

Clinical Practice Handbook

2024 2025

Teacher Education Department

Dear Teacher Candidates,

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

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

Clinical experiences are an important time in the development of a teacher candidate. Teacher candidates must abide by all policies and procedures outlined for faculty and staff and must be

ATTENDANCE

Absences

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

How sick is too sick to go to a clinical experience? Candidates must follow the health guidelines established for P12 students. Candidates must stay away from school if they are suffering from vomiting, diarrhea, fever over 100 degrees, unexplained rashes, chicken

PROFESSIONALISM

USI Professional Dress Code

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

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

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

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

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

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

Must be worn from collar of shirt or on a visible lanyard

Follow the Photo ID requirement at the clinical placement

Students should not wear a USI Student ID badge that displays the student identification number

Shirts and Blouses

No athletic type t-shirts or sweatshirts (with or without hoods)

Shirts or sweaters must fit appropriately and not be too tight, too short, too baggy, etc.

Shoes

Must be clean and appropriate for school environment

Flip flops or sandals without a back strap not permitted

Tennis shoes or athletic shoes are not allowed unless teaching physical education

Crocs® should not be worn

Trousers, slacks, skirts, or capri pants

Skirts and dresses must be at least knee-length

No “cargo” pants with multiple pockets on the legs

No denim

No apparel that is torn, faded, wrinkled, too baggy, or too tight

Leggings/Jeggings must be worn with a tunic-type top

No flannel/pajama style pants

No shorts of any kind

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

No low cut or revealing clothing (midriff and cleavage must not show)

No visible piercings other than subtle earrings in the ears – this includes septum nose rings, eyebrow, lip, tongue, or other piercings that would be a distraction to the learning process

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

Teacher Candidates are expected to dress professionally every day. The standards for professional wardrobe is conservative, not trendy. Teacher candidates must present a professional appearance to future employers, colleagues, parents, and students.

*Professional appearance is considered a Professional Disposition.

Cell Phones and Other Electronic Devices

Cell phones and other electronic devices should never be visible any time that a teacher candidate is involved in a clinical experience. If a teacher candidate anticipates an emergency call during the clinical experience, he/she should notify the P12 teacher at the beginning of the session. At no time when teacher candidates are in the presence of students should the teacher candidates be involved in texting, checking social media or email, or talking on a cell phone.

Email

Email should never be considered “private.” Teacher candidates should only use a USI email account (not yahoo®, hotmail®, gmail®, etc.) when communicating with university instructors, site coordinators/principals, or teachers. At no time should a teacher candidate

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|---|------|-----|-----|------|-----|
| 18. Demonstrates effective and timely communication in written or verbal form | (SD) | (D) | (A) | (SA) | (N) |
| 19. Demonstrates appropriate use of technology during meetings and/or class | (SD) | (D) | (A) | (SA) | (N) |

Social Media

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

TERMINATION OF THE CLINICAL PRACTICE

When there is a problem with the teacher candidate’s performance, attendance, and/or disposition,

APPENDIX

CLINICAL EXPERIENCE DESCRIPTION BY PROGRAM
Early Childhood Education Exploration Phase

EDUC 242 Growth and Development: Early Childhood

Course requirements prior to clinical practice:

Tk20 Access

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

FERPA Certified

Fingerprinting

USI Photo ID Badge

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

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

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

Clinical practice expectations:

20 hours of observation 10 visits at an assigned childcare center

Observe children regarding their development and learning

Conduct multiple tasks to understand developmental theories

- x Collect artifacts that indicate children's growth and learning

EDUC 355 Practicum Early Childhood Education

Course requirements prior to clinical practice:

EDUC 386 is a Co-Req for EDUC 355

Tk20 Access

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

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

FERPA Certified

Fingerprinting

USI Photo ID Badge

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

Clinical practice expectations:

Approximately 50 hours distributed over the semester at an assigned school

Observe during initial visits

Identify a topic in collaboration with the teacher and children

Lead small and large group activities

Arrange for a virtual field trip or a virtual guest speaker

Assignments:

Time sheet

Lesson plans

Charts

Lists

Anticipatory teacher's planning web

Children's web

Documentation

Compilation of resources

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

Role of USI Instructor:

Course requirements prior to clinical practice:

Tk20 Access

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

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

FERPA Certified

Fingerprinting (more than 7 hrs./mo.)

USI Photo ID Badge

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

Clinical practice expectations:

10 Hours distributed as indicated on the syllabus

Observe in an elementary (K-3) classroom

Teach at least one small group or whole group lesson

Assignment:

Bio Pocket Assignment

Field Experience Journal

Lesson Plan Portfolio

Video Reflection

Course Grade:

See Course Syllabus for specific percentages

Role of USI Instructor:

provides knowledge and information about teaching methods

x provides in class guidance on targeted questions from the Observation Notebook

— evaluates teacher candidate's knowledge and integration of specific teaching methods

provides feedback to teacher candidates

Expectations of the mentor teacher:

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Course requirements prior to clinical practice:

CastleBranch® National Background Check (5 years)

Indiana Expanded Child Protection Index Check

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

FERPA Certified

USI Photo ID Badge

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

Clinical practice expectations:

12 hours working individually with a student referred to as a reading buddy

Create and implement lesson plans for sessions with reading buddy

Administers reading assessments to individual students

Video Self-Assessment

Assignment:

Completes comprehensive assignments

Textbook Chapter Review Study Guides

Reading Assessment and Analysis

Video Self-Assessment and Reflection

Literacy Focused Lesson Plans

Time Sheet Reflective of Hours with signatures

Parent/Teacher Conferences - Mursion®

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

Role of USI Instructor:

observes teacher candidates while working with reading buddies.

grades lesson plans and reviews reading assessments and analysis

provides support with literacy resources

Expectations of the mentor teacher:

with a set criteria from the instructor, designates a list of students to work with teacher candidates as reading buddies

Course requirements prior to clinical internship:

Tk20 Access

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

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

FERPA Certified

Fingerprinting (more than 7 hrs./mo.)

USI Photo ID Badge

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

Clinical Internship: 16 weeks full-

Assignments:

Pairs Workshop

Teacher Candidate Contact Information Form

Daily Lesson Plans

Weekly Reflections

Evaluations of the cooperating teacher and the university supervisor

Candidate Completer Survey

Technology Use and Pott College Exit Report

Course Grade:

Satisfactory (S) or Unsatisfactory (U)

Role of USI Instructor:

Secures placements for clinical interns

Provides Co-Teaching® training online or face-to-face

Tracks on Tk20 the completion of viewing the Co-Teaching® online training

Provides orientation for teacher candidates

Trains and assigns university supervisors to teacher candidates

Reads and records completion of Pairs Workshop activities

Records clinical internship placements in the Tk20 system

Communicates with cooperating teachers regarding access to Tk20

Explains to cooperating teachers the process for completing the assessment

Assembles assessments into Tk20 binders

Verifies that the Tk20 binders are complete at the end of the semester

Creates and sends Tk20 binders

Consults with university supervisors and sets up conferences for students who receive unsatisfactory midterm assessments

Attends midterm conferences

Steps 8, 9, 10, and 11 are repeated in preparation for final assessments

Tracks Disposition Inventory and conferences with teacher candidates when necessary

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

Elementary Education Analysis Phase

EDUC 354 Practicum in Elementary Education

Course requirements prior to clinical practice:

CastleBranch® National Background Check (5 years)

Indiana Expanded Child Protection Index Check

Consent for Disclosure (each semester)

FERPA Certified

USI Photo ID Badge

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

Clinical practice expectations:

35 hours or more at an assigned school (minimum of 2 visits per week)

Clinical experience is arranged

Teacher candidates work with small groups, individual tutoring, and whole class instruction.

Teacher candidates may develop activities or lesson plans

Mentor teachers may develop the activities, assessments or plans and then the teacher candidate implements.

Teacher candidates are required to teach one full lesson plan

Assignments:

Weekly Reflections

Lesson Plans

Timesheet-completed, signed, and submitted on due date

Course Grade: 100%

Role of USI Instructor:

maintains contact with teacher candidate and mentor teacher

Expectations of the mentor teacher:

completes an assessment of the teacher candidate at the end of the semester

Course requirements prior to clinical practice:

Secondary Education Analysis Phase

EDUC 358 Literacy Instruction: Secondary Education

Course requirements prior to clinical practice:

Tk20 Access

CastleBranch® National Background Check (3 years) Indiana Expanded

Course requirements prior to clinical practice:

CastleBranch® National Background Check (5 years)cal practice:

Special Education Analysis Phase

EDUC 421 Exceptional Needs Practicum I: Elementary

Course requirements prior to clinical practice:

CastleBranch® National Background Check (5 years)

Indiana Expanded Child Protection Index Check

Consent for Disclosure (each semester)

FERPA Certified

USI Photo ID Badge

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

Clinical practice expectations:

50 hours distributed throughout the semester at an assigned school

Work directly with students under the direction of a classroom teacher.

Work with small groups in inclusion classrooms.

Spend a minimum of 90% of the assigned time working directly with students.

No more than 10% of their in-class time assisting with classroom duties such as taking roll, grading papers, and filing.

Assignments:

10 Reflections on this experience

Completes a reflection on Tk20

Course Grade:

Clinical experience: 90%

Completing required paperwork: 10%

Role of USI Instructor:

introduces teacher candidates to teachers electronically

conducts 2 site visits to each teacher candidate per semester

Special Education Synthesis Phase

EDUC 424 Supervised Student Teaching in Special Education

Course requirements prior to clinical internship:

CastleBranch® National Background Check k in.42 Tmca2on

Expectations of the school principal/cooperating teacher:

Facilitates the appropriate learning environment

Provides necessary materials (if needed)

Allows teacher candidates to observe in classrooms outside their designated placement

Provides adequate supervision of the USI teacher candidates

Communicates concerns to the teacher candidates/university supervisor/Director of Clinical Internships

Allows teacher candidates to videotape his/her interaction with the students in the classroom

Provides constructive feedback to the teacher candidates and/or the university supervisor

Completes Co-Teaching® training

CLINICAL EXPERIENCE DESCRIPTION BY PROGRAM

P12 Education Exploration

EDUC 292 Exploration in Elementary Education

Course requirements prior to clinical practice:

Tk20 Access

Castle Branch Background Check (5 years)

Indiana Expanded Child Protection Index Check

Consent and Disclosure (each semester)

FERPA Certified

USI Photo ID Badge

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

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

CLINICAL EXPERIENCE DESCRIPTION BY PROGRAM
P12 Education Analysis Phase

EDUC 384 Advanced Clinical Experiences Secondary Schools

Course requirements prior to clinical practice:

CastleBranch® National Background Check (5 years)

Indiana Expanded Child Protection Index Check

Consent for Disclosure (each semester)

FERPA Certified

USI Photo ID Badge

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

Clinical practice expectations:

Each teacher candidate will be placed in a local high school with an experienced mentor teacher within the candidate's content major.

The candidate and mentor teacher will arrange a clinical experience schedule that allows the candidate to complete a minimum of 50 hours in the secondary classroom.

The clinical experience time will be spread out over the course of the semester (beginning no later than Week 4 of the semester and ending with Week 15) and include frequent visits (2 or 3 times per week).

The candidate will work with the same class throughout the clinical experience; if the block schedule makes this impossible, the candidate may alternate weekly between two of the mentor teacher's classes.

Expectations of the teacher candidate:

Complete and submit focused written reflections which integrate course assigned readings and clinical experience observation.

Work with individual students, small groups, and the entire class.

Teach, record, and submit two lessons taught to the entire class.

Choose appropriate instructional strategies, including available technology, in the delivery of learner-centered lessons.

Participate, reflect, and grow professionally in a clinical experience through the delivery of content-based, standards-driven lessons in the secondary classroom.

Assignments: (percentage of final course grade)

Class Attendance – 10%

Class Assignments – 20%

Clinical Experience Completion – 30%

Teaching with Lesson Plan – 25%

Expectations of the mentor teacher:

allows the teacher candidate to assume some of the duties of the mentor teacher, including the teaching of at least one lesson.

observes and provides feedback after the teacher candidate teaches a lesson or completes other activities with students.

CLINICAL EXPERIENCE DESCRIPTION BY PROGRAM
P12 Education Synthesis Phase

Expectations of the school principal/cooperating teacher:
Facilitates the appropriate learning environment

