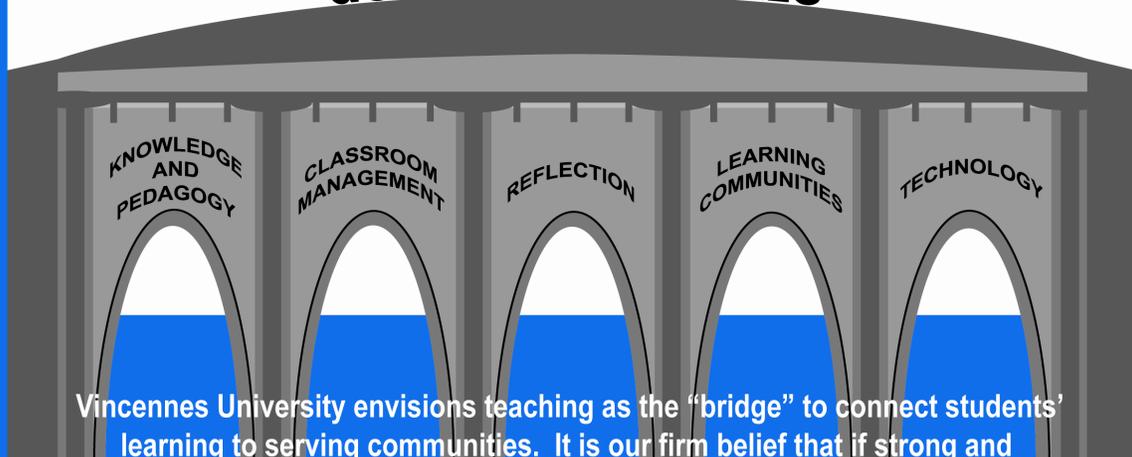


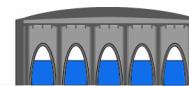
Vincennes University  
Teacher Education Program  
Student Handbook



**GUIDING PRINCIPLES**



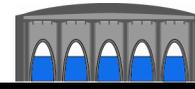
Vincennes University envisions teaching as the “bridge” to connect students’ learning to serving communities. It is our firm belief that if strong and supportive teaching is accessible, learning will result. In turn, successful learning experiences will become evident when learners serve others.



# Vincennes University Teacher Education Program Student Handbook

## Table of Contents

Welcome Statement	3
Faculty Directory	4
Department Philosophy	5
Teacher Education Vision Statement	5
Teacher Education Mission Statement	6
Program Goals	6
The Conceptual Framework - Guiding Principles of the Program	7
Standards	10
Description of Programs	11
Course Sequence for B.S. in Special Education, Mild Intervention, Elementary Education	13
Course Sequence for B.S. in Mathematics Education	14
Course Sequence for B.A. in Mathematics Education	15
Course Sequence for B.S. in Science Education (Chemistry)	16
Course Sequence for B.S. in Science Education (Earth+Space Science)	17
Course Sequence for B.S. in Science Education (Life Science)	18
Course Sequence for B.S. in Science Education (Physical Science)	19
Course Sequence for B.S. in Science Education (Physics)	20
Teacher Education Gateways – Policies and Procedures (Special Education)	21
Teacher Education Gateways – Policies and Procedures (Math and Science)	23
Advising	25
General Requirements of the Education Program	26
Academic Performance Information	26
Praxis Information	26
Performance Assessments and LiveText	27
Dispositions	27
Field Experiences	29
Limited Criminal History Report	30
Retention in the Teacher Education Program	30
Disability Services	31
Scholarship Information	31
Introduction to Student Teaching	32
Student Teaching Policies and Procedures	33
Responsibilities of the Student Teacher	40
Responsibilities of the Cooperating Teacher	45
Responsibilities of the University Supervisor	48



---

**WELCOME** to Vincennes University and to the Teacher Education Program!

We are very excited that you have selected Vincennes University and that you have decided to become a teacher. Teachers truly make a difference in the lives of children. Choosing teaching as a career is a powerful and very important decision. The members of the faculty of the Vincennes University Education Program are committed to preparing you to be the best teacher you can be.

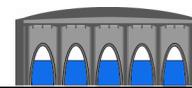
The purpose of this Teacher Education Handbook is to present you with important guidelines, policies, and information regarding the Teacher Education Program. Please read the handbook in its entirety and keep it handy as a reference for when questions arise.

Again – **WELCOME** – and thank you for choosing VU!

Eric Margerum  
Dean  
Division of Social Science and Performing Arts

Richard Shippee  
Dean  
Science and Mathematics Division

Jan Henry  
Chair  
Education Program

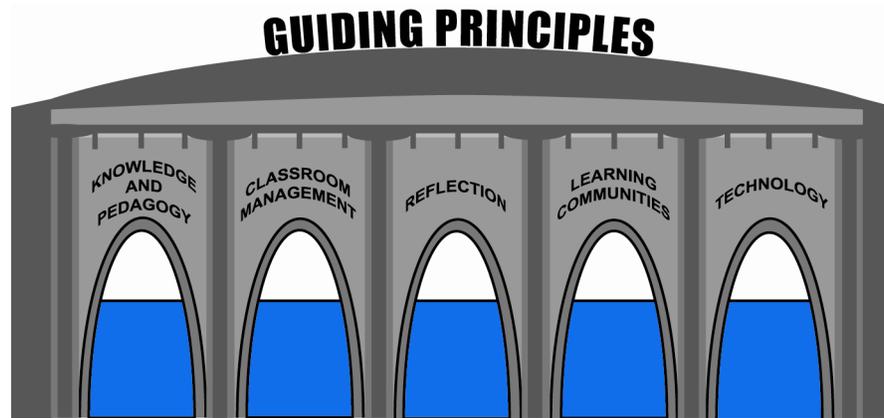


## Faculty Directory

Name	Phone	E-Mail
<b>Social Science and Performing Arts Division</b>		
Eric Margerum, <i>Dean</i>	888-5127	<a href="mailto:emargerum@vinu.edu">emargerum@vinu.edu</a>
<u>Special Education, Mild Intervention, Elementary Education</u>		
Jan Henry, <i>Chair</i>	888-4147	<a href="mailto:jhenry@vinu.edu">jhenry@vinu.edu</a>
Pamela Garriott	888-4148	<a href="mailto:pgarriott@vinu.edu">pgarriott@vinu.edu</a>
Chery Osborne	888-4488	<a href="mailto:cosborne@vinu.edu">cosborne@vinu.edu</a>
Steve Penn	888-4599	<a href="mailto:spenn@vinu.edu">spenn@vinu.edu</a>
<b>Science and Mathematics Division</b>		
Richard Shippee, <i>Dean</i>	888-5131	<a href="mailto:rshippee@vinu.edu">rshippee@vinu.edu</a>
<u>Math Faculty</u>		
Randall Brian, <i>Chair</i>	888-4452	<a href="mailto:rbrian@vinu.edu">rbrian@vinu.edu</a>
David Keusch	888-4528	<a href="mailto:dkeusch@vinu.edu">dkeusch@vinu.edu</a>
Nancy Mathis	888-5773	<a href="mailto:nmathis@vinu.edu">nmathis@vinu.edu</a>
<u>Life Science</u>		
Sandra Stewart, <i>Chair</i>	888-4373	<a href="mailto:ssewart@vinu.edu">sstewart@vinu.edu</a>
Paul Brown	888-5775	<a href="mailto:pbrown@vinu.edu">pbrown@vinu.edu</a>
Curt Coffman	888-4226	<a href="mailto:ccoffman@vinu.edu">ccoffman@vinu.edu</a>
Deborah Dodson	888-4524	<a href="mailto:ddodson@vinu.edu">ddodson@vinu.edu</a>
James Dodson	888-4236	<a href="mailto:jdodson@vinu.edu">jdodson@vinu.edu</a>
Colleen Ikemire	888-5256	<a href="mailto:cikemire@vinu.edu">cikemire@vinu.edu</a>
<u>Earth and Space Science</u>		
Adam Davis	888-4092	<a href="mailto:adavis@vinu.edu">adavis@vinu.edu</a>
John Parsons	888-4521	<a href="mailto:jparsons@vinu.edu">jparsons@vinu.edu</a>
<u>Chemistry</u>		
Jay Bardole, <i>Chair</i>	888-4372	<a href="mailto:jbardole@vinu.edu">jbardole@vinu.edu</a>
Phillip Bauer	888-4526	<a href="mailto:pbauer@vinu.edu">pbauer@vinu.edu</a>
Darrell Clinton	888-5705	<a href="mailto:dclinton@vinu.edu">dclinton@vinu.edu</a>
Mike Knoll	888-4529	<a href="mailto:mknoll@vinu.edu">mknoll@vinu.edu</a>
<u>Physics and Physical Science</u>		
Elain Dahl, <i>Chair</i>	888-4197	<a href="mailto:edahl@vinu.edu">edahl@vinu.edu</a>
Robert Bechtel	888-4382	<a href="mailto:rbechtel@vinu.edu">rbechtel@vinu.edu</a>
Susan Grow	888-4470	<a href="mailto:sgrow@vinu.edu">sgrow@vinu.edu</a>
John Ostendorf	888-4098	<a href="mailto:jostendorf@vinu.edu">jostendorf@vinu.edu</a>
Andrew Wagner	888-4264	<a href="mailto:awagner@vinu.edu">awagner@vinu.edu</a>



## Teacher Education at Vincennes University

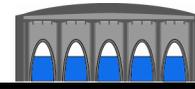


### Philosophy Statement

The philosophy of the Education faculty is based upon the shared vision of providing Vincennes University teacher candidates the highest quality teacher preparation program. The bridge in the programmatic theme illustration exemplifies the faculty's philosophy. The supports of the bridge represent the five guiding principles upon which the curriculum is based. Teacher candidates from Vincennes University will possess the following: (1) content knowledge and pedagogy, (2) proficiency in managing and monitoring classrooms, (3) systematically reflecting upon their practice, (4) participating in learning communities, and (5) using technology to enhance student learning. Faculty members present teacher candidates with the knowledge and skills they will need to be successful in the teaching profession and guide them as they begin to establish their own professional identities. Faculty also link teacher candidates' learning -- the acquisition of knowledge, skills, and dispositions -- with the services they ultimately will provide to their communities as education professionals.

### The Vision

United as a learning community, we challenge our students and ourselves to the ideals of learning, teaching, and serving. We envision a community of scholars who will learn with enthusiasm, teach with wisdom, and serve with commitment.



---

## **The Mission**

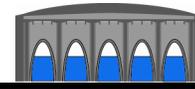
Teacher education at Vincennes University provides the highest quality preparation for teacher candidates so they will learn, teach, and be of service to others. Entering the third century as an institution of higher education, our teaching candidates are knowledgeable, skillful, and caring professionals who embrace and support diversity and enable all students to learn.

## **Goal Statement**

The comprehensive goal of the faculty of the Vincennes University Education program is to give all students the opportunity to learn in order to serve others in their communities. The faculty recognizes the importance of providing VU students with an environment in which they are encouraged to ask questions, seek answers, and take risks. You will be instructed by professionals in the field of education who will provide you with research-based, best practices in education. Field-based experiences will allow you multiple opportunities to observe and participate in a variety of settings and become familiar with a variety of educational environments.

The specific goals of the Education Program are to:

1. Provide a program of study that is research-based and aligned with NCATE standards, INTASC standards, and the Indiana Developmental and Content Standards
2. Develop a professional education preparation program to shape the knowledge, skills and dispositions that teacher candidates need to educate students in a diverse society
3. Prepare teacher candidates who advance the use of instructional and assistive technologies across content areas and environments
4. Develop teacher candidates who use theory to inform practice
5. Encourage the development of teacher candidates who are reflective in their practice
6. Recruit, support, and retain a diverse body of teacher candidates in the teacher preparation program and a diverse faculty who model best practices in professional education
7. Cultivate and maintain relationships across all education constituencies, including university faculty, educators and administrators, students, parents and community leaders
8. Engage in service to the university, community and professional organizations



---

## **The Conceptual Framework Guiding Principles of the Teacher Education Program**

A Conceptual Framework summarizes the foundation of the Teacher Education Program and details its philosophical views on teaching and learning and specifies what constitutes an effective teacher. The Conceptual Framework provides the educational program with a distinct emphasis, a vision of the program it wants to be, and the characteristics of the teachers it hopes to develop.

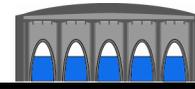
The following five guiding principles represent the conceptual framework of the Education programs at Vincennes University:

### **1. Teacher candidates possess content knowledge and pedagogy**

Teacher candidates exhibit thorough, in-depth content knowledge and are able to identify the central concepts, tools of inquiry, and structures of their disciplines. Additionally, teacher candidates show an awareness of the interrelatedness of this knowledge by demonstrating the application of content to real life experiences of their students. Effectual teaching requires that teacher candidates are well-informed regarding the philosophical, historical, social, and cultural contexts in which education has developed. Using this knowledge, teacher candidates can make sound educational decisions within their classrooms. Further, successful teacher candidates implement research-based curriculum and instruction and utilize motivational and specialized strategies consistent with the developmental levels and learning characteristics exhibited by their students. Teacher candidates also are able to access and use technology to support, enhance, and motivate student learning. Finally, teacher candidates understand and employ multiple means of assessment to evaluate student learning and to make informed educational decisions.

### **2. Teacher candidates demonstrate proficiency in managing and monitoring classrooms**

Teacher candidates recognize that classroom management includes all of the things that teachers do to foster student engagement in classroom activities and establish positive learning environments. Teacher candidates understand the critical relationship between classroom management and student behaviors. They are proactive in employing a variety of strategies to engage students and prevent problematic behavior. Teacher candidates recognize that constructive communication and social interactions between teachers and students have a positive influence on learning and behavior. They acknowledge that they must assume the responsibility for creating a caring, cohesive, and nurturing classroom community where all students feel safe, respected, and valued.



---

Academic achievement cannot be attained unless students learn to care about others and believe that others care about them as well.

### **3. Teacher candidates systematically reflect about their practice.**

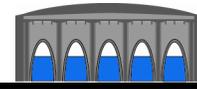
Reflection allows teacher candidates to examine the effects of what they do on those they serve. Continuous thinking about one's own teaching will lead to improvements in both teaching and learning. Successful teacher candidates understand and use assessment to evaluate and ensure the intellectual, social, and physical development of the student. Further, reflective teacher candidates are aware of and question the assumptions and values they bring into the classroom. They continually examine their responses, feelings, assumptions, and values as they interact with their students, their colleagues, and their organizations. As they reflect on what they are learning and doing, they acquire the knowledge, skills, and dispositions necessary to assume responsibility for positive learning outcomes in class. Finally, reflective teacher candidates commit to a lifelong process of learning and model this process so that their students also will engage in lifelong learning.

### **4. Teacher candidates participate in learning communities.**

Teacher candidates have the skills to participate effectively in collaborative activities with professionals and paraprofessionals, community entities, and parents and families of their students. The movement toward inclusive education has increased the necessity of increased collaboration among professionals within the school community. Teacher candidates understand the critical nature of establishing professional relationships and working as team members. Further, the development of partnerships between schools and other agencies or institutions has become increasingly necessary in the field of education. As schools attempt to meet the diverse needs of their students, teachers often must seek expertise across institutional boundaries. Effective teacher candidates also recognize that the partnership between school and home is central to optimal educational outcomes for students. Therefore, teacher candidates seek opportunities to connect with the parents and families of their students. Lastly, the community is a potential source of learning and support. To emphasize the importance of the reciprocal relationship between schools and the community, teacher candidates are presented with multiple opportunities to participate in service learning projects.

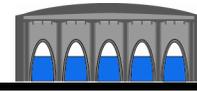
### **5. Teacher candidates use technology to enhance student learning.**

Advances in technology have opened alternate venues for the delivery of instruction and educational services. Effective teacher candidates stay abreast of these advances and employ them in ways that promote learning and motivation



---

in their students. Teacher candidates develop competency in the use of computers so that they can enhance the classroom curriculum by planning technology-rich instruction, selecting and using educational software, incorporating world wide web resources, and integrating technology in the content areas. In addition, students not only learn from technology, they learn with technology. The potential of technology, specifically assistive technology, has long been recognized in the special education and rehabilitation communities. The application of assistive technology can facilitate learning, independence, inclusion, productivity, and overall quality of life for individuals with disabilities. For school-age students, the application of assistive technology may determine the difference between successful and unsuccessful inclusive education experiences. Teacher candidates are expected to be proactive leaders for the integration of technology in schools and to use technology as a tool to make connections to the communities they serve. Lastly, teacher candidates understand how decisions and actions using technology can be used to promote the common good and to reduce social inequities by designing engaging technology learning experiences for students of various gender, ethnic, ability, and language backgrounds.

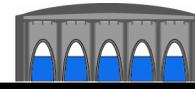


---

## Standards

The Education programs at Vincennes University are aligned with the following professional standards:

- (1) Interstate New Teacher Assessment and Support Consortium (INTASC)
  - a. Model Standards for Beginning Teacher Licensing, Assessment and Development
  - b. Model Standards for Licensing General and Special Education Teachers of Students with Disabilities
  
- (2) Indiana Department of Education, Division of Professional Standards Developmental Standards
  - a. Early Childhood Developmental Standards
  - b. Middle Childhood Developmental Standards
  - c. Adolescent and Young Adult Standards
  - d. Exceptional Needs Standards
  
- (3) Indiana Department of Education, Division of Professional Standards Content Standards
  - a. Early and Middle Childhood Content Standards
  - b. Teachers of Mathematics Standards
  - c. Teachers of Science Standards
  
- (4) Vincennes University Guiding Principles
  
- (5) The Indiana Academic Standards
  - a. Established for students in Indiana's PreK-12 schools



---

## **Description of the Education Programs Offered by VU:**

### **Bachelor of Science in Special Education, Mild Intervention, Elementary Education**

This dual licensure program is designed to prepare candidates to teach students who require mild special education interventions within the K-6 classroom setting and to teach all basic school subjects in the elementary education classroom.

### **Bachelor of Science in Secondary Math Education**

This licensure program is designed to prepare candidates to teach mathematics to students in a high school setting, Grades 9-12. Students may choose to pursue either a Bachelor of Science or a Bachelor of Arts degree in Mathematics Education.

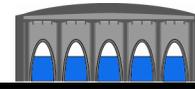
### **Bachelor of Science in Secondary Science Education**

This licensure program is designed to prepare candidates to teach science to students in a high school setting, Grades 9-12. Students may choose from five concentration areas: (1) Chemistry, (2) Earth+Space Science, (3) Life Science, (4) Physical Science, and (5) Physics.

### **Education – A.S. Transfer Programs**

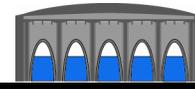
This program provides the first two years of nineteen teacher education programs and concentrations that can lead to teacher licensing. These correspond to the teacher license content and developmental areas as listed in *Rules 2002* and can be transferred to other institutions of higher education. The content majors and developmental areas of these concentrations are outlined below and full descriptions can be found in the University Catalog. The curriculum also can provide the foundation for careers in a variety of child-care occupations other than teaching.

Concentrations Area	Developmental
A. Education, Early Childhood	Pre-kindergarten
B. Education, Elementary	K-6
C. Education, Secondary	7-12
1. Art	7-12
2. Business	7-12



---

3. Chemistry	9-12
4. English	9-12
5. Family and Consumer Sciences	7-12
6. Health	7-12
7. Mathematics A.S./A.A.	9-12
8. Music	7-12
9. Speech	9-12
10. Technology	7-12
D. Education, All Grade	
1. Art	K-12
2. Music	K-12
3. Physical Education	K-12
4. Special Education	K-12
5. Teaching Paraprofessional	K-12
6. Technology	K-12



## Recommended Course Sequence for the Bachelor's Degree in Special Education, Mild Intervention, Elementary Education

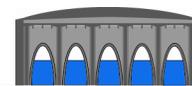
The recommended 4-year course sequence for a student seeking a B.S. Degree in Special Education, Mild Intervention, Elementary Education follows. Transfer students will need to meet with an Education advisor to determine a program plan. This course sequence assumes any necessary developmental requirements have been met. Please see course catalog for complete description of courses.

<b>Semester I</b>	<b>Hours</b>	<b>Semester V</b>	<b>Hours</b>
EDUC 200	__3__	EDUC 310	__3__
EDUC 291	__3__	EDUC 312	__3__
ENGL 101	__3__	EDUC 342	__3__
PSYCH 142	__3__	EDUC 344	__3__
SPCH 143 OR	__3__	HUMN 245 OR	__3__
SPCH 148	__3__	SOCL 245	__3__
ARTT 110	__3__	PHIL 313	__3__

<b>Semester II</b>	<b>Hours</b>	<b>Semester VI</b>	<b>Hours</b>
LITR 221	__3__	EDUC 330	__3__
EDUC 292	__3__	EDUC 340	__3__
ENGL 102	__3__	EDUC 350	__3__
LFSC 100	__4__	EDUC 362	__3__
MUSM 225	__3__	EDUC 374	__3__

<b>Semester III</b>	<b>Hours</b>	<b>Semester VII</b>	<b>Hours</b>
EDUC 290	__3__	EDUC 352	__3__
HIST 140	__3__	EDUC 360	__3__
MATH 112	__4__	EDUC 361	__3__
PHED 210	__3__	EDUC 364	__3__
EDUC 242	__3__	EDUC 372	__3__
PFWL 115	__1__		

<b>Semester IV</b>	<b>Hours</b>	<b>Semester VIII</b>	<b>Hours</b>
PHYS SCI 102 OR	__3__	EDUC 477	__6__
PHYS SCI Elective	__3__	EDUC 492	__6__
EDUC 293	__3__	EDUC 493	__3__
LITR 240	__3__		
MATH 212	__4__		
HIST 236	__3__		
HLTH 211	__2__		



## Recommended Course Sequence for the Bachelor of Science Degree Leading to Licensure in Secondary Mathematics Education

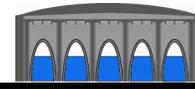
The recommended 4-year course sequence for a student seeking a Bachelor of Science Degree in Mathematics Education at the high school level follows. Transfer students will need to meet with an Education advisor to determine a program plan. This course sequence assumes any necessary developmental requirements have been met. Please see course catalog for complete description of courses.

<b>Semester I</b>	<b>Hours</b>	<b>Semester V</b>	<b>Hours</b>
EDUC 200	_3_	EDUC 310	_3_
ENGL 101	_3_	MATH 311	_3_
MATH 118 (M)	_5_	MATH 312	_3_
PSYCH 142	_3_	PHIL 313	_3_
SPCH 143	_3_	PHYS 206	_4_
		PHYL 206	_1_

<b>Semester II</b>	<b>Hours</b>	<b>Semester VI</b>	<b>Hours</b>
EDUC 291	_3_	LFSC 105	_3_
EDUC 292	_3_	LFSL 105	_1_
ENGL 102	_3_	MATH 265	_3_
MATH 119	_5_	MATH 321	_3_
PFWL 100	_2_	MATH 322	_3_
		Humanities Common/Broad	_3_

<b>Semester III</b>	<b>Hours</b>	<b>Semester VII</b>	<b>Hours</b>
EDUC 218	_3_	EDUC 372	_3_
EDUC 290 (R/W/S)	_3_	MAED 421	_3_
MATH 220	_4_	MATH 411	_3_
PHIL 212	_3_	MATH 412	_3_
History Elect-Soc Sc Core	_3_	MATH 422	_3_

<b>Semester IV</b>	<b>Hours</b>	<b>Semester VIII</b>	<b>Hours</b>
CSCI 159	_3_	EDUC 401	_12_
ERTH 207	_3_	MATH 490	_3_
MATH 223	_4_		
MATH 224	_1_		
PHYS 205	_5_		
Soc Sci Elective	_3_		



## Recommended Course Sequence for the Bachelor of Arts Degree Leading to Licensure in Secondary Mathematics Education

The recommended 4-year course sequence for a student seeking a Bachelor of Arts Degree in Mathematics Education at the high school level follows. Transfer students will need to meet with an Education advisor to determine a program plan. This course sequence assumes any necessary developmental requirements have been met. Please see course catalog for complete description of courses.

<b>Semester I</b>	<b>Hours</b>	<b>Semester V</b>	<b>Hours</b>
EDUC 200	__3__	EDUC 310	__3__
ENGL 101	__3__	MATH 311	__3__
MATH 118 (M)	__5__	MATH 312	__3__
PSYCH 142	__3__	PHIL 313	__3__
SPCH 143	__3__	PHYS 206	__4__
		PHYL 206	__1__

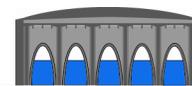
<b>Semester II</b>	<b>Hours</b>	<b>Semester VI</b>	<b>Hours</b>
EDUC 291	__3__	LFSC 105	__3__
EDUC 292	__3__	LFSL 105	__1__
ENGL 102	__3__	MATH 265	__3__
MATH 119	__5__	MATH 321	__3__
PFWL 100	__2__	MATH 322	__3__
Foreign Language	__4__	Humanities Common/Broad Foreign Language	__3__ __4__

<b>Semester III</b>	<b>Hours</b>	<b>Semester VII</b>	<b>Hours</b>
EDUC 218	__3__	EDUC 372	__3__
EDUC 290 (R/W/S)	__3__	MAED 421	__3__
MATH 220	__4__	MATH 411	__3__
PHIL 212	__3__	MATH 412	__3__
History Elect-Soc Sc Core	__3__	MATH 422	__3__
Foreign Language	__4__	Foreign Language	__4__

<b>Semester IV</b>	<b>Hours</b>	<b>Semester VIII</b>	<b>Hours</b>
CSCI 159	__3__	EDUC 401	__12__
ERTH 207	__3__	MATH 490	__3__
MATH 223	__4__		
MATH 224	__1__		
PHYS 205	__5__		
Soc Sci Elective	__3__		



**Recommended Course Sequence for the Bachelor of Science Degree  
Leading to Licensure in Secondary Science Education  
Chemistry Concentration**

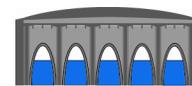
The recommended 4-year course sequence for a student seeking a Bachelor of Science Degree in Science Education – Chemistry Concentration at the high school level follows. Transfer students will need to meet with an Education advisor to determine a program plan. This course sequence assumes any necessary developmental requirements have been met. Please see course catalog for complete description of courses.

<b>Semester I</b>	<b>Hours</b>	<b>Semester V</b>	<b>Hours</b>
CHEM 105	__3__	CHEM 204	__4__
CHML 105	__2__	CHEM 325	__4__
EDUC 200	__3__	LFSC 105	__3__
ENGL 101	__3__	LFSL 105	__1__
MATH 118	__5__	PHYS 206	__4__
		PHYL 206	__1__

<b>Semester II</b>	<b>Hours</b>	<b>Semester VI</b>	<b>Hours</b>
CHEM 106	__3__	CHEM 426	__4__
CHML 106	__2__	ERTH 207	__3__
ENGL 102	__3__	PFWL 100	__2__
MATH 119	__5__	PHIL 212	__3__
PSYC 142	__3__	History Elective	__3__

<b>Semester III</b>	<b>Hours</b>	<b>Semester VII</b>	<b>Hours</b>
CHEM 315	__3__	EDUC 372 or EDUC 310	__3__
CHML 315	__2__	PHIL 313	__3__
EDUC 218	__3__	SCED 421	__3__
EDUC 292	__3__	Humanities Elective	__3__
SPCH 143	__3__	Social Science Elective	__3__

<b>Semester IV</b>	<b>Hours</b>	<b>Semester VIII</b>	<b>Hours</b>
CHEM 316	__3__	EDUC 401	__12__
CHML 316	__2__	SCED 490	__3__
EDUC 290	__3__		
EDUC 291	__3__		
PHYS 205	__5__		



**Recommended Course Sequence for the Bachelor of Science Degree  
Leading to Licensure in Secondary Science Education  
Earth and Space Science Concentration**

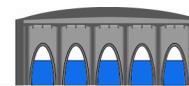
The recommended 4-year course sequence for a student seeking a Bachelor of Science Degree in Science Education – Earth and Space Science Concentration at the high school level follows. Transfer students will need to meet with an Education advisor to determine a program plan. This course sequence assumes any necessary developmental requirements have been met. Please see course catalog for complete description of courses.

<b>Semester I</b>	<b>Hours</b>	<b>Semester V</b>	<b>Hours</b>
CHEM 105	__3__	EDUC 310	__3__
CHML 105	__2__	ERTH 208	__3__
EDUC 200	__3__	LFSC 105	__3__
ENGL 101	__3__	LFSL 105	__1__
ERTH 115	__3__	PFWL 100	__2__
ERTL 115	__2__	PHIL 212	__3__

<b>Semester II</b>	<b>Hours</b>	<b>Semester VI</b>	<b>Hours</b>
CHEM 106	__3__	ERTH 207	__3__
CHML 106	__2__	ERTH 304	__4__
EDUC 292	__3__	ERTH 314	__3__
ENGL 102	__3__	ERTL 314	__1__
PSYC 142	__3__	PHIL 313	__3__
SPCH 143	__3__	History Elective	__3__

<b>Semester III</b>	<b>Hours</b>	<b>Semester VII</b>	<b>Hours</b>
EDUC 218	__3__	EDUC 372	__3__
ERTH 111	__3__	ERTH 315	__3__
ERTH 204	__3__	ERTL 315	__1__
ERTH 210	__3__	SCED 421	__3__
MATH 115	__3__	Humanities Elective	__3__
		Social Science Elective	__3__

<b>Semester IV</b>	<b>Hours</b>	<b>Semester VIII</b>	<b>Hours</b>
EDUC 290	__3__	EDUC 401	__12__
EDUC 291	__3__	SCED 490	__3__
ERTH 112	__3__		
ERTH 221	__3__		
MATH 116	__3__		



**Recommended Course Sequence for the Bachelor of Science Degree  
Leading to Licensure in Secondary Science Education  
Life Science Concentration**

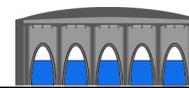
The recommended 4-year course sequence for a student seeking a Bachelor of Science Degree in Science Education – Life Science Concentration at the high school level follows. Transfer students will need to meet with an Education advisor to determine a program plan. This course sequence assumes any necessary developmental requirements have been met. Please see course catalog for complete description of courses.

<b>Semester I</b>	<b>Hours</b>	<b>Semester V</b>	<b>Hours</b>
CHEM 105	__3__	CHEM 315	__3__
CHML 105	__2__	CHML 315	__2__
EDUC 200	__3__	LFSC 211	__3__
ENGL 101	__3__	LFSL 211	__1__
LFSC 105	__3__	LFSC 318	__4__
LFSL 105	__1__	PHIL 212	__3__
		History Elective	__3__

<b>Semester II</b>	<b>Hours</b>	<b>Semester VI</b>	<b>Hours</b>
CHEM 106	__3__	ERTH 207	__3__
CHML 106	__2__	LFSC 212	__3__
ENGL 102	__3__	LFSL 212	__1__
LFSC 106	__3__	LFSC 308	__4__
LFSL 106	__1__	PHIL 313	__3__
PFWL 100	__2__	Humanities Elective	__3__
PSYC 142	__3__		

<b>Semester III</b>	<b>Hours</b>	<b>Semester VII</b>	<b>Hours</b>
EDUC 218	__3__	EDUC 310	__3__
EDUC 292	__3__	EDUC 372	__3__
LFSC 230	__2__	LFSC 423	__3__
LFSL 230	__2__	SCED 421	__3__
MATH 115	__3__	Social Science Elective	__3__
SPCH 143	__3__		

<b>Semester IV</b>	<b>Hours</b>	<b>Semester VIII</b>	<b>Hours</b>
EDUC 290	__3__	EDUC 401	__12__
EDUC 291	__3__	SCED 490	__3__
LFSC 220	__2__		
LFSL 220	__2__		
MATH 116	__3__		
PHYS 105	__4__		
PHYL 105	__1__		



## Recommended Course Sequence for the Bachelor of Science Degree Leading to Licensure in Secondary Science Education Physical Science Concentration

The recommended 4-year course sequence for a student seeking a Bachelor of Science Degree in Science Education – Physical Science Concentration at the high school level follows. Transfer students will need to meet with an Education advisor to determine a program plan. This course sequence assumes any necessary developmental requirements have been met. Please see course catalog for complete description of courses.

<b>Semester I</b>	<b>Hours</b>	<b>Semester V</b>	<b>Hours</b>
CHEM 105	__3__	CHEM 315	__3__
CHML 105	__2__	CHML 315	__2__
EDUC 200	__3__	EDUC 310	__3__
ENGL 101	__3__	LFSC 105	__3__
LFSC 105	__3__	LFSL 105	__1__
MATH 118	__5__	History Elective	__3__

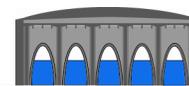
<b>Semester II</b>	<b>Hours</b>	<b>Semester VI</b>	<b>Hours</b>
CHEM 106	__3__	CHEM 316	__3__
CHML 106	__2__	CHML 316	__2__
MATH 119	__5__	ERTH 115	__3__
PHYS 205	__5__	ERTL 115	__2__
PSYC 142	__3__	ERTH 207	__3__
		PHIL 313	__3__

<b>Semester III</b>	<b>Hours</b>	<b>Semester VII</b>	<b>Hours</b>
EDUC 218	__3__	EDUC 372	__3__
EDUC 292	__3__	PHYS 306	__3__
ENGL 102	__3__	SCED 421	__3__
PHYS 206	__4__	Humanities Elective	__3__
PHYL 206	__1__	Social Science Elective	__3__
SPCH 143	__3__		

<b>Semester IV</b>	<b>Hours</b>	<b>Semester VIII</b>	<b>Hours</b>
EDUC 290	__3__	EDUC 401	__12__
EDUC 291	__3__	SCED 490	__3__
PFWL 100	__2__		
PHIL 212	__3__		
PHYS 300	__3__		
PHYL 300	__1__		



**Recommended Course Sequence for the Bachelor of Science Degree  
Leading to Licensure in Secondary Science Education  
Physics Concentration**

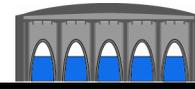
The recommended 4-year course sequence for a student seeking a Bachelor of Science Degree in Science Education – Physics Concentration at the high school level follows. Transfer students will need to meet with an Education advisor to determine a program plan. This course sequence assumes any necessary developmental requirements have been met. Please see course catalog for complete description of courses.

<b>Semester I</b>	<b>Hours</b>	<b>Semester V</b>	<b>Hours</b>
CHEM 105	__3__	LFSC 105	__3__
CHML 105	__2__	LFSL 105	__1__
EDUC 200	__3__	PHYS 305	__3__
ENGL 101	__3__	PHYS 317	__3__
MATH 118	__5__	PHYL 317	__1__
		PHYS 366	__3__
		PHYL 366	__1__

<b>Semester II</b>	<b>Hours</b>	<b>Semester VI</b>	<b>Hours</b>
CHEM 106	__3__	ERTH 207	__3__
CHML 106	__2__	PHIL 313	__3__
MATH 119	__5__	PHYS 306	__3__
PHYS 205	__5__	PHYS 335	__3__
PSYC 142	__3__	History Elective	__3__

<b>Semester III</b>	<b>Hours</b>	<b>Semester VII</b>	<b>Hours</b>
EDUC 218	__3__	EDUC 310	__3__
EDUC 292	__3__	EDUC 372	__3__
ENGL 102	__3__	SCED 421	__3__
PHYS 206	__4__	Humanities Elective	__3__
PHYL 206	__1__	Social Science Elective	__3__
SPCH 143	__3__		

<b>Semester IV</b>	<b>Hours</b>	<b>Semester VIII</b>	<b>Hours</b>
EDUC 290	__3__	EDUC 401	__12__
EDUC 291	__3__	SCED 490	__3__
PFWL 100	__2__		
PHIL 212	__3__		
PHYS 300	__3__		
PHYL 300	__1__		



---

## **Teacher Education Program Gateways Admission Policies and Procedures Special Education, Mild Intervention, Elementary**

Successful completion of the Bachelor of Science degree in Special Education, Mild Intervention, Elementary at Vincennes University requires that students successfully pass through four Gateways. The following describes the requirements of each Gateway:

### **Gateway One: Declaration of the Teaching Major**

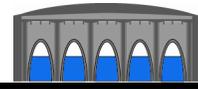
- Completion of all university developmental courses
- Meet with an education advisor to review program requirements
- Cover Praxis I information with advisor
- Obtain a satisfactory criminal history report

### **Gateway Two: Admission to Teacher Education**

- Submission of an application to the Teacher Education Program
  - Passing scores (Indiana) on Praxis I
  - Completion of all 100 and 200 level education courses
  - Overall GPA of 2.75 or higher
  - GPA of 2.75 or higher in education core classes: EDUC 200, EDUC 242, EDUC 290, EDUC 291, EDUC 292, and EDUC 293 with no grade lower than a “C” and no Incomplete grade (“I”) in any education coursework
  - Satisfactory assessment of initial portfolio by education faculty members (EDUC 290 and 293)
  - Satisfactory criminal history report
  - Satisfactory performance evaluations from all field experiences
  - Satisfactory rating on dispositional evaluations from supervisors of field experiences and core course instructors
  - Signed recommendation form from advisor

### **Gateway Three: Admission to Student Teaching**

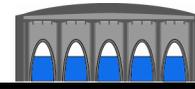
- Submission of an application for the student teaching experience
  - Completion of all prerequisite education coursework
  - Overall GPA of 2.75 or higher
  - GPA of 2.75 or higher on education coursework with no grade lower than a “C” and no Incomplete grade (“I”) in any education course
  - Continued satisfactory ratings on dispositional evaluations from select methods courses
  - Submission of a satisfactory criminal history report
- After admission, attend a mandatory student teacher preparation meeting



---

#### **Gateway Four: Indiana State Licensure**

- Successful completion of student teaching in both the Elementary and Special Education placements
- Passing scores (at licensure level) on the Praxis II: Subject
- Satisfactory completion of Teacher Education Portfolio
- Completion of the application materials for an Indiana teaching license
- Submission of a satisfactory criminal history report



---

## **Teacher Education Program Gateways Admission Policies and Procedures Secondary Mathematics Education Secondary Science Education**

Successful completion of the Bachelor of Science degrees in Secondary Mathematics Education and Secondary Science Education at Vincennes University requires that students successfully pass through four Gateways. The following describes the requirements of each gateway.

### **Gateway One: Declaration of the Teaching Major**

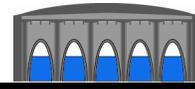
- Successfully complete all university developmental courses
- Meet with an advisor to review education program requirements
- Cover Praxis I information with advisor
- Obtain a satisfactory criminal history report

### **Gateway Two: Admission to Teacher Education**

- Submission of an application to the Teacher Education Program
  - Passing scores (Indiana) on Praxis I
  - Completion of all 100 and 200 level education courses
  - Overall GPA of 2.75 or higher
  - GPA of 2.75 or higher in education core classes: EDUC 200, EDUC 218, EDUC 290, EDUC 291, and EDUC 292 with no grade lower than a “C” and no Incomplete grade (“I”) in any education coursework
  - For the Secondary Science program, GPA of 2.75 or higher in Semester I through IV General Science Core and Concentration courses with no grade lower than a “C” and no Incomplete grade (“I”) in any General Science Core or Concentration courses
  - For the Secondary Mathematics program, GPA of 2.75 or higher in Semester I through IV Major Program Requirements courses with no grade lower than a “C” and no Incomplete grade (“I”) in any Major Program Requirement courses
  - Satisfactory assessment of initial portfolio by education faculty members (EDUC 290)
  - Satisfactory criminal history report
  - Satisfactory performance evaluations from all field experiences
  - Satisfactory rating on dispositional evaluations from supervisors of field experiences and core course instructors
  - Signed recommendation form from advisor

### **Gateway Three: Admission to Student Teaching**

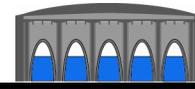
- Submission of an application for the student teaching experience
  - Completion of all prerequisite education coursework



- 
- Overall GPA of 2.75
  - GPA of 2.75 or higher on education coursework with no grade lower than a “C” and no Incomplete grade (“I”) in any education course
  - For the Secondary Science program, GPA of 2.75 or higher in General Science Core and Concentration courses with no grade lower than a “C” and no Incomplete grade (“I”) in any General Science Core or Concentration courses
  - For the Secondary Mathematics program, GPA of 2.75 or higher in Major Program Requirements courses with no grade lower than a “C” and no Incomplete grade (“I”) in any Major Program Requirement courses
  - Continued satisfactory ratings on dispositional evaluations from select methods courses
  - Satisfactory criminal history report
  - After admission, attend a mandatory student teacher preparation meeting

**Gateway Four: Indiana State Licensure**

- Successful completion of the student teaching experience
- Passing scores (at licensure level) on the Praxis II: Subject
- Satisfactory completion of Teacher Education Portfolio
- Completion of the application materials for an Indiana teaching license
- Submission of a satisfactory criminal history report



---

## Advising

At Vincennes University, academic advisors demonstrate care and concern for each student enrolled in the Education Programs. Advisors recognize that their role extends beyond helping students select courses. Rather, VU advisors get to know their students on a personal as well as professional level and demonstrate sensitivity to all aspects of students' lives that impact learning. Advisors also are knowledgeable about academic policies and procedures and strive to provide students with accurate information.

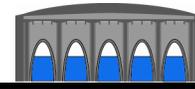
The advisor/advisee relationship is most effective when both share responsibility for success.

### Advisor Responsibilities:

- Provide information to your advisees regarding your contact information and your office hours
- Be available to advisees during regular office hours and scheduled appointments
- Be knowledgeable about policies and procedures for the Education Program and Vincennes University as a whole
- Assist advisees to build on their strengths and develop goals and strategies to address areas needing improvement
- Monitor the progress of advisees through the Gateways in the Teacher Education Program and, ultimately, in fulfilling graduation requirements

### Advisee Responsibilities:

- Know who your advisor is and his/her contact information
- Plan to meet with your advisor during his/her scheduled office hours or call your advisor for an appointment outside of scheduled office hours if necessary
- Be knowledgeable about policies and procedures for the Education Program and Vincennes University as a whole
- Be familiar with the program requirements, course sequence, and policies
- Come prepared to your meeting with your advisor and be on time – bring any information that you might need with you to your advising appointment
- Seek assistance from your advisor whenever questions and/or concerns arise
- Keep your advisor informed concerning any problems you are having in your program



---

## **General Requirements for Admission and Retention in the Education Program**

### **Academic Performance**

In order to be admitted and retained in the Teacher Education Program, students must maintain an overall Grade Point Average (GPA) of 2.75. A GPA of 2.75 also is required in the Education core courses. Additionally, students may not receive a grade lower than a “C” or an Incomplete grade (I) in any of the core Education courses. Students who are completing a Bachelor’s degree in science must maintain a GPA of 2.75 or higher in General Science Core and Concentration courses with no grade lower than a “C” and no Incomplete grade (I) in any General Science Core or Concentration courses. For the Secondary Mathematics program, a GPA of 2.75 or higher in Major Program Requirements courses with no grade lower than a “C” and no Incomplete grade (I) in any Major Program Requirement courses is required.

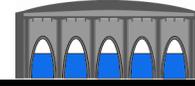
### **Standardized Tests - The Praxis Examinations**

The Praxis I (also known as the PPST) is a basic skills test that all Education majors must take prior to formal admission into the Education Program. The exam is a standardized measure consisting of three one-hour multiple-choice tests of skills in the areas of basic reading, writing, and math. The writing test includes both multiple-choice questions and a 30-minute essay. The assessment is available as a paper-based test or a computer-based test. You must obtain scores designated by the State of Indiana to be admitted into the Teacher Education Program: Reading – 176; Math – 175; Writing – 172.

#### **Things to Consider:**

- Make sure you have copies of your scores sent to Vincennes University.
- It is highly recommended that you take the Praxis I during your freshman year. In any case, complete your tests early enough to allow for a retake if necessary. Remember – scoring the test takes six weeks.
- You may take up to three tests (Reading, Math, and Writing) on one test date for Praxis I.
- There is no limit on how many times the Praxis I may be retaken.
- Prepare yourself well to take the exam. Study guides are available through major book retailers and online. Further, each semester Vincennes University offers a course, EDUC 191, to help you get ready for this important exam.

The Praxis II is a specialty area test that measures candidates’ knowledge of specific subjects that K-12 educators will teach, as well as general and subject-



specific teaching skills and knowledge. The examination includes Subject Assessments, Principles of Learning and Teaching (PLT) Tests, and Teaching Foundations Tests. The Praxis II will be taken as the teacher candidate is completing his/her program as part of the teacher licensing and certification process. Passing scores on the Praxis II are required before a teacher license can be obtained.

More information about the Praxis exams can be found at [www.ets.org/praxis](http://www.ets.org/praxis).

### **Performance Assessments and LiveText**

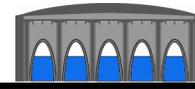
Within each Education course, teacher candidates will be asked to complete performance tasks and produce artifacts that are linked to standards, including the Indiana Division of Professional Standards (DPS), INTASC standards, and/or Vincennes University Guiding Principles. The following are examples of possible artifacts:

- Lesson plans
- Interdisciplinary units
- Behavior management plans
- Classroom performance
- Reflections on practice
- Examinations
- Assessments of student learning

Additionally, each student who declares teacher education as his/her major will be asked to subscribe to LiveText. The cost of a five-year subscription to LiveText is approximately \$110.00. Through LiveText, the teacher candidate will be able to store and display his or her performance artifacts, aligned with multiple standards, in an electronic portfolio format. The portfolio will begin in EDUC 200 and will continue to develop throughout the teacher preparation program. Each teacher candidate's electronic portfolio will be reviewed regularly by Education faculty and feedback will be provided to the candidate.

### **Dispositions**

Effective teaching requires more than content knowledge and pedagogy. The dispositions, also known as attitudes and values, demonstrated by teachers also are critical to success. The Education faculty is committed to nurturing the development of appropriate teaching dispositions. Teacher candidates' dispositions will be assessed over time and across settings by multiple evaluators.



---

Teacher candidates will have numerous and varied opportunities to identify, reflect upon, understand, and adapt their own dispositions.

The following dispositions were selected by members of the Education faculty in partnership with the Teacher Education Advisory Committee and represent the attributes determined essential for effective teacher candidates. These dispositions are consistent with INTASC standards, Indiana Developmental and Content Standards, and the Guiding Principles of the Education program at Vincennes University.

### **Professional Behaviors**

- Attendance
- Punctuality
- Grooming
- Dress
- Organization skills
- Listens and responds appropriately to feedback
- Maintains confidentiality
- Adheres to ethical and responsible professional practice

### **Ethic of Care**

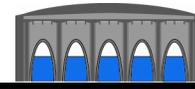
- Respectful
- Caring
- Compassionate
- Fair
- Patient

### **Affective Teaching Behaviors**

- Flexible
- Enthusiastic
- Motivating
- Humorous
- Self-confident
- Believes in the worth and potential of all students
- Skilled in analyzing and meeting student needs
- Treats others with dignity and respect
- Demonstrates a passion for teaching

### **Reflective Practitioner**

- Thoughtful
- Self aware
- Assesses impact of teaching on student learning
- Continually seeks new and better ways of teaching



- Asks for help when necessary
- Engages in professional growth opportunities

### **Collaborative**

- Communicates effectively
- Demonstrates collegiality
- Cooperative
- Credible
- Fosters positive relationships
- Communicates respect for the feelings, ideas, and contributions of others

These dispositions will be continuously assessed by Education faculty members, field coordinators, the host supervising teachers, and the teacher candidates themselves. Information regarding the Dispositions Rating Scale will be provided throughout the Education Program.

### **Field Experiences**

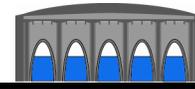
In addition to meeting course requirements, several Education courses require teacher candidates to participate in field experiences. Field experiences are designed to assist teacher candidates to: (1) develop effective teaching skills and dispositions, (2) integrate theory and practice, and (3) facilitate and enhance student learning.

Teacher candidates at Vincennes University will participate in a field experience early in their Education Program (EDUC 290 – Initial Experiences in Education). In this course, through observation and participation in classroom settings, the teacher candidates will acquire an awareness of the responsibilities, requirements, and rewards of teaching and attain a deeper understanding of the role of teachers, including an understanding of their own capabilities, interests, and needs. Further, at the termination of the course, the teacher candidates will be able to more realistically assess their career choice.

As teacher candidates progress through their chosen Education programs, some form of field experience or interactions with students may be an integral component of many of their education courses. Some courses may require observation or participation, while some courses require assessing, teaching, or tutoring individual or small groups of students.

Through their field experiences, teacher candidates will have multiple opportunities to self-assess their performance in the school setting and their impact on student learning and to reflect on what it means to be an effective teacher.

The policy of the Education Program at Vincennes University is that placements for field experiences must be arranged by the course instructors. Teacher candidates may not initiate contact with a school to arrange his or her



own placement for a field experience unless expressly directed to do so by the instructor of the course. Every teacher candidate will be given the opportunity to interact and work with students with exceptionalities and students from diverse ethnic, racial, gender, language, socioeconomic, and religious groups.

### **Criminal History Report**

Prior to being placed in school settings for field experiences, all teacher candidates will be required to obtain an Indiana State Police Criminal History Report. The Criminal History Report must be completed no earlier than 120 days prior to the field experience and must be completed before a teacher candidate will be allowed to begin any field experience. Criminal History Reports must be updated on a yearly basis.

To apply for a Criminal History Report by mail:

Complete Form 8053 - available at <http://www.in.gov/isp/LCHrequest.pdf>

Mail completed form and money order for \$7.00 payable to the State of Indiana and a self addressed stamped envelope to:

Indiana State Police, Criminal History Limited Check  
P.O. Box 6188  
Indianapolis, IN 46206-6188

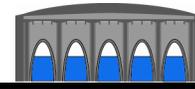
To apply for a Criminal History Report online:

Criminal History Reports can be downloaded from the Internet at <http://www.in.gov/isp/>. The cost is \$16.32 per record with a credit card

### **Retention in the Teacher Education Program**

After admission into the Teacher Education Program, teacher candidates must maintain an overall GPA of 2.75 with no grade in Education core courses lower than a “C” and no Incomplete grades (“I”). The Secondary Science program requires a GPA of 2.75 or higher in General Science Core and Concentration courses with no grade lower than a “C” and no incomplete grade (“I”) in any General Science Core or Concentration courses. Likewise, the Secondary Mathematics program requires a GPA of 2.75 of higher in Major Program Requirement courses with no grade lower than a “C” and no incomplete grade (“I”) in any Major Program Requirement course.

The faculty will make every attempt to assist teacher candidates to successfully complete the Education Program. If a teacher candidate is not



making sufficient progress in coursework and/or field work, a Plan of Improvement may be developed collaboratively by a committee that will include the Chairperson of the Education Program, the teacher candidate, his or her advisor, and involved faculty member(s). Such a plan may require that the candidate participate in activities such as tutoring, extra sessions with faculty, retaking a course, remedial coursework, or supplementary field experiences.

Additionally, teacher candidates must continue to receive satisfactory ratings or higher on dispositional evaluations during their methods courses. Again, if a teacher candidate is exhibiting dispositions, across instructors and across settings, that are inconsistent with the dispositions of a successful teacher as described in the Conceptual Framework of the Education Program, a Plan of Improvement will be developed. The plan might include, but would not be limited to, self-evaluation, reflection, focused observations of an effective teacher, or counseling. In any case, whether the problem is academic or dispositional, the committee will attempt to match the teacher candidate's specific problem with an appropriate remediation. The committee will reconvene at a later date to evaluate the success of the Plan of Improvement.

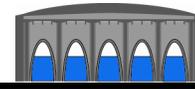
If it is determined that the teacher candidate's attempts at remediation were not successful, the candidate will be counseled out of or removed from the Education Program. The teacher candidate will be notified of his or her removal from the program in writing by mail within five calendar days of the committee meeting. The student may appeal the decision by following the guidelines set forth in the Vincennes University 2006-2007 Catalog, page 34.

### **Disability Services**

The Office of Disability Services reviews requests for disability services and determines appropriate accommodations for students with disabilities. Students with psychological, physical, sensory, communicative, and/or learning disabilities who need accommodations should seek out this office as soon as possible after admission to VU. The student will be required to provide copies of medical or psychometric evaluations that document the presence of a disability and the impact of the disability on the student's level of functioning. Vincennes University complies with the requirements set forth by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act to assure the rights of individuals with disabilities to fair, non-discriminatory treatment.

### **Scholarship Information**

Scholarships for the various education majors are available. Check with your advisor to obtain further information regarding scholarship opportunities.



---

## Introduction to Student Teaching

Unlike any other time during the teacher preparation process, student teachers have this unique time to apply their acquired knowledge and skills over an extended period of time in a school setting. The Vincennes University Education faculty recognizes student teaching to be the most challenging, rewarding, and critical stage of the teacher preparation process. The development of a collaborative relationship between the student teacher, the cooperating teacher, and the university supervisor is an integral part of the student teaching experience.

The cooperating teacher will:

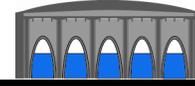
- serve as a mentor and guide who will orient the student teacher to the teaching profession
- model best teaching practices
- provide encouragement and feedback to the student teacher
- complete a midterm and final evaluation

The university supervisor will:

- observe the student teacher in the host school
- provide ongoing feedback, support, and guidance to the student teacher throughout the experience
- facilitate communication between the student teacher, the cooperating teacher, and the university
- complete the final evaluation and award the grade for the student teaching experience

The interactions between the student teacher, the cooperating teacher, and the university supervisor depend on the development of professional relationships built on trust and open and honest communication.

The Education faculty gratefully acknowledges all who collaborate to create a successful experience for student teachers completing their teacher preparation programs at Vincennes University. We would like to take this opportunity to wish all participants in this exciting journey the very best throughout these student teaching experiences.



---

## **Student Teaching Policies and Procedures**

### **Admission to Student Teaching**

Admission to student teaching requires that the teacher candidate be in good standing in the Teacher Education Program. This includes successful completion of all prerequisite Education courses with a grade point average of 2.75 and a grade of “C” or better in each course with an overall GPA of 2.75. In addition, the teacher candidate must submit a completed Application for Student Teaching, attend a Student Teaching Orientation, and submit a satisfactory criminal history check.

### **Student Teaching Orientation**

The Student Teaching Orientation will be held the first day of classes at the beginning of each new semester. During the orientation, student teachers will receive information about the expectations of the student teaching experience and will spend time with their university supervisors. Attendance at the orientation is required of all student teachers.

### **The Capstone Course**

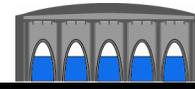
All student teachers must concurrently enroll in EDUC 493 – Capstone Course. Student teachers must attend all scheduled classes and activities and must complete all required assignments.

During the Capstone course, student teachers will continue to develop, refine, and present their professional portfolio as part of the course requirements. The portfolio will be a reflective compilation of the student teacher’s work throughout the teacher preparation program.

### **Criminal History Check**

Indiana legislation requires that school systems obtain an Indiana State Police Criminal History report for all employees. Student teachers are considered to be non-paid employees of the school system because of their extensive contact with students. Therefore, prior to beginning the student teaching experience, the student teacher is required to present the results of a criminal history report to the assigned school corporation and submit a copy of the Criminal History report with his or her Admission to Student Teaching application.

The Criminal History check must be completed no earlier than 120 days prior to the student teaching experience. Further, the Criminal History check



---

must be completed before a student teacher will be allowed to begin the student teaching experience.

To apply for a Criminal History Report by mail:

Complete Form 8053 - available at <http://www.in.gov/isp/LCHrequest.pdf>

Mail completed form and money order for \$7.00 payable to the State of Indiana and a self addressed stamped envelope to:

Indiana State Police, Criminal History Limited Check  
P.O. Box 6188  
Indianapolis, IN 46206-6188

To apply for a Criminal History Report online:

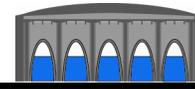
Criminal History Reports can be downloaded from the Internet at <http://www.in.gov/isp/>. The cost is \$16.32 per record with a credit card

### **Zachary's Law**

Zachary's Law directs the Indiana Criminal Justice Institute to collect and make information available about offenders who have been convicted of sex crimes and other violent crimes. Information about these offenders is distributed in a document known as the Indiana Sex and Violent Offender Registry. Further, in Indiana, sex and violent offenders are required to register with each police agency that has jurisdiction where the offender intends to live, work, or reside as a student for longer than seven days. The Education program at Vincennes University will do a Zachary's Law clearance on all student teachers.

### **Placement Guidelines**

All student teaching placements will be arranged by a Vincennes University faculty member. A student's completed Student Teaching Application will be submitted to a possible host school. The application will be considered by the administrator and prospective cooperating teacher to determine whether or not placement is feasible. Some schools may request an interview with the student teacher prior to a placement decision; other schools will not request an interview. When the school accepts a student teacher, a placement contract is signed by all parties. The contract constitutes a formal agreement between the school, the student, and Vincennes University. Additional guidelines governing the placement of student teachers include:



- Students' placements must be made through the Education Department
- Students may request a specific student teaching site, however, the Education Department is not bound to honor that request
- Students will not be assigned to a school where a relative or family member is employed
- Students will not be assigned to a geographic location exceeding sixty miles from their places of residence

### **Length of the Student Teaching Experience**

The elementary student teaching experience and the special education student teaching experience each extend for an eight week period. Student teachers may be placed at different schools for the elementary and special education experiences or both experiences may be completed at the same school. Student teachers will remain at the same school for the duration of each experience, but may work with more than one cooperating teacher and may observe other teachers and classroom settings during the experience

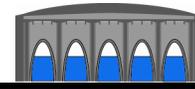
The secondary student teaching experience in mathematics and science will extend for a ten-week period. Student teachers will be placed in one school to complete the entire student teaching experience. However, they may work with more than one cooperating teacher during the experience.

### **Attendance Policy**

Student teachers are expected to be present at each student teaching assignment five days a week, arriving and departing the host school at the time designated. Student teachers adhere to their assigned school's calendar, not the university calendar. This includes holidays and vacations.

Student teachers will follow the same daily work schedule as the cooperating teacher. Student teachers should attend required faculty meetings and professional development opportunities, PTA meetings, open houses, IEP conferences, duty assignments, and any other appropriate teacher requirements.

Excused absences may be granted to student teachers in the case of illness, injury, or a death in the immediate family. The student teacher has the responsibility of notifying **both the cooperating teacher and the university supervisor** as soon as possible if an absence should become necessary. Absences should be limited to emergencies. Absences for personal business will not be excused, except under extraordinary circumstances.



---

When student teachers have specific teaching responsibilities on a day when they must be absent, they must arrange either to send their teaching plans and materials to the school or have alternate lesson plans already prepared for teacher use on file at the school.

For excused absences exceeding three days, the University supervisor and departmental chairperson will determine if the minimal requirements of the student teaching experience can be satisfied or if an extended or additional student teaching experience will be necessary. Three unexcused absences will result in immediate termination from the student teaching experience.

### **Absence of the Cooperating Teacher**

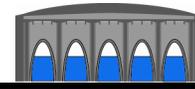
If the cooperating teacher is absent for a brief period of time, the student teacher may continue in the placement if appropriate supervision is provided. However, if the cooperating teacher will be absent for an extended period of time, the student teacher will be withdrawn and reassigned to another cooperating teacher. The student teacher may not serve as a substitute teacher in the cooperating teacher's absence.

### **Workload/Coursework While Student Teaching**

During each student teaching experience, the student teacher is expected to devote his or her full attention to teaching in the assigned school. The student teacher should not have other employment or take additional coursework (with the exception of the Capstone Course) during the experience. If employment is absolutely necessary, it must be approved by the university supervisor and departmental chairperson. Ultimately, the student teacher is responsible for ensuring that the student teaching experience is successful and all requirements are fulfilled.

### **Threatening Situations**

If a student teacher is involved in any threatening situation at the school site, the university supervisor should be notified immediately by either the student teacher or the cooperating teacher. The university supervisor will, in turn, notify the Education Department chairperson and appropriate action will be taken.



---

## **Observation and Evaluation Procedures**

Evaluation of the student teacher's performance will be a continuous process that helps students reflect on their strengths and needs as education professionals. Communication between the student teacher and the cooperating teacher and/or university supervisor often will include analyzing the student teacher's techniques to determine why teaching approaches or strategies succeeded or failed. Through this analysis, refining or adapting teaching practices is possible.

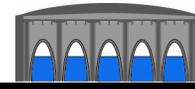
Cooperating teachers are expected to critique the student teacher's lessons, activities, and interactions with students throughout the experience and provide ongoing professional assessment and guidance for improvement. In addition to informal, ongoing feedback, cooperating teachers are asked to provide written feedback on two formal lessons presented by the student. The cooperating teacher also will complete a mid-term and a final evaluation. The university supervisor will observe the student teacher four times throughout each student teaching experience. Following each visit, the supervisor will provide written feedback and discuss the observation with the student teacher. Further, the university supervisor will conference with the cooperating teacher during each visit as well.

### **Mid-term Evaluation of the Student Teacher**

A mid-term evaluation is required during each student teaching placement. The student teacher and the cooperating teacher each will complete a Mid-Term Evaluation form (See Appendix A) and then subsequently conference to share evaluative comments and recommendations for improvement.

### **Final Evaluation of the Student Teacher**

At the conclusion of each student teaching placement, the cooperating teacher will complete a Final Evaluation of the student teacher. A conference between the student teacher, the cooperating teacher, and the university supervisor will take place at that time to discuss the evaluation. Ultimately, the university supervisor will assign the student teaching grade. However, feedback from both the cooperating teacher and the student teacher will be solicited and considered.



---

## **Policies and Procedures Related to Retention in Student Teaching**

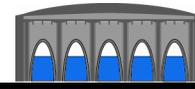
A student teacher must demonstrate the highest professional knowledge, skills, and dispositions in his or her student teaching experience. Vincennes University Education faculty commit to supporting their teacher candidates during the student teaching experience. The host cooperating teacher and the university supervisor have the responsibility of providing the student teacher with constructive feedback regarding his or her progress throughout the experience. If deficiencies occur in the student teacher's performance, these concerns should be identified and resolved as quickly as possible. Minor problems typically will be addressed informally through feedback from the cooperating teacher and/or university supervisor. For more serious deficiencies and/or concerns, the student teacher, cooperating teacher, and university supervisor will work together to develop an Intervention Plan to address the problem areas(s). Some possible interventions may include, but are not limited to, the following: (1) require the student teacher to do multiple observations of master teachers, (2) increase the number of university supervisor observations, (3) provide clear written and verbal feedback, including specific suggestions for change, and (4) audio and/or video taping the student teacher in the placement to encourage self-reflection on and self-evaluation of his or her performance.

If a student teacher continues to exhibit serious deficiencies in the placement after implementation of the Intervention Plan, he or she may be counseled out of the Education program and removed from the student teaching placement. If the determination is made that the student teacher is significantly failing to meet expectations, the school administrator, cooperating teacher, or Vincennes University supervisor may initiate action to remove the teacher candidate from the student teaching placement by notifying the Chair of the Education program.

The following represent possible reasons for termination:

1. Failure to fulfill student teaching responsibilities
2. Ineffective verbal and/or nonverbal communication skills
3. Inadequate teaching performance and behaviors
4. Poor interpersonal, collaborative abilities
5. Violation of school policies, procedures, rules, regulations, or code of ethics
6. Inappropriate teacher dispositions

Within five days of receiving notification of possible termination of placement, a meeting will be held to discuss the issues. The decision whether or not to remove the student teacher from his or her placement will involve input from the student teacher, the cooperating teacher, the university supervisor, the building principal, and the Chair of the Education Program. After considering all



the information, the decision regarding termination will be made, and the student teacher will receive written notification within five calendar days of the meeting. If the student is to be removed from student teaching, the written notification will include the reasons for termination. A copy of this document will be retained in the student teacher's permanent file. The student teacher may appeal the termination decision by following the guidelines set forth in the Vincennes University 2006-2007 Catalog, page 34.

### **Reapplication for Student Teaching**

A candidate who has been removed from student teaching may reapply in subsequent semesters. However, the candidate will be asked to respond to the concerns that resulted in the prior removal and to provide evidence that these concerns will not preclude success in a future student teaching experience. Education faculty will make an informed decision regarding an additional student teaching opportunity based on information provided.

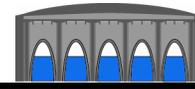
### **Evaluation of the Teacher Education Program**

At the completion of the student teaching experience, the student teacher completes an evaluation of the Teacher Education Program, the cooperating teacher, and the university supervisor. These evaluations will be completed during the Capstone course. In addition, the cooperating teachers will complete an evaluation of the Teacher Education Program. This form should be given to the university supervisor or mailed directly to the Education Department Chairperson. Information from these evaluations is brought to the Education faculty, discussed, and used to make program improvements.

### **The State of Indiana**

Recognizing student teaching to be a necessary component of a teacher preparation program, the state legislature has authorized public school corporations to enter into agreements with universities specifying the responsibilities and rights of school corporations, universities, and students. Vincennes University has on file such an affiliation agreement with each school corporation where VU students complete their student teaching experience.

Among other considerations in the agreement is a statement of liability insurance that covers the student teacher, generally with the same type of coverage as employed staff.



---

## **The Student Teacher**

### **Responsibilities of the Student Teacher**

The student teaching experience should be the most satisfying phase of the teacher preparation program. Student teaching will provide the opportunity for the student teacher to work directly with students in the classroom, put theory into practice, and apply principles of pedagogy and methodology with the guidance and support of professional educators. Although the student teacher has had multiple opportunities to observe, participate, and perhaps teach in a classroom, full-time student teaching carries many additional responsibilities.

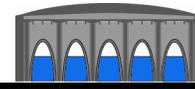
The Education faculty at Vincennes University expects a high level of performance and a sense of responsibility from student teachers commensurate with those claiming membership in the teaching profession. Student teachers have a responsibility to know and adhere to the policies and procedures of the University and the school districts to which they are assigned. Each student teacher should approach student teaching with an honest and sincere desire to learn as much as possible about students and their families, the teaching profession, teaching pedagogy, the program of the host school, and the host school community.

### **Responsibility to the Students**

The personal and academic welfare of the students in the school setting should be the primary consideration of both the cooperating teacher and student teacher. While this is a learning experience, the student teacher must remember that he or she is influencing the students intellectually and emotionally. As a future educational professional, the student teacher should strive to be a positive role model for the students both personally and professionally.

### **Responsibility to Vincennes University**

Student teachers in the field are representatives of Vincennes University. The quality and integrity of VU and the Education program are impacted by the professional conduct of each student teacher. The student teaching experience should be used to focus on continual self-development, to examine and evaluate teaching values and goals, and to act according to professional ethics.



---

## **Responsibility to the Cooperating Teacher**

Student teachers will have daily formal and informal contact with the cooperating teachers. The student teacher's relationship with the cooperating teacher should be approached in an open and honest manner, while always demonstrating professional respect and discretion. It is very important that the student teachers demonstrate enthusiasm, initiative, a willingness to learn, the ability to accept and apply advice, and, most importantly, an interest in the students that they serve.

## **Responsibility to the University Supervisor**

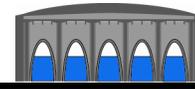
The university supervisor's primary role is that of a resource person. Student teachers can seek help from their supervisors in preparing lessons, inviting suggestions for improved teaching effectiveness, and calling upon him or her to resolve ambiguities or problems in the student teaching setting. The university supervisor also is responsible for evaluating the student teacher's work and assigning the grade for student teaching. The university supervisor will observe the student teacher a minimum of four times during the student teaching experience.

## **Reporting to the Assigned School**

Upon receiving a student teaching placement, the student teacher is responsible for contacting the cooperating teacher and/or administrator to arrange a convenient time to visit the school prior to the student teaching experience. Upon arrival at the school, report to the main office, unless other arrangements were made. Introduce yourself to the school staff and to the principal, if possible. These people will direct you to your classroom or introduce you to your cooperating teacher. In your first meeting, give your cooperating teacher a current resume. If your cooperating teacher does not yet have a copy of the Student Teaching Handbook, take responsibility for obtaining a Handbook for him or her. Discuss with your cooperating teacher how to introduce yourself formally to the students, what roles you will play during your first week, and what ways you can immediately be helpful.

## **Dress**

Wear neatly pressed and clean clothing. Skirts or dresses should not be more than two inches above the knee. Inappropriate dress would include sweatshirts and/or sweatpants, shorts, jeans, clothing that shows midriff or back, and see-through, revealing, or tight tops. Avoid wearing excessive jewelry and



displaying inappropriate piercings or tattoos. Ultimately, follow the dress guidelines prescribed by the host school district.

## **Classroom/Teaching Responsibilities**

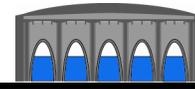
It is the student teacher's responsibility to become familiar with the philosophy, policies, rules and regulations, and physical environment of the host school.

During the student teaching experience, the student teacher gradually will assume increasing responsibility for instruction. Typically the student teacher will begin the experience by observing in the classroom during the first few days. During this period, the student teachers should make their observations as meaningful as possible by having specific things in mind to observe, followed by a period of reflection and discussion with the cooperating teacher or as a topic for student teaching seminar. A list of questions to help guide the student teachers' observations has been included in Appendix G. The list is not intended to be all-inclusive; it simply provides some guidelines.

The student teacher then will begin to plan for and instruct individual or small groups of students and gradually will take on increasing responsibilities for planning and teaching the whole class. During this transition period, the student teacher is responsible for knowing the cooperating teacher's instructional plans. Student teachers in special education/elementary education will be expected to be responsible for full-time planning, instruction, and classroom management for at least four weeks of the eight-week placement - usually weeks four through seven. The cooperating teacher will gradually transition back into the classroom during the final (8th) week. Secondary mathematics and secondary science student teachers follow a similar program of increasing responsibility during their ten-week student teaching experience, culminating in full-time planning, instruction, and classroom management.

Effective planning for instruction requires that student teachers become thoroughly familiar with the content, explore and implement various alternative teaching methods, plan for individual differences among students, prepare for materials and equipment needs, and ensure appropriate evaluation of instructional objectives. Student teachers should review lesson planning expectations with the cooperating teachers, in collaboration with their university supervisors, during the first few days of the student teaching experience. Student teachers are expected to discuss format requirements and to determine a schedule for submitting plans to the cooperating teacher. Cooperating teachers have the responsibility of reviewing lesson plans and providing suggestions for revision.

The student teacher also should plan for a positive classroom environment. The student teacher should make sure to design meaningful activities for all students, provide an opportunity for the success of each student,



---

motivate students to engage in classroom activities, manage inappropriate behavioral incidents, and strive for positive relationships with students.

### **Non-Teaching Responsibilities**

Student teachers are expected to assist with extracurricular activities or non-teaching assignments including bus duty, playground supervision, field-trips, or other activities deemed appropriate by the cooperating teacher and/or administrator.

### **Evaluation**

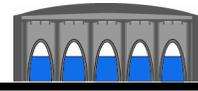
The success of any program, event, or educational endeavor can be measured through a well-planned system of both formative and summative evaluations. Student teachers are encouraged to view evaluation as an opportunity for professional growth and are encouraged to value the constructive feedback of professional colleagues. Vincennes University uses several means of evaluation approaches for student teachers, including conferences and written evaluations.

Conferences: Conferencing between the student teacher, cooperating teacher, and university supervisor occurs on the following schedule:

- Cooperating teaching and student teacher (conference at least weekly or as needed)
- Cooperating teacher and university supervisor (conference during university supervisor's periodic on-site visits, phone/e-mail, other times as needed)
- Student teacher and university supervisor (conference during university supervisor's periodic on-site visits, phone/e-mail, other times as needed)
- Student teacher, cooperating teacher, university supervisor (conference at the beginning of the experience to clarify information and/or answer questions, during university supervisor's periodic on-site visits, and at the end of the experience to review the experience, or at other times as needed)

Formative Evaluation:

- University supervisor provides written field notes and verbal feedback to the student teacher during on-site visits
- Cooperating teacher provides informal, ongoing feedback regarding the student teacher's performance throughout the experience



- 
- Cooperating teacher provides written field notes and verbal feedback on at least two formal lessons presented by the student teacher
- Cooperating teacher completes a mid-term evaluation and conferences with the student teacher to provide feedback and to review areas needing improvement before the completion of the placement.

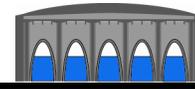
#### Summative Evaluation:

- Cooperating teacher completes a final evaluation
- Both the cooperating teacher and university supervisor complete a written final evaluation of the student teacher
- Cooperating teacher and university supervisor review the final evaluation with the student teacher and a copy of the evaluation is placed in the student's file

#### **Lines of Authority**

The following lines of authority within the school and university will be respected:

- (1) If a problem or difficult situation should occur during the student teaching experience, the student teacher should first address the problem with his or her cooperating teacher.
- (2) If the problem involves the cooperating teacher or if the cooperating teacher's attempt to solve the problem was unsuccessful, the next course of action for the student teacher would be to discuss the issue with the university supervisor.
- (3) If the university supervisor is unsuccessful in problem resolution, the student then may contact the Education Department Chairperson.
- (4) If the Education Department Chairperson cannot resolve the problem, the student teacher may take the issue to the Dean of Social Sciences and Performing Arts.



---

## The Cooperating Teacher

### Cooperating Teachers

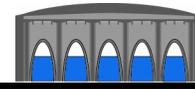
Vincennes University ensures that all cooperating teachers are master teachers and willing to assume the responsibility of working with a student teacher. The cooperating teacher typically is the single most important influence on the quality of the student teaching experience and has primary responsibility for the student's professional growth.

Cooperating teachers will be selected based on the following criteria:

- Cooperating teachers must have a minimum of three years of successful teaching experience
- Cooperating teachers are fully licensed at the appropriate level and are licensed in the endorsement areas of the student teaching assignment
- Cooperating teachers are considered to be “master” teachers by their school districts
- Cooperating teachers are committed to the preparation of preservice teachers
- Cooperating teachers have received approval from their administrators to accept this responsibility

For the eight week student teaching experience, cooperating teachers will be paid a stipend from Vincennes University. Cooperating teachers will receive a copy of the Vincennes University Student Teaching Handbook so that he or she has a complete understanding of the student teaching experience and expectations.

Clearly, a cooperating teacher's major responsibility and focus must be the students in his or her charge; however, cooperating teachers must be willing to give extra time and energy to nurturing and guiding the student teacher in his or her classroom as well. The Education faculty at Vincennes University greatly appreciates the time and expertise provided to our students by the Cooperating teachers! It is the cooperating teachers who assume daily responsibility for the practical, professional experiences of the student teachers and serve as role models.



---

## **Preparation for the Arrival of the Student Teacher**

Before the student teacher arrives in the classroom, steps can be taken to establish a positive environment in which the student teacher can learn and grow professionally.

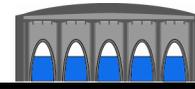
If possible, designate a work area for the student teacher and a place for personal items, books, and teaching materials. Copies of curriculum guides, textbooks and teachers' guides, handbooks, faculty and student directory can assist the student teacher in becoming familiar with the school environment, the classroom, and the students.

The students in the classroom should be prepared for the arrival of the student teacher. The students should know that the student teacher will stay for eight weeks, and that he or she should be given as much respect as any other teacher in the school. During the first week, name tags for the students would assist the student teacher with name recognition more quickly. Inform other faculty members, administration, and staff of the impending arrival of the student teacher. Ask them to help make the student teacher feel welcome. You may want to arrange for the student teacher to tour the school building, including the staff lounge, cafeteria, art room, physical education room, library, special education facilities, and any other facilities unique to the school. It is also helpful to direct the student teacher to other resources in your classroom or in the school that might be useful in lesson preparation (e.g., library, AV materials, or computer lab).

Please suggest ways for the student teacher to become actively involved in your classroom right away (e.g., tutoring, small group work, creating bulletin boards). The student teacher looks forward to sharing your duties and responsibilities and should be able to gradually assume more and more classroom tasks. Encourage the student teacher's participation in parent-teacher conference, teacher in-services, extra-curricular activities, and professional organizations whenever it is appropriate and feasible.

## **Working with the University Supervisor**

The university supervisor should introduce himself or herself to you and provide contact information at the beginning of the student teaching experience. Ongoing contact should be maintained between the cooperating teacher and the university supervisor during the observation visits with the student teacher. The university supervisor will make a minimum of four visits to observe the student teacher in your classroom. In addition, feel free to contact the university supervisor with questions or concerns by telephoning or e-mailing directly. Numbers should be noted on the front page of the handbook. Please do not let a problem with a student teacher escalate into a crisis or emergency situation.



---

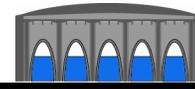
## Observations and Evaluations

Frequent and open conversations with the student teacher will insure that you are working as an effective team and will nurture the student teacher's quest to become an effective teacher. Provide the student teacher with written and oral feedback on the implementation of at least two formal lesson plans. For other lessons and/or interactions with students, give the student teacher enough oral or written feedback to provide guidance for future lessons or interactions. Further, setting aside a time to review the student teacher's performance at the end of each week is another way to offer constructive feedback in a timely manner, pointing out strengths and suggesting specific ideas for addressing areas of need. The Student Teaching Evaluation Form can assist you in identifying and assessing specific teaching skills and behaviors.

A successful student teaching experience should prepare a student teacher to perform at a level that is consistent with professional standards for a beginning teacher. As the cooperating teacher, you will be responsible for assisting in the achievement of that level of proficiency that will qualify the student teacher for entrance into the teaching profession. You will be providing a copy of the INTASC performance standards. Please refer to these standards as you consider the midterm and final recommendation for your student teacher.

If a student teacher is performing unsatisfactorily at any point during the student teaching experience, please follow the written Policies and Procedures Related to Retention in Student Teaching (page 38 of this Handbook).

The Education faculty asks that you, the Cooperating teacher, trust your professional judgment in delegating responsibilities to the student teacher and also regarding any reservations you have about the student teacher's ability to be successful in your classroom and the teaching profession. Rarely, but inevitably, a few teacher candidates come to the student teaching experience with solid academic records, but lacking the skills or dispositions to work directly with young students. In these rare situations, cooperating teachers can assist the Education faculty by documenting problems in the student teacher's performance and by closely working with the university supervisor and administrator to support the student teacher's needs or to remove him or her from the student teaching experience. Please contact the University supervisor immediately if a concern arises regarding the student teacher's performance or circumstances. Please do not let the concern become a crisis situation.



---

## The University Supervisor

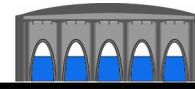
### University Supervisors

University supervisors are full- or part-time Vincennes University faculty members who have a thorough academic background in the field of education and have taught successfully at the levels at which they supervise. The university supervisor will insure that both the student teacher and the cooperating teacher clearly understand their respective roles and responsibilities. The university supervisor will observe the student teacher a minimum of four times during the student teaching experience, discuss these observations with the student teacher, and ultimately, assess the student teacher's performance. The university supervisor also has the responsibility of serving as the liaison between the student teacher, the cooperating teacher, the host school, and the university.

The university supervisor will be a full-time or part-time member of the Vincennes University Education faculty and have experience and expertise in the grade levels at which he or she is providing student teacher supervision. The primary functions of the university supervisor includes acting as a liaison between the Education faculty and the host schools, providing guidance for the student teacher, and supporting and assisting the cooperating teacher. The university supervisor is responsible to the university for the overall success of the student teaching experience and for the final evaluation and recommendation of the student teacher.

University supervisors will assume the following responsibilities:

- Insure that the student teacher clearly understands his or her responsibilities and assignments within the student teaching experience
- Provide cooperating school personnel with the necessary orientation to the university program, policies and procedures governing student teaching, the nature and purpose of the student teaching program, and the responsibilities of student teachers and cooperating teachers
- Visit the host school to observe and conference with the student teacher and cooperating teacher (a **minimum of four** visits with each student teacher)
- Monitor and facilitate the progress of the student teacher
- Help the student teacher connect theory to professional practice in the school setting
- Guide the student teacher to reflect on the school experiences and assist with instructional and/or behavioral problems



- Facilitate conferences between the student teacher and cooperating teacher in which all parties can share their overall observations and recommendations
- Counsel individual student teachers about their professional and/or personal concerns
- Provide the student teacher and cooperating teacher with resource materials
- Respond to the cooperating teacher, principal, or student teacher if a concern is raised
- Consult with the department chairperson if a student teacher's performance in a placement may require termination or remediation
- Provide a summative assessment of the student teacher's performance and post a final grade

The summative assessment of the student teaching experience will be completed by the university supervisor who will heavily rely on the information provided by the cooperating teacher, as well as his or her observations, and the Student Teaching Portfolio. The student teacher will receive a "pass/no pass" grade. The student teacher should make the following preparations before the university supervisor arrives for an observation:

- Present a copy of the lesson plan he or she is planning to teach to the university supervisor
- Identify and reserve an unobtrusive place in the classroom where the university supervisor can sit while making observation
- Have his or her teaching portfolio, including any required assignments, available for the university supervisor

### **Questions or Concerns**

Please direct any questions and/or concerns about any of the information in the Vincennes University Education Handbook to either:

Jan Henry, Chair

OR

Pam Garriott

812-888-4147

812-888-4148

E-Mail: [jhenry@vinu.edu](mailto:jhenry@vinu.edu)

E-Mail: [pgarriott@vinu.edu](mailto:pgarriott@vinu.edu)