

# Performance Outcomes and Standards for All Program Options

## Program Expectations

Reaching program outcomes is a responsibility shared by students and faculty. Members of the faculty are responsible for organizing and implementing effective learning experiences and systematically assessing student and program performance. Students are responsible for keeping apprised of program and licensure requirements, displaying the SOE Professional Dispositions, and meeting the Special Education program standards.

Candidates in all three options are expected to show they meet three broad professional performance outcomes:

- Understand students’ needs and contexts,
- Collaboratively plan and implement effective learning experiences, and
- Continuously assess the effects of their professional choices.

These outcomes are based on professional standards from various professional groups and are identified in Table 2.

Table 2: Standards for the Program

Professional Group	Standards
Interstate New Teacher Assessment and Support Consortium (INTASC) which is an organization of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers.	INTASC Principles for what <u>all</u> beginning teachers need to know and be able to do. <a href="http://www.ccsso.org/content/pdfs/corestrd.pdf">http://www.ccsso.org/content/pdfs/corestrd.pdf</a>
Council for Exceptional Children (CEC) which is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted	Knowledge & Skills Standards for Individualized General Curriculum. This applies to new teachers. <a href="http://www.cec.sped.org/ps/perf_based_std/knowledge_standards.html">http://www.cec.sped.org/ps/perf_based_std/knowledge_standards.html</a>
Indiana Professional Standards Board (IPSB) which is the state agency responsible for governing the preparation, testing, licensing, induction, and re-licensing of Indiana's education professionals.	Standards Teachers of Students with Exceptional Needs; Standards for Early & Middle Childhood; Early Adolescence; and Adolescence/Young Adult <a href="http://www.in.gov/psb/standards/teacherindex.html">http://www.in.gov/psb/standards/teacherindex.html</a>
National Board of Professional Teaching Standards is an independent non-profit group that has developed standards for excellence in teaching.	Exceptional Needs Specialist <a href="http://www.nbpts.org/candidates/guide/whichcert/1EarlyChildYoungAdult2004.html">http://www.nbpts.org/candidates/guide/whichcert/1EarlyChildYoungAdult2004.html</a> This applies to experienced teachers.

## Program Standards

The importance of candidates’ ownership of their professional preparation is emphasized by putting the program’s ten standards (performance goals) in the first person. These are:

**Standard #1:** Specific Foundational Knowledge. I am well versed in the history, philosophy, and foundations of special education as well as the applicability of current laws and contemporary issues in the field and use this knowledge to enhance educational opportunities for all students.

**Standard #2:** Growth & Development. I am knowledgeable about human growth and development and use this knowledge to provide meaningful learning opportunities.

**Standard #3:** Assessment. I can select, administer, and interpret a variety of formal and informal assessment strategies and utilize this information to design, implement, and evaluate instruction and to guide students in self-assessment.

**Standard #4:** Prior Knowledge & Experience. I am knowledgeable about state academic standards and recognize that optimal learning relates new information to the student's prior experiences and knowledge.

**Standard #5:** Enriched & Safe Environment. I am cognizant of the importance of active learning environments and collaboratively design settings that foster an enriching, nurturing, and safe climate where diversity and risk taking are valued.

**Standard #6:** Development & Multiple Learning Approaches. I understand the developmental nature of learning and collaboratively implement multiple approaches and strategies to provide a variety of activities and opportunities to facilitate students' success.

**Standard #7:** Social Skills. I understand the importance of teaching appropriate behaviors and social skills and apply and model these strategies in interactions with students, families, and colleagues.

**Standard #8:** Professional Responsibilities & Development. I continually evaluate the effects of my choices and actions on others; seek out opportunities to deepen and broaden pedagogical and content knowledge; and responsibly and ethically complete my professional duties.

**Standard #9:** Collaboration. I am aware of the need to collaborate with school colleagues, families, and the larger community to support students' learning and well-being and actively cultivate these partnerships.

**Standard #10:** Community Resources: I am aware of a wide array of community resources and access these services to support students' needs.

### **School of Education Professional Dispositions**

The Special Education program assesses candidates' performance on professional dispositions adopted by the School of Education. Dispositions are formally assessed at identified points in a candidate's program. Between those identified points, faculty have the prerogative to do an as-needed assessment of individual candidates' whose professional behaviors are contrary to those identified in the SOE professional dispositions. Candidates are expected to....

1. Respect the accepted legal and ethical norms and values of education.
2. Effectively interact and collaborate with others and foster similar behaviors among students.
3. Are committed to diversity through equitable treatment and respect for all individuals.
4. Exhibit personal management behaviors valued by the professional education community.
5. Are committed to inquiry & application of the knowledge base of education.
6. Exhibit enthusiasm and respects for education as a practice and a profession.
7. Are committed to data-based decision-making and fair practices.
8. Are committed to continuous self-evaluation and personal improvement.

Accommodations for Candidates with Disabilities If you are seeking accommodations under the Americans with Disabilities Act, you are required to register with the Disability Services Office. The office is located in the University Division, LB 006. Phone is 941-2243. To receive academic accommodations for this class, please obtain the proper forms from Disability Services.

## **Advisement**

### Candidate Responsibility

It is important for candidates to take ownership of staying informed about the program by:

- Keeping their program check sheets up-to-date.
- Reading IUS' Bulletin.
- Paying attention to advising announcements in class, on SOE bulletin boards and through Oncourse. (Oncourse is an online course management system (CMS) developed at Indiana University.)
- Seeking advisement in a timely manner.

### Advising for Undergraduates

Bachelor level candidates are assigned to the University Division, an academic division for all new students entering Indiana University Southeast except those who have met the requirements to transfer directly to the school of their choice. The primary purpose of the University Division is to provide academic guidance to students during their exploratory time at the university. The University Division is located on the ground floor of the Administration Building.

Upon successful application to the Special Education program which coincides with acceptance into the School of Education, candidates are assigned to one of the following faculty advisors in the SOE.

Ms. Donna Daily, Faculty, Library Building , [ddaily@ius.edu](mailto:ddaily@ius.edu), 941-2697

Dr. Cathy Shea, Ms. Kathy Jackson, Faculty, Hillside Hall 0013, [kcarterj@ius.edu](mailto:kcarterj@ius.edu), 941-2583

Coordinator, Hillside Hall 0010, [cshea@ius.edu](mailto:cshea@ius.edu), 941.-2466

Candidates who transferred to IUS with only a few credits should seek advisement through UD. Those with 26 or more semester hours of transfer credits should contact the program coordinator.

### Advising for Graduate Students

Candidates for the Post-Bac Initial License option and the Graduate Level Second License option should contact the program coordinator as soon as they know they need to enroll in a program in order to keep their teaching positions. An individual on-campus appointment is required for applying to the program and developing an individualized program plan.

The School of Education offers group advising sessions explaining requirements for the Master's Degree in Elementary or Secondary Education. Candidates in the Second License option should attend one of those sessions if they plan on seeking a master's degree at IUS. Dates and times for the sessions are published on the SOE website in the graduate section and posted on several bulletin boards in the SOE hallway in Hillside Hall.

It is imperative that candidates with emergency permits (Indiana) or provisional licenses (Kentucky) understand their program plan and the importance of adhering to it.

## **Admission to a Program Option**

### Undergraduates

Admission to the major occurs in steps. The first step is acceptance into IUS. This is followed by application to be admitted to an Elementary & Special Education cohort that typically occurs in the second or third semester. Until that time candidates are assigned to the University Division for advising and career


exploration. Upon acceptance into the program, candidates' files are transferred to the School of Education and a program advisor is assigned. Firm declaration of the major is expected during the second semester in the cohort group. See "Requirements for B.S. in Special Education" which appears later in this handbook for details about admission criteria and procedures.

### Graduate Level

Graduate students seeking their initial license or adding another teaching area to their exiting license apply directly to the School of Education for acceptance into Graduate Studies. At that time candidates declare their intention to enter the program and whether they are also seeking acceptance into the Master's Degree in Elementary or Secondary Education. (Note: Candidates in the Post-Baccalaureate Initial License Program do not qualify for acceptance into the master's program because they do not hold a current full teaching license. However, once they finish the post-bac program they can apply.) More information admission criteria can be found on the SOE website under Graduate Studies and in this handbook in the sections dealing with the initial-license and second-license area options within the program.

### **Registration**

Registration procedures are described at <http://www.ius.edu/Registrar/Procedure.cfm>

	<ul style="list-style-type: none"><li>• Summer courses used by candidates in the Post-Bac and Graduate Second License options fill quickly. Candidates should register in a timely manner.</li><li>• Candidates should register in a timely manner so they have the best chance of arranging a desirable schedule.</li></ul>
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Sometimes all sections of a course fill before all students can be accommodated. Whenever this happens, the school or division offering the course can issue a “rain check” giving a student the opportunity to enroll early in the class the next time it is offered. Rain checks are redeemable only during “rain check” redemption dates listed in each academic session’s class schedule.

### **Transfer Students**

#### Undergraduates

The IUS Bulletin contains general policies regarding transferring and limits on the number of credits that can be used for an IUS degree. The Office of Admissions will prepare a transfer credit report indicating which courses transfer to IUS. However, program faculty members decide which transfer courses fulfill requirements.

Advisors in the University Division help candidates completion forms to petition the program to accept courses that appear to be similar to but are not exact equivalents for IUS courses. Candidates may be required to furnish a college catalog description (often available on the web) and/or a syllabus for a course in question.

#### Graduates

In general, no more than half of the education courses required for a candidate's program plan may be transferred courses. Normally transferred field experiences are not accepted. The program has the right to not accept any transferred course that was not pre-approved by the faculty.

### **Age of Courses**

In general education courses must be less than ten years to be used for the program. Exceptions may be made if candidates can substantiate that they have kept abreast through professional development or job duties. If a candidate's courses are less than ten years old and the candidate has no or minimal teaching experience, the program may require refresher courses or experience.