

PROGRAM MANUAL
ELEMENTARY EDUCATION
SCHOOL OF EDUCATION
INDIANA UNIVERSITY SOUTHEAST



“EDUCATORS ENGAGED IN GROWTH”

Spring, 2006

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TABLE OF CONTENTS

Introduction.....	1
The Conceptual Framework.....	2
Mission, Beliefs, Goals	2
Elementary Education Program Standards	2
The Dispositions of the School of Education	2
The Elementary Education Program.....	3
Summary of the Elementary Education Program	3
Sequence of Methods Courses	4
Program Changes	4
The Assessment System for the Elementary Education Program.....	5
The Unit Assessment System	5
The Elementary Education Program Standards	5
The School of Education Dispositions	6
Program Portfolio	6
Elementary Education Program Major Summative Decision Points	7
Table 1: Major Summative Decision Points	7
Elementary Program Probation	8
Appendices	
A. Program Portfolio	9
B. Indiana University Southeast School of Education: Theme, Mission, Beliefs, and Goals	21
C. Elementary Education Program Standards for Early and Middle Childhood	22
D. INTASC Principles	24
E. IPSB Generalist Standards for Teachers of Early and Middle Childhood	25
F. Summary of Elementary Education Program Standards and Relationships the other Components of the Assessment System	27
G. School of Education Dispositions	30
H. Advising Check Sheet	32

INTRODUCTION

This Elementary Education Program Manual provides important information to the candidate in the Elementary Education Undergraduate Program. It is an overview of the requirements and assessments that are required to be certified in Elementary Education. While further details and modifications are communicated as the candidate moves through the program, it is hoped the manual will assist in a general understanding of the program. Each candidate acknowledges that he or she has been provided with the information. The candidate should keep this manual for future reference.

The manual has four sections. The first highlights the conceptual framework of the School of Education (SOE) and presents the IUS Elementary Education Program Standards, the connections to other pertinent standards, and the dispositions of the SOE. The second summarizes the requirements and the sequence of the program. The third explains the components of the Elementary Education Program evaluation strategies that are part of the Unit Assessment System required of all teacher preparation programs by the Indiana Professional Standards Board (IPSB). The final section deals with program portfolio guidelines and how the candidate documents the attainment of the IUS Elementary Education Program Standards.

“EDUCATORS ENGAGED IN GROWTH ”

THE CONCEPTUAL FRAMEWORK

Mission, Belief, Goals

The Elementary Education Program (EEP) adheres to mission statement and the 18 belief statements of the School of Education (SOE). Those beliefs are further refined and stated in the form of broad goals for the SOE and serve as broad goals for the EEP. Appendix B presents the SOE mission, beliefs and goals.

Elementary Education Program Standards

In order to further articulate and specify goals for the Elementary Education Program at Indiana University Southeast, the standards of the Indiana Professional Standards Board (IPSB) for Early and Middle Childhood and the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC) have been incorporated into five major performance standards for the Elementary Education Program. See Appendix C for the standards. The five very specific standards of the EEP are modified from *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (1996). Each standard has six to eight components that are the basis for evaluation of the candidates' performances and their attainment of the standards. Most descriptors for the components of the standards are taken from Danielson, but many have evolved to reflect the uniqueness and individuality of the EEP. Appendix D presents the INTASC Principles, Appendix E the IPSB Standards for Early and Middle Childhood, and Appendix F the relationships among those principles, standards, SOE goals and the five Elementary Education Program Standards.

The Dispositions of the School of Education

The Elementary Education Program strongly adheres to the dispositions developed by the School of Education. The behaviors associated with the dispositions are formally evaluated at two major assessment points: Summative Decision Point 2 (during General Methods) and 4 (during student teaching). Additionally, the behaviors are continuously evaluated through formative assessments in all professional education courses. Appendix G contains the Dispositions of the School of Education

THE ELEMENTARY EDUCATION PROGRAM

Summary of the Elementary Education Program

The Elementary Education Program requires 130 semester hours to graduate. Within those hours there are approximately 55 hours of professional education courses, many requiring a field experience. After a candidate applies for and is admitted into the program, he or she enters the first “block” of professional education courses, the Educational Psychology Block (P250/251/M201/W200/M300/M301). The candidate’s records are formally transferred to the School of Education and a faculty advisor within the SOE is assigned. There are a total of five professional education blocks, each with several courses. They are listed below. Additionally, there are professional education courses that may be taken at any time along with the “block courses” and there are certain prerequisites for some of the blocks. See Appendix H for the Advisement/Check Sheet.

➤ **Education Psychology Block**

- ❖ P250: General Education Psychology
- ❖ P251: Education Psychology for Elementary Teachers
- ❖ M201: Field Placement/Lab
- ❖ W200: Computers in Education
- ❖ M300: Teaching in Multicultural Society
- ❖ M301: Field Placement/Lab

➤ **General Methods Block**

- ❖ Must have W131*, and S121* completed prior to taking this block. Must have literature course completed prior to moving on the next block.
- ❖ M310: General Methods
- ❖ M311: Methods for Kindergarten/ Elementary Teachers
- ❖ M301: Field Placement/Lab
- ❖ W300 : Writing for Teachers
- ❖ E337: Classroom Learning Environments
- ❖ M301: Field Placement/Lab

➤ **Specific Methods 1 Block**

- ❖ Can have only one social studies content course not completed by this Block. This social studies content course must be taken concurrently with this Block. **Must have a 2.5 GPA upon completion of this block if planning on applying to student teach during Specific Methods 2 Block.**
- ❖ E325: Social Studies in Elementary Education
- ❖ M301: Field Placement/Lab Social Studies
- ❖ E339: Methods of Teaching Language Arts
- ❖ E340: Teaching Reading
- ❖ M301: Field Placement/Lab Language Arts/Reading

➤ **Specific Methods 2 Block**

- ❖ Must have T101/102/103 completed with a minimum GPA of 2.5 and with no grade less than a ‘C’
- ❖ Can have only one science content course not completed by this Block. This science content course must be taken concurrently with this Block.

- ❖ Will apply to student teach during this block. Therefore all content area GPAs must be 2.5 or above.
- ❖ E328: Science in Elementary School
- ❖ E343: Math in Elementary School
- ❖ M301: Field Placement/Lab

* Must be completed prior to specific methods 1 block

➤ **Student Teaching**

- ❖ must have completed **all** university course work before starting student teaching
- ❖ M425
- ❖ Student Teaching Seminar

Sequence of Methods Courses

Once a candidate enters the program with a cohort (in the Educational Psychology Block), it is expected that the candidate will complete all the professional education blocks with that cohort. **If for some reason the candidate must drop out of a cohort, he or she may return with a subsequent cohort as space permits. Candidates must request permission in writing of the Coordinator of Elementary Education to leave his/her cohort and enter a new cohort.**

THE ASSESSMENT SYSTEM FOR THE ELEMENTARY EDUCATION PROGRAM

The Unit Assessment System (Assessment Plan)

Since 1999, the IU Southeast School of Education has been developing a performance-based unit assessment system. The Elementary Education Program standards (adapted from Danielson and based on INTASC and IPSB Standards) form the foundation for the evaluation of candidates seeking certification in early and middle childhood under the requirements that will be in place by the IPSB in Spring 2006. The Elementary Education Program contains five major summative decision points and various formative assessments throughout the program. A candidate must pass all prior summative decision points in order to progress through the program. Table 1, highlighting the summative decision points, is in this section of the manual. Additional information on exact procedures is provided prior to each major summative decision point.

Summative Decision Point 1 is the admission to the program. Summative Decision Point 2 is during the General Methods Block. Summative Decision Point 3 is prior to student teaching. **In order to apply for student teaching and to pass Summative Decision Point 3, the candidate must possess a minimum GPA of 2.5 in ALL content areas.** The candidate must have completed **all** university course work before starting student teaching. Therefore, candidates cannot take any courses for their elementary education program during or after student teaching. Summative Decision Point 4 is during student teaching and relies heavily on input from the supervising teacher and university supervisor. The program portfolio is evaluated in Summative Decision Point 4. The fifth Summative Decision Point occurs when the candidate receives certification to teach. A rubric is used for each component/indicator for each Elementary Education Program standard in the evaluation of the attainment of the standards both for the portfolio and assessments during student teaching. This assists in uniform scoring of the candidates' meeting the standards and its components.

The Elementary Education Program Standards

As stated in an earlier section, the Elementary Education Program Standards incorporate the INTASC Principles and IPSB Standards for Early and Middle Childhood. There are five standards each with approximately six components or indicators that the standard is met. Each component/indicator is evaluated using a rubric with specific descriptions of three scores or achievement levels: unacceptable, basic or proficient. "Proficient" is the target that all candidates should achieve.

The candidate's achievement of the standards is formally evaluated through the review of the portfolio (Summative Decision Point 4). It is also evaluated by the supervising teacher and the university supervisor during student teaching (Summative Decision Point 4). In order for a candidate to successfully attain all standards and to successfully complete the program he or she **must receive a pass rating on all five standards** (to receive a pass rating, you must receive a proficient on 66% of the indicators for

that standard). The rubric for the scoring of the standards is extensive and is available at the Elementary Education Program web site (<http://www.ius.edu/Education/Elementary/elementaryeducation.htm>).

The School of Education Dispositions

In 2000, the School of Education developed and adopted eight professional dispositions that all candidates in all of its programs must demonstrate. In the Elementary Education Program, The faculty continuously evaluates the dispositions throughout all courses and field placements. They are formally assessed at Summative Decision Points 2 and 4.

Program Portfolio

The program portfolio is submitted as part of Summative Decision Point 4. You must have the program portfolio completed and submitted to the Elementary Team by the **end of the fourth week** of student teaching. All artifacts (including computer disks and video tapes) included in the portfolio must use appropriate devices to fixed them firmly to the portfolio. Two faculty members review the portfolio that documents the candidate’s attainment of each component or indicator of the program standards. They are assessed according to the rubric found at the elementary education web site. The scores of the portfolio then become a part of Summative Decision Point 4. Signatures of the candidate and the two assigned faculty reviewers acknowledge the final review of the program portfolio and the completion of Summative Decision Point 4. Program guidelines are included in Appendix A.

Elementary Education Program Major Summative Decision Points

Table 1 highlights components of all major summative decision points. Candidates accepted into the program and starting the Educational Psychology Block (P250/251/201) in the Spring 2006 semester will complete all the Assessment Points shown below.

TABLE 1

Assessment Point	Assessment Forms/Criteria	Communication to Candidate
<p><u>Summative Decision Point 1:</u> <u>Admission to Program</u> * All basic criteria must be met to apply * Transfer of records to School * Application Process * Those receiving highest points on established scale accepted * 50 candidates accepted</p>	<p><u>Basic Criteria</u> *26 Credit hours *Overall GPA of 2.5 *Passing PPST scores: <u>P & P</u> Reading 176 Writing 172 Math 175 <u>Admission Criteria (Max. 12 Pts)</u> *Overall GPA (8.0) *H340 Evaluations (4.0)</p>	<p>* Letter sent of status: Admit, Conditionally Admit , Admit on Probation , or Deny Admit *Authorization given to enter P250 Block if accepted</p>

<p><u>Summative Decision Point 2: General Methods</u> * During General Methods H340, P250 records reviewed by assigned advisor * Gen. Meth. Instructors evaluates SOE Dispositions * Progress in portfolio reviewed * Recommendation for future status in program</p>	<p><u>Scoring of Rubric</u> * Knowledge determined by GPA in content areas * Knowledge and skill as determined by evaluations from H340 * Knowledge and skill as determined by evaluations from P250 * Dispositions as determined by evaluation of SOE dispositions by General Methods Instructor.</p>	<p>* Interview with candidate with signature recognizing status: Continue without Condition, Continue with Conditions, Continue under Probation, or Discontinue</p>
<p><u>Ongoing Formative Assessments in Specific Methods 1 and 2</u> * Each instructor in specific methods reviews performances of various components of standards and portfolio artifacts * Each M301 Field Placement evaluated * Dispositions evaluated as needed * Candidates participate in self-evaluation strategies</p>	<p>* Rubrics for components of standards or other scoring technique developed and used by individual instructors on specific components of the Elementary Education Program Standards. Some artifacts and descriptions developed by candidate for inclusion in program portfolio.</p>	<p>* Interview with individual candidates in specific methods classes as needed. Each instructor reviews relevant portfolio artifacts and scores. Students needing remediation are brought to the Elementary Team for discussion. If remediation is recommended, students are placed on Probation and a Professional Improvement Plan (PIP) is developed. PIPs are developed and overseen by two faculty members. Successful completion of a PIP gains a student reinstatement to the EEP.</p>
<p><u>Summative Decision Point 3: Prior to Student Teaching</u> * Records viewed by Coordinator of Student Services & advisor as needed * M301 Evaluations reviewed * Must have GPA of 2.5 in all content areas to apply for student teaching * Must have all course completed prior to starting student teaching * Progress in portfolio reviewed * Recommendation for future status in Student Teaching</p>	<p><u>Scoring of Rubric</u> * GPA in all content areas * Evaluations of M301s in blocks 3 and 4. * SOE Dispositions if noted * Must have at least a basic rating in the Preparation and Planning Task, the Instruction Task, the Class Management Task</p>	<p>* Interview with individual candidates and by formal letter of status: Continue without Condition, Continue with Conditions, Continue under Probation, or Discontinue</p>
<p><u>Assessment Point 4: Exit Student Teaching</u> * Recommendation made for graduation and licensure by Elementary Team</p>	<p><u>Scoring of Rubric</u> * GPA in content areas * Evaluation of Program Standards by Supervising Teacher * Evaluation of Program Standards by University Supervisor * Evaluation of SOE dispositions by Supervising Teacher * Evaluation of Portfolio by two faculty members</p>	<p>* Interview with individual candidates and by formal letter of completion status: completes program, deferred completion pending remediation, denied completion</p>
<p><u>Assessment Point 5</u> * Certification * Graduation</p>	<p>* Completion of program</p>	<p>* State notifies</p>

Elementary Program Probation

At anytime during a candidate's tenure in the Elementary Education Program, s/he may be placed on probation by a vote of the Elementary Education Faculty for failure to meet the standards of the Elementary Education Program or for dispositional issues. The process for being placed on probation is outlined below.

1. A faculty member documents, with corroborating data, failure to meet the EEP program standards or SOE dispositions.
2. The faculty member meets with the teacher candidate to review the data documenting the failure to meet the EEP standards of SOE dispositions.
3. The faculty member presents the case to the Elementary team at a meeting to which the teacher candidate has been invited. The teacher candidate has an opportunity to present in writing or in person his or her case.
4. The Elementary Team makes a decision regarding probation. If the decision is in favor of the teacher candidate the matter is dropped. If the matter is to put the teacher candidate on probation, two faculty members are assigned to the student to write a Professional Improvement Plan (PIP).
5. The Elementary Coordinator writes a letter to the teacher candidate informing him/her of the decision and his/her right to appeal.
6. The PIP team writes the PIP and meets with the teacher candidate.
7. The teacher candidate completes the PIP.
8. The PIP team reports back to the Elementary Team the status of the teacher candidate's progress on the PIP
9. If the teacher candidate successfully completes the PIP s/he returns to non-probationary status.
10. If the teacher candidate does not successfully complete the PIP the Elementary team has the right to terminate the candidate from the Elementary Education program or to extend the PIP upon the recommendation of the PIP team.
11. All decisions of the Elementary Team can be appealed to the Dean of Education pursuant to the appeals process of the School of Education.

Appendix A

Portfolio Guidelines

PORTFOLIO GUIDELINES FOR THE ELEMENTARY EDUCATION PROGRAM

Background

Since the spring of 1997, the Indiana Professional Standards Board (IPSB) has been moving towards a new assessment framework for teacher education. This framework requires the faculty of the School of Education at Indiana University Southeast to demonstrate how candidates applying for teaching licenses meet state performance-based standards. **The purpose of the program portfolio is to document the candidate's attainment of the IUS Elementary Education Program Standards. The candidate is demonstrating achievement of the knowledge, skills, and dispositions that have been identified by the profession as necessary to becoming a competent teacher.** Although portions of the program portfolio may be used during employment interviews, that is **NOT** the purpose of the portfolio.

Your Portfolio and The Elementary Education Program Standards

As stated earlier in this manual, the Elementary Education Program has adopted five performance standards. These standards/outcomes encompass the Interstate New Teacher Assessment and Support Consortium (INTASC) principles and IPSB standards for early and middle childhood. These standards serve as the foundation for the entire assessment of a candidate. Additionally, they are the basis for the preparation of a program portfolio.

Specific examples of a candidate's work are referred to as "artifacts". These artifacts are presented in the portfolio and then assessed by the faculty to measure the attainment of a particular component of a standard. The specific artifacts to include in the portfolio and the course in which they are produced are shown in **Table 4** in this section. Each registry includes a description of how the artifact meets the "proficient" level of each component for that standard as described on the Elementary Education Program Standard Rubrics. The registry then includes an overall reflection on how the candidate attained the program standard using that particular artifact. **Table 5** in this section gives an example of a Portfolio Artifact Registry. Examples are available on the Elementary Education Website as well.

In **Table 4**, you will note that there are "formative assessments" listed as well as the required artifacts that will be used to actually demonstrate attainment of the component of the standard. These formative assessments are important and assist the candidate in achieving the component of a standard. However, they are not to be used in the portfolio.

Preparing the Portfolio

The portfolio is introduced in the Education Psychology Block and the candidate begins to prepare it. The specific artifacts shown in **Table 4** and their accompanying registries are then added during each subsequent methods course. The formal assessment and review of the portfolio occurs at Summative Decision Point 4. Two faculty members review the portfolio.

TABLE 2
Time Line for Completion of Portfolio

Course	Activities
During Education Psychology Block	<ul style="list-style-type: none"> <input type="checkbox"/> Guidelines introduced <input type="checkbox"/> Begin portfolio with purchase of notebook and tabs. Include: <ul style="list-style-type: none"> ❖ Cover page with identifying information ❖ Table of Contents ❖ Letter to the reader (first draft) ❖ Begin Professional Development Notebook
During General Methods (Summative Decision Point 2)	<ul style="list-style-type: none"> <input type="checkbox"/> Guidelines reviewed <input type="checkbox"/> Add General Methods unit to portfolio with registry or registries <input type="checkbox"/> Attend Portfolio seminar(s) when possible
During Language Arts/Reading I/Social Studies	<ul style="list-style-type: none"> <input type="checkbox"/> Add Language Arts/Reading I/Social Studies Instructional Evaluation to portfolio with registry or registries as indicated <input type="checkbox"/> Attend portfolio seminar(s) when available
During Math/Science	<ul style="list-style-type: none"> <input type="checkbox"/> Add Science/Mathematics Class Environment Artifact to portfolio with registry or registries as indicated <input type="checkbox"/> Attend portfolio seminar(s) when available <input type="checkbox"/> Summative Decision Point 3 Check of Portfolio if applying to Student Teach the following semester
Student Teaching	<ul style="list-style-type: none"> <input type="checkbox"/> Complete and refine total portfolio <input type="checkbox"/> Submit by the end of the fourth week of student teaching <input type="checkbox"/> Attend Exit Interview with faculty reviewers

Portfolio Checkpoints

There are four checkpoints in the portfolio process (Table 3). Checkpoints allow candidates to receive feedback on appropriateness of artifacts and registries. The portfolio is an important element of the elementary education undergraduate program and **an unacceptable portfolio will prevent a candidate from completing the program.**

Table 3
Portfolio Checkpoints

Portfolio Checkpoint	Program Block
1	1 – P250/251/W200 <ul style="list-style-type: none"> ❑ Information about Portfolio distributed ❑ Candidates begin Portfolio
2	2 – M310/311 <ul style="list-style-type: none"> ❑ Candidates add artifacts and registries from General Methods ❑ Emphasis on correct formats for Rationale for Selection and Reflection on Learning sections of the Registry Page
3	4 – E328/343 (Application for Candidate Teaching) <ul style="list-style-type: none"> ❑ Candidates add artifacts and registries from all other professional education courses ❑ Portfolio checked for completeness
4	5 – M425 Candidate Teaching <ul style="list-style-type: none"> ❑ Submission of completed portfolio by fourth week of student teaching ❑ Portfolio evaluated by two elementary education faculty ❑ Candidates receives grade of unacceptable, basic, or proficient on portfolio

General Requirements and Helpful Hints for Program Portfolio

- ❖ The portfolio should be a 3-ring, hard cover binder.
- ❖ All sections are to be identified with appropriately labeled dividers or tabs.
- ❖ All artifacts should be durable with plastic sleeves optional for some sections (photographs, multiple page artifacts, computer discs, videotapes, certificates and awards, etc.).
- ❖ All artifacts (including computer disks and video tapes) included in the portfolio must use appropriate devices to secure them firmly to the portfolio.
- ❖ All registry entries must be word-processed and exhibit correct grammar, punctuation, spelling, and good professional writing. Citations must be correct and use APA format. Proof read, proof read, proof read.
- ❖ Each portfolio entry submitted must be preceded by the registry or registries which detail your reflection on what you learned from this artifact or experience and perhaps what changes you may make in the future as a result of the experience.
- ❖ Videotapes and photographs of classroom performance may be used as artifacts for the program portfolio. You do not have permission to use the videotapes or photographs as a part of an employment portfolio without permission from the school corporation, the school, and the parents of each elementary student.
- ❖ The use of children’s work samples may be used, but all names should be removed with whiteout.

Sections and Assembling the Portfolio

Identifying Page - Give name, address, phone numbers, email addresses

Table of Contents -- The Table of Contents should accurately reveal the contents of the portfolio and the order in which it is presented. **To be started in Education Psychology and modified as needed.**

Letter to the Reader — The letter to the reader is a **maximum of four (4) pages**. One page is a reference list page. Although letters will vary to fully represent the individual, there are some major ideas or concepts that should be presented in the letter. **To be started in Education Psychology and modified as needed.**

❖ **Introduce yourself as a person**

This should be a very brief three or four sentence paragraph with biographical information you feel relevant to the reader.

❖ **Why you chose education as a profession**

This paragraph should briefly explain why you chose to be a teacher and your expectations as a professional.

❖ **Philosophy of Education**

This is an important section that explains the foundation of your professional life. You should highlight major theorists or schools of thought on which you will base your teaching. Be specific about your teaching strategies based on theoretical assumptions. For example, “I believe in the constructivist view that teaching should incorporate authentic tasks, choices, and decision making by the learner.” Don’t speak in general terms such as, “I believe all children are good and deserve a good education.” You may also want to briefly discuss your beliefs about behavior guidance in the classroom. **You must reference at least three major educational theorists or educational theories. You must reference these theorists using APA format.**

❖ **Documentation of the Elementary Program Standards**

In one or two sentences for each program standard, state an artifact you have incorporated which demonstrates you attainment of that standard. Do not go into great detail. The in-depth coverage will be presented in each artifact registry. Simply give a brief summary of the portfolio. For example, “I demonstrate my ability to plan effectively by the inclusion of a resource unit from General Methods which incorporates a variety of age-appropriate and content relevant teaching strategies.”

❖ **Reference List**

You must reference sources of information for educational theorists or theories. Use APA style for reference list.

❖ **Note**

Remember that this is the introduction to your **program portfolio**. It is not a professional portfolio that you will take to employment interviews. Clearly, the content can be altered to make it appropriate for other uses. However, the program portfolio documents your attainment of the Elementary Education Program Standards.

Artifacts - Insert each artifact and its accompanying registry or registries as it/they become available in the various methods courses. The artifacts should be separated by standard and placed in plastic sleeves.

Artifact Registry Pages - Using the Elementary Program Standards Rubric: (1) describe in a short paragraph how this artifact shows attainment of each performance indicator for this standard; (2)

reflect on how your attainment of these performance indicators is related to your attainment of the entire standard. Include references to pertinent theorists, research, and/or best practice. In addition, describe how your own understanding of this standard has evolved. Table 5 gives a sample registry page

Professional Development Documentation (Standard 4)

- Approximately 50 entries
- Examples of appropriate entries
 - Workshops attended
 - Special Programs
 - Professional Readings
 - Professional Organizations
 - School related meetings attended
 - Specialized training related to education
- Format of Entries
 - Title
 - Date
 - One to two sentence description
 - One to two sentence highlighting educational insights and/or how to implement in the classroom

Portfolio Scoring

Two faculty members score the portfolio using a scoring guide based on 100 points. There are seven sections of the portfolio scored:

Letter to the Reader (15 pts), Standards 1-5 (15 pts), Overall Professionalism (10 pts).

The Letter to the Reader is subdivided 6 points scored on Introduction and discussion of standards, and 6 points Philosophy of Education. 3 points are scored for use of conventions. Each Artifact registry is scored 6 points for the description of the components and 6 points for the overall reflection with 3 points for use of conventions. Overall professionalism relates to the overall appearance and ease of use of the portfolio. The scoring guide is available on the Elementary Education web-page.

TABLE 4

**Summary of Elementary Education Program Standards,
Formative and Summative Evaluations and Portfolio Artifacts**

Standard 1. The Candidate is knowledgeable in planning and preparation

Performance Indicator	<u>Formative</u> Course Assignment/Evaluation	Portfolio Artifact	<u>Summative</u> Evaluation
a. Demonstrates knowledge of planning for each of the content areas	Units from General Methods & specific methods courses	Unit(s) from General Methods or specific methods courses (do not include instructor evaluation)	Portfolio artifact, evaluation from Supervising Teacher and University Supervisor
b. Demonstrates knowledge of pedagogy	Assignment from P250; Lesson plans from specific methods	Unit(s) from General Methods or specific methods courses (do not include instructor evaluation)	Portfolio artifact, evaluation from Supervising Teacher and University Supervisor
c. Demonstrates knowledge of students' growth and development	P250 test scores	Unit(s) from General Methods or specific methods courses (do not include instructor evaluation)	Portfolio artifact, evaluation from Supervising Teacher and University Supervisor
d. Selects instructional goals that include students' interests and input	Lesson plans and/or units from methods courses	Unit(s) from General Methods or specific methods courses (do not include instructor evaluation)	Portfolio artifact, evaluation from Supervising Teacher and University Supervisor
e. Demonstrates knowledge and use of resources	Lesson plans and/or unit from methods courses specifically indicating resources used	Unit(s) from General Methods or specific methods courses (do not include instructor evaluation)	Portfolio artifact, evaluation from Supervising Teacher and University Supervisor
f. Designs coherent instruction, both within individual lessons and across a series of lessons in a unit	Observation records by instructor	Unit(s) from General Methods or specific methods courses (do not include instructor evaluation)	Portfolio artifact, evaluation from Supervising Teacher and University Supervisor
g. Plans for authentic assessment both formative and summative	Case report E341; practicum interview or observation checklist from math methods	Unit(s) from General Methods or specific methods courses (do not include instructor evaluation)	Portfolio artifact, evaluation from Supervising Teacher and University Supervisor
h. Demonstrates knowledge and planning for the use of technology	Assignment from W200 or methods class	Unit(s) from General Methods or specific methods courses (do not include instructor evaluation)	Portfolio artifact, evaluation from Supervising Teacher and University Supervisor

Standard 2. The Candidate is knowledgeable in creating an effective classroom environment and applies that knowledge.

Performance Indicator	<u>Formative</u> Course Assignment/Evaluation	Portfolio Artifact	<u>Summative</u> Evaluation
a. Creates a teaching environment of respect and rapport	Videotape from specific methods	Classroom Management Artifact from E328/E343 (do not include instructor evaluation)	Portfolio, Evaluation from Supervising Teacher and University Supervisor
b. Understands and respects cultural diversity in students and families	Diversity assignments from M310, E325, M300	Classroom Management Artifact from E328/E343 (do not include instructor evaluation)	Portfolio, Evaluation from Supervising Teacher and University Supervisor
c. Understands and respects differences in students' abilities	Assignments from K205	Classroom Management Artifact from E328/E343 (do not include instructor evaluation)	Portfolio, Evaluation from Supervising Teacher and University Supervisor
d. Manages classroom procedures	Videotapes, M301 Observations	Classroom Management Artifact from E328/E343 (do not include instructor evaluation)	Portfolio, Evaluation from Supervising Teacher and University Supervisor
e. Manages student behavior	Videotapes, M301 Observations	Classroom Management Artifact from E328/E343 (do not include instructor evaluation)	Portfolio, Evaluation from Supervising Teacher and University Supervisor
f. Organizes physical space	Videotapes, M301 Observations	Classroom Management Artifact from E328/E343 (do not include instructor evaluation)	Portfolio, Evaluation from Supervising Teacher and University Supervisor

Standard 3. The Candidate is knowledgeable of a variety of strategies for effective instruction.

Performance Indicator	<u>Formative</u> Course Assignment/Evaluation	Portfolio Artifact	<u>Summative</u> Evaluation
a. Communicates clearly and effectively with students	Videotape, M301 Observations	Practicum evaluation from E325 and E339/E340 instructors with candidate reflection of evaluation or video tape of lesson(s) with a detailed reflection	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
b. Uses questions and discussion techniques during lessons	Videotape, M301 Observations	Practicum evaluation from E325 and E339/E340 instructors with candidate reflection of evaluation or video tape of lesson(s) with a detailed reflection	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
c. Engages students in learning	Videotapes; recorded observations from instructor or supervising teachers	Practicum evaluation from E325 and E339/E340 instructors with candidate reflection of evaluation or video tape of lesson(s) with a detailed reflection	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
d. Uses assessment of student learning to shape oral and/or written feedback to the students	Samples of students' works, student journals; copies of email with students	Practicum evaluation from E325 and E339/E340 instructors with candidate reflection of or video tape of lesson(s) with a detailed reflection	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
e. Demonstrates flexibility and responsiveness while teaching	Videotapes; recorded observations	Practicum evaluation from E325 and E339/E340 instructors with candidate reflection of or video tape of lesson(s) with a detailed reflection	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
f. Utilizes available technology effectively in teaching	Assignments from specific methods	Practicum evaluation from E325 and E339/E340 instructors with candidate reflection of evaluation or video tape of lesson(s) with a detailed reflection	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor

Standard 4. The Candidate understands and carries out professional responsibilities.

Performance Indicator	<u>Formative</u> Course Assignment/Evaluation	Portfolio Artifact	<u>Summative</u> Evaluation
a. Reflects on teaching	H340 reflection; journals; others as appropriate	Reflection from specific methods courses or a lesson that has been taught	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
b. Maintains accurate records	Records in specific methods classes	No artifact necessary	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
c. Communicates with families as appropriate	Newsletters from M310, other communications during E341,	Parent Letter from E341 or family communication in specific methods courses	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
d. Contributes to the school community	Volunteer projects in methods classes	Professional Development Notebook (begun in Educational Psychology)	Formally evaluated prior to student teaching
e. Grows and develops professionally	Records of attendance at professional conferences and other professional endeavors in methods classes	Professional Development Notebook (begun in Educational Psychology)	Formally evaluated prior to student teaching
f. Shows professionalism	Evaluations of dispositions in M310 and student teaching	Evaluation of dispositions form from M310 or the report from a Professional Improvement Plan for Dispositions	Evaluation from M310 and candidate teaching

Standard 5. The Candidate is knowledgeable of and applies all professional standards and all content standards for K-6 Grades .

Performance Indicator	Formative Course Assignment/Evaluation	Portfolio Artifact	Summative Evaluation
a. Demonstrates use of professional standards and content standards in Mathematics	Lesson Plan	Lesson or unit that addresses both Indiana state content standard and professional teaching standard for Mathematics	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
a. Demonstrates use of professional standards and content standards in Science	Lesson Plan	Lesson or unit that addresses both Indiana state content standard and professional teaching standard for Science	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
c. Demonstrates use of professional standards and content standards in English Language Arts	Lesson Plan	Lesson or unit that addresses both Indiana state content standard and professional teaching standard for Language Arts/Reading	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
d. Demonstrates use of professional standards and content standards in Social Studies	Lesson Plan	Lesson or unit that addresses both Indiana state content standard and professional teaching standard for Social Studies	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
e. Demonstrates use of professional standards and content standards in Fine Arts	Lesson Plan	**Optional** Lesson or unit that addresses both Indiana state content standard and professional teaching standard for Fine Arts	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
f. Demonstrates use of professional standards and content standards in Physical Education	Lesson Plan	**Optional** Lesson or unit that addresses both Indiana state content standard and professional teaching standard for Physical Education	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
g. Demonstrates use of professional standards and content standards in Health Education	Lesson Plan	**Optional** Lesson or unit that addresses both Indiana state content standard and professional teaching standard for Health Education	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor

h. Demonstrates use of professional standards and content standards in Technology		Lesson or unit that addresses both Indiana state content standard and professional teaching standard for Technology	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
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TABLE 5

Sample Artifact Registry Page

ARTIFACT REGISTRY

Artifact:

Standard Addressed: The candidate is knowledgeable about planning and preparation.

Descriptions of the attainment of the performance indicators:

P. 1. a. Demonstrates knowledge of planning for each of the content areas.

P. 1. b. Demonstrates knowledge of pedagogy.

P. 1. c. Demonstrates knowledge of students' growth and development.

P.1.d. Selects instructional goals that include students' interests and input.

P.1.e. Demonstrates knowledge and use of resources.

P.1.f. Designs coherent instruction, both within individual lessons and across a series of lessons in a unit.

P.1.g. Plans for authentic assessment both formative and summative.

P.1.h. Demonstrates knowledge and planning for the use of technology

* * *

Overall Reflection on Standard I:

Appendix B
Indiana University Southeast
School of Education
Theme, Mission, Beliefs, and Goals

Theme: Educators Engaged in Growth

Mission: The mission of the Indiana University Southeast School of Education is to develop high-quality, caring professionals who will stimulate the continuous renewal of schools within a multicultural society.

Beliefs: The faculty and staff of the School of Education at Indiana University Southeast affirm their beliefs that graduates from the IU Southeast programs have the knowledge, skills and dispositions to:

- Play a lead role in promoting success and positive change in themselves and others.
- Use effective methods to meet diverse educational goals.
- Create and manage safe and effective educational environments.
- Make decisions and validate progress toward educational goals using appropriate data.
- Achieve educational goals identified by state and national professional standards.
- Use contemporary educational technology effectively.
- Value and be responsive to diversity among students and within society.
- Collaborate with students, faculty and administrators to create caring learning communities.
- Infuse their practices with a broad knowledge of the arts, sciences and humanities, a strong knowledge of educational theory and practice and an in-depth knowledge in a specific field of preparation.
- Incorporate the concerns and resources of the local community into their professional goals and practices.
- Engage in continuous improvement and professional growth by setting goals and reflecting upon their progress toward achieving those goals.
- Encourage, support and mentor the professional development activities of students and practitioners in the field.
- Utilize critical thinking, creative thinking and problem-solving skills.
- Meet the needs of all students in a developmentally appropriate manner.
- Display the positive behaviors and dispositions that are expected by the professional community.
- Communicate effectively with students, parents other professionals and members of the community.
- Project a coherent vision of education as a personal and professional activity.

Goals:

The Indiana University Southeast School of Education and the Elementary Education Program seek candidates who will:

- Value and respond appropriately to diversity and to the needs of all students, and promote educational success and positive personal change in themselves and others.
- Use effective methods, including contemporary educational technology, and appropriate data, to achieve diverse educational goals aligned with professional standards and make decisions based on data and information.
- Create safe and effective learning environments aligned with the concerns, needs, and resources of individual students, their families, the school, and the community.
- Demonstrate mastery of subject content, appropriate professional practices, and the processes of critical thinking, creative thinking, and problem solving.
- Engage in continuous self-improvement and professional growth, support the professional development of others, and display positive professional behaviors and disposition for effective practice.
- Communicate effectively with students, their families, other professionals, and the community, and

project a coherent vision of education as a personal and professional activity.

Adopted January 2001 by School of Education Faculty. Mission statement and beliefs 6-01

Appendix C

Elementary Education Program Standards for Early and Middle Childhood

The Indiana Professional Standards Board (IPSB) has initiated a performance based system for certification. In keeping with this emphasis, the Elementary Education Program at Indiana University Southeast has adopted the program standards stated below for all undergraduates of the program. These standards/outcomes encompass the Interstate New Teacher Assessment and Support Consortium (INTASC) standards and IPSB standards for early and middle childhood as well as standards for the developmental level of early childhood. A grid is available which shows this relationship. These standards serve as the foundation for the selection of appropriate teaching models and field placements. Additionally, they are the basis for program portfolio criteria and assessment criteria at all levels of the program.

Standard I. The Candidate is knowledgeable in planning and preparation

- a. Demonstrates knowledge of planning for each of the content areas
- b. Demonstrates knowledge of pedagogy
- c. Demonstrates knowledge of students' growth and development
- d. Selects instructional goals that include students' interests and input
- e. Demonstrates knowledge and use of resources
- f. Designs coherent instruction, both within individual lessons and across a series of lessons in a unit
- g. Plans for authentic assessment both formative and summative
- h. Demonstrates knowledge and planning for the use of technology

Standard II. The Candidate is knowledgeable in creating an effective classroom environment and applies that knowledge

- a. Creates a teaching environment of respect and rapport
- b. Understands and respects cultural diversity in students and families
- c. Understands and respects differences in students' abilities
- d. Manages classroom procedures
- e. Manages student behavior
- f. Organizes physical space

Standard III. The Candidate is knowledgeable of a variety of strategies for effective instruction

- a. Communicates clearly and effectively with students
- b. Uses questions and discussion techniques during lessons
- c. Engages students in learning
- d. Uses assessment of students learning to shape oral and/or written feedback to the candidates
- e. Demonstrates flexibility and responsiveness while teaching
- f. Utilizes available technology effectively in teaching

Standard IV. The Candidate understands and carries out professional responsibilities

- a. Reflects on teaching
- b. Maintains accurate records
- c. Communicates with families as appropriate
- d. Contributes to the school community
- e. Grows and develops professionally

f. Shows professionalism

Standard V. The Candidate is knowledgeable of and applies all professional standards and all content standards for K-6 grades

- a. Demonstrates use of professional standards and content standards in Mathematics
- b. Demonstrates use of professional standards and content standards in science
- c. Demonstrates use of professional standards and content standards in English language arts
- d. Demonstrates use of professional standards and content standards in social studies
- e. Demonstrates use of professional standards and content standards in the fine arts
- f. Demonstrates use of professional standards and content standards in physical education
- g. Demonstrates use of professional standards and content standards in health education
- h. Demonstrates use of professional standards and content standards of technology education

Performance standards adapted from Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching published by Association for Supervision and Curriculum Development (ASCD) in 1996.

Appendix D

Interstate New Teacher Assessment and Support Consortium Principles (INTASC)

The basic principles upon which Indiana standards for licensing new teachers will be based were generated by the Interstate New Teacher Assessment and Support Consortium (INTASC).

- Principle #1:** The teacher understands 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.
- Principle #2:** The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.
- Principle #3:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adopted to diverse learners.
- Principle #4:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Principle #5:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Principle #6:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Principle #7:** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Principle #8:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Principle #9:** The teacher is 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 who actively seeks out opportunities to grow professionally.
- Principle #10:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Appendix E

Indiana Professional Standards Board (IPSB) Generalist Standards for Teachers of Early and Middle Childhood

Standard 1. Development, Learning and Motivation

Teachers of Early and Middle Childhood know, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Standard 2. Curriculum

Teachers of Early and Middle Childhood know, understand and use the central concepts, tools of inquiry, and structures of content for students across the K-6 grades and can create meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels.

2a. English Language Arts. Teachers of Early and Middle Childhood demonstrate a high level of competence in the use of English Language Arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. They teach children to read with a balanced instructional program that includes an emphasis on the use of letter/sound relationships (phonics), the context (semantic and syntactic), and meaningful text.

2b. Science. Teachers of Early and Middle Childhood know, understand, and use the fundamental concepts in the subject matter of science including physical, life, and earth and space science as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy.

2c. Mathematics. Teachers of Early and Middle Childhood know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data.

2d. Social Studies. Teachers of Early and Middle Childhood know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences (such as anthropology, archaeology, economics, political science, psychology, and sociology), and other related areas (such as humanities, law, philosophy, religion, mathematics, science, and technology)—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

2e. Fine Arts. Teachers of Early and Middle childhood know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievement of dance, music, theater, and the several visual arts of primary media for communication, inquiry, and insight among elementary students.

2f. Health Education. Teachers of Early and Middle Childhood know, understand, and use the comprehensive nature of students' physical, mental, and social well-being to create opportunities for student development and practice of skills that contribute to good health.

2g. Physical Education. Teachers of Early and Middle Childhood know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

2h. Connections between Technology and the Disciplines. Teachers of Early and Middle Childhood know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.

Standard 3. Instruction

Teachers of Early and Middle Childhood plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

3a. Teachers of Early and Middle Childhood understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse learners.

3b. Teachers of Early and Middle Childhood understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.

3c. Teachers of Early and Middle Childhood use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

3d. Teachers of Early and Middle Childhood use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

Standard 4. Assessment

Teachers of Early and Middle Childhood know, understand, and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of each elementary student.

Standard 5. Professionalism

Teachers of Early and Middle Childhood understand practices and behaviors that identify and develop the competence of professional career teacher.

5a. Teachers of Early and Middle Childhood are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5b. Teachers of Early and Middle Childhood know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.

5c. Teachers of Early and Middle Childhood foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.

Appendix F

Summary of Elementary Education Program Standards and Relationships to other Components of the Assessment System

Standard I. The Candidate is knowledgeable in planning and preparation

Performance Indicator	SOE Goal	IPSB Standard	INTASC
a. Demonstrates knowledge of planning for each of the content areas	4	1	1
b. Demonstrates knowledge of pedagogy	1	1	1
c. Demonstrates knowledge of students' growth and development	1	1	2
d. Selects instructional goals that include students' interests and input	2	2	7
e. Demonstrates knowledge and use of resources	3	5	10
f. Designs coherent instruction, both within individual lessons and across a series of lessons in a unit	1	3	4
g. Plans for authentic assessment both formative and summative	2	4	8
h. Demonstrates knowledge and planning for the use of technology	2	2h	

Standard II. The Candidate is knowledgeable in creating an effective classroom environment and applies that knowledge.

Performance Indicator	SOE Goal	IPSB Standard	INTASC
a. Creates a teaching environment of respect and rapport	1	3	5
b. Understands and respects cultural diversity in students and families	3	3a	3
c. Understands and respects differences in students' abilities	1	3	3
d. Manages classroom procedures	3	3	5
e. Manages student behavior	3	3	5
f. Organizes physical space	3	3	7

Standard III. The Candidate is knowledgeable of a variety of strategies for effective instruction.

Performance Indicator	SOE Goal	IPSB Standard	INTASC
a. Communicates clearly and effectively with students	6	3d	6
b. Uses questions and discussion techniques during lessons	4	3	1
c. Engages students in learning	4	3b	2
d. Uses assessment of student learning to shape oral and/or written feedback to the student	4	3e	4
e. Demonstrates flexibility and responsiveness while teaching	4	3	1
f. Utilizes available technology effectively in teaching	2	2h	

Standard IV. The Candidate understands and carries out professional responsibilities.

Performance Indicator	SOE Goal	IPSB Standard	INTASC
a. Reflects on teaching	6	5a	9
b. Maintains accurate records	2	5	6
c. Communicates with families as appropriate	6	5b	6
d. Contributes to the school community	5	5	10
e. Grows and develops professionally	5	5	10
f. Shows professionalism	5	5	10

Standard V. The Candidate is knowledgeable of and applies all professional standards and all content standards for K-6 .

Performance Indicator	SOE Goal	IPSB Standard	INTASC
a. Demonstrates use of professional standards and content standards in Mathematics	2	2c	
b. Demonstrates use of professional standards and content standards in Science	2	2b	
c. Demonstrates use of professional standards and content standards in English Language Arts	2	2a	
d. Demonstrates use of professional standards and content standards in Social Studies	2	2d	
e. Demonstrates use of professional standards and content standards in Fine Arts	2	2e	
f. Demonstrates use of professional standards and content standards in Physical Education	2	2g	
g. Demonstrates use of professional standards and content standards in Health Education	2	2f	
h. Demonstrates use of professional standards and content standards in Technology	2		

Appendix G

School of Education Dispositions

The Elementary Education Program strongly adheres to the disposition developed by the School of Education. The behaviors associated with the dispositions are formally evaluated at two major assessment points. Additionally, the behaviors are continuously evaluated through formative assessments in all professional education courses.

Candidates and faculty in an IU Southeast Program in the Division of Education...

1. **...respect the accepted legal and ethical norms and values of education.** *Examples of associated behaviors include, but are not limited to:*
 - a. Maintaining confidentiality of student records, parent communications, and private professional communications
 - b. Using language free of profanity and derogatory statements toward any individual or groups
 - c. Knowing and complying with legal requirements of the education profession
 - d. Adhering to high standards of truthfulness and honesty
 - e. Showing respect for the ethical and moral values and concerns of the school, students and community

2. **...effectively interact and collaborate with others and foster similar behaviors among candidates.** *Examples of associated behaviors include, but are not limited to:*
 - a. Willingly and actively participating in group assignments, projects or activities
 - b. Contributing positively and equitably to projects involving others
 - c. Seeking membership on collaborative projects
 - d. Leading projects or activities in a fair and equitable manner
 - e. Facilitating the functioning of all group members in a shared project
 - f. Designing and using collaborative activities and assessments.

3. **...are committed to diversity through equitable treatment and respect for all individuals.** *Examples of associated behaviors include, but are not limited to:*
 - a. Being sensitive to the varying needs and dispositions of others
 - b. Accepting and adapting to differences in learning styles and individual capabilities
 - c. Facilitating learning by those with disabilities or with exceptional capabilities
 - d. Examining diverse values, languages, and traditions in a respectful manner
 - e. Giving thoughtful consideration to alternative and contradictory opinions

4. **...exhibit personal management behaviors valued by the professional education community.** *Examples of associated behaviors include, but are not limited to:*
 - a. Being present and punctual for professional activities and assigned duties
 - b. Being prepared for professional engagements
 - c. Completing assigned work on time
 - d. Showing leadership, self-respect and a willingness to take responsibility
 - e. Fostering a sense of self-respect and self-control in others
 - f. Respecting the intellectual property of others
 - g. Maintaining the confidentiality of private records and meetings

5. **...are committed to inquiry and application of the knowledge base of education.** *Examples of associated behaviors include, but are not limited to:*
 - a. Adopting contemporary modes of practice based on research and demonstrated best practices of the profession
 - b. Maintaining an analytical openness to new ideas expressed in the professional literature

- c. Reading and learning continuously from the professional literature and professional development activities
 - d. Participating regularly and enthusiastically in professional development activities
- 6. ...exhibit enthusiasm and respect for education as a practice and a profession. *Examples of associated behaviors include, but are not limited to:***
- a. Expressing positive attitudes and a commitment to quality education
 - b. Seeking opportunities to build positive relationships with others in the profession
 - c. Participating in the meetings and activities of local, state and national professional associations and organizations
 - d. Pursuing personal goals for professional development
 - e. Exhibiting care for quality in the preparation and implementation of educational activities
 - f. Being energetic and proactive in professional activities
 - g. Listening and responding to others with enthusiasm and care
 - h. Exhibiting positive leadership in professional activity
 - i.
- 7. ...are committed to data-based decision-making and fair practices. *Examples of associated behaviors include, but are not limited to:***
- a. Using data-based assessments to improve practice
 - b. Engaging in action research to test and evaluate new ideas and recommendations
 - c. Sharing the results of research with others
 - d. Collecting data to understand a situation before taking or recommending action
 - e. Ensuring that all problems are addressed with due process for all
 - f. Listening to children and families to ensure that their ideas and opinions are considered
- 8. ...are committed to continuous self-evaluation and personal improvement. *Examples of associated behaviors include, but are not limited to:***
- a. Engaging in meaningful continuous reflective self-assessment and showing such assessment leads to plans for change
 - b. Demonstrating positive changes in educational practices or personal behaviors over time
 - c. Responding analytically and proactively to assessments by supervisors or others and making changes to address legitimate concerns
 - d. Actively seeking ways to solicit feedback for purposes of making quality improvements in practice

Appendix H
Elementary Education Program
Advising Sheet
Indiana University Southeast
School of Education
Elementary Education Undergraduate Program
Effective for Candidates Admitted to Program in Fall 2003
Sequence of Professional Educational Requirements

SEMESTER 1

- W131 (3) Elementary Composition
 - S104 (1) First Year Seminar
-

SEMESTER 2

- H340 (3) Education & American Culture
-

SEMESTER 3

Apply for Admission to the Elementary Education Undergraduate Program – Must have the following completed prior to application:

- Praxis I with the following scores
 - Math – 175
 - Reading – 176
 - Writing – 172
 - W131 (grade of C or better)
 - H340 (grade of C or better)
 - T101 (grade of C or better)
 - S121 (grade of C or better)
 - One course from the Social Studies Content Block
 - One course from the Science Content Block
-

SEMESTER 4

Block 1 of Elementary Education
Program (8 cr. hrs.)

- P250 (2) Gen. Ed Psych
 - P251 (2) Ed Psych for Elem Teachers
 - M201 (1) Lab/Field Experience
 - W200 (3) Computers in Education
 - M300 (3) Teaching in Multicultural Society
 -
-

SEMESTER 5

Block 2 of Elementary Education
Program (4 - 10 cr. hrs.)

Note: Must complete W131, and S121, prior to Block 2. Must have a minimum of C in each of these courses and W300 with at least 2.5 GPA among the three courses.

Must complete M300 and E337 in Block 2 or in Summer before Block 3.

- M310 (2) General Methods
- M311 (1) General Methods For Elementary and Kindergarten Teachers
- W300 Writing for teachers
- M301 (1) Field Experience

- E337 (3) Classroom Learning Environments
-

SEMESTER 6

Block 3 of Elementary Education
Program (9 - 11 cr. hrs.)

- E339 (3) Methods of teaching Lang Arts
 - E340 (3) Methods of teaching Reading 1
 - M301 (0/1) Field Experience Lang Arts
 - E325 (3) Social Studies in Elem School
 - M301 (0/1) Field Experience Social Studies
-

SEMESTER 7

Block 4 of Elementary Education
Program (6 – 7 cr. hrs.)

- E328 (3) Science in Elem School
 - E343 (3) Math in Elem School
 - M301 (0/1) Field Experience Math/Science
-

SEMESTER 8

Block 5 of Elementary Education
Program (12 cr. hrs.)

- M425 (10) Student Teaching
 - Seminar 1(1) – Class Management
 - Seminar 2 (1) – Teaching Issues
-

Professional Education Courses not in a block (19 cr. hrs.)

Suggested Block Numbers at end in brackets

- K205 (3) Intro to Exceptional Children [Block 2/3]
- H340 (3) Ed and American Culture
- E449 (3) Trade Books and the Teacher [Block 2/3]
- E341 (3) Methods of Reading 2 [Block 4]
 - o M301(0/1) Field Experience
- M323 (2) Teaching Music in Elem School [Block 3/4]
- M333 (2) Art Experience for the Elem Teacher [Block 3/4]
- New PE/Health (3) course [Block 3/4]

First Aid Requirement (0 – 2 cr. hrs.)

- H160 (2) First Aid and Emergency Care or Adult Std First Aid and CPR

Language Arts Content Courses (12 cr. hrs.)

- W131(3) El Comp 1
- S121 (3) Public Speaking
- World literature (3) - Choose one from the following list. Other literature courses offering multiple perspectives accepted if pre-approved
 - o L101 – Western World Masterpieces I
 - o L102 – Western World Masterpieces II
 - o A169 – Ethnic American Lit
 - o L374 – American Ethnic & Minority Literature
 - o L379 – Topics in African-American Lit
 - o A204 – Topics in African-American Studies
 - o \

Mathematics Content Courses (9 cr. hrs.)

- T101 (3) Math El Teach 1
- T102 (3) Math El Teach 2
- T103 (3) Math El Teach 3

Social Studies Content Courses (15 cr. hrs.)

- E100 (3) Current Economic Topics
- G201 (3) World Reg Geog
- H105 or H106 (3) Am History I or II
- Y103 (3) Intro to Am Politics
- H101 (3) World in 20th Century

Science Content Courses (11 cr. hrs.)

- L100 (3/5) Humans & The Biological World
 - C104 (3) Phys Science & Society
 - G107 (3/5) Phys Sys Envir
- Must complete a lab with either L100 or G107

Arts Content Courses (5 cr. hrs.)

- Select music course (s) from list. Other music courses accepted if pre-approved by the elementary education program coordinator. Candidates can obtain credit for E241 by completing a performance-based test with an acceptable grade. Must have a minimum of 2 credit hours for music (2/3).
 - o M174 (3) Music for the Listener
 - o E241 (3) Intro to Music Fundamentals
- Other fine arts courses accepted if pre-approved by the elementary education program coordinator
 - o F100 – Fundamental Studio Drawing
 - o S165 Ceramics for Non majors
 - o N110 Studio Art for Non majors
 - o T255 Art and Design

Other Requirements (1 cr. hr.)

- S104 (1) First Year Seminar

Electives (7 – 13 cr. hrs.)

Notes:

1. Must have a minimum of 130 hours to graduate.
2. Can have only one social studies content course not completed by the start of Block 3 (Reading/Language Arts/Social Studies Methods Block). This remaining social studies content course must be taken concurrently with the Reading/Language Arts/Social Studies Methods Block.
3. Must complete T101, T102, T103 prior to Block 4 (Math/Science Methods Block). Must have a minimum grade of C in each T course with at least a 2.5 GPA among the three T courses.

4. Can have only one science content course not completed by start of Block 4 (Mathematics/Science Methods Block). This remaining science content course must be taken concurrently with the Mathematics/Science Methods Block.
5. Must have all courses completed prior to Block 5 (Student Teaching Block)