filing.

Assignments:

- 10 Reflections on this experience
- Completes a reflection on Tk20

Course Grade:

- Clinical experience: 90%
- Completing required paperwork: 10%

Role of USI Instructor:

- Director of Clinical Practice places teacher candidates with teachers at the P12 school who teach in an inclusion classroom
- USI instructor introduces teacher candidates to teachers electronically
- USI instructor conducts 2 site visits to each teacher candidate per semester
- USI instructor meets with mentor teachers at mid-term to assess any issues and to write any needed remediation plans
- USI instructor completes disposition inventory on each teacher candidate

Expectations of the school principal/mentor teacher:

- Mentor teacher signs the Teacher Candidate Timesheet
- Mentor teacher completes an assessment of the teacher candidate at the end of the semester

EDUC 422 – Special Education Analysis – Exceptional Needs Practicum II: Secondary

Course requirements prior to clinical practice:

CastleBranch® National Background Check (5 years)

Indiana Expanded Child Protection Index Check

Consent for Disclosure (each semester)

FERPA Certified

USI Photo ID Badge

Read the Clinical Practice Handbook, sign and submit the signature page once each academic year

Clinical practice expectations:

- 50 hours distributed throughout the semester at an assigned school
- Teach at least 2 lessons in a small group
- May teach the entire class if it is a self-contained or resource room

Assignments:

- Reflection after each observation
- 2 lesson plans
- Weekly reflective journal
- Completes a reflection on Tk20 at the end of the semester

Course Grade: 100%

Role of USI Instructor:

- Site visits and evaluation of teaching
- Visits each student 2x – if any of the observations are unsatisfactory, the instructor makes multiple site visits to ensure that teacher candidates are progressing at a proficient rate.

Expectations of the school principal/mentor teacher

- Mentor the teacher candidate
- Provide opportunities for teacher candidates to teach lessons to students
- The mentor teacher completes the assessment of the teacher candidate at the end of the semester

Special Education – Synthesis Phase

EDUC 424 – Supervised Student Teaching in Special Education

Course requirements prior to clinical internship:

CastleBranch® National Background Check (5 years)

Indiana Expanded Child Protection Index Check

Consent for Disclosure (each semester)

FERPA Certified

USI Photo ID Badge

Read the Clinical Internship Handbook, sign and submit the signature page

Clinical Internship 16 weeks – full-time following the cooperating teacher’s schedule

Assignments:

- Pairs Workshop
- Teacher Candidate Contact Information Form
- Daily Lesson Plans
- Weekly Reflections
- Evaluations of the cooperating teacher and the university supervisor
- Candidate Completer Survey
- Technology Use and Pott College Exit Report

Course Grade:

- Satisfactory (S) or Unsatisfactory (U)

Role of USI Instructor:

- Secures placements for clinical interns
- Provides Co-Teaching® training online or face-to-face
- Tracks on Tk20 the completion of viewing the Co-Teaching® online training
- Provides orientation for teacher candidates
- Trains and assigns university supervisors to teacher candidates
- Reads and records completion of Pairs Workshop activities
- Records clinical internship placements in the Tk20 system
- Communicates with cooperating teachers regarding access to Tk20
- Explains to cooperating teachers the process for completing the assessment
- Assembles assessments into Tk20 binders
- Verifies that the Tk20 binders are complete at the end of the semester
- Creates and sends Tk20 binders
- Consults with university supervisors and sets up conferences for students who receive unsatisfactory midterm assessments
- Attends midterm conferences
- Steps 8, 9, 10, and 11 are repeated in preparation for final assessments
- Tracks Disposition Inventory and conferences with teacher candidates when necessary
- Collates and prepares the comments of the teacher candidates regarding the university supervisors. Sends the comments to the university supervisors.
- Issues grades

Expectations of the school principal/cooperating teacher:

- Facilitates the appropriate learning environment
- Provides necessary materials (if needed)
- Allows teacher candidates to observe in classrooms outside their designated placement
- Provides adequate supervision of the USI teacher candidates
- Communicates concerns to the teacher candidates/university supervisor/Director of Clinical Internships
- Allows teacher candidates to videotape his/her interaction with the students in the classroom
- Provides constructive feedback to the teacher candidates and/or the university supervisor
- Completes Co-Teaching® training

CLINICAL EXPERIENCE DESCRIPTION BY PROGRAM

P12 Education – Exploration

EDUC 292 – Exploration in Elementary Education

Course requirements prior to clinical practice:

Tk20 Access

Castle Branch Background Check (5 years)

Indiana Expanded Child Protection Index Check

Consent and Disclosure (each semester)

FERPA Certified

USI Photo ID Badge

Read the Clinical Practice Handbook, sign and submit the signature page once each academic year

Review the USI Disposition Inventory, sign and submit the Disposition Commitment Page, complete the USI Disposition Self-Inventory, sign and submit prior to beginning clinical experience

Clinical practice expectations:

- Teacher candidates must receive an average score of Proficient from their mentor teacher in order to successfully complete the EDUC 292 course
- 20 scheduled visits of one hour or more at an assigned school (minimum of 2 visits per week)
- Observe and work with elementary students in a focused, structured clinical experience using appropriate strategies
- Analyze and apply developmentally appropriate strategies

Assignments:

- Weekly Clinical Practice Visit Information Journals
- Clinical Practice Reflections (4 Prompts)
- Context for Learning – Part 1
- Context for Learning – Part 2
- Timesheet-completed, signed, and submitted on due date

Course Grade: 50%

Role of USI Instructor:

- Maintain contact with teacher candidate and mentor teacher

Expectations of the school principal/mentor teacher:

- Identify teachers who will host USI teacher candidates
- Provides a classroom for the clinical practice
- The mentor teacher completes a teacher candidate assessment on Tk20 for each teacher candidate.
- The mentor teacher signs the clinical experience time sheet for each teacher candidate

CLINICAL EXPERIENCE DESCRIPTION BY PROGRAM

P12 Education – Analysis Phase

EDUC 384 – Advanced Clinical Experiences – Secondary Schools

Course requirements prior to clinical practice:

CastleBranch® National Background Check (5 years)

Indiana Expanded Child Protection Index Check

Consent for Disclosure (each semester)

FERPA Certified

USI Photo ID Badge

Read the Clinical Practice Handbook, sign and submit the signature page once each academic year

Clinical practice expectations:

Expectations of the teacher candidate:

- Complete and submit focused written reflections which integrate course assigned readings and clinical experience observation.
- Work with individual students, small groups, and the entire class.
- Teach, record, and submit one lesson taught to the entire class.
- Choose appropriate instructional strategies, including available technology, in the delivery of learner-centered lessons.
- Participate, reflect, and grow professionally in a clinical experience through the delivery of content-based, standards-driven lessons in the secondary classroom.

Assignments: (percentage of final course grade)

- Welcome Video – 5%
- Clinical Experience Completion – 15%
- Reflections – 30%
- Teaching with Lesson Plan – 40%
- Final Exam – 10%

Role of USI Instructor:

- USI instructor is present in the participating schools on a regular, rotating basis.
- USI instructor observes each teacher candidate in his/her placement at least 2-3 times.
- USI instructor makes clinical notes during the observations, noting strengths and weaknesses of the teacher candidate. The clinical notes are discussed with the teacher candidate, both on site and during the post-lesson evaluation conference.

Expectations of the school principal/mentor teacher:

- The principal or designated educator provides a list of mentor teachers available in the specified content areas.
- The mentor teacher integrates the teacher candidate into the classroom setting.
- The mentor teacher allows the teacher candidate to assume some of the duties of the mentor teacher, including the teaching of at least one lesson.
- The mentor teacher observes and provides feedback after the teacher candidate teaches a lesson or completes other activities with students.

CLINICAL EXPERIENCE DESCRIPTION BY PROGRAM
P12 Education – Synthesis Phase

EDUC 473 – Supervised Student Teaching in Secondary Education or P12

Course requirements prior to clinical internship:

CastleBranch® National Background Check (5 years)

Indiana Expanded Child Protection Index Check

Consent for Disclosure (each semester)

FERPA Certified

USI Photo ID Badge

Read the Clinical Internship Handbook, sign and submit the signature page

Clinical Internship: 16 weeks – full-time following the cooperating teacher’s schedule

Assignments:

- Pairs Workshop
- Teacher Candidate Contact Information Form
- Daily Lesson Plans
- Weekly Reflections
- Evaluations of the cooperating teacher and the university supervisor
- Candidate Completer Survey
- Technology Use and Pott College Exit Report

Course Grade:

- Satisfactory (S) or Unsatisfactory (U)

Role of USI Instructor:

- Secures placements for clinical interns
- Provides Co-Teaching® training online or face-to-face
- Tracks on Tk20 the completion of viewing the Co-Teaching® online training
- Provides orientation for teacher candidates
- Trains and assigns university supervisors to teacher candidates
- Reads and records completion of Pairs Workshop activities
- Records clinical internship placements in the Tk20 system
- Communicates with cooperating teachers regarding access to Tk20
- Explains to cooperating teachers the process for completing the assessment
- Assembles assessments into Tk20 binders
- Verifies that the Tk20 binders are complete at the end of the semester
- Creates and sends Tk20 binders
- Consults with university supervisors and sets up conferences for students who receive unsatisfactory midterm assessments
- Attends midterm conferences
- Steps 8, 9, 10, and 11 are repeated in preparation for final assessments
- Tracks Disposition Inventory and conferences with teacher candidates when necessary
- Collates and prepares the comments of the teacher candidates regarding the university supervisors. Sends the comments to the university supervisors.
- Issues grades

Expectations of the school principal/cooperating teacher:

- Facilitates the appropriate learning environment
- Provides necessary materials (if needed)
- Allows teacher candidates to observe in classrooms outside their designated placement
- Provides adequate supervision of the USI teacher candidates
- Communicates concerns to the teacher candidates/university supervisor/Director of Clinical Internships
- Allows teacher candidates to videotape his/her interaction with the students in the classroom
- Provides constructive feedback to the teacher candidates and/or the university supervisor
- Completes Co-Teaching® training

Teacher Candidate Signature Page

CLINICAL EXPERIENCE PROFESSIONAL EXPECTATIONS AND AGREEMENT

As a teacher candidate in the Teacher Education Program at the University of Southern Indiana, I agree to follow the standards of professional behavior outlined below.

During my clinical experiences, I am a guest at a school or a community agency. I understand that it is my responsibility to learn so that I may become a more effective educator. I agree to abide by the specific institutional values and policies of the University of Southern Indiana and of the school or site where I am placed.

Legal and Ethical Conduct: I agree to maintain professional, legal, and ethical conduct. I will respect the privacy of children, families, and school personnel and protect the confidentiality of academic or personal information that I encounter. I will demonstrate academic integrity and not engage in academic dishonesty (e.g., plagiarism).

Professional Behavior: I agree to maintain a professional appearance and demeanor in accordance with the USI Professional Dress Code as outlined in the designated handbook(s). I will be dependable, punctual, and well prepared by meeting all deadlines and obligations.

Commitment to Growth: I agree to positively receive and professionally act upon feedback provided by USI faculty, university supervisors, or school/agency supervisors.

Commitment to Student Safety: I agree to act in a safe and responsible manner, avoiding any action that might put students at physical or emotional risk during all clinical experiences and related activities.

Professional Communication: I agree to interact and communicate in a positive and professional manner with students, peers, school and university personnel, and others. This includes all interaction whether in person or electronic. My communication will be free of bias, prejudice, or lack of fairness toward individuals or groups of people.

Collaboration: I agree to collaborate with others, demonstrate a positive rapport, contribute to group efforts, and show respect for others and their ideas.

Commitment to All Learners: I agree to act and communicate in an effective manner that enhances the educational opportunities for all students and their families. I will demonstrate my commitment to valuing student diversity in all its forms. I will positively encourage students in their learning efforts and maintain high expectations for all students. I will educate myself and adjust my teaching practice when necessary to meet the cultural, academic, social, emotional, and other needs of my students and their families.

I have read the 2022-2023 University of Southern Indiana Clinical Practice Handbook and agree to follow the university policies and procedures as stated.

_____ Teacher Candidate Name (printed)

_____ Teacher Candidate Signature

_____ Date

