

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 candidates and within society.
- Collaborate with candidates, 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 candidates and practitioners in the field.
- Utilize critical thinking, creative thinking and problem-solving skills.
- Meet the needs of all candidates in a developmentally appropriate manner.
- Display the positive behaviors and dispositions that are expected by the professional community.
- Communicate effectively with candidates, 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 candidates, 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 candidates, 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 candidates, 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

- Demonstrates knowledge of planning for each of the content areas
- Demonstrates knowledge of pedagogy
- Demonstrates knowledge of candidates' growth and development
- Selects instructional goals that include candidates' interests and input
- Demonstrates knowledge and use of resources
- Designs coherent instruction, both within individual lessons and across a series of lessons in a unit
- Plans for authentic assessment both formative and summative
- 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

- Creates a teaching environment of respect and rapport
- Understands and respects cultural diversity in candidates and families
- Understands and respects differences in candidates' abilities
- Manages classroom procedures
- Manages candidate behavior
- Organizes physical space

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

- Communicates clearly and effectively with candidates
- Uses questions and discussion techniques during lessons
- Engages candidates in learning
- Uses assessment of candidate learning to shape oral and/or written feedback to the candidates
- Demonstrates flexibility and responsiveness while teaching
- Utilizes available technology effectively in teaching

Standard IV. The Candidate understands and carries out professional responsibilities

- Reflects on teaching
- Maintains accurate records
- Communicates with families as appropriate
- 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 candidates.
- 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 candidates 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 candidates' 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, candidates, 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 (candidates, 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 candidates' 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 candidates' 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 candidates across the K-6 grades and can create meaningful learning experiences that develop candidates' 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 candidates 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 candidate 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 candidates' 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 candidates.

2f. Health Education. Teachers of Early and Middle Childhood know, understand, and use the comprehensive nature of candidates' physical, mental, and social well-being to create opportunities for candidate 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 candidates.

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 candidates, 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 candidates, learning theory, subject matter, curricular goals, and community.

3a. Teachers of Early and Middle Childhood understand how elementary candidates 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 candidates' 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 candidates 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 candidate.

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 candidates, 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 candidates' 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 candidates' growth and development	1	1	2
d. Selects instructional goals that include candidates' 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 candidates and families	3	3a	3
c. Understands and respects differences in candidates' abilities	1	3	3
d. Manages classroom procedures	3	3	5
e. Manages candidate 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 candidates	6	3d	6
b. Uses questions and discussion techniques during lessons	4	3	1
c. Engages candidates in learning	4	3b	2
d. Uses assessment of candidate learning to shape oral and/or written feedback to the candidates	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 candidate 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, candidates 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