School of Education

Handbook

UE School of Education Handbook

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Section I: Mission of the School of Education:
Preparing Teachers for Social Justice, Diversity and Service

The legacy we wish to leave is uncomplicated: we want *all* students of our candidates to be successful learners, leading lives of joy, compassion, and productivity, contributing gladly and knowingly to the greater good of all people. The University of Evansville School of Education is committed to our responsibility to prepare effective, resilient teachers who are well-informed, productive, and ethical. In order to accomplish this formidable task, the School of Education will adhere to standards of excellence and quality with respect to student admissions, faculty and staff quality, and a deep and unwavering allegiance to our school partners. Our work is perhaps the most important in our democratic culture.

Section II: Faculty, Staff, and Successful Advising

Meet your faculty and staff! https://www.evansville.edu/majors/education/faculty.cfm will give you a glimpse of the education and experiences of our faculty and staff, whose responsibility it is to guide you and teach you as you move up the path toward becoming a teacher. You will, of course, get to know these talented individuals on a more professional and personal basis each year. We are very proud of our School of Education family – they bring a wealth of skill and knowledge, and a passion for children, learning, and education that we think stands above many other programs and universities.

Faculty Office Hours and Advising

Since professors teach at different times of the day and are often working in local schools, you will find that office hours vary quite a bit. However, you can always schedule an appointment with your advisor for other times. Please remember that advising is VERY important, especially since there are so many different requirements, both legal and otherwise, that must be met in order to qualify for a teaching license. Please note that your UE email is the primary means of communicating with faculty. Please check and respond to emails regularly.

It is your responsibility to stay up-to-date on events, policies, and requirements in the School of Education. These can be found in Department Email Correspondence, School of Education newsletter, School of Education Instagram and Facebook, Ace Notes, School of Education website, bulletin boards in Graves Hall, and the School of Education Resource Commons Course in Blackboard. You are expected to regularly check these sources for current information.

Section III: Your Path to Becoming a Teacher
Foundation for Education Courses: InTASC Standards

The University of Evansville School of Education programs leading to initial licensure are guided by the Interstate Teachers Assessment and Support Consortium (InTASC) Standards. These standards and the skills, knowledge, and dispositions imbedded within them, provide a map for the development of new teachers. The standards were revised in 2010 and adopted in early 2011 and, along with the Indiana pedagogical and content standards, provide a sound set of principles and desired outcomes for University of Evansville School of Education programs.

The InTASC Standards are arranged into ten standards and are listed below.

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

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

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

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

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

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

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

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional

strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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

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

Field Experiences (Practica, Internships, and Student Teaching)

As a teacher education student, you will have many opportunities to work with children and teachers in the local schools; in fact, we consider your fieldwork integral to your success – we believe that your skills will develop at a more rapid pace and in a much more effective manner when you are learning from a professional teacher who is working with a professor.

No students will be assigned to nor be allowed to complete any school field placement without annually passing an expanded background check as defined in Indiana State statutes. (Barada is the UE provider.)

The following section provides a brief overview of the three types (practicum, internship, student teaching) of field placements you will experience during the four years here at the University of Evansville. Although you may hear colleagues and friends from other universities use different terms to describe field placements, we think that there are three different levels of field placements and we use different terms to describe them.

Practicum: A practicum is a field placement within which a student performs a number of related teaching activities, but does not actually have many teaching responsibilities. In the practicum associated with Education 200, for example, students work with students and teachers in the school setting once or twice a week, usually for about two hours. This 9-12 week practicum is designed to help teacher education students experience life in a classroom and get an accurate feel for teachers' responsibilities. In addition, the practicum provides an opportunity for students to work with small groups of children in very diverse classroom settings. The cultural awareness paper and educational philosophy that accompany this course are important assignments that help faculty determine the degree to which you are meeting standards. Because students are working in the public schools, a limited criminal background check is done prior to the field placement.

Internship: Internships are much more intense than most other placements; in an internship, candidates usually have regularly scheduled (4-5 times per week) planning and teaching

responsibilities. During internships, candidates work closely with their respective cooperating teachers, and although the teaching responsibilities are not full-time, they can be more rigorous and challenging. For this reason, the standards for internships are quite high; after all, candidates must be accountable for not only their own learning, but the children's learning that is taking place when they are teaching. As mentioned in Section One, *internship courses (ED 363, 443, 418, 419) may not be repeated without approval from the School of Education faculty.*

Internship Requirements: Elementary

Full admission to Teacher Education

To continue in the program, students must earn a grade of B- or higher in ED 418 and ED 419

Internship Requirements: Secondary

Full admission to Teacher Education

To continue in the program, students must earn a grade of B- or higher in ED 363 and ED 443

The School of Education believes that professional preparation of teachers includes an emphasis on certain professional attributes. Throughout a candidate's program, faculty and cooperating teachers stress the importance of professional attitudes, beliefs, behaviors, and dispositions. These attributes are undeniably part of the professional culture and serve to improve the status of our profession as a whole.

Applications

Documenting your progress throughout the four years of your program is very important; our assessment system, required by the University, the State of Indiana, and our accrediting agency, relies on regular, periodic, and accurate measurements of how each student is progressing toward meeting the competencies and requirements necessary to acquire a teaching license. This section of the handbook provides information about the three major steps necessary to meet these requirements; specifically, the steps are: Admission to Teacher Education, Admission to Student Teaching, and Graduation and Licensure.

Step One: Admission to Teacher Education

The requirements for admission to teacher education are:
- Receive a "C" or better in EDUC 100/200, or 150, 320 (All Majors except Music), Music 171, 271 (Music Education Majors Only);
- An overall Grade Point Average (GPA) of at least 2.8,
- Successful completion of an interview with University faculty members;
- Demonstrated excellent writing skills; successful completion of LiveText portfolio

Step Two: Applying for Student Teaching

Students apply for student teaching about one year before the planned student teaching semester; the Director of Student Teaching uses this time to arrange for the best possible placement for you. In many cases, school districts also need the time to identify possible cooperating teachers. ***In no instance should you attempt to locate a student teaching placement for yourself***; we work very diligently to find placements that fit you, your needs, and the school district's needs.

Students should consult with their advisors concerning the submission of an application for student teaching. Application forms are available in the School of Education Resource Commons in Blackboard. The completed form should be submitted one year prior to the student teaching year, typically during the fall semester of the junior year. Remember to read and respond to Department email communications regarding the necessary forms for Admision to Student Teaching.

Admission to Student Teaching (AST)

Students are eligible for Admision to Student Teaching when all of the following criteria are met.
- Admission to Teacher Education (ATE) has been approved by department chair/faculty
- Cumulative GPA of at least 3.00 overall
- Cumulative GPA of at least 3.00 in all courses required for any licensure program area
- GPA of at least 2.75 in the courses for teaching minors
- Students must earn a B- or better in all internship courses including EDUC 205, 307, 309, 363, 417, 418, 419, and 443. Note: Internship courses may be not retaken. Further, for all other Education courses (courses with an EDUC prefix) and methods classes in Music (MUS 260, 370, 372, 373, 476) and Art 497, students must earn a C or better or the course must be retaken.

Graduation and Licensure

As you near graduation, and usually during student teaching, you will take at least two tests, Indiana CORE Content and Pedagogy tests, in your respective content area or areas and about the skills of teaching; passing these tests is a requirement for acquiring your teaching license. At or just prior to graduation, you will also complete the necessary applications for your state teaching licenses. Your advisor and your instructors will inform you of these requirements.

Indiana Licensing Exams: PRAXIS TESTING:
For licensure in Indiana, education graduates are required to pass a number of PRAXIS Assessments that measure both professional content and pedagogical knowledge. Students often begin this testing process during their senior year. The specific tests one takes is dependent on program and licensure area-Elementary, Secondary, or P-12 Education. The Indiana Department of Education (IDOE) website outlines more specific licensure and development information at

<u>www.doe.lin.gov/licensing</u>.

Education graduates typically pursue their Indiana licensure upon graduation even if they intend to teach in another state. Many states have reciprocal agreements with Indiana, but students should explore the specific requirements outlined by the state where they intend to secure licensure.

Indiana State Assocation-Aspiring Educators

Education majors are members of the <u>Indiana State Teachers Association</u>, Aspiring Educators organization. This campus organization plans engaging activities and professional development for its members. Membership also provides professional liability insurance for all members. Students are offered a discounted membership rate which is approximately $40.00/year, a fee that is placed on the student's account. This is noted separately from tuition charged to the student account.

Barada Background Check

In order to meet local school corporation and licensure requirements, an annual criminal background check will be required for students taking education courses. The initial background check is most extensive and costs about $54. Annual renewal background checks average $31/year. The details regarding the background checks required of students are provided upon SOAR (Student Orientation and Registration) attendance for freshmen entering UE and/or via email from the School of Education. Students should not pursue their own background check as a designated provider must be used, and the request must be initiated by the Director of Education Services/Tapley Center or the Department Chair.

Section IV Professionalism and Policies

Teachers are held to very high professional standards, not only in terms of knowledge and skills, but also in terms of behaviors, attitudes, and beliefs. Students in the School of Education Program are expected to begin demonstrating a number of professional behaviors and attitudes. Interestingly, these behaviors and attitudes have been shown to have an effect on student performance and achievement; that is, research has shown us that teachers who demonstrate positive attitudes and who are punctual, who have a rich sense of humor, who meet deadlines, and who hold themselves to high standards of moral and ethical behavior, generally always have students who perform better.

We also know that school leaders have certain expectations for those entering the ranks of the profession, and it is often the case that an employment decision will be made based on the perceptions of a principal or group of teachers *while the student is in a field assignment or during student teaching*. In other words, the faculty in the School of Education want you to have every

opportunity to demonstrate your professionalism while you are working in the schools.

For these reasons, it is vital that our education students abide by the UE School of Education Code of Behavior and Integrity and the University of Evansville Honor Code.

UE School of Education Code of Behavior and Integrity

The profession of education holds its members to very high standards in terms of honesty, integrity, and behavior; to prepare students for professional life as a teacher, students will be held to the following expectations:

- Students are expected to follow ethical principles with respect to personal and academic honesty and integrity at all times;
- Students are expected to treat all persons with concern and respect, regardless of differing characteristics such as culture, race, gender, religion, age, status, or other human differences;
- Students are expected to follow all principles of confidentiality regarding the educational process;
- Students are expected to behave in an appropriately professional manner.
- Students are expected to demonstrate professionalism on all social media platforms.

Simply stated, the faculty and our partner teachers and principals are asking that all teacher education students **abide by these principles** at all times, including treating all others with the human respect they deserve. The faculty in the UE School of Education feel that these expectations are as important as academic performance, and failure to meet these expectations could lead to dismissal from the School of Education. If any faculty member, cooperating teacher, or supervisor observes or suspects a School of Education student may not be living up to the Code, he or she may refer the student for a faculty committee hearing during which plans to improve are discussed and documented; in extreme cases, the hearing can result in a student's dismissal from teacher education.

Therefore, throughout your program, you will be expected to **attend all classes, get to class and placements on time, hand in your work on time, dress professionally while in your school placements, and behave in an honest and forthright manner at all times**

University of Evansville Honor Code

Academic integrity has always been a hallmark of the University of Evansville. The Academic Honor Code enables both students and faculty to pursue their scholarly endeavors in an environment of academic freedom. It is an environment that our students both expect and demand. Matriculation at the University of Evansville is contingent upon subscribing to the values of the following honor code:

UE Honor Code: This course is governed by the University of Evansville honor code: *I will neither give nor receive unauthorized aid, nor will I tolerate an environment that condones the use of unauthorized aid.*

CANDIDATE DISPOSITIONS PROTOCOL

Developing and demonstrating professional dispositions are essential parts of teaching and education. As part of the School of Education's continuing mission of effective evaluation of candidates' professional development, dispositional checklists are used to assess candidates' progress in the following areas: disposition, beliefs and values, and behaviors. These areas identify characteristics expected of participants in the professional service of teaching. Dispositional evaluations are one of the many formative assessments used by the School of Education (SOE) to assist candidates in their preparation for the professional rigors of life as teachers. The following dispositional instruments will be utilized: University of Evansville **Purple Post** System in Acelink, **UE Candidate Dispositions Measurement Instrument**, and the **Notification of Breach of Professional Conduct** form.

- A **Purple Post** is a University-wide tool by which candidates, advisors, and other UE faculty are notified of a candidate's challenges in academic or dispositional progress. The **Purple Post** is used as an initial notification of the candidate's academic and dispositional areas of concern.
- The **UE Candidate Dispositions Measurement Instrument** is a document developed and utilized by the School of Education as an intermediate assessment and may be filed several times before an intervention and/or **Notification of Breach of Professional Conduct** are/is necessary. The **UE Candidate Dispositions Measurement Instrument** is to be completed by candidates for any internship or student teaching course. Each candidate will self-assess his/her demonstration of the core values expected by the School of Education and listed on the **UE Candidate Dispositions Measurement Instrument** in LiveText. Faculty members complete the instrument for candidates for each decision point within a candidate's progression through the program (admission to teacher education, admission to student teaching, conclusion of student teaching).
- **Notification of Breach of Professional Conduct** is a final step in the documentation of serious, consistent, blatant, and/or inappropriate, unprofessional behavior.

The following is the recommended procedure for faculty in documenting violations:
1. In the case of relatively minor infractions, (e.g., tardiness, sleeping in class, failure to respond to faculty email message), the UE faculty member, adjunct, or mentor teacher is encouraged to engage in **discussion** with the candidate regarding his/her behavior. Any candidate who demonstrates unethical, unprofessional, or unsafe behavior will meet initially with the UE faculty member who is first aware of the behavior.
2. The UE faculty member may issue an **Purple Post**, specifying the inappropriate behavior and its impact on the candidate's academic and/or dispositional progress. Note: **Purple Posts** for **consistently inappropriate behaviors** should be followed by the completion of a **UE Candidate Dispositions Measurement Instrument**.

3. The **UE Candidate Dispositions Measurement Instrument** is to be completed for candidates who demonstrate inadequacies in areas listed on the instrument. The faculty member should discuss with the candidate the specific dispositional concern and its origin. Any candidate who demonstrates inappropriate professional behaviors in either the University or clinical setting must specifically recognize and remedy those behaviors (examples listed below). **Failure to do so may result in dismissal from the program.** The UE faculty member completes a **UE Candidate Dispositions Measurement Instrument** prior to completion of the Notification of Breach of Professional Conduct form (Appendix A).

   Examples of unprofessional behavior warranting the filing of a UE Candidate Dispositions Measurement Instrument (including but not limited to the following):

   A. Inappropriate communication, by any means, with academic and clinical faculty, staff, classmates, P-12 students and parents, and colleagues (this includes contacting schools in an attempt to arrange course placements)
   B. Disrespectful/disparaging comments to or about academic and clinical faculty, staff, classmates, and colleagues
   C. Consistent late arrival for or early departure from class, experiential activities, clinical courses, scheduled individual or group meetings, or any other required event
   D. Violation of the departmental or University Honor Code or the SOE Internship/Student Teaching and Social Media Policies (included in all School of Education handbooks)
   E. Late completion of course requirements
   F. Lack of preparation or participation in academic or clinical courses, including but not limited to sleeping in class, little to no participation in class discussions or demonstrations, or failure to provide clinical faculty with appropriate forms or documentation on the first day of the clinical experience
   G. Failure to forward clinical documents to appropriate faculty members in a timely manner
   H. Consistent lack of initiative or responsibility in communication about academic and clinical issues, including potential conflicts between various roles and responsibilities (e.g., mentor/employed classroom teacher vs. student teacher)
   I. Offensive jokes or comments (e.g., those based on ethnic/cultural background, gender,
      religion, etc.)
   J. Repeatedly wearing inappropriate/unprofessional clothing in a school placement

4. **Notification of Breach of Professional Conduct** form is completed as documentation of an egregious violation of behavioral expectations such as use of unauthorized aid in course work and failure to maintain student safety or confidentiality. This dictates submission of **Notification of Breach of Professional Conduct** form after a single occurrence. Whenever a **Notification of Breach of**

Professional Conduct form is filed, School of Education faculty will be informed and provide suggestions for an appropriate intervention.

- Removal from any clinical experience (internship/practicum/student teaching) is considered an automatic Breach of Professional Conduct. **Automatic dismissal from the School of Education may result after removal from a school placement.** Additionally, immediate removal from the School of Education may occur in the event of a similarly serious occurrence.
- If the stated occurrence of misconduct is the candidate's first documented case serious enough to warrant a **Notification of Breach of Professional Conduct** form, the faculty member initiating the process informs the candidate, department chair, and other involved persons. If a second breach of any nature occurs, a formal written letter from the department chair is sent to the candidate stating that an additional infraction **WILL** result in dismissal from the professional program.
- If there is a third documented case of misconduct, the candidate **WILL** be dismissed from the professional program.
- If a candidate disagrees with the **Notification of Breach of Professional Conduct**, he/she may lodge a formal complaint and follow the steps outlined in the UE Student Grievance Policy found in Acelink.
- The **Notification of Breach of Professional Conduct** form is transmitted electronically to the candidate, academic advisor, and department chair. The faculty member initiating the process prints a copy of the form, which becomes the original on which the subsequent stages of the process are documented.
- The faculty member and candidate will meet to discuss the occurrence. The academic advisor, department chair, or other faculty designee may be present, dependent upon the nature of the situation or at the request of the faculty member or candidate.
- An **intervention** plan will be formulated during the formal discussion and documented on the original **Notification of Breach of Professional Conduct** form, signed by the involved persons, and placed in the candidate's departmental file.
- If the dispositional concern could not be addressed by the end of the semester, dispositions interventions will continue the following semester until the concerns are no longer identified.
- When a planned **intervention** is completed, the candidate and faculty member must meet to discuss the components and outcome of the intervention, and enter them on the original **Notification of Breach of Professional Conduct** form. The form is then signed and dated by the involved persons and returned to the candidate's departmental file.
- If the candidate does not successfully complete the intervention plan, the case will be taken to the School of Education faculty for a final

recommendation.

- If the observed conduct constitutes a possible breach of the University Honor Code, University and departmental policies will be followed.

This protocol is by no means meant to be exhaustive. Other recommended practices include the following:

- Should faculty feel that they have identified another area of concern that is not listed on the **UE Candidate Dispositions Measurement Instrument**, they should state the concern on the dispositions form and follow the dispositions protocol listed above.
- The SOE faculty advisor may receive an **Purple Post** from faculty in other courses (such as coursework offered by other schools or departments) about a candidate's dispositional shortcomings (e.g., if a faculty member in ENG 242 has a candidate who fails to turn in his/her final project or has missed 3 weeks of class). At that time, the SOE faculty member may submit a **UE Candidate Dispositions Measurement Instrument** on that candidate and follow the protocol listed above citing the academic or behavioral concerns of the instructor filing the Purple Post. Additionally, the SOE faculty member may submit a **UE Candidate Dispositions Measurement Instrument** on behalf of an adjunct or mentor teacher.
- When in doubt, contact the Chair of the School of Education.

This protocol will be included in all University of Evansville School of Education handbooks and posted in the School of Education Resource Commons on Blackboard.

Please note: The University of Evansville School of Education Candidate Dispositions Protocol has been developed with input from the University School of Education faculty, administrators and other faculty members from UE, the University Physical Therapy Department, and the Education Advisory Group, which includes administrators and faculty from the Evansville Vanderburgh School Corporation, the Catholic Diocese of Evansville, and the Warrick County School Corporation. This protocol will be revised and updated as often as needed to reflect current changes in stakeholder policies and best practices in teaching and learning.

UE Candidate Dispositions Measurement Instrument

Student: _____ Rater _____

Date _____

Directions: At each decision point (admission to teacher education, admission to student teaching, conclusion of student teaching), this instrument is used to record faculty perceptions of each candidate.

Rating scale is as follows: 3 = meets or exceeds target; 2 = developing; 1 = unacceptable

Disposition	Rating	Comments
Awareness of importance of dispositions toward professionalism (CAEP #3)		
Beliefs and Values		
Sense of Caring		
Sense of Fairness		
Value of Social Justice		
Understanding of Moral Mission		
Belief that all children can learn		
Value of diversity and pluralism		
Beliefs and Values mean		
Behaviors		
Responsibility and dependability		
Honesty		
Commitment to growth & learning		
Decision-making		
Professional image		
Professional poise & ability to perform under pressure		
Professional use of social media		
Ethical behavior		
Persistence		
Sense of humor		
Behavior mean		
Overall mean rating		
Other comments and recommendations (if needed)		

Appendix A
NOTIFICATION OF BREACH OF PROFESSIONAL CONDUCT

Today's Date: _____

Candidate: _____

Faculty: _____   Advisor: _____

Course/Event:

_____

_____

_____

Date of Breach: _____   Occurrence # _____

Notes:

_____

_____

_____

Participants:

_____

Intervention Plan (must include date of completion)

_____

_____

_____

_____

Date of Completion: _____

Please attach any additional information

Signatures:

Candidate: _____ This document was reviewed with me, and I understand the Breach of Professional Conduct protocol and the intervention plan.

Faculty: _____

Witness: _____ (If requested by candidate or faculty member)

Completion of Intervention:

Date: _____

Outcome of Intervention:

_____

_____

_____

_____

Signatures:

Candidate: _____

Faculty: _____

Witness: _____ (If requested by candidate or faculty member)

School of Education Technology and Social Media Use Policy

In the local school corporations, teachers use various communication tools/platforms (school email, school websites, Blackboard, My Big Campus, Remind 101, its learning, RDS, Weebly, etc.) as well as social media such as Facebook and Twitter to communicate with students and their parents/guardians about assignments, projects, and upcoming events in the school and classroom. UE teacher candidates will follow school corporation policies, placement school guidelines, and mentor teacher directions when using these tools/platforms to communicate with students and their parents. While the use of technology in the school setting enhances instruction and is, to many, the preferred means of communication within the educational community, teacher candidates must be cautious when using any electronic device, tool, website, or forum. Since electronic devices are used daily to access, store, and share information, extra caution must be taken when using electronic devices in relation to classroom activities, student information, and peer performance. **Teacher candidates are obligated morally, ethically, and legally to guard student and peer information, privacy, and confidentiality as they seek to maintain the same safe environment in social media use as they do in their placement school classrooms.**

Purposes of this policy:
- The purpose of this policy is to ensure that teacher candidates have clear guidelines on technology and social media use as they transition from university students to employed teachers. In addition, this policy is intended
-
- To acquaint teacher candidates with technology and social media policies and expectations for all teachers in placement schools.
- To remind teacher candidates of the obligation of every teaching professional to model appropriate digital citizenship and etiquette.
- To clarify the definition of social media: any website, forum, or platform allowing Internet communication including, but not limited to:

  - Social Networking sites such as Facebook, Instagram, and SnapChat
  - Micro-blogging Sites such as Twitter
  - Blogs (including company, professional, and personal blogs)
  - Online Encyclopedias or references (such as Wikipedia); and
  - Video and photo-sharing websites such as YouTube, Flickr, SnapChat, Instagram, and Tumblr

Guidelines:
The following are guidelines for appropriate, professional use of technology in university coursework and in school settings. Violation of these standards will result in disciplinary action up to and including dismissal from the program**.**

1. Teacher candidates should exhibit professional behavior and proper technology etiquette at all times.

2. Teacher candidates **must follow the school corporation's social media policy if they desire to take a picture or video** in any P-12 school setting or facility. PHOTOS OR VIDEOS CANNOT BE POSTED ON ANY ELECTRONIC DEVICE OR SOCIAL MEDIA PLATFORM AT ANY TIME. N.B.: Videos that are required for University of Evansville courses (internships, edTPA) will be submitted to LiveText, NOT to any social media platform, as specified by the course instructor. Posting or sharing of pictures or information regarding students or peer performance via electronic devices is prohibited. In addition, teacher candidates should not allow **students** in their placement classrooms to take or post pictures ("selfies") with the teacher candidate.

3. Cell phones are not to be used during school placements without approval of the mentor teacher or university supervisor.   This includes but is not limited to calls, text messaging, emails, or Internet use. Of course, the phone may be used for personal communication when outside the school setting or during a scheduled break. Cell phones should not be used during instructional time. (Put the cell phone away and set it so that it does not buzz, vibrate, or otherwise distract students.)

4. Teacher candidates are not to access personal web pages, social networking sites, or online communication networks such as Twitter, Facebook, instant messaging, or other sites used for personal communication during P-12 school placements without approval of the mentor teacher or university supervisor.

5. Use of placement school technological resources (including but not limited to computers, netbooks, and copy machines) is limited to activities directly related to the teacher candidate's responsibilities in the placement school. These resources are not to be used for personal needs including course assignments.

6. Posting or sharing of pictures or information regarding students or peer performance in after school or off-campus activities/events via electronic devices is prohibited.

7. Teacher candidates who violate student privacy and confidentiality while using technological devices are subject to The Family Educational Rights and Privacy Act (FERPA). Teacher candidates should be aware that sharing photos of students, including student names in anecdotal accounts, and even celebrating class or individual academic achievements could be considered a violation of the rights of the students in the classroom. Sharing student information including names and photos without parental consent is also a violation of the Children's Online Privacy Protection Act. (As stated on the COPPA website, " . . .COPPA continues to meet its originally stated goals to minimize the collection of personal information from children and create a safer, more secure online experience for them, even as online technologies, and children's uses of such technologies, evolve.)

8. Violation of FERPA standards may result in financial penalties for the teacher candidate as well as the dismissal from the placement and/or the education program without prior written or verbal warning.

9. UE teacher candidates should not invite the students and/or their parents in their placement schools to join/follow them on Facebook, Twitter, IM, or any other social media platform.

10. Teacher candidates must be aware that in the local school corporations, students are taught digital citizenship. Teacher candidates must model the practices and concepts taught to their students.

11. Teacher candidates must be aware that University faculty and/or staff as well as P-12 school faculty and/or staff may ask to verify what programs or applications the teacher candidates are using at any time on school computers and other technology.

12. Teacher candidates must be aware that it is common practice for employers to look at any candidate's social media accounts during the hiring process.

13. The School of Education reserves the right to periodically monitor any teacher candidate's personal social media presence.

14. Teacher candidates must accept that any communication in any form that would negatively reflect upon the SOE, UE, or the school placement could result in termination.

This policy and guideline list will be included in all University of Evansville School of Education handbooks and posted on AceLink under Education.
Please note: The University of Evansville School of Education Social Media Policy and Guidelines have been developed with input from the University School of Education faculty, UE Office of Risk Management, University School of Nursing, University Athletic Department, Evansville-Vanderburgh School Corporation, Diocese of Evansville, School of Education Student Novice Advisory Committee, Professional Mentor Advisory Group, and Employee Stakeholders Advisory Committee. As new technologies are developed, the guidelines will be revised and updated as often as needed to reflect current changes in social media platforms, applications, stakeholder policies, and best practices in teaching and learning.

April 2019

Disability Services Course Accessibility Statement
It is the policy and practice of the University of Evansville to make reasonable accommodations for students with properly documented disabilities. Students should contact Disability Services within the Office of Counseling Services by calling 812-488-2663 to seek services or accommodations for disabilities. Written notification to faculty from Disability Services is required for academic accommodations.

Non-Discrimination Statement
The University of Evansville expects all members of its community to treat each other with respect and civility. Harassing behaviors directed towards any member of our community will not be tolerated. As part of its commitment to non-discrimination, the University specifically prohibits harassment based on any other characteristics set forth in its nondiscrimination statement as follows: including race, color, gender, gender identity and expression, sexual orientation, creed or religion, national origin, age, disability, veteran status and all federally protected groups/classes. Any form of harassment undermines the mission of the University and negatively impacts the University community as a whole.

Prohibited Conduct and Confidentiality
The University of Evansville is committed to fostering an atmosphere free from harassment and discrimination. This commitment includes identifying problems that may lead to sexual harassment and misconduct, as well as other forms of harassment and discrimination, by creating an atmosphere in which the entire University community is sensitive to preventing prohibited conduct. Additionally, the University is committed to providing support and resources to individuals who have experienced prohibited conduct. This commitment includes effectively responding when a student, visitor, guest or program participant is the victim of prohibited conduct.

All campus employees, students, and guests are required to abide by the Title IX and Other Sexual Harassment and Misconduct Policy, the Harassment and Discrimination Policy, and the Consensual Sexual or Romantic Relationships Between Employees and Students Policy. Violation of these policies could result in disciplinary action, up to and including expulsion for students and termination for employees.

Faculty members at the University of Evansville are considered "Responsible Employees" under the applicable federal guidelines and the University's policies. This means that I am unable to offer you confidentiality if you report any incidence of prohibited conduct to me as defined by Title IX statute. If I am made aware of a violation, I am required to report any known information to the Office of Institutional Equity.

You may choose to report the violation yourself the following ways:
Email:
- Annie Sills, Assistant Director of Institutional Equity and Title IX Coordinator: cs175@evansville.edu
- Keith Gehlhausen, Executive Director of HR and Institutional Equity: kg77@evansville.edu
- Title IX: titleix@evansville.edu

Phone: 812-288-5261, **Online:** https://www.evansville.edu/safety/report.cfm
You may also choose to speak with a Confidential Resource. Confidential Resources are required to maintain confidentiality and cannot report violations to the Office of Institutional Equity:
- Counseling Services: counselingservices@evansville.edu , 812-488-2633
- Health Center Professionals: healthcenter@evansville.edu, 812-488-2033
- University Chaplain: chaplain@evansville.edu, 812-488-5262

PROCEDURES FOR RESOLVING STUDENT ISSUES OR CONCERNS

Non-Academic Issue/Concern

Contact the Academic Advisor

If issue not resolved

Contact the Department Chair

If issue not resolved

Contact the Dean of the College

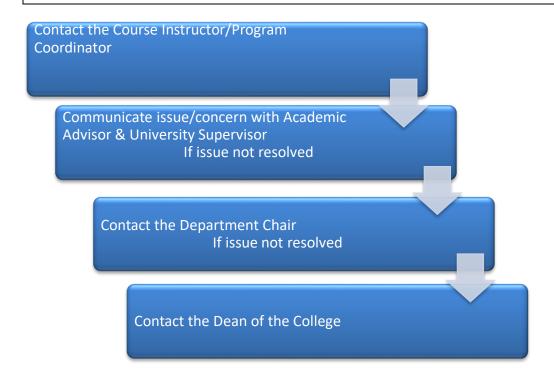**Academic Issue/Concern for a Course**

Contact the Course Instructor

If issue not resolved

Contact the Academic Advisor

If issue not resolved

Contact the Department Chair

If issue not resolved

Contact the Dean of the College

Academic Issue/Concern for Internship or Student Teaching

Contact the Course Instructor/Program Coordinator

Communicate issue/concern with Academic Advisor & University Supervisor
If issue not resolved

Contact the Department Chair
If issue not resolved

Contact the Dean of the College

Academic & Non-Academic Issues or Concerns

Any education student who has an academic or non-academic issue or concern in the School of Education should follow the steps listed in the diagram below. The student should follow this chain of command until resolution is obtained. In most cases, issues or concerns can be resolved by talking with the course instructor/placement coordinator or academic advisor. If the student has an issue with a school placement, they should contact the course instructor/placement program coordinator.
In rare cases, the School of Education Department Chair will schedule a meeting with parties involved to resolve the issue. Subsequently, the Dean will be involved to assist with resolution. If the student is unable to reach a resolution with the Dean of the College, the student will be directed to the University Admissions and Standards Committee. Please see the UE Student Handbook for directives on this process.

University of Evansville
School of Education

I have read and understand the terms, conditions and information included in the School of Education Handbook.

_____   _____

       Signature   Date