

PROGRAM MANUAL
ELEMENTARY EDUCATION
SCHOOL OF EDUCATION
INDIANA UNIVERSITY SOUTHEAST



“EDUCATORS ENGAGED IN GROWTH”

Fall, 2005

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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.

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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.