



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

Clinical Internship Handbook

2024-2025

**A Guide for Teacher Candidates,
Cooperating Teachers,
and University Supervisors**

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TABLE OF CONTENTS

Welcome Letter	1
Roles of Educational Partners	2
The Co-Teaching Model	3
Co-Teaching Strategies	3
Attendance	4
Arrival and Departure	4
Tardiness	5
Absences	5
Lunch	5
Faculty Meetings/Parent-Teacher-Conferences/Professional Development	5
Pregnancy/Surgery/Other Medical Conditions, etc	5
Seminar Course	6
Time Sheets	6
Calendar	6
Inclement Weather	6
Participation in Athletics and USI Sponsored Groups	6
Tutoring During the Clinical Internship Semester	6
Professional Development Requests	7
Substitute Teaching	7
Lesson Plans and the Planning Notebook	8
Assessments	9
Midterm Assessment	9
Final Assessment	10
Grades for Clinical Internship and the Seminar Course	10
State Licensing Tests	11
Applying for a Teaching License	11
Termination from the Clinical Internship	11
USI Professional Dress Code	12
Cell Phones	13
Email	13

Etiquette.....	14
Gum.....	14
Law of Subsidiarity.....	14
Social Media.....	14
Accidents and Injuries.....	14
University Supervisor Duties and Procedures.....	14
Appendix	17
Teacher Candidate Time Sheet.....	18
Important Due Dates.....	19
Schedule for Clinical Internship.....	20
Teacher Candidate Signature Page.....	21



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

Teacher Education Department

Dear Teacher Candidates,

***“The best part of teaching is that it matters.
The hardest part of teaching is that every moment matters every day.”
Todd Whitaker***

The clinical internship semester is a pivotal time in the development of a teacher candidate. The clinical internship marks the transition from being a college student to becoming a professional educator. During this semester, teacher candidates will be fully immersed in the daily work of teaching. They will participate in planning curriculum, delivering instruction, managing the classroom, and assessing student learning. Teacher candidates must abide by all policies and procedures outlined for faculty and staff and must be mindful that they are guests in the school. Teacher candidates should consider it a privilege to be a part of the education of a student.

The clinical internship is a full-time, 16-week experience. The semester can be rewarding, challenging, and overwhelming – all at the same time. Please do not underestimate the full-time nature of this endeavor. If teacher candidates attend to all the duties expected, they will work long hours. If teacher candidates hold a part-time job during the clinical internship semester, the first priority must be the clinical internship. Good time management and organizational skills will result in a successful experience.

There are many people who have a vested interest in a teacher candidate’s success as a student teacher. Along with the university supervisor and cooperating teacher, the entire faculty in the Teacher Education Department at USI offers their support and extends best wishes to each intern.

Sincerely,

Mrs. Joyce Rietman

*Mrs. Joyce Rietman
Director of Clinical Internships
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ROLES OF EDUCATIONAL PARTNERS

Cooperating Teacher

The cooperating teacher is considered a master teacher with a minimum of five years teaching experience. The cooperating teacher serves as a mentor, guide, and co-teacher in the clinical internship experience. The cooperating teacher must be:

- licensed in the subject area and grade level of the placement
- have received at least an effective rating on their most recent performance evaluation
- be approved to serve as a cooperating teacher by the building level administrator

University Supervisor

The university supervisor is the liaison between the teacher candidate, the cooperating teacher and the USI Teacher Education Department. The university supervisor will set up a “triad” meeting with the teacher candidate and the cooperating teacher early in the experience. The university supervisor will observe the teacher candidate’s classroom a minimum of four times. Some visits will be scheduled; some may be unannounced; observations may be in-person or virtual.

Director of Clinical Internships

Mrs. Joyce Rietman serves as the Director of Clinical Internships. She can be reached at jrietman@usi.edu. In collaboration with districts where USI has a Clinical Education Agreement, clinical internship placements are made by the Director of Clinical Internships. USI teacher candidates should never contact a district regarding the clinical internship placement.

ELIGIBILITY REQUIREMENTS TO SUBMIT A CLINICAL INTERNSHIP APPLICATION AND TO BEGIN THE CLINICAL INTERNSHIP

1. Maintain a GPA of 2.75 overall and in all relevant majors and minors
2. Have no grade of Incomplete in courses required for program completion
3. Have no grade lower than a C in courses required for program completion
4. World Language Majors must have a score of Advanced Low on the OPI
5. Complete an additional background check if required by the Office of Clinical Experiences
6. Complete and submit the Release of Information and Self-Disclosure Application on Tk20 prior to the Clinical Internship Orientation in August or January
7. Complete and submit the Clinical Internship Handbook Signature Page for the current academic year prior to the Clinical Internship Orientation in August or January
8. Complete all pre-requisites for EDUC 424, EDUC 431, EDUC 471, EDUC 473 prior to the Clinical Internship semester.

**Teacher candidates who are completing a second Clinical Internship Application must meet with the Educator Preparation Issues Committee before the application will be

accepted. A teacher candidate submitting a second application should contact the Director of Clinical Internships.

THE CO-TEACHING MODEL

Co-teaching enables two professionally-prepared adults to collaborate in the classroom, actively engaging students for extended periods of time. The co-teaching model allows teacher candidates increased opportunities to get help when and how they need it. It affords teachers opportunities to incorporate co-teaching strategies, grouping and educating students in ways that are not possible with just one teacher. The co-teaching model may be implemented with any content at any grade level.

Co-teaching provides a comprehensive and rigorous experience for teacher candidates, allows cooperating teachers the ability to remain actively involved, and enhances the quality of learning for P12 students.

“Co-teaching has the potential to positively and dramatically impact the academic achievement of learners throughout the United States and unequivocally change the face of teacher preparation and student teaching as we know it today.”
(The Academy for Co-Teaching & Collaboration. St. Cloud State University®)

CO-TEACHING AT USI

All cooperating teachers, university supervisors, and clinical interns are required to complete co-teaching training.

CO-TEACHING STRATEGIES

In the co-teaching model used by USI, the teacher candidate and the cooperating teacher will share the responsibility for planning curriculum, implementing instruction, and assessing student learning. The cooperating teacher and teacher candidate share the classroom duties as co-teachers throughout the experience. There will be times that the teacher candidate solo teaches or is responsible for planning how the two teachers will be involved in presenting lessons. The cooperating teacher will determine what is most appropriate to ensure quality instruction and continuity for the P12 students in the classroom.

Co-Teaching Strategies & Examples	
Strategy	Definition/Example
One Teach, One Observe	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.

	Example: One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. Example: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.
Station Teaching	The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. Example: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative (Differentiated)	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
Team Teaching	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.

The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.

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ATTENDANCE

Arrival and Departure

Teacher candidates are required to be at school or online the same hours as the cooperating teacher. Teacher candidates are encouraged to arrive early and stay late to ensure that they have adequate time for planning and preparation.

Tardiness

Teacher candidates are expected to be punctual and follow the arrival policy for contracted full-time teachers. Repeated tardiness could result in removal from the clinical internship experience, or the clinical intern will be required to add extra days to the clinical internship.

Absences

Attendance for the clinical internship is mandatory. Absences will be considered on an individual basis. The clinical internship may need to be extended at the end of the semester and even after graduation for excessive absences. There are ***no personal days*** for appointments or vacations. Absences for job interviews may be granted and must be approved by the cooperating teacher and the university supervisor. If an emergency prevents a teacher candidate from attending school, the cooperating teacher and university supervisor must be contacted as soon as possible. This communication should occur before the beginning of the school day.

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

Teacher candidates with children or other dependents must arrange for their care before the clinical internship semester begins. Teacher candidates cannot miss the clinical internship because of a sick child at home.

Excessive absences could result in removal from the clinical internship experience, or the clinical intern may be required to add extra days to the clinical internship.

Lunch

If the teacher candidate's cooperating teacher leaves the school for lunch, the teacher candidate may do so as well. School policies must be followed at all times.

Faculty Meetings/Parent-Teacher Conferences/Professional Development

Teacher candidates are required to attend any meetings that the cooperating teacher is required to attend. This includes PLCs, in-service training, before and after school faculty meetings, open houses, parent-teacher conferences, case conferences, etc. The only exception to this is if the cooperating teacher says that it would not be appropriate for the candidate to attend a certain function.

Pregnancy/Surgery/Other Medical Conditions, etc.

If a clinical intern anticipates or experiences excessive absences due to pregnancy, surgery, or other medical conditions, the intern may be required to extend the clinical internship. In some instances, a grade of incomplete may be issued until the clinical internship is completed in its entirety.

Seminar Course

Participation in the seminar class is required. Teacher candidates cannot have any commitments that would interfere with this course, even if they are school related. (Teacher candidates must plan their schedule on Mondays so as to arrive at USI for the seminar course by 4:00 PM CT. The seminar course ends at 6:45 PM.)

Time Sheets

Teacher candidates must keep a record of days and hours on the USI Time Sheet. The hours that are spent planning or grading papers in the evening are not recorded, even though they are an important part of the clinical internship experience. Times may be rounded to the nearest quarter hour. Teacher candidates must record absences from school on the Time Sheet. (See **Appendix** section of this handbook.) Time Sheets are emailed to the university supervisor at the end of each week.

The Time Sheet is signed by the cooperating teacher, the university supervisor, and the teacher candidate near the end of the clinical internship placement. ***The signed Time Sheet will be collected by the university supervisor and filed in the teacher candidate's official file in the Teacher Education Department Office.***

Calendar

Teacher candidates will follow the calendar of the P12 school, not the USI calendar, for holidays and breaks. The schedule for the seminar course does not follow the calendar of P12 schools. Check with the instructor and the USI calendar for the seminar schedule.

Inclement Weather

Days when school is closed due to inclement weather do not count against the teacher candidate. Teacher candidates must attend make-up days or make-up times that are scheduled during the clinical internship assignment.

PARTICIPATION IN ATHLETICS AND USI SPONSORED GROUPS

The Teacher Education Department at USI works with teacher candidates to ensure that they can be participating members of USI's athletic teams and other university sponsored groups while successfully completing the clinical internship. A teacher candidate who will be a participating member of a USI athletic team or a USI sponsored group (choir, dance team, etc.) during the semester of the clinical internship must contact and meet with the Director of Clinical Internships in the Teacher Education Department by April 15 of the year prior to their clinical internship.

TUTORING DURING THE CLINICAL INTERNSHIP SEMESTER

USI teacher candidates may not be compensated for tutoring students who are enrolled at the school where they are assigned. USI teacher candidates may be paid for tutoring students from other schools. However, a teacher candidate cannot schedule paid tutoring during their required time at the school of placement nor during the EDUC 458 course.

PROFESSIONAL DEVELOPMENT REQUESTS

The policy for requesting time away from the clinical internship for professional development can be found at:

<https://www.usi.edu/science/teacher-education/advising-information-and-student-resources>

USI SUBSTITUTE TEACHER PROGRAM FOR CLINICAL INTERNS

School corporations who host USI clinical interns may choose to participate in the Substitute Teacher Program.

The Director of Clinical Internships will notify teacher candidates if their school corporation is, or is not, participating in the Substitute Teacher Program.

The Substitute Teacher Program is optional. Clinical interns may decline any request to substitute. Clinical interns will not experience any negative consequences for declining a substitute teaching opportunity.

Clinical interns must maintain satisfactory performance and attendance to be eligible to participate in the Substitute Teacher Program.

The following individuals must approve of the clinical intern serving as a substitute teacher:

1. Principal of the school
2. Cooperating teacher of the intern
3. University supervisor of the intern
4. University Director of Clinical Internships
5. Clinical intern

If any of the individuals listed above (#1-4) deem a clinical intern's performance or attendance to be less than satisfactory, that individual is to contact the Director of Clinical Internships at the university. The Director will notify the clinical intern by email and explain why he/she cannot participate in the Substitute Teacher Program.

The maximum number of days a clinical intern may substitute is 10 (ten) days in the clinical internship semester.

Substitute teaching can only occur on or after October 1 in fall semester and on or after March 1 in spring semester.

The clinical intern may only serve as a substitute teacher in the school where he/she is placed for the clinical internship.

The clinical intern will work directly with the school principal/cooperating teacher to learn of substitute opportunities.

The clinical intern must have a valid substitute permit for Indiana, or a substitute license for Illinois.

The clinical intern will be paid the regular daily rate for substitute teaching.

The clinical intern may not substitute on days when his/her university supervisor has scheduled a visit.

The clinical intern must notify his/her university supervisor of substitute days in advance, as much as possible.

The clinical intern will attend an orientation for substitute teachers, if required by the P12 school.

There must be a clear separation and documentation of when the University student serves as a clinical intern and when the clinical intern serves as a substitute teacher. Both the participating school and the clinical intern will keep written and/or electronic records of substitute teaching days.

LESSON PLANS AND THE PLANNING NOTEBOOK

The Planning Notebook is a 3-ring binder that holds the lesson plans, the weekly reflections, the daily schedule, the candidate's Time Sheet, and other forms for the clinical internship. The Planning Notebook should be at school and available for the cooperating teacher and university supervisor to view. The university supervisor will check the Planning Notebook during each visit.

A. Lesson Plans

Adequate planning is closely tied to success in instruction and classroom management. Teacher candidates must have written lesson plans in advance of teaching the lesson. All lesson plans must be kept in the Planning Notebook and must be available at all times to share with the cooperating teacher and the university supervisor. The lesson plans may be handwritten, or word processed. Even if the cooperating teacher does not write formal lesson plans, ***the teacher candidate must. Failure to write adequate and timely lesson plans is cause for dismissal from the clinical internship.***

If the school dictates a specific lesson plan format, candidates should use that format. If a specific format is not required by the school, the teacher candidate should use the USI Teacher Education Department lesson plan format. It is included in the Appendix.

How many lesson plans are needed each day?

It depends on what the candidate is teaching. If four classes of pre-algebra and one class of geometry are taught each day, two written plans per day will be needed. On a block schedule, if the candidate teaches two government classes on "A Day" and two government classes on "B Day," only one lesson plan will be needed for all four government classes provided they are taught the same way.

For elementary teachers, the same applies concerning plans for each content area. Not all content areas will require the same kind of plans – a learning center might require a different kind of lesson plan than a whole group math lesson, for instance. Regardless, a written plan is needed for each lesson taught.

The daily plans should be shared with the cooperating teacher before each lesson is taught, and the university supervisor must see evidence of daily and long-range planning. The candidate must have written lesson plans available whenever a supervisor asks to see them. **Failure to meet these expectations for written lesson plans is cause for dismissal from the clinical internship.**

B. Planning Notebook

In addition to lesson plans, the planning notebook should include important forms such as the candidate's Time Sheet (see page 5), the daily and weekly schedules, weekly reflections, and Schedule for Clinical Internships. The intern is responsible for providing a copy of the daily/weekly schedules to the university supervisor on or before the first triad meeting. The candidate may photocopy the cooperating teacher's schedule or use the sample schedule form in the Appendix. The form can be modified to accommodate the schedule.

Weekly Reflections

Teacher candidates are required to write weekly reflections about the clinical internship experience. This is not a list of the schedule, but includes topics such as: What did I learn this week? What questions do I have? What did I handle well? What was I unprepared for this week? What was I surprised about this week? The writings should reflect the teacher candidate's growth and learning. These are read by the university supervisor and can become a point of discussion during the supervisor's visit. The supervisor may ask for the reflections to be emailed each week or may read them at the site visit. The reflections must be kept in the planning notebook.

ASSESSMENTS

Instructions and log-in information for completing the assessments are emailed to cooperating teachers before the due dates. These assessments are not included in this handbook but will be provided to the cooperating teacher and the university supervisor through email. The teacher candidates will find these documents on Blackboard®.

A. Midterm Assessments -Teacher Candidate Midterm Assessment (TCMA) and the Disposition Inventory

The assessments completed by the cooperating teacher at midterm are very important. The university supervisor may also complete the TCMA and the Disposition Inventory. The teacher candidate is made aware of areas of concern at midterm so that improvement can be made during the second half of the clinical internship. Each item on the TCMA will be rated as ***Unsatisfactory, Proficient, or Exemplary***. Each item on the Disposition Inventory will be rated as ***Strongly***

Disagree, Disagree, Agree, or Strongly Agree. If there are more than 2 Unsatisfactory ratings on the midterm assessment or more than 3 Disagrees or Strongly Disagrees on the Disposition Inventory, a conference will be held with the teacher candidate, cooperating teacher, university supervisor, and Director of Clinical Internships. At this conference, a plan of improvement will be developed to address areas marked Unsatisfactory on the mid-term assessment and any areas on the Disposition Inventory marked Disagree or Strongly Disagree. Each of these areas will be discussed with the teacher candidate, and he/she will be directed to document how each area is addressed in the remaining weeks of the clinical internship.

B. Final Assessments -Teacher Candidate Final Assessments (TCFA) and the Disposition Inventory

The final assessments are completed by the cooperating teacher and the university supervisor at the end of the clinical internship. Each item on the TCFA will be rated as ***Unsatisfactory, Proficient, or Exemplary.***

An overall ***Exemplary*** rating is earned if a teacher candidate does not have any ***Unsatisfactory*** ratings and 50% of the items are marked ***Exemplary.***

An overall ***Proficient*** rating is earned if a teacher candidate has 80% of the items marked as ***Proficient*** or ***Exemplary.***

An overall ***Unsatisfactory*** rating is earned if a teacher candidate has 20% or more items marked as ***Unsatisfactory.***

Each item on the Disposition Inventory will be rated as ***Strongly Disagree, Disagree, Agree, or Strongly Agree.***

CLINICAL INTERNSHIP GRADE (EDUC 424, 431, 471, 473)

The final grade for the clinical internship course is satisfactory(S) or unsatisfactory(U) as determined collaboratively by the cooperating teacher, university supervisor, and Director of Clinical Internships. A final grade of unsatisfactory may be issued if an intern does not earn an overall proficient rating on the TCMA and the TCFA. The following items are considered when determining a final grade:

- Teacher Candidate Midterm Assessment completed by the cooperating teacher and university supervisor
- Teacher Candidate Final Assessment completed by the cooperating teacher and the university supervisor
- The Midterm Disposition Inventory and the Final Disposition Inventory completed by the cooperating teacher and the university supervisor
- Teacher candidate's attendance

CLINICAL INTERNSHIP SEMINAR GRADE (EDUC 458)

The final grade for EDUC 458 is determined by the course instructor. A candidate must earn a C or better to complete a teacher licensure program.

Teacher candidates are required to complete a proprietary teacher performance assessment (edTPA®) in EDUC 458. However, the tasks are completed in the clinical internship placement.

STATE LICENSING TESTS

Prior to applying for an Indiana license, teacher candidates are required to pass the pedagogy/content tests required by the state of Indiana (for the content areas that appear on the license). Teacher candidates are not required to pass the licensure tests prior to the clinical internship or graduation.

APPLYING FOR A TEACHING LICENSE

The criteria for licensing in Indiana include:

- Completion of degree requirements
- Passing scores on subject area and pedagogy licensing tests required by the state of Indiana
- A valid CPR-Heimlich Maneuver, AED Certification
See this website for approved programs:
<http://www.doe.in.gov/educatorlicensing/cpr.html>
- Suicide Prevention training - see this website for information:
<http://www.doe.in.gov/licensing/suicide-prevention-training>

During EDUC 458 teacher candidates will be provided with information on licensing procedures.

TERMINATION OF THE CLINICAL INTERNSHIP

When there is a problem with the clinical intern's performance, attendance, and/or disposition, the situation will first be addressed by the university supervisor and cooperating teacher. If the problem continues or if it is more serious, the Director of Clinical Internships may suspend the clinical intern's placement and a plan of improvement may be developed. The cooperating teacher, the university supervisor, the clinical intern, and the Director of Clinical Internships will have a conference and develop a specific plan of improvement for the intern. The plan will be signed by the cooperating teacher, the university supervisor, the Director of Clinical Internships, and the clinical intern each receiving a signed copy of the plan. If all expectations are fulfilled, the intern will be allowed to continue. If not, the placement is terminated. The intern may withdraw from the clinical internship or receive an Unsatisfactory grade.

If the clinical intern violates the USI Code of Conduct or any policies of the school to which he or she has been assigned, the USI Dean of Students will be involved in the decision about the intern's status.

A school district, principal, cooperating teacher or relevant USI teacher education personnel may suspend or terminate a clinical internship for reasons that are deemed serious in nature. In such circumstances no plan for improvement will be executed.

A clinical intern who withdraws from the clinical internship or receives an Unsatisfactory grade may submit a new clinical internship application following the current guidelines at the time of application. A clinical intern may be required to fulfill a period of remediation.

A clinical intern whose placement is ended by the P12 school, or the USI Office of Clinical Experience will not be placed in a different school/grade level for the remainder of the semester. Clinical interns who withdraw from the clinical internship will not be placed in a different school/grade level for the remainder of the semester.

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 site for clinical placements. Candidates who violate the dress code will be removed from the clinical placement.

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, 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.

Clinical interns are required to follow the USI Professional Dress Code outlined in detail below. Clinical interns must present a professional appearance to future employers, colleagues, parents, and P-12 students.

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

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

Shirts and Blouses

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

Shoes

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

Trousers, slacks, skirts, dress, 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

*** Clinical interns may wear jeans on days designated by the school administration as free dress, casual dress, spirit wear, etc. Jeans may not be torn, faded, too baggy, or too tight.**

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

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

Cell Phones

Cell phones should be in the off or mute position during school hours and during PLCs and Faculty Meetings. If a teacher candidate anticipates a call during the school day or during a meeting due to an emergency, he/she should notify the cooperating teacher at the beginning of the day. At no time when teacher candidates are in the presence of students should they be involved in texting, checking social media, 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 supervisors, principals, cooperating teachers or other teaching colleagues. At no time should a teacher candidate use his or her personal email account. **Teacher candidates should check their USI**

email account daily. This email account is the main source of communication between USI faculty, university supervisors, cooperating teachers, the Office of Clinical Experiences and the teacher candidates. Not reading email is **not** an acceptable excuse for missing deadlines or failing to be aware of expectations, requirements, and critical information.

Etiquette

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

Gum

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

Law of Subsidiarity

Teacher candidates should follow the law of subsidiarity when addressing issues of concern. This means that the teacher candidate first speaks to the cooperating teacher, then the university supervisor, then the Director of Clinical Internships, and finally the Teacher Education Department Chair.

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, site coordinators/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.

ACCIDENT/INJURIES

USI teacher candidates who are involved in an accident or who sustain an injury at a school or site, should report the incident to the school principal and to a director in the Office of Clinical Experiences. In addition, a report should be made to the USI Office of Risk Management. Reports should be made within 48 hours of the incident.

UNIVERSITY SUPERVISOR DUTIES AND PROCEDURES

SCHEDULING OF VISITS

The first visit is a triad meeting with the cooperating teacher(s) and the teacher candidate; this should be scheduled during the first week of the clinical internship. The purpose of this meeting is to establish a method of communication with the cooperating teacher, a time for

observations, and a discussion of the required assessments. The university supervisor will schedule a minimum of four observations during the 16 weeks. The University Supervisor Visit Reports for these observations will be recorded in Tk20. The supervisor will also arrange a midterm conference (if needed) and a final meeting with the cooperating teacher(s) and candidate to provide closure and collect the Time Sheet. More than four observations may be needed for teacher candidates who have midterm assessments with three or more “Unsatisfactory” ratings.

VISITS (Virtual or In-Person)

The university supervisor will check the teacher candidate’s Planning Notebook at each visit. The supervisor will observe the candidate for a minimum of 45 minutes, or the length of an instructional period, and complete a University Supervisor Visit Report. The observation may take place during small group or whole group instruction. Reports from four visits will be entered into the TK20 system; if there are other visits, notes may be recorded on a paper form or electronically. The candidate and the cooperating teacher will have access to visit and assessment forms. When possible, the supervisors will conference with the candidate and the cooperating teacher before or after each visit. Every effort should be made to minimize disruption to the cooperating teacher’s time. The university supervisor will make a final visit during the last week of the semester to collect the teacher candidate’s Time Sheet.

PLANNING NOTEBOOK

The university supervisor will check the teacher candidate’s Planning Notebook at each visit. The Planning Notebook should include the following information:

- a. **Lesson plans** – Daily written lesson plans for content area subjects **in advance of teaching**
- b. **Clinical internship forms** – Time Sheet, daily schedule, etc.
- c. **Weekly Reflections**

REVIEW OF MIDTERM ASSESSMENTS AND DISPOSITION INVENTORY

If there are more than 2 Unsatisfactory ratings on the midterm assessment or more than 3 Disagrees or Strongly Disagrees on the Disposition Inventory, a conference will be held with the teacher candidate, cooperating teacher, university supervisor, and Director of Clinical Internships. At this conference, a plan of improvement will be developed to address areas marked Unsatisfactory on the mid-term assessment and any areas on the Disposition Inventory marked Disagree or Strongly Disagree. Each of these areas will be discussed with the teacher candidate, and he/she will be directed to document how each area is addressed in the remaining weeks of the clinical internship.

COMPLETION OF FINAL ASSESSMENT AND DISPOSITION INVENTORY

The cooperating teacher may collaborate with the university supervisor in completing the Teacher Candidate Final Assessment and the Disposition Inventory. The university supervisor may be required to complete the TCMA, TCFA, and the Disposition Inventory for an intern. The university supervisor notifies the Director of Clinical Internships of any

teacher candidate receiving an overall ***Unsatisfactory*** rating or who receives more than 3 ***Disagree*** or ***Strongly Disagree*** ratings on the Disposition Inventory.

PAPERWORK TO BE MANAGED BY THE UNIVERSITY SUPERVISOR:

- University Supervisor Visit Reports – Four reports will be recorded on TK20 (See Appendix for timeline). Additional visit reports will not be submitted to the Teacher Education Department Office.
- Time Sheet – completed and signed by the teacher candidate, signed by cooperating teacher(s) and university supervisor, and originals submitted to the Teacher Education Department Office.
- Mileage Report – submit on Chrome River® at the end of each month.

EXTENDED ABSENCES

University Supervisors should contact the Director of Clinical Internships prior to any planned or emergency related absences.

APPENDIX

Teacher Candidate Time Sheet

Record daily hours in each box. Use decimals and round to the nearest quarter hour. Tally hours each week. Account for absences on back of page.

Candidate _____ University Supervisor _____

School(s) _____ Grade Level(s) and Subject Area(s) _____

Cooperating Teacher(s) _____

Week		Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Total Hours
1							
2							
3							
4							
5							
6							
7							
8							
1	9						
2	10						
3	11						
4	12						
5	13						
6	14						
7	15						
8	16						
Total Number of Hours							
Total Number of Days Absent <i>(Explain each absence on the back of this page)</i>							

Signature of Teacher Candidate _____

Signature of Cooperating Teacher _____

Signature of Cooperating Teacher _____

Signature of University Supervisor _____

Important Due Dates

COOPERATING TEACHERS

Assessments

Teacher Candidate Midterm Assessment	<i>End of Week 8</i>
Disposition Inventory	<i>End of Weeks 8 and 15</i>
Teacher Candidate Final Assessment	<i>End of Week 15</i>

UNIVERSITY SUPERVISORS

An initial triad meeting will be conducted within the first week of the semester. A minimum of 4 observations will be made. These 4 reports will be entered on Tk20.

Observation Report #1	<i>End of Week 4</i>
Observation Report #2	<i>End of Week 7</i>
Observation Report #3	<i>End of Week 11</i>
Observation Report #4	<i>End of Week 15</i>

TEACHER CANDIDATES

Pairs Workshop – See Blackboard Site	<i>End of Week 4</i>
Teacher Candidate Contact Information Form entered on Tk20	<i>End of Week 8</i>
Evaluation of University Supervisor entered on Tk20	<i>End of Week 15</i>
Evaluation of Cooperating Teacher entered on Tk20	<i>End of Week 15</i>
Candidate Completion Survey entered on Tk20	<i>End of Week 15</i>
Technology Use and College Exit Report – Qualtrics Form emailed to Teacher Candidates	<i>End of Semester</i>

SCHEDULE FOR CLINICAL INTERNSHIP

Teacher Candidate's Name _____

Email _____ **Phone** _____

School _____ **School Phone** _____

Cooperating Teacher(s) _____

Contact Information for Cooperating Teacher(s)

Email _____

Phone _____

Arrival Time for Teachers: _____

Arrival Time for Pupils: _____

Dismissal Time for Pupils: _____

Dismissal Time for Teachers: _____

Lunch Period: _____

Planning Period: _____

Explain other duties, such as recess supervision, bus duty, extracurricular responsibilities, etc:

Consult the school calendar and list any dates that school will not be in session due to holidays or professional development:

ATTACH A COPY OF YOUR DAILY/WEEKLY SCHEDULE TO THIS FORM.

Teacher Candidate Signature Page

CLINICAL EXPERIENCE PROFESSIONAL EXPECTATIONS AND AGREEMENT

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

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

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

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

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

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

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

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

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

I have read the 2024/2025 University of Southern Indiana Clinical Internship Handbook and agree to follow the university policies and procedures as stated.

Teacher Candidate Name (printed)

Teacher Candidate Signature

Date

****Prior to Clinical Internship Orientation in August or January, submit the Clinical Internship Handbook Signature Page for the current academic year***

These documents will be retained in the Teacher Education Department