



Department of Educational Studies

UNDERGRADUATE HANDBOOK

<http://www.ipfw.edu/educ>

IPFW SCHOOL OF EDUCATION

(Last Revised Spring, 2009)

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Introduction

This undergraduate student handbook has been designed to help students complete their undergraduate degree in the School of Education (SOE) at Indiana University Purdue University Fort Wayne. Please become familiar with the contents of this handbook as it outlines the policies and requirements that will govern progression towards a degree.

The Mission of the IPFW School of Education

To prepare professionals in teaching, counseling, and leadership who demonstrate the capacity and willingness to continuously improve schools and related entities so that they become more effective with their clients by:

- 1) Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society;
- 2) Improving the human condition by creating positive learning environments;
- 3) Becoming change agents by demonstrating reflective professional practice;
- 4) Solving client problems through clear, creative analyses;
- 5) Assessing client performance, creating and executing effective teaching, counseling, and educational leadership, by utilizing a variety of methodologies reflecting current related research; and
- 6) Utilizing interdisciplinary scholarship, demonstrating technological and critical literacies, and effectively communicating with all stakeholders.

The IPFW School of Education Conceptual Framework: A Learning and Leadership Model

We in the School of Education are committed to the following conceptual framework for our programs:

Democracy & Community

Effective educators, such as teachers, counselors, and administrators, need to be a part of a dynamic educational community as a model for the climate of community they hope to create. To do this, these educators need an understanding of the moral, cultural, social, political, and economic foundations of our society. *Consequently, the SOE should foster a democratic, just, inclusive learning community among its students, faculty, and staff and with all other stakeholders in the educational enterprise.*

Habits of Mind

Effective educators realize that knowledge alone is not sufficient. They practice critical reflection in all endeavors. Within the context of a compassionate, caring community, educators foster habits of mind necessary to engage learners, such as investigating, inquiring, challenging, critiquing, questioning, and evaluating. *Consequently, the SOE must integrate critical habits of mind in all aspects of the teaching/learning process.*

Pedagogy

Effective educators need to understand multiple approaches to pedagogy as well as the multiple roles of the teacher, such as facilitator, guide, role model, scholar, and motivator. Educators appreciate and are receptive to the diverse perspectives, modes of understanding, and social circumstances that they and their students bring to the educational setting. *Consequently, the SOE needs to prepare educators to understand and use pedagogy creatively and thereby ensure active learning, conceptual understanding, and meaningful growth.*

Knowledge

Effective educators need to be well-grounded in the content which they expect to teach. Educators need to understand how knowledge is constructed, how the processes of inquiry are applied, how domains of knowledge are established, and how disciplines can be integrated and most effectively communicated to their students. Educators also need understanding of themselves, of communities in which they intend to teach, and of students. *Consequently, the SOE should immerse educators in nurturing learning communities that deepen knowledge, and encourage ongoing intellectual, emotional, and personal growth.*

Experience

Effective educators learn their craft through experiences in actual educational settings. Through on-site campus activities and field-based experiences, students will observe and emulate exemplary teaching and learning. These educators will practice, collaborate, and *interact with practitioners and their students. Consequently, the SOE must integrate field and/or clinical experiences that reflect the diversity of educators, students, and schools into all aspects of the curriculum, and help educators to assess and reflect on those experiences.*

Leadership

Effective educators are leaders. They have developed educational and social visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and inspire students to do likewise. Educators are enriched by the convergence of knowledge, theory, and practice as they optimistically face the educational challenges of the twenty-first century. *Consequently, the SOE must provide opportunities for educators to develop as leaders in their profession and in their communities.*

Educator is broadly defined as pre-service and in-service teachers, administrators, and counselors.

INTASC Standards

[http://www.ccsso.org/Projects/interstate new teacher assessment and support consortium/](http://www.ccsso.org/Projects/interstate_new_teacher_assessment_and_support_consortium/)

Organized by the Council of Chief State School Officers, the Interstate New Teacher Assessment and Support Consortium (INTASC) published the document *Model Standards for Beginning Teacher Licensing and Development* in 1992. The professional portfolio that students will develop as they work toward their degree will be designed to demonstrate their knowledge of the INTASC standards as well as the incorporation of the standards into their teaching practices and dispositions. The core INTASC standards are as follows:

The teacher understands:

- 1) The central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students;
- 2) How students learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development;
- 3) How students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners;
- 4) A variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills;
- 5) Individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation;
- 6) Knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom;
- 7) Planning instruction based upon knowledge of subject matter, students, the community, and curriculum goals;
- 8) How to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner;
- 9) How to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks opportunities to grow professionally; and
- 10) The knowledge to foster relationships with schools, colleagues, parents, and agencies in the larger community to support students' learning and well-being.

The INTASC Standards form the basis of the portfolio that students will develop as they move through their SOE program. Information about the portfolio will be found on pages 18-19 of this handbook (see the section "Performance-Based Portfolio Assessment").

Academic Advisement

<http://www.ipfw.edu/academics/advising/>

For information about academic advising see the website listed above. The site will cover the following information.

- Finding an Academic Advisor
 - Declared majors; changing a major; contact information.
- Declaring a Major
 - Deciding majors; pre-majors; non-majors.
- Graduation Information
 - Deadlines; application.
- Bulletins
 - Programs; courses; General Education; schools and divisions; academic regulations; student rights and responsibilities.
- Academic Advising Manual
 - Information for academic advisors; processes and policies; sample forms.
- Responsibilities
 - Student; advisor.

Eligibility to Begin a Course

Before enrolling in a course, students must have either 1) satisfied all pre-requisites and co-requisites for the course *or* 2) secured the instructor's or sponsoring division's/department's permission to enroll.

All teacher education and professional education courses in Block 1, Block 2, and Block 3 (elementary education [early childhood and middle childhood] only) require students to obtain departmental permission before registering. Contact the School of Education in order to receive permission to register for courses in these blocks. Students may do this in person at Neff 250 or by calling either (260) 481-4146 or (260) 481-6450. If students anticipate or encounter any registration problems, they can contact the School of Education for assistance.

New students are required to take placement tests in reading, writing, and mathematics before registering for the first time. Transfer students should confer with their advisors to determine if placement tests are required.

Programs of Study

<http://www.ipfw.edu/educ/students/advising/undergraduate.shtml>

The following majors, minors, certifications, and endorsements are available from the IPFW School of Education:

Undergraduate Degrees and Licensing Programs

Licensing Rules 2002 - Effective Fall 2004

Program requirements are listed on the back side of the program check sheets.
Contact an advisor with any questions or concerns.

Associate of Science in Early Childhood Education (Pre-K)

<http://www.ipfw.edu/edst/early/programs/as.shtml>

Bachelor of Science in Elementary Education (choose at least one concentration)

<http://www.ipfw.edu/edst/elementary/programs/>

- Early Childhood Concentration (Pre-K-3)
- Middle Childhood Concentration (4-6)

Bachelor of Science in Secondary Education (choose one concentration)

<http://www.ipfw.edu/edst/secondary/programs/>

- Early Adolescence Concentration (6-8).
 - Students must also select at least two content minors. See website listed above for list of Early Adolescence Content Minors.
- Adolescence/Young Adulthood Concentration (9-12)
 - Students must also select at least one teaching major from the list below.

See website listed above for a complete listing of all Rules 2002 School of Education secondary and all grade undergraduate teacher certification majors, minors and endorsements.

If students have already earned a bachelor's degree and are interested in obtaining teacher certification, they may contact the School of Education for information about licensing options. Also, information about IPFW's Transition to Teaching program is available online. <http://www.ipfw.edu/educ/transition/>

Graduate Teacher Certifications

<http://www.ipfw.edu/educ/programs/graduate/>

Graduate Teacher Certifications may be added to a teaching license. See website listed above for additional information on the following certifications.

- English as a New Language
- Gifted and Talented
- Reading (Elementary)
- Reading (Secondary)

- Special Education, Mild Interventions (Mild Disabilities)

Check sheets that provide specific information about each certification area are available online or from the School of Education Licensing and Advising Center (Neff 243). Students should call or visit Neff 250Q in order to declare or change their majors in any School of Education program.

Associate's Degree

All students who wish to graduate with an Associate's Degree from the School of Education at IPFW must participate in ongoing and systematic assessments. Earning above the minimum required grade in some General Education courses and in all Professional Education courses and maintaining an overall GPA of 2.00 or higher are components of our assessment system. The primary focus of the assessment system in the Associate's Degree program is the completion of a performance-based assessment portfolio. Each student in the Associate's Degree program is required to collect, organize, and reflect on 20 artifacts (2 per standard) that demonstrate his/her knowledge of and the ability to use the standard to guide classroom performance for that standard. Additional guidelines for the performance-based assessment can be found in the document *SOE Guidelines for Preparing a Portfolio*.

Each student wishing to graduate from the School of Education with an Associate's Degree in Early Childhood Education must complete a capstone course. This practicum (EDUC E317), taken in the last semester of the program.

Transitioning from an Associate's Degree program to the Bachelor's Degree in Elementary Education: Concentration in Early Childhood Education (EC)

The Associate's Degree program and the Bachelor's Degree program in Elementary Education have been designed for ease of matriculation. Students will have completed many required courses in the Bachelor's Degree program by completing the Associate's Degree. Some courses required in the Associate's Degree program are not required in the Bachelor's Degree program. Some of those courses can be used to fulfill electives.

Here is important information about matriculating into the Bachelor's Degree program:

>	Students will need to maintain an overall GPA of at least 2.50, instead of a 2.00.
>	Students will need to complete the Praxis I (the PPST Pre-Professional Skills Test) exam of basic skills in mathematics, reading, and writing.

>	Students will have additional General Education courses to complete before being eligible for Block 2 (TEAM I) courses.
>	Successful completion of all requirements in the Bachelor's Degree program in Elementary Education with a concentration in Early Childhood Education will result in a student being recommended for a teaching license. This license will allow a student to teach in preschool, kindergarten, and the primary grades. Students may extend this license through the intermediate grades by taking three additional courses that are required for a concentration in Middle Childhood Education. Selecting this option would license a student to teach in preschool, kindergarten, the primary grades, and the intermediate grades.

FAQ's (Frequently Asked Questions) about the Early Childhood Education Associate's Degree program may be found on the IPFW web site (www.ipfw.edu/eced).

Bachelor's Degrees

Admission to Teacher Education

Elementary Education (EC and MC) and Secondary Education (EA and AYA)

To be admitted to Teacher Education (Block 1), students must have

>	passed the Praxis I Pre-Professional Skills Test (PPST);
>	completed at least 45 credit hours with a minimum 2.50 cumulative GPA including all coursework from previously attended institutions;
>	earned a grade of 3.0 or better in ENG W131, COM 114, and EDUC W200; a grade of 2.0 or better in MA101 for elementary education (EC and MC) or a quantitative reasoning course for secondary education (EA and AYA), and EDUC K201; and passed EDUA F300;
>	a current and acceptable Indiana State Police Limited Criminal History Report; and http://www.ipfw.edu/educ/students/advising/criminal.shtml
>	satisfactorily completed the 1 st portfolio checkpoint (initial establishment of a portfolio) in EDUA F300.

Admission to Professional Education

Elementary Education (EC and MC) and Secondary Education (EA and AYA)

To be admitted to Professional Education (Block 2), students must have

>	been admitted to Teacher Education;
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>	attained junior status (60 credits completed, including at least half in each general Education area, excluding Area VI);
>	completed two of the three MA courses in General Education Area I (for elementary education);
>	earned at least 15 credit hours in the AYA teaching major or EA content area minors (for secondary education);
>	earned a 2.00 GPA or higher in each General Education area;
>	earned a 2.50 cumulative GPA or higher including all coursework from previously attended institutions;
>	satisfactorily completed the 2 nd portfolio checkpoint (scoring assessment) in EDUC P249 (for elementary education majors) or in EDUC P250 (for secondary education majors); and
>	completed Block 1.
	a current and acceptable Indiana State Police Limited Criminal History Background Check on file.

In order to begin the Block 3 program, students must have

>	successfully completed all of the Block 2 courses with at least a grade of 2.0 in each course and a cumulative GPA of 2.50 or higher in the block;
>	successfully completed the Block 2 internship with a grade of “S”;
>	a cumulative GPA of 2.50 or higher for the overall program; and
>	a current and acceptable Indiana State Police Limited Criminal History Background Check on file.

The Praxis I Pre-Professional Skills Test (PPST)

<http://www.ipfw.edu/educ/students/licensing/praxis.shtml>

<http://www.ets.org/praxis>

Information on passing scores may be found on the IPFW web site or in the Licensing and Advising Center (Neff 243). After three unsuccessful attempts, students must petition the Associate Dean of the School of Education for permission to take any of the tests again. If a student has been unsuccessful after two attempts, it is highly recommended that he or she seek some type of remediation including advising, tutoring, or assistance with test-taking skills before attempting the test a third time. In addition, if a student is having difficulty passing, he or she should contact the advising office for more information about our electronic tutoring option, PLATO.

School of Education Behavior Review Policy

<http://www.ipfw.edu/dos/>
http://www.ipfw.edu/senate/STU_CODE.HTM

Students may be failed in an education course and/or be dismissed from the IPFW School of Education for unprofessional conduct that jeopardizes the health or safety of students, teachers, or others, or has a potentially detrimental effect on the School of Education. In the case a behavioral issue arises with an SOE student, policies have been implemented to review the student's case and protect the welfare of parties involved. Due to the serious consequences of certain unprofessional behaviors, procedures for dismissal from the program may be initiated. If the student is in an educational setting or community agency at the time that the dismissal action is initiated, suspension from the field experience, practicum, service learning, internship, or student teaching will occur pending the outcome of the disciplinary process.

If, in the professional judgment of an SOE faculty member, a student's behavior or disposition is deemed professionally inappropriate, inadequate, and/or unethical, the SOE will follow the procedures outlined by the Dean of Students. Information can be located at the website listed above.

Grades and Grade Point Average (GPA)

Students with a cumulative grade point average of 2.50 or higher may declare their intended major in the School of Education. Students with a cumulative grade point average of 2.00-2.49 will be considered education pre-majors until their cumulative grade point average reaches 2.50 or higher. Undergraduate students whose cumulative grade point average is below 2.50 may not enroll in Teacher Education or Professional Education courses. Certain grades are required in specific classes before continuing in Teacher Education or Professional Education courses. See Admission to Teacher Education, Admission to Professional Education, Block 2 information, and Block 3 information for additional specific grade requirements. If a student's cumulative grade point average drops below 2.50, his/her academic progress will be closely monitored to ensure that he/she makes satisfactory progress toward raising the grade point average to the required 2.50. (All GPA references are based on a 4.00 scale.)

For graduation, associate degree candidates must meet the following grade criteria:

>	at least a 2.00 overall grade point average on 64 semester hours of credit; and
>	at least a 2.00 or higher overall grade point average in Professional Education courses with no grade below a 2.0.

For graduation, elementary education majors must meet the following grade criteria:

>	at least a 2.50 overall grade point average on 124 semester hours of credit;
>	at least a 2.50 overall grade point average in Teacher Education and

	Professional Education courses with no grade below a 2.0; and
>	at least a 2.00 overall grade point average in each General Education area (linguistic and numerical foundations, physical and natural world, culture and society, humanistic thought, artistic expression, and inquiry and analysis).

For graduation, secondary education majors must meet the following grade criteria:

>	at least a 2.50 overall grade point average on 124 semester hours of credit;
>	at least a 2.50 overall grade point average in Teacher Education and Professional Education courses with no grade below a 2.0;
>	at least a 2.50 overall grade point average in all Adolescence/Young Adulthood teaching majors and/or minors and/or all Early Adolescence content area endorsements; and
>	at least a 2.00 overall grade point average in each General Education area (linguistic and numerical foundations, physical and natural world, culture and society, humanistic thought, artistic expression, and inquiry and analysis).

Grade Appeals Procedure

<http://www.ipfw.edu/dos/>

For information about grade appeals see the Dean of Students (dos) website listed above.

Performance-Based Portfolio Assessment

<http://www.ipfw.edu/educ/resources/handbooks.shtml>

<https://www.taskstream.com/pub/>

TaskStream's Phone: 1-800-311-5656

All candidates for graduation from the IPFW School of Education must successfully complete a performance-based portfolio assessment. The portfolio process is designed to assist students in meeting specific guidelines for beginning teacher performance. These guidelines are the Interstate New Teacher Assessment and Support Consortium (INTASC) Model Standards for Beginning Teacher Licensing and Development.

Information about the portfolio is posted online in the *Undergraduate Portfolio Guidelines handbook*. The information will be explained in-depth when students enroll in EDUA F300 (Invitation to Teaching). To assist students in developing a satisfactory portfolio, a system of checkpoints is incorporated into the program of study. This system begins during the Invitation to Teaching course and continues through the final checkpoint that occurs during student teaching. All students must pass through the checkpoints that are attached to a particular course or block of courses. The schedule of checkpoints can be found on the back of the bachelor's degree check sheets.

Students should begin collecting artifacts and writing reflections for their portfolio as soon as possible upon entering their Invitation to Teaching course. It is expected that the portfolio will evolve and demonstrate students' best work as they continually gather and analyze artifacts throughout their coursework and field experiences. It is the student's responsibility to collect, organize, modify, and reflect on artifacts; to verify, revise, or modify artifacts and reflections for appropriateness and quality; and to have the portfolio prepared for each checkpoint. Checkpoints are an important part of the portfolio process and allow students to receive feedback on how timely and how proficient they are in developing their portfolios.

First Portfolio Checkpoint

The first portfolio checkpoint initiates students into this process. Students are required to complete a study guide for *Guidelines for Preparing a Portfolio* and to submit one original artifact and reflective analysis as part of their coursework in (Invitation to Teaching). The instructor assesses this early evidence as the first portfolio checkpoint.

Second Portfolio Checkpoint

The second portfolio checkpoint occurs in Block 1 (EDUC P249) for elementary education majors (EC and MC) and during EDUC P250 for secondary education majors (EA and AYA).

Third Portfolio Checkpoint

The third portfolio checkpoint occurs in Block 2 for elementary education majors (EC and MC) and during the methods course for secondary education majors (EA and AYA). An additional checkpoint may be utilized during Block 3 for elementary education majors (EC and MC).

Fourth Portfolio Checkpoint (Scoring Assessment)

At the end of the twelfth week of the student teaching semester for all programs (at a date that will be announced each semester), students will be required to submit their final, completed portfolio with all required entries and artifacts. At that time, students will be required to have three artifacts for each of the ten INTASC standards and to have written a reflection statement for each of those artifacts. Teacher Education faculty, other university faculty, and K-12 teachers and administrators evaluate the final portfolios. Each portfolio is evaluated by at least one educator unless it falls into the unacceptable range. When this occurs, a second educator evaluates the portfolio. If the scores still indicate that the portfolio fails, the student may revise the portfolio and submit it for re-evaluation. The grade in EDUC M501 will reflect the final assessment of the portfolio. If students are graduating and/or completing their certification, they must complete their portfolio successfully; otherwise, their graduation and/or certification will be delayed.

Associate, Elementary, and Secondary Field Experiences and Assessment

Overview

Students experience the teaching profession through both university classroom activities and field experiences in local schools. They also begin the process of establishing and developing materials for the pre-service teacher portfolio that is required for teaching licensure by the division of professional standards (dps).

Students will be required to complete field experiences in their invitation to teaching course, and their respective courses in block 1, block 2, and block 3 before their student teaching placements.

Requirements

Students are expected to be knowledgeable in the field of education. As such, students are required to achieve a certain grade point average to reflect this body of knowledge.

Students need to be passing each of the courses associated with their field placement with a grade of 2.0 or better before their internship.

Limited Criminal History Background Check

<http://www.ipfw.edu/educ/students/advising/criminal.shtml>

If students have a course with a field experience, they will need to obtain a current State of Indiana Limited Criminal History Background Check and provide the School of Education with the report. Forms for completing this process are available on the Advising and Licensing web page or in the Licensing and Advising Center (Neff 243). A Limited Criminal History Check report is valid for one year. Students need to provide an updated report each year, including before student teaching and when applying for a teaching license.

Students with a criminal record are advised that many school and community agencies may not accept them for field experiences, service learning activities, practicum, internships, or student teaching with such a record. For example, any student who has a record of a sex crime against a child will not be placed in an educational setting in which there is an actual or potential possibility that he/she will come into contact with children (IC 5-2-12-12). Students who cannot be placed in educational settings will be unable to complete their program and will be advised to consider another degree program.

Photo ID Badges

Before the first field experience, students are required to obtain a photo ID badge to wear during all of the field experiences. At the end of the semester field experience, students will return their photo ID badges to their designated course instructor. For each subsequent field experience, a designated course instructor will return the photo ID for use during the field experiences only. The photo ID's are not to be used for any other purpose outside of the field experiences.

Evaluation

Student field experiences must be evaluated according to the SOE accreditation requirements. Three evaluation forms are used to evaluate the major components of the field experience for the elementary and secondary programs. These include the Professional Behavior Checklist, the Internship Hours Log, and the Evaluation of Field Experience. Additional forms and requirements may be used by course instructors.

The student will pass the internship and receive an "S" on his/her grade card unless one or more of the following situations occur: 1) The student is asked to leave the internship experience by internship school personnel; 2) The student's grade drops below a 2.0 in any of the Block 2 courses; 3) The student appears to be in violation of the university personal code of conduct; 4) The student fails to complete the required hours of internship (with possible exceptions being multiple school delays and/or closings).

The cumulative GPA for any Block must be at least a 2.50. A student will repeat any course in which a grade of 2.0 or less was earned. If necessary, the student will repeat a course or courses in order to achieve the minimum 2.50 cumulative GPA that is required in a Block of courses. The internship experience will need to be repeated if any related course is repeated. However, if a student receives a "U" for the internship but passes the related courses, only the internship experience would need to be repeated. All Block and internship requirements must be completed according to the guidelines listed above before proceeding to the next Block.

Student Teaching Policies

Although cooperating teachers assume the major responsibility for directing student teachers in their work, student teachers must assume certain responsibilities in order to receive full benefit from their experience. The policy statements and suggested procedures that follow should clarify some of the responsibilities of the teacher candidate.

Calendar/Vacations

It is the policy of IPFW that each candidate must follow the calendar of his/her respective school corporation. Fall Semester student teachers will report to their student teaching

sites on the first teacher day of the school corporation. Spring Semester student teachers will report to their student teaching sites on the first day back from the winter holiday break and will follow the school corporation's spring break.

Family Responsibilities

Child care or other family responsibilities should not affect the student teacher's arrival time or departure time or his/her responsibilities during the school day.

Absences

If a student teacher is going to be late or miss a day due to illness, he/she must notify the cooperating teacher, the university supervisor, and the Student Teaching Office. In other circumstances, the student teacher must seek approval from the Student Teaching Office before considering an absence. If extenuating circumstances occur, the Director of Field Services, the department chair, and potentially the university supervisor and the cooperating teacher will meet to discuss extending the experience and make a recommendation. The student teacher should notify the university supervisor immediately if the school should experience an emergency closing. Excessive absences of any kind will result in an extension of the student teaching experience or a termination of the student teaching placement.

The student teacher may not act as a paid substitute if the cooperating teacher is absent. A student teacher may maintain leadership of the class if the cooperating teacher is absent for a brief time during the full-time teaching period and if the principal designates an employee of the school corporation to be a teacher-in-charge. The student teacher is not an employee of the school or under contract to the school corporation. He/she may not receive any payment from the school corporation during the student teaching experience. (This includes payment for coaching or other extracurricular activities.) It is the student's responsibility to make conflicts of interest known to the Director of Field Services and the university supervisor.

Grading

The evaluation of the student teacher is a shared responsibility involving the cooperating teacher, the student teacher, the university supervisor, and the Director of Field Services. Though each of these individuals is expected to make a contribution to the evaluation of student teaching performance, it is the Director of Field Services who is charged by the university with the final authority and responsibility for assigning the grade. Student teaching is graded on an "S/F" basis. An "S" (satisfactory) grade is based on assessments completed by the cooperating teacher and on the recommendation of the university supervisor. A student will need a cumulative average score on all official student teaching evaluations of a 2.50 or higher to pass student teaching. If a student should receive a grade of 1.0 or less for the student teaching experience, it would be necessary for the student teacher to repeat the entire student teaching experience.

(Grades A-F are used to designate the student teacher's performance for student teaching assignments supervised by Purdue University.)

Student Teacher Responsibilities

Student teaching requires a full-time commitment on the part of the student teacher. In most cases, no other courses are taken during the student teaching experience. It is recognized that many university students maintain employment while attending university classes. Due to the excessive demands on their time during the student teaching period, students are requested to arrange their schedules so that they need not work while student teaching. If it appears that employment is jeopardizing the success of a student teacher's program, the student teacher will be given the option of terminating either employment or student teaching.

Fundamentally, the student teachers must consider themselves beginning professionals and behave in accordance with that role. Student teachers are expected to act professionally while working with the cooperating teacher, the university supervisor, professional colleagues, and students to strengthen their skills and knowledge as teachers.

Each student teacher is expected to follow his/her cooperating teacher's regular daily schedule. This schedule involves commitments that occur before and after the actual teaching day. The student teacher should be aware of and conform to school and corporation policies regarding school delays and cancellations, parent-teacher conferences, faculty meetings, in-service programs, and the like.

Follow School Policies

As a guest in the school and a beginning professional, the student teacher must respect and follow all school and corporation policies associated with professional conduct, student interaction, and academic responsibilities.

Observe the Confidentiality of Student Information

Information about students that is shared by staff members or acquired from school records must be handled professionally and kept in the strictest of confidence. This is a matter of ethical behavior as well as federal law.

Before a student teacher takes photos or videos of his/her students or school, he/she must have permission from the teacher and/or principal to do so.

Student Teaching Application Timeline and Procedure

<http://www.ipfw.edu/educ/students/student/application.shtml>

All students expecting to student teach should schedule an appointment with an advisor in the Office of Student Teaching (Neff 243 or [260] 481-6457) and file a completed

application with that office approximately one year before the anticipated start of the student teaching experience. Students should not submit an application unless they actually intend to student teach during the upcoming school year.

Appointments are available from September through November for students who plan to student teach in the Fall Semester the following year and from January through March for students who plan to student teach in the Spring Semester the following year.

Contact the Office of Student Teaching (Neff 243 or [260] 481-6457) to obtain the exact dates for submitting the student teaching application.

The student teaching application procedure includes the following steps:

>	Complete a student teaching application one year before a student intends to student teach. Download it from http://www.ipfw.edu/educ/students/student/applicationforms.shtml
>	Send a Limited Criminal History (LCH) Background Check request form to the State of Indiana. (A report from the Fort Wayne Police Department or any other local or county law enforcement agency is not sufficient.) Forms are available in Neff 243 or at http://www.in.gov/isp/lch Teaching requests cannot be sent to the schools without a current LCH form that has been issued by the state. An updated copy may be requested by the school prior to the start of the student teaching experience;
>	Complete the recommended speech and hearing test. Students may register for this test during the first two weeks of each semester at the AUS clinic (Neff 239);
>	Complete the course planning sheet (page two of the student teaching application form) with the help of an academic advisor. Be sure to show information regarding all coursework that must be completed prior to the start of the student teaching experience. All education students must be admitted to the teacher education program, post an overall GPA of 2.50 or higher, and successfully complete all required professional and lab/field experience courses. Secondary education majors must also post a GPA of 2.50 or higher in each teaching major and minor. The final requirement sheet (page three) will be completed by the Director of Field Services;
>	Select possible school corporations for the student teaching placement from the approved school corporation list. This list is posted on the IPFW web site at http://www.ipfw.edu/educ/students/student/faq.shtml
>	Read and type each page of the application (carefully proofread to eliminate all mistakes);
>	Submit four copies of the Student Teacher Information Form (pages six, seven and eight) to be sent to the school requested for student teaching; and

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| > | Make a placement request appointment with the Director of Field Services (Neff 243, [260] 481-6449) to submit the completed student teaching application and a verified Limited Criminal History (LCH) Form. |
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Do not make any initial placement contact with any administrator or teacher from any school system without permission from the Office of Student Teaching.

Graduation

<http://www.ipfw.edu/registrar/graduation/>

To be considered for graduation from an IPFW education program, students must successfully complete all program requirements, including passing their portfolio. Then students may submit an application for graduation. If students do not apply for graduation by the posted deadline, they may not be considered for honors, their name may not appear in the commencement program, and their degree may not be available at commencement. Visit the Office of the Registrar's web site (<http://www.ipfw.edu/registrar>) and click on "Graduation" for more information. Students may also contact the School of Education secretary (Neff 250).

If students are finishing a degree after the Fall Semester, the application deadline is June 1. The deadline is November 1 if students are finishing their degree after the Spring Semester. Students should submit the graduation application by February 1 if they are finishing their degree after either of the summer sessions.

The commencement ceremony is held in May. Students who complete degree requirements in December or who anticipate completing degree requirements in May or either summer session are eligible to participate in the ceremony. December graduates will be notified by postcard when diplomas are available. Diplomas for May graduates will be available at the graduation celebration following the commencement ceremony. Summer graduates will be notified by postcard when their diplomas are available.

Applying for a Teaching License

<http://www.ipfw.edu/educ/students/licensing/application.shtml>

Successful completion of the Praxis II Specialty Area Test corresponding to the student's major area is another condition for receiving the initial teaching license. Students should take the specialty test(s) just prior to or during their student teaching semester.

Elementary Education majors take two Specialty Tests in their major. The Early Adolescence concentration requires a Middle School Specialty test in each content minor. Certification in Physical Science requires a chemistry test and a physics test. All other majors require only one test. More information is available online (www.ipfw.edu/adlc/praxis.htm) or in the Advising and Licensing Center (Neff 243).

To obtain the initial practitioner teaching license, students should submit the following to the Licensing Advisor (Neff 243):

>	Completed license application (State Form #9331 R7/12-01). The application is available in the Advising and Licensing Center (Neff 243) or online at the Division of Professional Standards web site http://www.doe.state.in.us/dps ;
>	Unofficial Indiana University or Purdue University transcript showing the degree statement. Students must go to the Registrar's Office (KT 107) to order a transcript. If students are obtaining a license by "certification only," they should submit a final transcript verifying completion of all coursework including the EDUC M 501 course used for the portfolio grade
>	A \$35.00 money order or cashier's check payable to the "State of Indiana." Staple the money order to the license application. Personal checks cannot be accepted;
>	A photocopy of the PRAXIS I and II test scores (PPST and Specialty Tests); and
>	A Statewide Limited Criminal History Report (the original letter or web report from the Indiana State Police). http://www.ipfw.edu/educ/students/advising/criminal.shtml
>	A copy of their CPR Certification

After the Licensing Advisor recommends a student for his or her license, the student's forms will be sent directly to the Division of Professional Standards (DPS). The student should receive his or her license approximately four to six weeks thereafter.

Frequently Asked Questions (FAQ's)

<http://www.ipfw.edu/edst/elementary/advising>

Answers to frequently asked questions about advising, student teaching, and licensing are available on the web site of IPFW's Advising and Licensing Center listed above.