School of Educational Leadership
College of Adult and Professional Studies

Undergraduate and Transition to Teaching
Clinical Experiences Handbook

November 2017
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Clinical experiences enhance the Indiana Wesleyan University candidates’ understanding of the field of education. It provides an opportunity to practice and apply content knowledge, pedagogical content knowledge, and professional dispositions that have been learned throughout the program.

The purpose of the Clinical Experiences Handbook is to provide all Indiana Wesleyan University candidates, university faculty, and P-12 school faculty and administration a guide for clinical experiences involving P-12 schools and their faculty. The contents of the handbook are based on the Indiana Wesleyan University’s School of Educational Leadership expectations, policies, and standards. It is expected that all candidates and faculty read and follow the defined expectations in order to facilitate successful and quality experiences in the P-12 schools. It is required for all candidates to read and sign the Verification of Reading document (see Appendix I) which indicates that the handbook has been read and understood. If there are any questions concerning the handbook, please contact the Office of Clinical Experiences.

Indiana Wesleyan University is appreciative of all public, private and parochial schools which so generously accommodate our candidates during these most important phases of their teacher preparation. This support, encouragement and endorsement allows our candidates to flourish in the marketplace.

We look forward to working with you as we shape future educators committed to changing the world, one student at a time.
The InTASC Core Teaching Standards

The model for programs within the School of Educational Leadership is aligned with the Interstate Teachers Assessment and Support Consortium (InTASC) Core Teaching Standards. The entire program is grounded in Indiana Wesleyan University’s mission: “changing the world by developing students in character, scholarship and leadership.” It is essential that educators be prepared in all ten standards in order to make a positive impact as a professional. Those InTASC Core Teaching Standards include:

**The Learner and Learning:**

**Standard #1: Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communicates to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Content:**

**Standard #4: Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Instructional Practice:**

**Standard #6: Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard #7: Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
**Standard #8:** Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibility:**

**Standard #9:** Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10:** Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
The terms below are frequently used in this handbook and during clinical experiences:

- **AGS** – Adult and Graduate Studies
- **Assessments** – Candidates will be evaluated through assessments for determining professional growth in the development of knowledge, skills, and professional dispositions.
- **CAEP** – Council for the Accreditation of Educator Preparation
- **Candidate** – a student enrolled in a School of Educational Leadership program
- **CAPS** – College of Adult and Professional Studies
- **Clinical Experiences** – field experiences, student teaching or internships in which candidates participate in P-12 school environments.
- **Cooperating School** – a public, private or parochial school which is not controlled or supported by the university, but which provides facilities for clinical experiences for candidates enrolled in School of Educational Leadership programs.
- **Cooperating Teacher** – a teacher in a cooperating school and who supervises candidates throughout clinical experiences.
- **Faculty** – Indiana Wesleyan University instructors.
- **Field Experiences** – course specific placements in which candidates work with students and cooperating teachers in a P-12 school to fulfill course expectations.
- **InTASC** – Interstate Teachers Assessment and Support Consortium
- **NAEYC** – National Association for the Education of Young Children
- **NCATE** – National Council for the Accreditation of Teacher Education
- **Onsite Dates** – three face-to-face sessions with university instructors which occur during student teaching.
- **SoEL** – School of Educational Leadership
- **Student Teaching** – a teaching assignment, using a co-teaching model in a P-12 school, in the classroom of a cooperating teacher. Length of student teaching placement is determined by program requirements.
- **Teacher Work Sample (TWS)** – the TWS is a collection of products produced by the candidate throughout their Transition to Teaching program and refined during their student teaching course.
- **Teacher of Record (TOR)** – a TOR is a candidate who is employed full time as a regular general education teacher (ECE, elementary or secondary), who has their own classroom and who is responsible for the instruction of state curriculum standards with P-12 students.
- **Transition to Teaching (TTT)** – an online teacher licensure program that contains all the courses you will need to become a licensed teacher in Indiana or Ohio.
- **University** – refers to Indiana Wesleyan University
- **University Supervisor** – the university faculty member who is responsible for teaching university courses and observing and evaluating candidates at cooperating schools.
NCATE – Professional Dispositions

NCATE (the National Council for Accreditation of Teacher Education) defines dispositions as “Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.” In the undergraduate and Transition to Teaching Programs, the following professional teaching dispositions are a requirement for all candidates:

<table>
<thead>
<tr>
<th>Disposition</th>
<th>InTASC Standard</th>
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<tbody>
<tr>
<td>1. Respects and values diversity in all of its forms and finds ways to include diversity in instruction.</td>
<td>1h, 1i, 2o, 3l, 4q</td>
</tr>
<tr>
<td>2. Treats all students with fairness and acceptance regardless of performance abilities or cultural contexts.</td>
<td>1h, 1i, 2l, 2m, 2n, 3l, 3q, 9o</td>
</tr>
<tr>
<td>3. Communicates high expectations of all students based on the belief that all students can learn.</td>
<td>2l</td>
</tr>
<tr>
<td>4. Demonstrates a commitment to life-long learning through reflective practice and professional growth goals.</td>
<td>4o, 6f, 9a, 9l, 10h, 10t</td>
</tr>
<tr>
<td>5. Values and respects the legal and ethical obligations of teaching when making professional decisions.</td>
<td>6v, 9f, 9j, 9o</td>
</tr>
<tr>
<td>6. Values the opinions, advice, constructive criticism, and collaboration with peers and other professionals.</td>
<td>1k, 3q, 3r, 7q, 10a, 10r</td>
</tr>
<tr>
<td>7. Consistently displays a positive attitude, proactive work ethic, and excellent time management skills.</td>
<td>2n, 7p, 9l, 10r</td>
</tr>
<tr>
<td>8. Demonstrates critical thinking skills in all instructional and professional decisions.</td>
<td>6f, 7p, 7q, 9l, 9m, 10h</td>
</tr>
<tr>
<td>9. Demonstrates creativity and leadership in teaching.</td>
<td>4o, 7p, 9a, 9l, 10r, 10t</td>
</tr>
</tbody>
</table>
Candidates enrolled in SoEL programs will find themselves developing and refining professional dispositions as they move through their program of study. There are five dimensions of professional dispositions to consider and each is a vital skill necessary for educators to be successful in the field.

“Professional dispositions are habits of thoughts and actions that emanate from professional attitudes, values, and beliefs. The dispositions of a professional educator are demonstrated verbally and nonverbally through interactions with students, families, and other education stakeholders.” (Ingles, 2014. p. 275)

The table below lists the five dispositional dimensions and associated indicators of acceptable performance as well as the four levels of competence upon which candidates will be assessed.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Indicators of Acceptable Performance</th>
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<tr>
<td>1. Professionalism</td>
<td>I behave as a person of integrity – in both word and deed.</td>
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<tr>
<td></td>
<td>I attend class faithfully and arrive early – <em>not</em> last minute.</td>
</tr>
<tr>
<td></td>
<td>I dress appropriately for the situation: neat, clean, with proper hygiene.</td>
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<tr>
<td></td>
<td>I arrive properly prepared.</td>
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<tr>
<td></td>
<td>I am both physically present and virtually present in class.</td>
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<tr>
<td></td>
<td>I communicate carefully considering audience, <em>timing</em>, and <em>tone</em>.</td>
</tr>
<tr>
<td></td>
<td>I demonstrate courtesy and respect for others – even when it is not reciprocated.</td>
</tr>
<tr>
<td></td>
<td>I accept responsibility for actions – without making excuses.</td>
</tr>
<tr>
<td>2. Communication</td>
<td>Use of verbal fillers: Free of verbal fillers; limited use of verbal fillers</td>
</tr>
<tr>
<td></td>
<td>Fluency: Fluent speech</td>
</tr>
</tbody>
</table>

School of Educational Leadership – Professional Dispositions

10. Values 21st-Century learning skills and seeks to use digital-age technology to promote student learning.

3g, 3m, 3p, 6i, 8r, 9f, 10a
| 3. Interpersonal Skills | Grammar and word choice: Uses proper grammar; Uses correct word as correct part of speech; avoids use of slang or nonstandard English
| Vocabulary: Extensive; demonstrates breadth of vocabulary
| Volume, pitch, and tone: Volume and pitch are appropriate; tone is pleasant
| Active listening skills: Occasional head nodding, appropriate eye contact, body turned toward speaker
| Rapport: Conveys warmth, positivity; facilitates connectedness or actively engages with others in the group
| Perceptiveness, with-it-ness: Accurately reads verbal and nonverbal cues; recognizes needs of individuals and groups
| Tolerant, sensitive: Supportive even if not in agreement; sensitive to others’ feelings
| Posture: Leans forwards at times to demonstrate engagement; “open” body language
| 4. Critical Thinking | Logic: Analytical, thorough
| Level of abstraction: Firm grasp of conceptual; Identifies principles at play in concrete experiences
| Focus: Focused on essentials – definition of problem, assumptions, evidence
| Questions: Poses relevant questions based upon essentials – clarification, assumptions, evidence, alternative perspectives
| 5. Leadership | Self-assured: Eye contact, posture, and tone of voice demonstrate confidence; willing to take risks; resilient
| Takes initiative: “Jumps in” or offers to contribute to the completion of a task or to fill in when there is need
| Provides direction for group: Notices when the group may be faltering or wandering off task; intervenes in a nonthreatening way that cajoles the group back on track
| “Presence”; others seem to listen or defer to him/her: Earns the trust and respect of others – whether by exuding charisma, projecting confidence, or demonstrating competence
| Empowers others: Inspires; motivates; encourages others to contribute and/or use their gifts

Dispositional assessments are conducted at various check points throughout each SoEL program and candidates are expected to maintain a competent level of skill in regards to each disposition being assessed.

Information taken, in part, from:

This Code of Ethics for Educators was developed by the distinguished AAE Advisory Board and by the Executive Committee of AAE. It contains four basic principles relating to the rights of students and educators.

OVERVIEW

- The professional educator strives to create a learning environment that nurtures to fulfillment the potential of all students.
- The professional educator acts with conscientious effort to exemplify the highest ethical standards.
- The professional educator responsibly accepts that every child has a right to an uninterrupted education free from strikes or any other work stoppage tactics.

PRINCIPLE I: Ethical Conduct toward Students

The professional educator accepts personal responsibility for teaching students character qualities that will help them evaluate the consequences of and accept the responsibility for their actions and choices. We strongly affirm parents as the primary moral educators of their children. Nevertheless, we believe all educators are obligated to help foster civic virtues such as integrity, diligence, responsibility, cooperation, loyalty, fidelity, and respect–for the law, for human life, for others, and for self.

The professional educator, in accepting his or her position of public trust, measures success not only by the progress of each student toward realization of his or her personal potential, but also as a citizen of the greater community of the republic.

1. The professional educator deals considerately and justly with each student, and seeks to resolve problems, including discipline, according to law and school policy.

2. The professional educator does not intentionally expose the student to disparagement.

3. The professional educator does not reveal confidential information concerning students, unless required by law.

4. The professional educator makes a constructive effort to protect the student from conditions detrimental to learning, health, or safety.
5. The professional educator endeavors to present facts without distortion, bias, or personal prejudice.

**PRINCIPLE II: Ethical Conduct toward Practices and Performance**

The professional educator assumes responsibility and accountability for his or her performance and continually strives to demonstrate competence.

The professional educator endeavors to maintain the dignity of the profession by respecting and obeying the law, and by demonstrating personal integrity.

1. The professional educator applies for, accepts, or assigns a position or a responsibility on the basis of professional qualifications, and adheres to the terms of a contract or appointment.

2. The professional educator maintains sound mental health, physical stamina, and social prudence necessary to perform the duties of any professional assignment.

3. The professional educator continues professional growth.

4. The professional educator complies with written local school policies and applicable laws and regulations that are not in conflict with this code of ethics.

5. The professional educator does not intentionally misrepresent official policies of the school or educational organizations, and clearly distinguishes those views from his or her own personal opinions.

6. The professional educator honestly accounts for all funds committed to his or her charge.

7. The professional educator does not use institutional or professional privileges for personal or partisan advantage.

**PRINCIPLE III: Ethical Conduct toward Professional Colleagues**

The professional educator, in exemplifying ethical relations with colleagues, accords just and equitable treatment to all members of the profession.

1. The professional educator does not reveal confidential information concerning colleagues unless required by law.

2. The professional educator does not willfully make false statements about a colleague or the school system.
3. The professional educator does not interfere with a colleague’s freedom of choice, and works to eliminate coercion that forces educators to support actions and ideologies that violate individual professional integrity.

**PRINCIPLE IV: Ethical Conduct toward Parents and Community**

The professional educator pledges to protect public sovereignty over public education and private control of private education.

The professional educator recognizes that quality education is the common goal of the public, boards of education, and educators, and that a cooperative effort is essential among these groups to attain that goal.

1. The professional educator makes concerted efforts to communicate to parents all information that should be revealed in the interest of the student.

2. The professional educator endeavors to understand and respect the values and traditions of the diverse cultures represented in the community and in his or her classroom.

3. The professional educator manifests a positive and active role in school/community relations.

**Reference:** Association of American Educators (AAE) [https://www.aaeteachers.org](https://www.aaeteachers.org)
Program Purposes and Description
The process of becoming a teacher is not one of merely completing a sequence of courses and experiences. Rather, it is a process of becoming competent in the knowledge, skills and professional dispositions that result in effective teaching. Indiana Wesleyan University is committed to the goal of developing each candidate to be an effective teacher by integrating quality academic teacher training with appropriate clinical experiences.

Clinical opportunities are provided for the prospective candidates to develop and strengthen skills and competencies needed to become effective educators. Further, these experiences orient candidates to the responsibilities of being reflective practitioners and therefore, allow ample opportunities for adequate self-assessment. Finally, clinical experiences provide an opportunity for university personnel to evaluate the candidates’ competency in content and pedagogical skills and an awareness of the impact of modeling positive dispositions.

Clinical Experience – Supervision
Indiana Wesleyan University candidates are supervised by P-12 classroom teachers and university supervisors. All candidates are formally observed and provided with specific feedback in order to support their growth as educators. University supervisors and cooperating teachers have a critical role in assisting candidates in their quest for professional excellence. Therefore, the time, energy, enthusiasm and knowledge shared with candidates will make a significant impact in their professional development.

Clinical Experience – Field Experiences
All candidates seeking an initial teaching license participate in multiple field experiences. Field experiences are embedded in the candidates’ courses and align with their course work. These experiences provide candidates with an opportunity to practice the knowledge, skills, and professional dispositions in a supported environment. Field experiences may consist of observations, individualized instruction, working with whole classrooms of students, and other activities based on assigned course work. All field experience assignments are evaluated by the course instructor.

Clinical Experience – Student Teaching
Student teaching is the culminating experience and a transitional period for candidates. During student teaching candidates move into the professional role of a teacher. The candidates, therefore, become an important and integral part of the cooperating schools under the leadership of selected cooperating teachers and university instructors. As candidates assume responsibility for all classroom tasks and decisions, they gain knowledge and experiences necessary to move toward a career in education.

The table below details all clinical experiences required in each undergraduate and Transition to Teaching Program:
<table>
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<th>Program &amp; Course</th>
<th>Required Hours</th>
<th>Required Grade Level</th>
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<tbody>
<tr>
<td><strong>INDIANA</strong></td>
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<td></td>
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<tr>
<td><strong>TTT Elementary</strong></td>
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<tr>
<td><strong>Field Experiences</strong></td>
<td></td>
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<tr>
<td>EDUT-545 Assessment and Learning in the Elementary Classroom</td>
<td>10 Hours</td>
<td>K-6 Grade</td>
</tr>
<tr>
<td>EDUT-521 Diagnostics in Reading and Language Arts in the Elementary Classroom</td>
<td>10 Hours</td>
<td>K-6 Grade</td>
</tr>
<tr>
<td>EDUT-550 Methods of Teaching the Elementary School Curriculum</td>
<td>10 Hours</td>
<td>K-6 Grade</td>
</tr>
<tr>
<td>EDUT-548 Research-Based Interventions and Elementary Classroom Management</td>
<td>10 Hours</td>
<td>K-6 Grade</td>
</tr>
<tr>
<td><strong>Student Teaching</strong></td>
<td></td>
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<tr>
<td>EDUT-590 Student Teaching: Elementary Education</td>
<td>10 Weeks (50 days)</td>
<td>K-6 Grade</td>
</tr>
<tr>
<td><strong>TTT Secondary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Field Experiences</strong></td>
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</tr>
<tr>
<td>EDUT-575 Assessment and Learning Processes in the Secondary Classroom</td>
<td>10 Hours</td>
<td>5th-12th Grade</td>
</tr>
<tr>
<td>EDUT-560 Content Literacy Instruction for Secondary Education</td>
<td>10 Hours</td>
<td>5th-12th Grade</td>
</tr>
<tr>
<td>EDUT-578 Secondary Teaching Methods and Resources</td>
<td>10 Hours</td>
<td>5th-12th Grade</td>
</tr>
<tr>
<td>EDUT-580 Research-Based Behavior Interventions and Classroom Management for Adolescents</td>
<td>10 Hours</td>
<td>5th-12th Grade</td>
</tr>
<tr>
<td><strong>Student Teaching</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUT-595 Student Teaching: Secondary Education</td>
<td>10 Weeks (50 days)</td>
<td>5th-12th Grade</td>
</tr>
<tr>
<td><strong>BS in Early Childhood Education – Cohorts BSET01, BSET02, BSEO01</strong></td>
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<tr>
<td><strong>Field Experiences</strong></td>
<td></td>
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<tr>
<td>ECED-320 Assessment and Response to Intervention (RTI) in the Early Childhood Profession</td>
<td>10 Hours</td>
<td>P-3rd Grade</td>
</tr>
<tr>
<td>ECED-330 Reading and Writing in Early Childhood</td>
<td>10 Hours</td>
<td>P-3rd Grade</td>
</tr>
<tr>
<td>ECED-415 Social, Emotional, and Behavioral Interventions</td>
<td>10 Hours</td>
<td>Infant/Toddler</td>
</tr>
<tr>
<td>ECED-425 Content Pedagogical Methods for Integrated Subject Areas</td>
<td>10 Hours</td>
<td>P-3rd Grade</td>
</tr>
<tr>
<td><strong>Student Teaching</strong></td>
<td></td>
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<tr>
<td>ECED-430 Student Teaching: Early Childhood</td>
<td>16 Weeks (80 days)</td>
<td>P-3rd Grade</td>
</tr>
<tr>
<td><strong>OHIO</strong></td>
<td></td>
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<tr>
<td><strong>TTT Early Childhood Education – Cohorts TTPO01, TTPO02, TTPO03, TTPO04, TTPO05, TTPO06</strong></td>
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<tr>
<td><strong>Field Experiences</strong></td>
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<tr>
<td>EDUT-522 Foundations in Phonics and Language Structure for Early Childhood</td>
<td>20 Hours</td>
<td>Preschool (Some facilities require candidates to present recent TB test results.)</td>
</tr>
<tr>
<td>EDUT-532 Reading and Writing in Early Childhood</td>
<td>20 Hours</td>
<td>P-3rd Grade</td>
</tr>
<tr>
<td>EDUT-552 Methods and Assessments in Literacy for Early Childhood</td>
<td>20 Hours</td>
<td>P-3rd Grade</td>
</tr>
<tr>
<td>EDUT-562 Content Pedagogical Methods for Integrated Subject Areas</td>
<td>40 Hours</td>
<td>P-3rd Grade</td>
</tr>
<tr>
<td><strong>Student Teaching</strong></td>
<td></td>
<td></td>
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<tr>
<td>EDUT-582 Student Teaching: Early Childhood</td>
<td>12 Weeks (60 days)</td>
<td>P-3rd Grade</td>
</tr>
<tr>
<td>Program &amp; Course</td>
<td>Required Hours</td>
<td>Required Grade Level</td>
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<tr>
<td><strong>BS in Early Childhood Education – Cohort BSET03 and all following cohorts.</strong></td>
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<tr>
<td><strong>Field Experiences</strong></td>
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<tr>
<td>ECED-105 Child Growth &amp; Development</td>
<td>5 Hours*</td>
<td>Infant/Toddler</td>
</tr>
<tr>
<td>ECED-130 Parents, Families, &amp; Communities as Partners</td>
<td>10 Hours*</td>
<td>Primary Grade</td>
</tr>
<tr>
<td>ECED-135 Emergent Literacy</td>
<td>5 Hours*</td>
<td>Infant/Toddler-Preschool</td>
</tr>
<tr>
<td>ECED-301 Infant/Toddler Care-on-Demand Environments</td>
<td>10 Hours</td>
<td>Infant/Toddler</td>
</tr>
<tr>
<td>ECED-302 Infant/Toddler Curriculum, Instruction, Assessment</td>
<td>10 Hours</td>
<td>Infant/Toddler</td>
</tr>
<tr>
<td>ECED-303 Literature Focused Preschool Environments</td>
<td>10 Hours</td>
<td>Preschool (Some facilities require candidates to present recent TB test results.)</td>
</tr>
<tr>
<td>ECED-304 Preschool Curriculum, Instruction, Assessment</td>
<td>10 Hours</td>
<td>Preschool (Some facilities require candidates to present recent TB test results.)</td>
</tr>
<tr>
<td>ECED-331 Literacy in the Primary Grades</td>
<td>20 Hours</td>
<td>K-3rd Grade</td>
</tr>
<tr>
<td>ECED-401 STEM Concepts in the Primary Grades</td>
<td>20 Hours</td>
<td>K-3rd Grade</td>
</tr>
<tr>
<td>ECED-405 Social Studies &amp; Fine Arts in the Primary Grades</td>
<td>20 Hours</td>
<td>K-3rd Grade</td>
</tr>
<tr>
<td>ECED-422 Advocacy Internship in Early Childhood</td>
<td>20 Hours*</td>
<td>Open</td>
</tr>
<tr>
<td><strong>Student Teaching</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECED-430 Student Teaching in Early Childhood</td>
<td>16 Weeks (80 days)</td>
<td>P-3rd Grade</td>
</tr>
</tbody>
</table>

*Placement to be made by the candidate. All other placements will be made through the Office of Clinical Experiences.

**OHIO**

<table>
<thead>
<tr>
<th>Program &amp; Course</th>
<th>Required Hours</th>
<th>Required Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OTT Early Childhood Education – Cohorts TTPO07 &amp; TTPO08 and all following cohorts.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Field Experiences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUT-514 Foundations in Early Childhood Development &amp; Learning Environments</td>
<td>10 Hours*</td>
<td>Preschool</td>
</tr>
<tr>
<td>EDUT-542 The Science of Teaching Reading</td>
<td>20 Hours</td>
<td>Preschool (Some facilities require candidates to present recent TB test results.)</td>
</tr>
<tr>
<td>EDUT-524 Parents, Families, &amp; Communities as Partners</td>
<td>20 Hours*</td>
<td>Open</td>
</tr>
<tr>
<td>EDUT-522 Foundations in Phonics and Language Structure for Early Childhood</td>
<td>20 Hours</td>
<td>P-3rd Grade</td>
</tr>
<tr>
<td>EDUT-532 Reading and Writing in Emergent Literacy</td>
<td>20 Hours</td>
<td>P-3rd Grade</td>
</tr>
<tr>
<td>EDUT-552 Reading/Writing Assessment in Early Childhood</td>
<td>20 Hours</td>
<td>P-3rd Grade</td>
</tr>
<tr>
<td>EDUT-534 Early Childhood Curriculum, Instruction, Assessment, &amp; Management</td>
<td>40 Hours</td>
<td>P-3rd Grade</td>
</tr>
<tr>
<td><strong>Student Teaching</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUT-582 Student Teaching in Early Childhood</td>
<td>12 Weeks (60 days)</td>
<td>P-3rd Grade</td>
</tr>
</tbody>
</table>

*Placement to be made by the candidate. All other placements will be made through the Office of Clinical Experiences.
Clinical Experiences: Policies and Procedures

Placement & Program Eligibility

- All candidates must successfully complete the required Candidate Entrance Report during the first course of their program in order to be placed in clinical experiences. If candidates' circumstances change at any time during the program that impact field experience placements, it is the responsibility of the candidate to immediately contact the Assistant Director of Clinical Experiences at fieldplacementsupport@indwes.edu or clinicalcoordinator@indwes.edu. Candidates who fail to submit a revised Candidate Entrance Report risk delayed course and program completion.

- All candidates are required to successfully complete each course, with a minimum grade of B-, before moving to the next course in the program. Failure in meeting this requirement will delay the candidate’s clinical placements and program completion.

- Candidates who must repeat a course must also repeat any clinical experiences associated with the course.

- All candidates are expected to complete all Expanded Criminal History Background Checks and Expanded Child Protection Index Checks required by the respective cooperating school corporation policy. Candidates with a criminal record may or may not be placed for clinical experiences.

- Those who are completing a Candidate Improvement Plan will need to demonstrate progress in their plan.

Testing Requirements – Indiana & Ohio

- In order to remain eligible to complete your program of study and in order to meet program licensure requirements, candidates must meet the following:
  - All Transition to Teaching- Elementary students will be required to pass content test(s) by the end of the fifth course of the program or be administratively withdrawn
  - All Transition to Teaching- Secondary students will be required to pass content test(s) by the end of the fourth course of the program or be administratively withdrawn
  - All OHIO Transition to Teaching- Early Childhood students will be required to pass content test(s) by the end of the seventh course of the program or be administratively withdrawn
  - Documentation that exams have been successfully passed must be submitted to the SoEL Assistant Director of Licensing at licensureofficer@indwes.edu
• **Background Checks**
  o In addition to the background checks required at admission, candidates must be aware that schools and school districts/corporations may require additional checks to be completed. If/when a candidate moves from one school district/corporation to another, it is the candidate’s responsibility to verify through the district that all required checks have been completed. If additional checks are required candidates will need to take the necessary steps to complete these requirements.

  o *It is advisable that candidates obtain a background check for their records.* In the event that a new check may be required, the candidate is then able make a copy of their report and submit the copy to the new district. In some cases a copy will not be acceptable and a new check will be required.

  o *Please note that Indiana Wesleyan University will not provide copies of the background checks completed at admission. It is against university policy and FERPA laws to provide a copy to an outside party including the candidate who had the background check completed.*

  o All backgrounds checks are the responsibility of the candidate. Failure to obtain the proper background checks may delay the completion of required clinical experiences and your program.

  o Please note that background checks may take several weeks to complete. It is advisable that candidates check with the district/corporation where they will complete clinical placements as soon as possible after being notified of their placement in order to minimize the wait time to begin their placement.

  o As a part of the *SoEL Criminal History Background Check Admissions Policy:*
    - Enrolled students are required to disclose any misdemeanor or felony arrests or convictions, other than minimal traffic violations, including deferred adjudication, within thirty days of occurrence to the School of Educational Leadership. Non-disclosure or falsification may be grounds for dismissal.
    - If a student with negative information on a background check is allowed to enroll or continue his/her program of study at IWU, he/she must understand the university cannot guarantee:
      - The student’s ability to attain placement for field experiences or an internship at a school requested by the student, at a school in a location near the student’s residence, or a placement at all;
      - The student’s ability to obtain licensure in the education field post-graduation;
      - The student’s ability to obtain employment in the education filed post-graduation.
The following table indicates which checks are required for each program.

<table>
<thead>
<tr>
<th>Program</th>
<th>Background Checks Required</th>
<th>Where to Obtain your Background Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTT Indiana</td>
<td>Expanded Criminal History Background Check AND Expanded Child Protection Index Check</td>
<td>It is recommended that candidates use the same vendor as that of the school district/corporation requiring the check.</td>
</tr>
<tr>
<td>BS Indiana</td>
<td>Expanded Criminal History Background Check AND Expanded Child Protection Index Check</td>
<td>It is recommended that candidates use the same vendor as that of the school district/corporation requiring the check.</td>
</tr>
<tr>
<td>TTT Ohio</td>
<td>Bureau of Criminal Investigation (BCI) Check AND Federal Bureau of Investigation (FBI) Check</td>
<td>It is recommended that candidates use the same vendor as that of the school district/corporation requiring the check.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To obtain a BCI or FBI check candidates can locate a WebCheck location near them. Visit <a href="http://www.ohioattorneygeneral.gov/backgroundcheck">http://www.ohioattorneygeneral.gov/backgroundcheck</a> for more details.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Before obtaining their own check candidates should verify with their district that a check obtained by the candidate is acceptable by the district/corporation.</td>
</tr>
</tbody>
</table>

Placements Assignments

- Securing placement assignments are the responsibility of the university, not individual candidates. Once placements have been secured and officially approved by the Office of Clinical Experiences, candidates will be notified and are then expected to make an introductory visit to the schools so as to introduce themselves personally to the building level administrators and the cooperating teachers.

- **Securing a clinical placement is the sole responsibility of the Office of Clinical Experiences. Candidates are not to contact any school, school district, school corporation, principal, department head, cooperating teacher, or secretary in an attempt to secure their own clinical placements. All communication to school districts/corporation must come through the Office of Clinical Experiences. Any attempt by a candidate to try to arrange their own placements may place their program completion in jeopardy.**

- The Office of Clinical Experiences will make every attempt to provide clinical experience placements that align with candidate preferences. However, these preferences are not always honored by school districts/corporations; therefore, candidates need to be aware that their individual preferences for placement sites may not be possible. Every attempt is made to find placements within a 50 mile radius of the candidate’s home.
Placement Attendance

- For field experiences:
  - After being notified of placement details candidates are required to arrange the expected number of hours for each field experience with the cooperating teacher to whom they are assigned. Once a schedule has been established, it is expected that the candidate always be present for any scheduled meeting times. This is a professional courtesy to the cooperating teacher, as they may have planned their lessons around the candidate’s presence that day. Attendance and punctuality are key professional dispositions.

- For student teaching:
  - Candidates are expected to attend the normal teacher contract hours and days of the school corporation calendar in which their placements have been assigned.
  - It is required that each candidate student teach full-time as specified in the program requirements.
  - Any school days missed due to inclement conditions, such as snow days, must be made up by candidates.
  - Candidates who miss any portion of a day, or are gone one or more full days due to illness, personal reasons, or any other reason that removes them from the classroom setting during student teaching, must make up the missed time. Make-up days must be completed in a classroom setting, not by attending extracurricular activities, school board meetings, parent teacher conferences, staff professional development sessions, etc. If the days to be made up require candidates to remain in their school placements longer than the assigned dates from the university, the candidate must petition for additional time to complete their student teaching. All petitions must be made to the program director. If the number of missed days is excessive, the candidate may fail the course that contains the clinical experience and must repeat the course during future semesters.
  - Candidates are not permitted to come late or leave early when there is a planning period at the beginning or end of the school day.
  - Candidates are required to be present each scheduled day including all faculty development days and parent/teacher conference events.
  - Clinical experiences will follow the P-12 school calendars with regard to holidays and breaks rather than the university’s calendar.
  - Candidates must make arrangements in advance with the cooperating teacher and university instructor for all absences from student teaching.
  - Candidates must contact the cooperating teacher and university instructor two (2) hours prior to the start of the school day for an absence due to illness or the death of an immediate family member during student teaching.
• When absent, all lesson plans, texts, and materials to be used for the day must be sent to the cooperating teacher or school prior to the arrival of the students.

Placement Changes
• Candidates may not change their clinical placements once the placement assignments have been confirmed except under emergency situations. All emergency requests for placement changes should be made to the Assistant Director of the Office of Clinical Experiences.

• Once a clinical experience has been confirmed, changes will not be made. If a placement is underway and SoEL administration verifies that a candidate is experiencing significantly extenuating circumstances, a change in placement may be warranted. (Please be advised that a personality conflict with a cooperating teacher DOES NOT constitute a significantly extenuating circumstance.)

• If a placement change is authorized, every effort will be made by the Office of Clinical Experiences to locate a new placement for the candidate. However, a new placement may not be possible, and the candidate may experience a delay in their program due to non-completion of the required clinical experience. A candidate’s course grade may be recorded as an incomplete or as a failing grade – this will be determined by the Director of Undergraduate and Transition to Teaching Programs and the Dean of the School of Educational Leadership.

• Any changes to the original placement requests listed on the Candidate Entrance Report must be submitted no later than the first week of the semester prior to the semester the placement is scheduled to begin. Candidates must be aware that any significant changes made to a placement may delay their placement experience for at least one full semester and thus delay program completion.

Placement Diversity
• All clinical placements are initiated and coordinated through the Office of Clinical Experiences upon the start of the first course in the program. Throughout the series of clinical placements in each program, placement must meet program diversity standards outlined by state and federal guidelines and program accreditation standards. In order to meet these standards candidates will be placed in multiple schools and/or school districts/corporations that meet one or more of the following criteria:
  o Schools located in rural versus urban settings
  o Schools having differing levels of ethnic diversity
  o Schools having differing levels of socio-economic diversity
  o Schools having differing levels of academic student ability

• Placements for candidates in Early Childhood programs (BS in Early Childhood Education – Indiana, TTT Early Childhood Education – Ohio) will also need to meet NAEYC guidelines which state that candidates must be placed in:
Placement Notification
- The Office of Clinical Experiences makes every effort to secure clinical placements in a timely manner. It is the expectation of the Office of Clinical Experiences that candidates will be notified of pending placements approximately 15-20 days prior to the beginning of the placement.

Placement Withdrawal
- If a candidate has an extended illness during the clinical experience, a withdrawal from the clinical experience may result in an incomplete or withdrawal from a course. Incompletes can only be approved by the SoEL Dean.
- If a cooperating teacher or cooperating school official requests that a candidate be withdrawn from a clinical experience due to inappropriate behavior or inappropriate dispositions of the candidate, the result will be an automatic failure for the course and no credit will be awarded.
- Candidates must be aware that only two opportunities will be granted to pass the student teaching course. Candidates who fail both the initial student teaching experience and the subsequent re-enrollment student teaching experience will not be recommended for a state teaching license.

Candidate Improvement Plans
- In order for a candidate to remain active in their program they must successful meet the requirements of each clinical placement. If at any time in a candidate’s program it is determined that a candidate is not meeting placement or program requirements, a Candidate Improvement Plan may be put into place.
- A Candidate Improvement Plan will consist of the necessary processes and steps needing to be accomplished in order for the candidate to meet placement, course, and/or program requirements.
- Once it is determined that a candidate needs assistance, the assistant director of clinical experiences will work directly with the program director, and any other necessary personnel, to determine the scope of the improvement plan and what processes and/or

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**At least two different educational settings:**
- Elementary/primary school
- Child Care Center/Home Care Center
- Head Start Center

**At least two different age bands:**
- Infant-3 years of age
- 3-5 years of age
- 5-8 years of age
steps will need to be taken to assist the candidate in meeting all placement, course, and/or program requirements.

- Improvement plans will involve all parties necessary for the success of the candidate. Plans will include the involvement of the candidate, assistant director of clinical experiences, and program director. Other involved parties may include the cooperating teacher, the SoEL dean, program advisor, course instructor, university supervisor, and others as deemed appropriate for the candidate’s success.

- Improvement plans will be developed in collaboration with the candidate and may involve conference phone calls, video conferencing, emails, and any other method of communication that will prove to be beneficial in helping the candidate achieve the desired level of success.

- Once a plan is developed and put into practice, regular and systematic follow-up will be required on the part of the candidate to ensure they are meeting the goals and timelines outlined in the improvement plan.

- Success and completion of the improvement plan will be deemed appropriate once the candidate has met each goal of the improvement plan and it has been determined that s/he is currently on track with all placement and program requirements.

Candidate Employment

- Clinical experiences may impact a candidate’s current employment. Clinical experiences must take place during the school day. Arrangements must be made during the field experiences to have time away from a job during the school day to complete the required hours for each course. By far, the most rigorous and demanding impact on candidates’ employment time will be the student teaching experience. Student teaching is a full-time experience during the school day. Candidates will not be able to maintain a job during the school day for the duration of their student teaching experience.

- While we understand the need for an income, it is the desire of the university to provide each candidate an optimal opportunity for success during these experiences. Candidates entering this stage of the program need to be aware of the many facets of the experiences and fully comprehend the time, energy and effort needed to ensure success.

- Candidates who gain employment with a P-12 school will need to contact the Office of Clinical Experiences immediately. Employment with a school district/corporation may have an impact on the candidate’s ability to complete clinical experiences. The Office of Clinical Experiences will make every effort to work with the P-12 school in which the candidate has been hired to arrange the details of the clinical experiences. However, not all employed positions lend themselves to clinical experiences.
Indiana Only

- Candidates currently employed by a school corporation must be aware of the following:

- Being employed in a school district does not guarantee that placements can/may be completed in the school where the candidate is working. Factors that impact this include:

  - The candidate’s currently employed position – regular classroom teacher, intervention specialist, ENL teacher, instructional aide, etc.

  - Candidates employed as a Teacher of Record (TOR) are candidates who are employed full time as a regular general education teacher in a self-contained classroom (ECE, elementary or secondary), who have their own classroom, who are responsible for the instruction of state curriculum standards with P-12 students, and who possess an emergency or Transition to Teaching permit. All other employed positions are not considered to be Teacher of Record positions.

  - Candidates not employed as a TOR may not be able to complete any of their clinical placements in their current position. Many non-TOR positions do not correlate with licensure goal areas and do not work primarily in the general education classroom. For example, a program candidate employed as an ENL teacher who has a licensure goal area of physical education would not be able to use their current position as an acceptable placement option. However, if an intervention specialist works with small groups of students in Language Arts and has a secondary licensure goal area of Language Arts, this would be considered a viable field placement option.

  - Candidates employed as a TOR can complete clinical experiences in their classroom under the following conditions:
    - Approval from the Office of Clinical Experiences
    - Approval from school district/corporation
    - Approval from building principal
    - Licensure goal area correlates with their current employment position
    - Building principal agrees to assign a cooperating teacher to provide mentoring, evaluation, etc. throughout each placement
    - Submission and approval of the Teacher of Record Support Form (see, Appendix I)

  - Please note that some districts have policies that prohibit candidates from completing clinical experiences in their classroom. Please review your district’s policies regarding this topic.

Substitute Teaching

- Indiana Wesleyan University expects candidates to be, at all times, under the supervision of competent professional personnel. Candidates cannot be considered a substitute teacher or paid as a substitute teacher at any time during the clinical experiences (either field experiences or student teaching). In an emergency situation, if a cooperating teacher needs to take another teacher’s class and the cooperating principal and/or
designee assumes responsibility for supervising the candidate, that candidate may take over the class for the cooperating teacher for this type of short, temporary, and emergency situation.

- A long-term substitute position poses unique challenges for clinical placements. Candidates wanting to accept a long-term substitute position should first seek the recommendation of the Office of Clinical Experiences before determining if this type of position will allow them to complete clinical experiences.

**P-12 School Policies**

- When candidates report to the assigned P-12 schools, they become an associate member of its faculty. All candidates are expected to follow the same policies and procedures governing the P-12 schools.

- Candidates may be exposed to confidential files. Casual conversation which may break confidentiality could result in the dismissal of candidates from the P-12 schools.

- Candidates should be familiar with the Family Education Rights and Privacy Act (FERPA) federal law protecting the privacy of student education records.

- Positive candidate communication is key to being successful. Conversations and attitudes about the university, P-12 schools, administrators, teachers, students and the community should always be positive.

- Candidates should carefully handle materials belonging to their P-12 school. When departing on the final day, all materials must be returned to their proper location.

- Candidates’ disregard for the P-12 schools’ policies and procedures may lead to termination from the program.

- Candidates should be familiar and in accordance with the schools’ social media policy.

- Candidates must ensure that they are in compliance with the background check policies of the school/district in which they are working.

**Special Event Supervision**

- Duties such as playground and cafeteria duties, in-school suspension, gymnasium and swimming pool supervision, field trips, and extra-curricular activities should only be conducted in the presence of the cooperating teacher and/or another licensed teacher or administrator.

**Placement Disruptions**

- It is important that harmonious relations are maintained with both the administration and faculty of any school district/corporation in which candidates are placed. The university must not be placed in a position of taking sides in any contract dispute between the faculty and the school board. If a disruption of normal activities occurs due to a teacher
strike (or similar job action) in a school where candidates are placed, those candidates must not be present at that school until after the conflict is resolved.

- During the period of disruption, candidates will receive instructions from program administrators on how to most effectively spend their time waiting for the dispute to be settled. Whenever possible, advance notice of impending job actions should be given to the Office of Clinical Experiences, who will then notify the program director. If any strike or job action is not resolved in a reasonable length of time, the Office of Clinical Experiences will have the option of reassigning the candidate to another school district if possible and if circumstances permit.

### Placement Behavioral Expectations

- Indiana Wesleyan University maintains a set of behavioral expectations and standards to which all faculty, staff, and candidates must adhere. We seek to create and sustain an educational community of believers where all participants actively seek truth, recognize its foundation in Christ, and apply such truth to daily living. In all clinical experiences candidates are provided with opportunities to demonstrate competence in the ability to be reflective practitioners. They are expected to model behaviors that align their attitudes and dispositions with Biblical truth.

- During the clinical experiences, candidates are expected to exhibit behavior that is acceptable and appropriate for the P-12 schools’ communities and policies.

- If at any time a candidate is reprimanded for violation of a P-12 schools' policies, they will be immediately withdrawn from the experience and no credit will be given for the course.

- Candidates are not to be a detriment to any SoEL program. A major breach of integrity, unprofessional attitude or conduct, a lack of necessary skills, or a display of personal immaturity, may result in a candidate being removed from the clinical experience. Removal will constitute an unsatisfactory grade in the clinical experience and may preclude the opportunity to seek Indiana licensure.

### Appeals Process

- Candidates who have questions regarding actions taken by university faculty and/or the SoEL program administration will have the right to appeal the actions through the established due process procedure as outlined here.

  - The candidate must send a formal written letter to the program director detailing the nature of the questions, concerns, or complaints. Any supporting documentation must be attached or enclosed with this letter.

  - The director will consult with whomever else is deemed appropriate for the situation and will respond to the candidate in writing within fifteen (15) business days from the date the candidates’ original letter was received. The director’s response letter may
include a request for more information or the director may render a decision on the issue in question. Such decision may be delayed until the requested additional information is received. Once it has been received, the director will again have fifteen (15) business days in which to render a decision on the issue.

- If a candidate is not satisfied with the final decision made by the director, the candidate may submit all written documentation, including the original letter and all subsequent documentation from communication with the director, to the dean of the School of Educational Leadership. The dean will then render a decision on the issue(s).

- If the candidate is not satisfied with the final decision made by the dean, the candidate may continue to pursue the due process steps as outlined for the university in the university catalog.
The Indiana Wesleyan University Transition to Teaching Programs in Indiana and Ohio are accredited nationally through the National Council for Accreditation of Teacher Education (NCATE) and by the States of Indiana and Ohio respectively. The Bachelor of Early Childhood Education program is fully accredited nationally through the National Council for Accreditation of Teacher Education (NCATE) and by the State of Indiana. The SoEL Assistant Director of Licensing and Operations will apprise candidates of the licensure process upon completion of their prospective program.

**Indiana Specific**

According to Indiana Department of Education policy, Transition to Teaching programs do not offer the option of licensure in a middle school content area. Once a candidate obtains their initial license, they may add a middle school content area. Candidates enrolled in a secondary Transition to Teaching program must successfully pass the secondary content area test for their licensure goal to be recommended for licensure. A middle school content test cannot be substituted for a secondary test.

**Licensure Goal Changes:**

- A candidate who wishes to change their licensure goal must contact their advisor and the Office of Clinical Experiences prior to scheduling any content testing. Changing a licensure goal can affect clinical placements and may not be possible in some cases. Candidates must complete four field experience placements and one student teaching experience throughout their program; three of these five experiences must be in the same licensure area.

**Licensure Areas:**

- Candidates completing the elementary program will be recommended for licensure in grades K-6
- Candidates completing the secondary program will be recommended for licensure in grades 5-12
- Candidates completing the secondary program in Art, Music or P.E. will be recommended for licensure in grades P-12

**Requirements & Process:**

- Complete all required coursework in the program successfully with a grade of B- or higher
- Pass all required CORE Content exams and send results to the SoEL Assistant Director of Licensing at licensureofficer@indwes.edu
- Pass the required CORE Pedagogy exam and send results to SoEL Assistant Director of Licensing at licensureofficer@indwes.edu
- Complete Suicide Prevention Training
• Obtain current CPR certification prior to license application
  o For more information on approved organizations to receive CPR training visit www.doe.in.gov/licensing/cpr-heimlich-maneuver-aed-certification

Practice materials for content exams:
• Candidates can visit the https://www.in.nesinc.com website where they can find preparation materials for their specific content exams.

Registering for content exams:
• Candidates can visit the https://www.in.nesinc.com website to select the test they want to take. There will be a page that will show the format of the test, the number of questions, the test sites available, the fees required, and a link to “Register Now.” Clicking on the link will begin the process of signing up to take the test.

Candidates must student teach in the same content area as their content exam.

Ohio Specific

Licensure Area:
• Candidates completing the early childhood program will be recommended for licensure in Early Childhood Education

Requirements & Process:
• Complete all required coursework in the program successfully with a grade of B- or higher
• Pass all required CORE Content exams and send results to the SoEL Assistant Director of Licensing at licensureofficer@indwes.edu
• Pass the required CORE Pedagogy exam and send results to SoEL Assistant Director of Licensing at licensureofficer@indwes.edu
• Ohio candidates must also become familiar with:
  • Ohio Standards for the Teaching Profession
  • Operating Standards for Ohio Schools
  • Ohio Teacher Evaluation System
  • Value-added and Student Growth Measures
  • Ohio Resident Educator Program

Practice materials for content exams:
• Candidates can visit the https://www.oh.nesinc.com website where they can find preparation materials for their specific content exams.

Registering for content exams:
• Candidates can visit the https://www.oh.nesinc.com website and select the test they want to take. There will be a page that will show the format of the test, the number of
questions, the test sites available, the fees required, and a link to “Register Now.” Clicking on the link will begin the process of signing up to take the test.

Indiana and Ohio

Upon completing the previous requirements:
- A certified degree audit will be completed by IWU Student Services to verify that candidates have completed all requirements for program completion and licensure.
- The SoEL licensing advisor will email each candidate instructions on how to apply for their initial license.

NOTES:

- It is recommended that you apply for your license as soon as you have met all program requirements and have obtained the licensing instructions. Even if you do not anticipate teaching in the near future you will want to avoid any possible additional requirements that could be adopted by the state.
- Do not apply for licensure until you receive a notice from SoEL Assistant Director of Licensing that the degree audit is complete. Doing so will delay the audit process.
- Your first license will be an Initial Practitioner's License (two years) with an internship requirement. (Indiana Only)
- If you do not fulfill the internship requirement during this two year license term, you can apply to the state for the renewal of that license for an additional two years. (Indiana only)
Roles and Responsibilities – Office of Clinical Experiences

- The Office of Clinical Experiences serves all graduate, undergraduate and Transition to Teaching programs housed within the School of Educational Leadership.

- The office is staffed by the Assistant Director of Clinical Experiences, who oversees all aspects of the office, as well as additional support specialists.

- The primary roles of the office are to:
  - secure and manage quality and diverse clinical placements for candidates that meet program, university, state(s), federal and accreditation standards
  - provide daily and ongoing support to candidates, cooperating teachers, P-12 school partners and university faculty in regards to clinical experiences
  - submit placement requests to district officials for each public, private, or parochial school placement
  - provide clarity to district/building-level administration as to the requirements of each requested clinical experience
  - provide clarity of the duties and responsibilities of the schools, cooperating teachers, university supervisors, and candidates
  - to collect, manage, and evaluate all field and student teaching observation/evaluation forms, as well as all dispositional assessments, to ensure candidates are meeting program completion requirements

*All placements of teacher candidates is the sole responsibility of the Office of Clinical Experiences. Candidates are not allowed to make their own arrangements and any attempt by candidates to do so can seriously jeopardize program completion.*
Clinical Experiences

Roles and Responsibilities - Candidates

Clinical Experiences
- Enable candidates to develop and strengthen skills and competencies needed to become effective educators.
- Provide an orientation to the responsibilities of reflective practitioners.
- Provide opportunity for adequate self-assessment of strengths and areas of concern.
- Provide opportunities to learn from the expertise of cooperating teachers and university instructors in order to develop competency in curriculum development, implementation, and instructional and assessment design.
- Provide opportunities to exhibit competency in an awareness of the impact of modeling positive professional dispositions.
- Provide practice of professional standards in authentic settings for educators.

Attendance Expectations
- It is an expectation that all candidates be in attendance and be punctual when they have scheduled field experiences or student teaching. The expectations of attendance and punctuality also apply to all assignments related to course work.

Lesson Plans
- All unit plans and lesson plans must be submitted to the cooperating teacher for approval prior to any lesson being taught in the classroom, as well as being made available to the university instructor upon request.
- Unit plans should be submitted to the cooperating teacher at least two weeks prior to teaching the unit and individual lesson plans should be submitted at least two days in advance of the lesson being taught.
- The Transition to Teaching Lesson Plan Template must be used for all lesson plans that will be observed and evaluated.
- Lesson plans must be submitted to the university instructor at least two school days prior to his/her scheduled observations.

Legal Responsibilities
- Candidates participating in clinical experiences are expected to meet the following guidelines:
  - Candidates may not administer corporal punishment.
  - Candidates may use classroom behavior management as outlined by the cooperating teacher, Individual Education Program, and in accordance with school policies.
  - Candidates are expected to report to the cooperating teacher all incidences related to drugs, alcohol, or abuse.
  - Candidates are not permitted to drive a vehicle in which a P-12 student is a passenger.
  - Candidates may not administer medications to P-12 students.
• Candidates may be privileged to read confidential files concerning P-12 students. All student information is considered confidential. Casual conversations which may break this confidentiality may result in the dismissal of candidates from schools.
• Candidates must follow all federal laws of the Family Education Rights and Privacy Act (FERPA) in protecting the privacy of student education records.
• Candidates may communicate P-12 students’ progress to members of the educational community as appropriate and as defined by the cooperating teacher.
• Candidates must follow all of the school’s policies and procedures.
• Candidates may only maintain students’ academic records as appropriate and defined by the cooperating teacher.
• Candidates must follow the Individualized Educational Programs for all P-12 students with exceptionalities as well as any other legal plans for individual students (e.g. 504 Plans).
• Candidates may not date or socialize with P-12 students.

Professional Dispositions

• Indiana Wesleyan University has maintained a set of community behavioral expectations and standards which the university continues to seek to uphold among faculty and candidates. These standards are based on the university’s stated goal to create and sustain an educational community of believers where all participants actively seek truth, recognize its foundation in Christ, and apply such truth to daily living. During all clinical experiences, candidates are expected to exhibit appropriate professional dispositions.

• Candidates will have opportunities to demonstrate the professional dispositions through daily activities, communications and interactions with other professionals, Indiana Wesleyan University faculty, parents, and P-12 students. The following guidelines will assist in developing stronger skills in the various areas involved in professional dispositions:

  o Candidates participating in clinical experiences are expected to:
    • Maintain professional and courteous behavior to all P-12 students.
    • Respect P-12 students’ rights and privileges.
    • Manage personal and professional time wisely.
    • Welcome the mentoring and support of the cooperating teacher and all university faculty.
    • Maintain professional written and verbal communications with P-12 students, cooperating teachers, university faculty, and other professionals.
    • Demonstrate initiative and enthusiasm for the teaching process.
    • Articulate a genuine interest in the total education program by becoming familiar not only with P-12 students, but also issues of concern to parents and the community.
    • Attend faculty and local professional meetings and be a willing participant.
    • Demonstrate the desire to be a life-long learner.
    • Observe the P-12 school organizational structure.
• Be dependable and display responsible behavior in all situations and environments.
• Respect the cooperating teacher and faculty by avoiding controversial issues.
• Always be prepared for the school day and for working with P-12 students.
• Maintain an attitude of cooperation.
• Return all materials which belong to the school and cooperating teacher by the end of the final day of the clinical experience.
• Initiate clear, systematic and regular communication with the cooperating teacher and university faculty.
• Maintain a warm and inviting, well-organized classroom environment.
• Complete a verified attendance form and have it signed by the cooperating teacher or a grade of failure will be given for the course.

Candidates who are reprimanded or placed on any form of university probation will be immediately withdrawn from clinical experiences.

• Candidates who are detrimental to the teacher preparation program because of unprofessional attitude or conduct, lack of skills in providing for a suitable learning environment, a major breach of integrity, or exhibiting immaturity in working with P-12 students and/or colleagues, will be promptly removed from the clinical experience. This removal may be requested by the P-12 schools or the university and will constitute an unsatisfactory grade in the clinical experience and may preclude the opportunity to seek Indiana licensure.

Professional Attire
• All candidates must adhere to the guidelines of professional attire which stipulate for modest and professional dress during clinical experiences. Dressing like a professional teacher will assist in making positive impressions as candidates work with students, parents, and other professionals. No cleavage, tank tops, jeans, exceptionally tight clothing, or flip flops will be acceptable.

Attendance Forms
• For each clinical experience all candidates must complete a Clinical Experiences Attendance & Demographics Form. These forms must document hours spent in the classroom and be initialed by both the candidate and the cooperating teacher. Upon completion of each clinical experience, these attendance forms should be uploaded to the Learning Management System prior to the end of the course. The Office of Clinical Experiences must have documentation of completed hours in all clinical experiences for program completion and licensure.
Clinical Experiences

Roles and Responsibilities - Cooperating Teachers

Cooperating Teachers Should:
- Demonstrate excellent content knowledge in their field.
- Practice effective classroom management.
- Be a competent communicator to both students and the student teacher.
- Work well as a team member.
- Understand and appreciate that there is more than one way to do things.
- Show patience and compassion to others.
- Guide but not dictate every idea of the student teacher.
- Be able to professionally offer criticism.
- Be approachable to the student teaching candidate.
- Have a willingness to try new things.
- Invest time in co-planning and co-teaching with the student teacher.
- Avoid controversial issues with all IWU candidates.

Eligibility Requirements
- In order to become eligible to supervise candidates in the Indiana Wesleyan University programs, the cooperating teacher must be:
  - Licensed in the same content area as the candidate
  - Considered highly qualified as defined by either IDOE or ODE
  - Have three or more years of successful teaching experience, and/or
  - Possess a master’s degree, and/or
  - Have the recommendation of the building-level administrator.

Expectations for Clinical Experiences

Field Experiences
- The cooperating teacher’s main role in the field experience is that of a resource for the candidate. Candidates will be asked to observe certain behaviors of the students in the classroom as well as observing certain teaching techniques of the cooperating teacher. Much of the field experience work will be spent observing and consulting with the cooperating teacher to gather information.
- There are some opportunities for the candidate to teach a lesson to the students if this is agreeable to the cooperating teacher. The only paperwork required by the cooperating teacher is to initial the attendance sheet to verify that the candidate has completed the required hours for the field experience and to complete a brief evaluation of the candidate’s dispositions (see Appendix I).
**Student Teaching: Observations & Evaluations**

- The cooperating teacher's main role during student teaching is that of a mentor for the candidate. Candidates will gradually assume more teaching responsibility as the experience progresses (see *Suggested Student Teaching Timeline*, Appendix II) and the cooperating teacher will provide mentoring, support, feedback, and assistance as deemed necessary.

- Cooperating Teachers will formally observe and evaluate the student teacher three separate times during the experience. All observations and evaluations should be completed with the candidate teaching a lesson. The following schedule will guide you in your observations:

<table>
<thead>
<tr>
<th>Indiana Programs</th>
<th>Ohio Programs</th>
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<tbody>
<tr>
<td>Observation #1 (formative)</td>
<td>Observation #1 (formative)</td>
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<tr>
<td>Dispositional Assessment #1</td>
<td>Dispositional Assessment #1</td>
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<tr>
<td></td>
<td>Weeks 2-3</td>
</tr>
<tr>
<td>Observation #2 (formative)</td>
<td>Observation #2 (formative)</td>
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<tr>
<td></td>
<td>Weeks 4-5</td>
</tr>
<tr>
<td>Observation #3 (summative)</td>
<td>Observation #3 (summative)</td>
</tr>
<tr>
<td></td>
<td>Weeks 6-8</td>
</tr>
<tr>
<td>Dispositional Assessment #2</td>
<td>Dispositional Assessment #2</td>
</tr>
<tr>
<td></td>
<td>Weeks 9-10</td>
</tr>
</tbody>
</table>

**Candidate Feedback**

- The *Student Teaching Evaluation Form* should be completed during each evaluation. A conference with the candidate to discuss the evaluation should be conducted within three (3) business days of the evaluation.

**Candidate Dispositional Assessment**

- An ongoing evaluation of the candidate’s professional dispositions should take place throughout the student teaching experience. However, during weeks 2-3 and at the end of student teaching, the Student Teaching Dispositional Assessment should be completed, discussed with the candidate, and submitted. A link will be sent via email for this form.

**Submission of Assessment Forms**

- All forms from the cooperating teacher should be submitted electronically to the university supervisor for their review within five (5) business days after the observation has been completed (signatures on forms can be electronic).

- Attendance forms should be signed by the cooperating teacher and returned to the candidate. Candidates will upload forms into the learning management system.
Assistance to Candidates

- There are a number of ways in which the cooperating teacher can support candidates:
  - Provide information on school policies, classroom management, available materials and students.
  - Discuss strengths and areas of concern during routine conference times.
  - During student teaching check unit and lesson plans in advance. Unit plans should be submitted to the cooperating teacher two weeks prior to teaching the unit and individual lesson plans should be submitted two days in advance of the lesson being taught.
  - Give the candidates an opportunity to try a variety of teaching strategies, materials and approaches to instruction and management, as appropriate.
  - Provide a desk or work area in the classroom for the candidates who are student teaching.
  - Introduce the candidate as a co-teacher to the students and not just a “helper.”
  - Allow candidates to actively co-teach throughout the student teaching experience.

Cooperating Teacher Honorarium

- Indiana Wesleyan University goes to great lengths to ensure the success of candidates in their clinical experiences. We appreciate the efforts of all cooperating teachers in assisting candidates to become highly effective educators.

- Upon completion of each field experience, Indiana Cooperating Teachers will receive a letter verifying their eligibility for up to 10 Professional Growth Points. Ohio Cooperating Teaches are provided a letter indicating the number of hours of mentoring and support provided to candidates. Verification letters are sent via email from the Office of Clinical Experiences.

- Upon completion of student teaching, and once all required evaluations and paperwork have been received by the Office of Clinical Experiences, Indiana Cooperating Teachers will receive a letter verifying their eligibility for up to 30 Professional Growth Points. Ohio Cooperating Teaches are provided a letter indicating the number of days of mentoring and support provided to candidates. Verification letters are sent via email from the Office of Clinical Experiences.

- Upon completion of student teaching and once all required evaluations and paperwork have been received by the Office of Clinical Experiences, Indiana Wesleyan University will provide Indiana Cooperating Teachers with a $350 honorarium. Ohio state law prohibits Ohio educators from receiving an honorarium. In Ohio, honorariums are awarded to the school district/corporation in which the cooperating teacher is employed. It is then at the discretion of the school district/corporation as to how the honorarium is distributed.
Clinical Experiences

Roles and Responsibilities – University Supervisors

- During clinical experiences, a university supervisor closely monitors the preparation and implementation of a variety of learning experiences and provides immediate and specific feedback regarding performance. Each clinical experience needs instructors who maintain quality expectations for the candidates in order for them to be well prepared for the field of education. It is required that each university instructor follow each courses’ expectations for all assignments involving clinical experiences.

- To ensure all candidates receive quality clinical experiences, Indiana Wesleyan University instructors are expected to provide quality learning experiences during the scheduled on-site face-to-face classes, as well as follow the expectations as outlined below.

Expectations for Clinical Experiences

Field Experiences

- University instructors teaching courses which contain field experiences must orient all candidates to the field experience’s specific expectations for that course. Each course in the program has different assignments which are specific to the particular content and objectives for that course.

- During the first workshop instructors need to provide a thorough explanation of the field experience and the assignment expectations. Candidates will need detailed information that would include the following items:
  - Reminder of the number of hours in the P-12 school required by the course.
  - Reminder to candidates that they are a guest at the host P-12 school and will need to adhere to the schools’ policies and expectations.
  - Reminder to candidates to work cooperatively with all P-12 school personnel and parents during every aspect of their assignments.
  - Reminder to candidates that a verified attendance form will be completed and signed by the cooperating teacher or a grade of failure will be given for the course.
  - Reminder of the dress expectations defined in this handbook.

Support to Candidates and Cooperating Teachers

- There are a number of ways in which the university supervisor can support the candidate:
  - Give prompt feedback on all assignments submitted through the Learning Management System
  - Respond to all questions from the candidate within 24-48 hours
  - Conduct orientation with the cooperating teacher prior to the student teaching experience beginning
• Make sure that the candidate and the cooperating teacher have contact information for the university supervisor
• Notify the Assistant Director of Clinical Experiences if any issues arise during the student teaching experience

Student Teaching: Observations & Evaluations
• University supervisors will formally observe and evaluate the student teacher three separate times during the experience. All observations and evaluations should be completed with the candidate teaching a lesson. The following schedule will guide you in your observations:

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Candidate Feedback
• The Student Teaching Evaluation Form should be completed during each evaluation and a conference with the candidate to discuss the evaluation should be conducted within three (3) business days of the evaluation.

Candidate Dispositional Assessment
• An ongoing evaluation of the candidate’s professional dispositions should take place throughout the student teaching experience. However, during weeks 2-3 and at the end of student teaching, the Student Teaching Dispositional Assessment should be completed, discussed with the candidate, and submitted. (A link will be sent via email for this form.)

Submission of Forms
• All observation forms from the cooperating teacher should be submitted electronically to the university supervisor for their review within five (5) business days after the observation has been completed (signatures on forms can be electronic).

• All forms received from the cooperating teachers will be reviewed by the university supervisor and then submitted electronically to the office of clinical experiences no later than five (5) business days after receipt from the cooperating teacher.

• All observation forms from the university supervisor will be submitted electronically to the Office of Clinical Experience within five (5) business days after the observation has been completed (signatures on forms can be electronic).
• All evaluation and expense forms should be submitted to the following email address: fieldplacementsupport@indwes.edu

Onsite Classes

• Attendance is mandatory for all onsite course dates. These are program required dates and students must meet this attendance requirement in order to be eligible for program completion.

• Onsite class meeting dates are non-negotiable and cannot be changed. Once set, these dates are linked to federal and state financial aid. Changes in dates could adversely affect a student’s receipt of financial aid.

• Onsite classes meet from 8:30 a.m. to 3:30 p.m. (local time) at one of the IWU Education Centers located throughout Indiana, Ohio and Kentucky. The Office of Clinical Experiences will facilitate the scheduling of these sites and then notify the university supervisor and candidates of their scheduled site.

• Instructors are expected to utilize the entire (8:30 a.m. to 3:30 p.m.) scheduled time to complete necessary program requirements.
Frequently Asked Questions

• How long are the placements?
  • Placements vary in length depending upon the program and the required experience. Please refer to page 12 for a listing of each clinical experience and the required time commitment.

• When are the placements?
  • Clinical placements are spaced throughout your program and are designed to help the candidate obtain first-hand experience and exposure to particular elements of curriculum and instruction.

• When will I know about my placements?
  • The Office of Clinical Experiences makes every effort to secure clinical placements in a timely manner. It is the expectation of the Office of Clinical Experiences that candidates will be notified of pending placements approximately 15-20 days prior to the beginning of the placement.

• Can I count other experiences I have had towards my field or student teaching hours?
  • Unfortunately, any previous work-related experiences cannot be substituted for the required clinical experiences for your program. Our state-approved program requires that all clinical experiences take place within the time frame of the course that requires the experience.

• I was told I could student teach in my current position. Is this right? (Indiana Specific)
  • It is possible for candidates to use their current position to satisfy their field and student teaching requirements; however, there are multiple criteria that must be met in order for this to be approved. Please see the details on pages 19-20 to better answer this question. Also, please note that some districts have policies that prohibit candidates from completing clinical experiences in their classroom. Please review your district’s policies regarding this topic.

• Why didn’t I get placed in the school I requested?
  • There are a number of factors that go into making a placement, but the number one factor in determining where a candidate will be placed is whether or not a school district/corporation will accept the placement request. In many instances a request will be sent to the candidate’s district of choice, but for various reasons the request is denied. If a request is denied it is usually because the district has reached the maximum number of requests they can accommodate for that particular term. Because there are many different colleges and universities sending out placement requests it can become quite competitive when trying to secure placements.
• How will I be notified about my placements?
  • Email notifications will be sent to candidates, via their IWU email account, containing the details of their placement.

• Why do I need to be placed in multiple schools?
  • All clinical placements are initiated and coordinated through the Office of Clinical Experiences upon the start of the first course in the program. Throughout the series of clinical placements in each program placement must meet program diversity standards outlined by state and federal guidelines and program accreditation standards. In order to meet these standards candidates will be placed in multiple schools and/or school districts/corporations that meet one or more of the following criteria:
    ▪ Schools located in rural versus urban settings
    ▪ Schools having differing levels of ethnic diversity
    ▪ Schools having differing levels of socio-economic diversity
    ▪ Schools having differing levels of academic student ability

• Can I find my own placements?
  • No. Securing a clinical placement is the sole responsibility of the Office of Clinical Experiences. Candidates are not to contact any school, school district, school corporation, principal, department head, cooperating teacher, or secretary in an attempt to secure their own clinical placements. All communication to school districts/corporation must come through the Office of Clinical Experiences. Any attempt, by a candidate, to try and arrange their own placements may place their program completion in serious jeopardy.

• Will my placement be close to my home?
  • The Office of Clinical Experiences will make every attempt to provide clinical experience placements that align with candidate preferences. However, these preferences are not always honored by school districts/corporations; therefore, candidates need to be aware that their individual preferences for placement sites may not be possible. Every attempt is made to find placements within a 50 mile radius of the candidate’s home.

• What if a get a job offer to teach at a school?
  • If you receive a job offer please contact the Office of Clinical Experiences immediately so we can help you determine if this new position will meet the clinical placement requirements of your program.

• Can IWU send a copy of my background check to my school?
  • No. Due to FERPA laws the university prohibits the distribution of background checks to any party outside the university including the candidate who submitted the background check. Copies of background checks will not be provided to candidates.
• **Why might I need multiple background checks?**
  - According to state laws each district/corporation has the right to require candidates to obtain a new background check specific to their district. Although this is not the norm candidates must be aware that they may need to provide additional background checks as they progress through their program.

• **Why are field placement and student teaching requirements different between states and programs?**
  - Each state has their own set of laws and requirements that programs must meet in order to be approved in that state. Also, each program differs depending upon its specific focus and licensure requirements.

• **In the TTT programs why do I need to pass my content exams by the 4th course?**
  - Because the TTT programs do not teach content specific material, it is important that candidates demonstrate their understanding of their licensure area content. The 4th course is the midway point of the program and it is important for the candidate’s success that they demonstrate content competency by this point in the program before moving forward.

• **Where can I find practice materials for my content exams?**
  - For Indiana, candidates can go to the [https://www.in.nesinc.com](https://www.in.nesinc.com) website where they can find preparation materials for their specific content exams.
  - For Ohio, candidates please visit [https://www.oh.nesinc.com](https://www.oh.nesinc.com) for similar information.

• **How do I register for my content exams?**
  - For Indiana, candidates can go to the [https://www.in.nesinc.com](https://www.in.nesinc.com) website and select the test they want to take. You will then see a page that will show you the format of the test, the number of questions, the test sites available, the fees required and then you will see the link “Register Now.” When you click on the link, you will begin the process of signing up to take the test.
  - For Ohio, candidates please visit [https://www.oh.nesinc.com](https://www.oh.nesinc.com) for similar information.

• **Why do we meet onsite or face-to-face during student teaching?**
  - Face-to-face meetings are vital to the success of the candidate. During the first onsite meeting candidates are given an orientation of the student teaching course and an overview of the final assessment products to be produced. The observation and evaluation process is discussed in great detail and candidates have the opportunity to ask and have answered any questions or concerns they have about the student teaching course.
• Are the face-to-face meetings during student teaching mandatory?
  • Yes, all face-to-face meetings are mandatory and cannot be changed. All candidates must make arrangements to be present at these meetings.

• Can I student teach in an area different than my licensure goal area?
  • No, candidates must student teach in the same licensure goal area as the content test passed by the end of the 4th course. Once candidates complete student teaching and obtain their initial licensure they are able to add additional licensure areas.
CONTACT INFORMATION

Please contact the following personnel for any questions related to clinical experiences:

Josh Deason
Assistant Director, Office of Clinical Experiences
765-677-1635
clinicalcoordinator@indwes.edu

Janet Morarity
Support Specialist, Office of Clinical Experiences
765-677-1185
fieldplacementsupport@indwes.edu
APPENDIX I

FORMS
- VERIFICATION OF READING & UNDERSTANDING FORM
- CLINICAL EXPERIENCES ATTENDANCE & DEMOGRAPHICS FORM
- TEACHER OF RECORD SUPPORT FORM
Verification of Reading & Understanding Form

Undergraduate & Transition to Teaching Programs Clinical Experiences Handbook

(Please submit this form into the learning management system.)

I, __________________________ verify that I have read the Undergraduate & Transition to Teaching Programs Clinical Experiences Handbook and understand its contents and expectations outlined for me as a program candidate.

____________________________________  Date ______________________

(Please sign your name)
**Clinical Experiences Attendance & Demographics Form**

**Undergraduate and Transition to Teaching Programs**

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<thead>
<tr>
<th>Candidate’s Name</th>
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<th>Field Exp. #3</th>
<th>Field Exp. #4</th>
<th>Student Teaching</th>
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**PART A – Clinical Hours**

Candidates are responsible to ensure that all required hours are completed, documented, initialed, and signed by their cooperating teachers.

<table>
<thead>
<tr>
<th>Day/Week</th>
<th>Date</th>
<th>Daily/Weekly Total Hours</th>
<th>Candidate Initials</th>
<th>Cooperating Teacher Signature</th>
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</thead>
<tbody>
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<td>1</td>
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**PART B – Demographic Data**

To comply with national accreditation standards, our School of Education is required to report our candidates’ experiences with diverse students at the *classroom level* (as opposed to the school level).

With the assistance of your cooperating teacher, please provide an *estimated* percentage for your classroom for each of the areas listed below:

**NOTE:** Candidates placed in multiple classrooms should report percentages from the classroom with the most diverse student population.

- Percentage of Racial/Ethnic Minority Students
- Percentage of Male Students
- Percentage of Students with a 504/IEP
- Percentage of students on Free/Reduced Lunch

*All candidates in all programs:* Please note that any missed time and/or missed days must be made up regardless of the cause for absence (see handbook under attendance). All candidates are expected to upload the Attendance Form into its required location in the learning management system.
Teacher of Record Verification and Support Form

Indiana Specific – Undergraduate & Transition to Teaching Programs

This form is used as a verification of a candidate’s status as a Teacher of Record.

- A candidate classified as a “Teacher of Record (TOR)” is: a candidate employed full time as a regular general education teacher in a self-contained classroom (ECE, elementary or secondary), who has their own classroom, who’s licensure goal area correlates with that of the teaching assignment, who is responsible for the instruction of state curriculum standards with P-12 students, and one who possess an emergency or Transition to Teaching permit. All other employed positions are not considered to be Teacher of Record positions.

- Candidates employed as a TOR may complete clinical experiences in their classroom under the following conditions: Approval from school district/corporation, Approval from building principal, Licensure goal area correlates with current employment position (approved by Office of Clinical Experiences), Building principal agrees to assign a cooperating teacher to provide mentoring, evaluation, etc. throughout each placement, Approval from the Office of Clinical Experiences and the Program Director.

Candidate, please coordinate the completion of this form and return to the Office of Clinical Experiences.

<table>
<thead>
<tr>
<th>Candidate Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate Name</td>
<td>Date</td>
</tr>
<tr>
<td>Cohort Number</td>
<td>Emergency/Transition to Teaching Permit Number</td>
</tr>
<tr>
<td>Licensure Goal Area</td>
<td>Candidate Phone</td>
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<table>
<thead>
<tr>
<th>Employment Information</th>
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<tr>
<td>School Corp/District Name</td>
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</tr>
<tr>
<td>School Name</td>
<td>School Phone</td>
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<tr>
<td>Principal Name</td>
<td>Principal Email</td>
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<tr>
<td>Position Title</td>
<td></td>
</tr>
<tr>
<td>Grade Level being Taught</td>
<td>Date Employment Began</td>
</tr>
<tr>
<td>Assigned Cooperating Teacher Name</td>
<td></td>
</tr>
<tr>
<td>Assigned Cooperating Teacher Email</td>
<td></td>
</tr>
</tbody>
</table>

The following signatures indicate:
- Candidate – verifies the accuracy of their information and confirms that they classify as a Teacher of Record
- Principal – verifies that the candidate’s employment and assigned cooperating teacher information is accurate
- Office of Clinical Experiences – verifies that the candidate meets the classification of a Teacher of Record
- Program Director – is the final approving authority for all Teacher of Record placements

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate Signature</td>
<td></td>
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<tr>
<td>Principal Signature</td>
<td></td>
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<tr>
<td>Office of Clinical Experiences</td>
<td></td>
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<tr>
<td>Program Director Signature</td>
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</tr>
</tbody>
</table>
APPENDIX II

RESOURCES

- TEACHER WORK SAMPLE GUIDELINES
- TRANSITION TO TEACHING LESSON PLAN TEMPLATE
- THE SIX APPROACHES TO CO-TEACHING
- SUGGESTED STUDENT TEACHING TIMELINE
Introduction

Your Teacher Work Sample (TWS) consists of many individual components that will be submitted throughout the student teaching experience for a grade and feedback from your Instructor. Each component will be a step toward proving that you can increase P-12 student learning through lessons taught by you in your classroom. At the end of the course, you may choose to put all of the components together into a portfolio to have for future use in your teaching career.

The components of the Teacher Work Sample consist of the following:

1. Analysis of the school setting and class profile
2. Development of a Classroom Management Plan
3. Development of a Unit of Instruction consisting of a minimum of 5-7 individual lesson plans making up the Unit.
   a. Determination of Unit Goals and Lesson Objectives based on Core Curriculum/State Academic Standards
   b. Creation of Learning Activities to support and align with lesson objectives
   c. Creation of Formative and Summative Assessments that align with learning activities and lesson objectives
   d. Formulation of lesson plans including pre assessment data, core curriculum standards, learning activities, differentiation, formative and summative assessments, and post lesson assessment
4. Development and Use of Pre/Post Unit Assessments to show student learning
5. Use of assessment data to drive differentiated instruction and modification of lesson plans
7. Successful demonstration of Professional Dispositions
8. Successful demonstration of Core Teaching Standards
9. Reflection on Unit of Instruction

Just as your students will be evaluated on their ability to meet the State Academic Standards in your content area, so you will be evaluated on your ability to meet the Core Teaching Standards. The InTASC Core Teaching Standards are grouped into four general categories.

The Learner and Learning

Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
**Standard #2:** Learning differences: The teacher uses understanding of individual differences and diverse cultures and communicates to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3:** Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Content**

**Standard #4:** Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5:** Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Instructional Practice**

**Standard #6:** Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard #7:** Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8:** Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibility**

**Standard #9:** Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10:** Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families,
colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

TWS Component #1: School Setting and Class Profile

- To be able to begin the process of evaluating the needs of your students, you must first have a clear picture of the school setting where you are completing your student teaching. Each individual student is a part of the larger class; each class is a part of the larger school; and each school is a part of the larger community. To fully understand your students, you must understand all three settings.

- You will use the chart in the course to analyze the community, your specific school setting, and the profile of your assigned class.

- First you need to research the community in which the school is located. If it is an urban or suburban school, find statistics on the city or town where the school is located. If it is a rural school, you may want to research the county in which the school is located. Try to disaggregate the city information for the cities within this county from the rural county information if possible. You might be surprised by the amount of detailed information that is available about every city and town in Indiana.

- Make sure that you find information about:
  - family income levels in the community,
  - percentage of the population living in poverty,
  - ethnic distribution of the population,
  - types of families in the community, and
  - the education level of the population

- Any other information that you find interesting and think might help you in better understanding the community in which you are teaching can be added to the form.

- Next you will collect information about the entire school in which you are teaching. You will record the grade levels in your school, and the total enrollment of your particular school, not the entire school corporation. You need to find out:
  - the percentage of students qualifying for free and reduced lunch,
  - the percentage of English Language Learners,
  - the percentage of Special Education students,
  - the percentage of High Ability students, and
  - the ethnicity distribution of the students in the school

- You will then analyze your specific classroom for your student teaching. Identify the grade level, age ranges of the students, and total number of students in the class. You will complete the class profile table to help you identify the learning needs of each student in your classroom. Make sure that you use numbers on the table to identify students and keep a master list of which students have been assigned which numbers. You will need to cross-match, aggregate and disaggregate data on these students throughout your course.

- Once you have gathered information on your community, school and class, you will submit a journal entry summarizing your findings. This will be submitted in Workshop Two.
TWS Component #2: Classroom Management Plan

- In your EDUT-580 or EDUT-548 Classroom Management course, you learned how to create a classroom management plan. You should be able to use that same classroom management plan and just modify it for the classroom in which you are doing your student teaching.

- You should make sure you cover behavior management, organizational management, and classroom expectations in this plan. This classroom management plan will be submitted in Workshop Three.

TWS Component #3: Unit Plan Overview

- In your EDUT-578 Content Methods or your EDUT-550 Elementary Methods course, you learned how to create a unit of instruction. You will decide with your Cooperating Teacher on a topic of study for your Unit Plan. You will use the Unit Plan Overview Template to plan a unit of instruction for your student teaching.

- Follow the same process you did to create the unit plan in your methods course starting with Unit Goals and aligning Academic Standards to these goals. Formative and Summative Assessments will be included, as well as Learning Activities and Differentiation. You will also use the Transition to Teaching Lesson Plan Template to create each of the lesson plans in the unit.

TWS Component #4: Pre and Post Assessments

- Once you have established the state and academic standards that are directly linked to what it is you plan to teach, you must conduct some sort of diagnostic pre-unit assessment to see what your students already know and/or can do in that particular content area. This keeps you from wasting time teaching something your students already know, and enables you to assess learning at the end of the unit. Make sure that the assessment aligns directly to the standards on which your unit plan is based.

- Teaching lessons is a big part of what teachers do, but it’s important to remember that lessons are simply the means to an end. The “end” is improved student learning, and that has to be the first and foremost goal in your mind every time you do anything related to teaching.

- To show evidence that the students you just taught actually achieved the target you set out for them via the lesson plan objectives that are aligned to the state academic standards, you’re going to have to do some sort of post-assessment to see how much learning took place. The most common way to do that post-assessment is to use a post-test that mirrors the pre-test you already did before the lesson or unit began. Some teachers use the exact same test, others have a longer post-assessment tool that includes within it all the exact same questions asked in the pre-test.

- The use of identical instruments is considered more scientific because you are using the same variables, the same content, and the same way of asking for information both times. Doing that
leads to greater validity in your assessment procedures, which means greater validity in the data you collect about student learning.

- With the post-assessment data, you are prepared to analyze how each student and each demographic group of students performed. You can evaluate how much they learned about which topics in which standards in your unit. Once your analysis is complete and you’ve drawn appropriate and logical conclusions about the data, you should make adjustments in what the next lessons will include.

- The most effective teachers use data collection, data analysis, and professional reflection to make future decisions about instruction, assessment, materials to use, and student mastery of standards. You should also include Pre/Post Assessments for individual lessons within the Unit to evaluate if modifications to instruction need to take place as your Unit is progressing from lesson to lesson.

**TWS Component #5: Use of Assessment Data to Drive Differentiated Instruction**

- Once you have given your Pre-Test for the Unit and have evaluated the needs of your students through your class profile, you have data to begin differentiating instruction for individual students. You can assess the needs of each student through the use of this assessment data. You will begin determining learning styles, differentiating for special needs identified in IEP’s and evaluating the individual needs of learners to help you modify curricular choices to develop appropriate, quality learning experiences to meet the needs of every student.

- This constant evaluation will continue throughout the unit as you use formative assessments on a daily basis to judge progressive learning. When you find through an assessment that a student has not reached the level of understanding and mastery needed, you will need to modify your instruction to bring that student to the appropriate level of mastery. This is an ongoing, continuous process in teaching.

- For this reason, continuous formative and summative assessments are absolutely critical. It is also important to use a variety of different assessment tools. Within each lesson plan, you will use several different assessment tools to determine if your students have learned what you have taught. Complete the TWS Assessment Strategies Table for the lesson plans in your TWS Unit of Instruction. This chart will help you determine if you are using an appropriate variety of assessment tools. If you notice that you are not using appropriate tools, then revisions should be made to include all of the different types of assessment tools.

- Some questions to think about in analyzing your assessment data are:
  1. Once you collected individual, groups and whole class data, how did you aggregate and disaggregate the data for comparisons for each identified learning goal?
  2. Did you organize student data in a clear format such as graphs, charts, or tables?
  3. In what ways did you use the data you collected to create and implement differentiated assessments?
  4. What assessment tools were used throughout the unit and how did these meet diverse student needs?
  5. In what ways did your choice of assessment tools demonstrate fairness?
  6. In what ways did you modify instruction based on assessments?
  7. In what ways did you maintain written records of student learning?
  8. How and when did you report on student learning to parents and/or guardians?
TWS Component #6: Daily Time Management Plan for a Day in the Elementary Classroom

- An elementary school setting is very different from a secondary school setting. In a secondary school, each period of the day is roughly the same length. Students move from one class to the next, generally when a bell rings to signify the end of a class period. The secondary teacher teaches a lesson for the duration of a class period and then gets a new set of students to either teach the same lesson again if it is the same grade level and class or teach a different lesson. In the elementary school, however, you have the same students for the entire day and must plan how you will divide that day to cover many different content areas.

- You also must collect milk and lunch money, check their backpacks in the morning for notes from parents, take them to lunch, possibly supervise recess with them, make sure they get to each of their different specialty classes at the appointed time, take them to the library to get and return books, make sure they have everything in their backpack that they need to take home, and depending on the grade level, even feed them a snack and tie their shoes.

- You will develop a Daily Time Management Plan to map out each day during a week in your classroom. This will not include all of the lessons that you will teach, but merely organize the time frame that you will use for each activity throughout the day. How much time will you spend on each subject and how does that fit in with the other times where your students must be in a specific area at a specific time during the day? Your Cooperating Teacher will be able to help you with this plan.

TWS Component #7: Professional Dispositions

- Every teacher must consistently demonstrate professional dispositions in order to be successful in the profession. A person can have a great deal of content knowledge, and even an understanding of the pedagogy involved in teaching, but without exhibiting professional dispositions, this person will not be effective as a classroom teacher.

- These dispositions will be evaluated by both your Cooperating Teacher and your University Instructor. These professional dispositions include such things as:
  - Valuing and respecting all students
  - Treating all students with fairness
  - Valuing the knowledge, experience, and wisdom of other professionals
  - Recognizing the need to have a passion for teaching
  - Taking responsibility for student learning
  - Valuing the importance of such personal characteristics as a positive attitude, punctuality, proactive work ethic, time management
  - Committing to ethical and moral behavior
  - Committing to professional growth as a teacher
  - Valuing a pluralistic, diverse community of learners
  - Valuing collaboration, creativity and critical thinking in students and teachers alike
TWS Component #8: Core Teaching Standards

- To enter the classroom as an effective teacher, every candidate must exhibit the mastery of certain core teaching standards in their preparation for licensure. You will be evaluated by both your Cooperating Teacher and your University Instructor on your mastery of the InTASC Core Teaching Standards that are listed above.

- Failure to demonstrate these core teaching standards to a level of competency will result in you failing to meet the requirements of the student teaching course. The Student Teaching Evaluation Form will be used to assess your mastery of these standards.

TWS Component #9: Professional Reflection

- For a teacher to be successful, he or she has to be able to effectively reflect on his or her teaching in order to ensure the success of every student. There are times when your lessons will go just according to plan and you will be able to clearly see student progress and learning as it unfolds.

- Then there are other times that nothing that you planned seems to work and you have to start all over with a new plan to achieve your goals and objectives. Being able to reflect on and evaluate your own teaching enables you to be cognizant of the difference between these two situations.

- Professional reflection does not mean that you only focus on everything that went wrong in your teaching and continually beat yourself up for all of your mistakes. You must recognize things that didn’t work, but you must also be aware of things that did work so that you can repeat those successes as well as eliminate the failures.

- Daily reflection is critical in teaching. You will be keeping a daily journal during your student teaching to record successes, frustrations, triumphs, inspirations, and other reflections on your experience. These daily journals will be submitted for each workshop in the course.
# Lesson Plan Template

## Transition to Teaching

<table>
<thead>
<tr>
<th>Curriculum Aspects</th>
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<tbody>
<tr>
<td><strong>Unit Topic/Title</strong></td>
<td>(All lessons should be part of an overall Unit.)</td>
</tr>
<tr>
<td><strong>Lesson Plan Title</strong></td>
<td>(Distinguish each lesson within the Unit.)</td>
</tr>
<tr>
<td><strong>Student Academic Standards</strong></td>
<td>(List by number and write out the standard.)</td>
</tr>
<tr>
<td><strong>Content Covered</strong></td>
<td>(Identify the specific content items that will be included in this lesson; make sure that this content is directly tied to the academic standards.)</td>
</tr>
<tr>
<td><strong>Lesson Objectives</strong></td>
<td>(These must align with the standards selected for this lesson.)</td>
</tr>
<tr>
<td><strong>Lesson Rationale</strong></td>
<td>(Answers the question, “Why is this lesson relevant to the content knowledge and/or skills required by the standards?” Be sure to identify and refer to the specific content items included in this lesson.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Overview</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>(What kind of “hook” or “anticipatory set” will be used to gain student attention?)</td>
</tr>
<tr>
<td><strong>Procedures/Activities</strong></td>
<td>(How will this lesson be presented—including the specific teaching method(s) and list the activities in sequential order to show how learning will include scaffolding for students—be sure to write out specific directions and/or instructions that will be used. Also include proactive planning for positive social interactions between and among students, areas where you can be more flexible if the students get restless or bored, and an approximate timeline to show the pacing of this lesson.)</td>
</tr>
<tr>
<td><strong>Checks for Understanding</strong></td>
<td>(How will embedded assessments throughout this lesson allow you to monitor the pacing needed to maximize individual student learning.)</td>
</tr>
</tbody>
</table>
**Conclusion** (What closure technique(s) will be used to summarize and wrap up the lesson as a whole?)

**Follow-Up** (What activities are planned for independent practice or final assessments over the content knowledge and/or skills presented in this lesson?)

**Materials** (What specific items are needed for this lesson? Include any brand names or titles.)

---

### SPECIFIC DIFFERENTIATION ASPECTS

**Technology Aspects** (How is current computerized technology utilized during this lesson?)

**Classroom Management Aspects** (How will you plan for varied grouping and transitions between activities? What other behavioral issues might arise based on your plan of presentation for this lesson? How can you be proactive in anticipating problem areas and then be able to avoid them altogether?)

**Educational Psychology Aspects** (How is this lesson developmentally appropriate and likely to maintain student attention, motivation, and engagement throughout its entirety?)

**ELL Aspects** (What specific actions or options will be offered to increase participation and learning for students who struggle to speak, write, or listen in English?)

**High Ability Aspects** (What specific actions or choices will be offered to increase participation and learning for students who already show significant mastery of this content?)

**Disability or At-Risk Aspects** (What specific actions or choices will be offered to increase participation and learning for students who have IEPs or other factors that negatively impact their ability to learn?)

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### PROFESSIONAL REFLECTION (completed after the lesson has been taught)

**Reflection** (What went well in this lesson? What went poorly? What was okay but needs more work to reach every student more effectively? What professional dispositions were displayed during this lesson—either in its planning or its implementation? How did your own cultural background influence the planning and implementation of this lesson on students with backgrounds different from yours? **MOST IMPORTANTLY—How did student assessment data indicate improved student learning by the end of this lesson?**
# THE SIX APPROACHES TO CO-TEACHING

<table>
<thead>
<tr>
<th>Type of Co-teaching</th>
<th>Characteristics</th>
</tr>
</thead>
</table>
| **One Teach/One Observe** | ▪ Co-teachers decide in advance what kinds of information to gather during instruction  
▪ One teacher presents the instruction while the other teacher gathers information through observation  
▪ After instruction, teachers analyze the information together |
| **One Teach/One Assist** | ▪ One teacher has the responsibility for the majority of instruction  
▪ The other teacher circulates through the room providing assistance to students as needed |
| **Parallel Teaching** | ▪ Class is divided into two smaller groups of students  
▪ Co-teachers each teach the same information to their smaller group at the same time  
▪ Students have more opportunity for participation with a lower student-teacher ratio |
| **Team Teaching** | ▪ Instruction is delivered by both teachers presenting a single lesson together  
▪ Each teacher presents parts of the lesson, building on each other  
▪ Co-teachers share responsibility for planning, teaching, and assessing the progress of all students |
| **Alternative Teaching** | ▪ One teacher provides instruction to the majority of the class  
▪ One teacher takes a smaller group to provide alternative instruction  
▪ Use to differentiate instruction for remediation or enrichment |
| **Station Teaching** | ▪ Co-teachers divide the content and present it at two different stations simultaneously  
▪ Third station can be set up where students work independently on related content  
▪ Smaller groups of students rotate through the different stations |

- In the first week of student teaching, the One Teach/One Observe and the One Teach/One Assist approaches will probably be used, with the Cooperating Teacher doing the majority of the teaching while the Student Teacher gets acclimated to the classroom.

- The Student Teacher and Cooperating Teacher need to communicate well with one another so that there is no confusion as to which approaches are going to be utilized throughout the student teaching experience. Indiana Wesleyan University is not dictating what approach of Co-teaching a P-12 teacher must participate in during their time assisting our Student Teachers. The following chart is merely a suggested timeline of what we would like to see used in student teaching, but this is flexible to accommodate the individual comfort level of the Cooperating Teachers.

- We do request that at least one week of the experience be spent with the Student Teacher doing the majority of the teaching and the Cooperating Teacher only observing and assisting.
## Suggested Student Teaching Timeline

### Induction Phase

<table>
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<tr>
<th>IN – Week 1</th>
<th>OH – Week 1</th>
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<tbody>
<tr>
<td><strong>IN</strong> – Week 1</td>
<td><strong>OH</strong> – Week 1</td>
</tr>
<tr>
<td>** WEEK 1**</td>
<td><strong>WEEK 1</strong></td>
</tr>
<tr>
<td>Discuss plans and activities with the candidate</td>
<td>Discuss plans and activities with the candidate</td>
</tr>
<tr>
<td>Provide ample opportunities for observation</td>
<td>Provide ample opportunities for observation</td>
</tr>
<tr>
<td>Provide opportunity for review of school policies and procedures</td>
<td>Provide opportunity for review of school policies and procedures</td>
</tr>
<tr>
<td>Conference with the university supervisor (US)</td>
<td>Conference with the university supervisor (US)</td>
</tr>
<tr>
<td>Become familiar with the candidate’s Readiness for Co-Teaching and Communication Styles Inventory</td>
<td>Become familiar with the candidate’s Readiness for Co-Teaching and Communication Styles Inventory</td>
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### Initial Teaching Phase

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<thead>
<tr>
<th>IN – Weeks 2-3</th>
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<tbody>
<tr>
<td><strong>IN</strong> – Weeks 2-3</td>
<td><strong>OH</strong> – Weeks 2-3</td>
</tr>
<tr>
<td><strong>WEEKS 2-3</strong></td>
<td><strong>WEEKS 2-3</strong></td>
</tr>
<tr>
<td>Candidate assumes 25–50% of teaching load</td>
<td>Candidate assumes 25–50% of teaching load</td>
</tr>
<tr>
<td>Oversee all lesson plans (IWU format maintained)</td>
<td>Oversee all lesson plans (IWU format maintained)</td>
</tr>
<tr>
<td>Conference with candidate regarding progress and complete and submit <strong>first Student Teaching Evaluation and submit first Student Teaching Dispositional Assessment</strong></td>
<td>Conference with candidate regarding progress and complete and submit <strong>first Student Teaching Dispositional Assessment</strong></td>
</tr>
<tr>
<td>Continue conferences with candidate &amp; US as needed</td>
<td>Continue conferences with candidate &amp; US as needed</td>
</tr>
<tr>
<td>Dialog with candidate concerning portfolio, teacher work sample, and assignment topic</td>
<td>Dialog with candidate concerning portfolio, teacher work sample, and assignment topic</td>
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### Sustained Teaching Phase

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<tr>
<th>IN – Weeks 4-5</th>
<th>OH – Weeks 4-6</th>
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<tr>
<td><strong>IN</strong> – Weeks 4-5</td>
<td><strong>OH</strong> – Weeks 4-6</td>
</tr>
<tr>
<td><strong>WEEKS 4-5</strong></td>
<td><strong>WEEKS 4-6</strong></td>
</tr>
<tr>
<td>Candidate assumes 50–75% of teaching load</td>
<td>Candidate assumes 50–75% of teaching load</td>
</tr>
<tr>
<td>Allow candidate to assume greater teaching responsibilities in the classroom</td>
<td>Allow candidate to assume greater teaching responsibilities in the classroom</td>
</tr>
<tr>
<td>Continue to oversee all lesson plans (IWU format maintained)</td>
<td>Continue to oversee all lesson plans (IWU format maintained)</td>
</tr>
<tr>
<td>Conference with candidate regarding progress and complete and submit <strong>second Student Teaching Evaluation</strong></td>
<td>Conference with candidate regarding progress and complete and submit <strong>second Student Teaching Evaluation</strong></td>
</tr>
<tr>
<td>Support portfolio, teacher work sample, and assignment development</td>
<td>Support portfolio, teacher work sample, and assignment development</td>
</tr>
<tr>
<td>Continue conferences with candidate &amp; US as needed</td>
<td>Continue conferences with candidate &amp; US as needed</td>
</tr>
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</table>

### Full Teaching Phase

<table>
<thead>
<tr>
<th>IN – Weeks 6-8</th>
<th>OH – Weeks 7-10</th>
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</thead>
<tbody>
<tr>
<td><strong>IN</strong> – Weeks 6-8</td>
<td><strong>OH</strong> – Weeks 7-10</td>
</tr>
<tr>
<td><strong>WEEKS 6-8</strong></td>
<td><strong>WEEKS 7-10</strong></td>
</tr>
<tr>
<td>Candidate assumes 100% of teaching load</td>
<td>Candidate assumes 100% of teaching load</td>
</tr>
<tr>
<td>Allow candidate to take complete teaching and other instructional responsibilities with the class, providing support as needed</td>
<td>Allow candidate to take complete teaching and other instructional responsibilities with the class, providing support as needed</td>
</tr>
<tr>
<td>Continue to oversee all lesson plans (IWU format maintained)</td>
<td>Continue to oversee all lesson plans (IWU format maintained)</td>
</tr>
<tr>
<td>Conference with candidate regarding progress and complete and submit <strong>third Student Teaching Evaluation</strong></td>
<td>Conference with candidate regarding progress and complete and submit <strong>third Student Teaching Evaluation</strong></td>
</tr>
<tr>
<td>Support assessment techniques utilized in the portfolio, teacher work sample and course assignment</td>
<td>Support assessment techniques utilized in the portfolio, teacher work sample and course assignment</td>
</tr>
<tr>
<td>Continue conferences with candidate &amp; US as needed</td>
<td>Continue conferences with candidate &amp; US as needed</td>
</tr>
</tbody>
</table>

### Conclusion Phase

<table>
<thead>
<tr>
<th>IN – Weeks 9-10</th>
<th>OH – Weeks 11-12</th>
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</thead>
<tbody>
<tr>
<td><strong>IN</strong> – Weeks 9-10</td>
<td><strong>OH</strong> – Weeks 11-12</td>
</tr>
<tr>
<td><strong>WEEKS 9-10</strong></td>
<td><strong>WEEKS 11-12</strong></td>
</tr>
<tr>
<td>Candidate relinquishes 25–50% of teaching load</td>
<td>Candidate relinquishes 25–50% of teaching load</td>
</tr>
<tr>
<td>Decide phase period from 100% to 25% - with the CT gradually resuming all teaching responsibility</td>
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</tr>
<tr>
<td>Conference with candidate regarding progress and complete and submit <strong>second Student Teaching Dispositional Assessment</strong></td>
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</tr>
<tr>
<td>Continue conferences with candidate &amp; US as needed</td>
<td>Continue conferences with candidate &amp; US as needed</td>
</tr>
</tbody>
</table>