

PROGRAM MANUAL
ELEMENTARY EDUCATION
SCHOOL OF EDUCATION
INDIANA UNIVERSITY SOUTHEAST



“EDUCATORS ENGAGED IN GROWTH”

Fall 2012

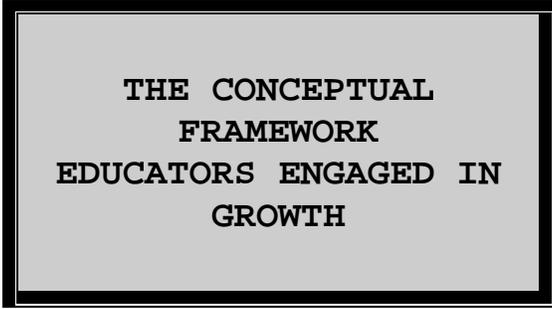
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INTRODUCTION

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 licensed in Elementary Education (K-6). 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 IU Southeast Elementary Education Program Standards, the connections to other pertinent standards, and the dispositions of the SOE. Section two summarizes the requirements and the sequence of the program. The third explains the components of the Elementary Education Program evaluation (Unit Assessment System) required of all teacher preparation programs by the Indiana Department of Education and national accreditation through the National Council for Accreditation of Teacher Education (NCATE). The final section includes appendices of additional information needed for the IU Southeast Elementary Education Program candidate, including Frequently Asked Questions. (See **Appendices A,B,C,D,E, F.**)



**THE CONCEPTUAL
FRAMEWORK
EDUCATORS ENGAGED IN
GROWTH**

The Elementary Education Program (EEP) outcomes adhere to the IU Southeast School of Education mission, Candidate Outcomes, Diversity Competencies, and Dispositions as delineated in the School of Education Conceptual Framework (CF).

SOE Mission Statement:

The mission of the Indiana University Southeast School of Education (SOE) is to develop high quality, caring professionals who are leaders in the continuous transformation of schools within a diverse society.

The SOE programs share a vision for its efforts in preparing educators to work in P-12 schools. The conceptual framework establishes the direction for programs, courses, teaching, candidate performance, scholarship, service and unit accountability. Our conceptual framework consists of four themes:

1. High quality,
2. Caring Professional,
3. Transformation of Schools, and
4. Diverse Society.

Candidate Outcomes:

In recognition of the demographic shifts underway in our world, our region and our communities, the School of Education is committed to reflecting and incorporating diversity to adapt to our changing learning environment. Therefore, to prepare education professionals to meet diverse student needs we use the word “all” in our candidate outcomes. The outcomes listed below reflect the mission of the School of Education. Candidates completing School of Education programs of study will demonstrate:

- knowledge of content and the use of best practices in delivering effective instruction to all students;
- dispositions necessary to help all students learn; and
- knowledge, skills and dispositions needed to participate in school transformation.

SOE Diversity Proficiencies:

1. Learn about and respect diverse learners and their families,
2. Understand social disparities that affect students and apply social justice within the classroom and the school,
3. Create an inclusive learning community where differences are respected,
4. Adjust lessons, educational materials, resources, guidance, and other materials to accommodate needs of all students; and
5. Examine and reflect on personal practice to reduce bias and stereotypes within their work.

SOE Dispositions:

The Elementary Education Program strongly adheres to the eight dispositions developed by the School of Education. Examples of associated behaviors for each disposition can be found in **Appendix B**.

Candidates and faculty in an IU Southeast Program in the School of Education:

1. respect the accepted legal and ethical norms and values of education.
2. effectively interact and collaborate with others and foster similar behaviors among candidates.
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 and application of the knowledge base of education.
6. exhibit enthusiasm and respect 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.

THE ELEMENTARY EDUCATION PROGRAM

Overview of Program:

The IU Southeast School of Education offers the Elementary Education Program (EEP) leading to the B.S. in Elementary Education. The elementary education major prepares candidates for the Indiana teaching license for Primary and Intermediate Elementary Generalist. The Elementary Education Program prepares individuals to teach in Indiana schools in kindergarten through the sixth grade. Candidates who pursue a major in Elementary Education are prepared to effectively teach all subjects taught in the elementary school setting: art, music, language arts, mathematics, science, and social studies. (Licensing in Kentucky is also available through this program.)

The Elementary Education Program (EEP) is structured into four ‘blocks’ of coursework and field/clinical experiences and requires 130 semester hours to graduate. Within these hours are approximately 55 semester hours of professional Elementary Education courses, many requiring a field experience in schools. The Elementary Education coursework is taught in a team approach with learning integrated across courses. Field experiences involve a progression of structured learning experiences that include observation of all aspects of the schooling environment, tutoring, and intensive clinical student teaching in designated partnership schools in southern Indiana and the Louisville metropolitan area.

Admission to the EEP:

- Overall GPA of 2.5 or higher on all coursework
- Completed EDUC F200, ENG W131, SPCH S121, MATH T101 with “C” or better
- Completed at least one science content course and one social studies content course
- Completed or be enrolled in all required language arts courses
- C or better in all core language arts and math courses completed
- Completed at least 55 credit hours, including current enrollment, towards general education requirements as outlined by the EEP checksheet
- Passing score on Praxis 1 Test (or other test as determined by the IU System and/or IDOE)
- PPST total combined score of a 527 **OR** SAT composite score of 1100 **OR** ACT score of 24
- Code of Ethics (disclosure of criminal background)

A maximum of 50 candidates are admitted to the EEP each semester. If more than 50 applicants meet the minimum criteria for admission, acceptance is based on a 12-point system as described below:

- Average GPA in ENG W131, SPCH S121, MATH T101, EDUC F200, highest grade in social studies content course, highest grade in science content course
- Average GPA multiplied by 2 (8 points)
- Evaluation from F200 instructor (4 points)

Program Standards:

In order to further articulate and specify goals for the Elementary Education Program at Indiana University Southeast, the EEP program has aligned program standards to the Indiana Department of Education Content and Developmental Standards for Elementary Generalist, Common Core State Standards, the Association for Childhood Education International (ACEI), and the principles of the Interstate New Teacher Assessment and Support Consortium (InTASC, 2010). (See **Appendix A** for Alignment of Program Standards.)

Elementary teachers are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content and skills and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment as defined in the Indiana Content and Developmental Standards for Educators for the Elementary Generalist license for the Elementary Education school setting (Indiana Content Standards for Educators, Elementary Generalist, 2010).

The EEP program prepares teachers who have a broad and effective range of teaching practices who have the ability to collaborate and problem solve. Candidates learn to use multiple assessment processes to advance learning and inform practice with data to differentiate their teaching to match student progress. EEP candidates are effective as innovators and problem solvers, working with colleagues to seek new and different ways of teaching students who are struggling. State-of-the-art technologies are employed by the EEP to promote enhanced productivity, greater efficiencies, and collaboration through learning communities.

The Elementary Education Program at Indiana University Southeast has adopted the program standards below for all elementary education undergraduates. Five specific standards are addressed and each standard has six to eight components that are the basis for evaluation of the candidates' performances and their attainment of the standards. These standards serve as the foundation for the selection of appropriate teaching models and field placements. Additionally, they are the basis for 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.

Sequence of Professional Education Blocks:

Once a candidate is admitted to the program with a cohort (Block 1), 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 and for any other program exceptions regarding this sequence. (See **Appendices C,D,E** for guidelines for petitions and appeals.) The below 'block' configuration is effective Spring 2012.

Block 1: Child as Learner

EDUC	E337	(3 cr.)	Classroom Learning Environments
EDUC	F401	(1cr.)	Child as Learner Seminar
EDUC	M300	(3 cr.)	Teaching in a Pluralistic Society
EDUC	M301	(1 cr.)	Laboratory/Field Experience
EDUC	K205	(3 cr.)	Introduction to Exceptional Children
EDUC	P250	(3 cr.)	General Education Psychology
EDUC	X461	(1 cr.)	Explorations in Literature for Young People

Block 2: The Literate Child

EDUC	E339	(3 cr.)	Methods of Teaching Language Arts
EDUC	E340	(3 cr.)	Methods of Teaching Reading I
EDUC	F401	(1 cr.)	The Literate Child Seminar
EDUC	M301	(1 cr.)	Laboratory/Field Experience
EDUC	M310	(3 cr.)	General Methods
EDUC	M 350	(3 cr.)	Integrating the Arts and Physical Education into the Elementary School
EDUC	X461	(1 cr.)	Explorations in Literature for Young People

Block 3: Integration Across the Curriculum

EDUC	E325	(3 cr.)	Social Studies in the Elementary School
EDUC	E328	(3 cr.)	Science in the Elementary School
EDUC	E341	(3 cr.)	Methods of Teaching Reading II
EDUC	E343	(3 cr.)	Mathematics in the Elementary School
EDUC	F401	(1 cr.)	Integration across the Curriculum Seminar
EDUC	M301	(1 cr.)	Laboratory/Field Experience
EDUC	X461	(1 cr.)	Explorations in Literature for Young People

Block 4: Teaching in an Era of Accountability

EDUC	F401	(1 cr.)	Teaching in an Era of Accountability Seminar
EDUC	K452	(3 cr.)	Classroom Management
EDUC	P407	(3 cr.)	Psychological Measurement in the Schools
EDUC	M425	(6 cr.)	Student Teaching in the Elementary School

Field and Clinical Experiences in School Settings:

The EEP is a clinically-based preparation program. Student learning is the focus and focal point for the design and implementation of the program. EEP candidates develop through field and clinical practice that advances student knowledge as defined by the Common Core State Standards. Field and clinical preparation is integrated throughout every facet of the teacher education program. Content and pedagogy are woven throughout the preparation in coursework, in early field experiences in a variety of educational settings, and in school-embedded clinical practice.

EEP candidates learn in an interactive professional community. They practice in collaborative school cultures, where there is rigorous review of their practice and impact on student learning. EEP candidates work closely with clinical educators and coaches who are selected and prepared to lead the next generation of teachers throughout their preparation who are themselves effective practitioners, skilled in differentiating instruction and proficient in using assessment to monitor learning and provide feedback.

The EEP program uses strategic partnership sites for field and clinical preparation, based on the recognition that none can fully do the job alone. Field and clinical-based teacher preparation is viewed as common work for which there is shared responsibility, authority, and accountability. Once admitted, candidates are subject to criminal background checks in school settings. Candidates are expected to report any convictions to the Field Office as some convictions will prevent candidates from finding teaching employment in area schools. Candidates are also expected to have their own personal insurance as the schools, including IU Southeast, do not cover accidents or liabilities.

Dress Code for Field and Clinical Experience:

While at a practicum/field site (school or otherwise) you are representing Indiana University Southeast and yourself as a potential employee. It is imperative that you are dressed professionally at all times, adhering to the following dress code:

1. Teacher candidates are to be attired in clean, professional clothing at all times.
2. Teacher candidates may not wear denim blue jeans, shorts, athletic sportswear including baseball-style caps, or sleeveless shirts/tops while interacting with children at a practicum site. Clothing may not endorse sports teams, political or religious affiliations, or refer to alcohol, tobacco or drugs (except in the case mentioned in #6). If a class is held at a school **after school hours, and there will be no interaction with children**, the teacher candidate is free to choose his/her attire. Teacher Candidates teaching their PE methods lessons may wear athletic attire for this experience; however as the teacher candidates will be working with children, they are reminded that their clothing should not endorse political or religious affiliations or have reference to alcohol, tobacco, or drugs.
3. Teacher candidates may not wear “flip flop” type shoes, no matter how formal.
4. Attire is to cover all skin at all times in the following areas: chest, midriff, backside. It is to cover cleavage and all undergarments.
5. Attire meeting this dress code may not reflect the norms of the school in which the teacher candidate is placed; however, as a prospective teacher attempting to obtain a job, candidates are often held to a higher standard by potential employers. These standards are

an attempt to set boundaries by which potential employers have told us they judge substitutes and visitors to their buildings.

6. Teacher candidates may participate in “special” days in buildings (i. e. “Spirit Day, Field Day, “Wear Pajamas to School Day”). In fact, Teacher Candidates are expected to participate in such days. However, it is expected that when participating in such days, the Teacher Candidate will exhibit good taste, and modesty. Shorts are to be knee length; shirts are to have sleeves, etc.

ELEMENTARY EDUCATION ASSESSMENT SYSTEM

Unit Assessment System:

Since 1999, the IU Southeast School of Education has engaged in a performance-based unit-wide assessment system. The Elementary Education Program assessment design is aligned to the IU Southeast School of Education Conceptual Framework and to the SOE Unit Assessment System. The Elementary Education Program utilizes summative decision points and various formative assessments throughout the program.

Assessment of Program Standards:

The IU Southeast SOE Elementary Education Program assesses candidates on five standards, each with approximately six components or indicators that each 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. Candidates are evaluated, formatively and summatively, using scoring rubrics on student outcome data, including student artifacts, data from structured observations of candidate classroom skills by supervising teachers and faculty, and data about the EEP preparation program and systematic evaluations of it.

A candidate must pass all prior summative decision points in order to progress to the next level of the program. Summative Decision Point 1 is the admission to the program. Summative Decision Point 2 assessment is completed at the conclusion of General Methods Block. Summative Decision Point 3 occurs 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, without seeking program approval for an exception. Summative Decision Point 4 is assessed at the conclusion of student teaching and relies heavily on evaluations from supervising classroom teachers and assigned university supervisors.

The final assessment, Summative Decision Point 4, is conducted during student teaching by the cooperating teacher and university supervisor. 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 available at the Elementary Education Program web site (<http://www.ius.edu/education/elementary/pdf/rubric%20for%20elem%20prog%20standards.pdf>).

Major Summative Decision Point Overview:

Table 1 highlights components of all major summative decision points of the EEP. Candidates must successfully complete all Summative Decision Points as indicated in the table.

Table 1
Summary of Summative Decision Points
Elementary Education Undergraduate Program
Indiana University Southeast

Assessment Point	Assessment Forms/Criteria	Communication to Candidate
<p><u>Summative Decision Point 1:</u> <u>Admission to Program</u></p> <ul style="list-style-type: none"> • All basic criteria must be met to apply • Application Process 	<p><u>Basic Criteria</u></p> <ul style="list-style-type: none"> • 55 Credit hours • Overall GPA of 2.5 • meets one of criteria for Reading/Math <ul style="list-style-type: none"> ○ Passing PPST scores: <u>P & P</u> Reading 176 Writing 172 Math 175 ○ Combined PPST Score of 527 ○ SAT Score in Math and Reading of 1100 ○ ACT score of 24 • C or better in all core language arts and math courses completed • Completed or enrolled in all required language arts courses • Completed EDUC F200, ENG W131, SPCH S121, and MATH T101 with a “C” or better; and at least one science content course and one social studies content course 	<ul style="list-style-type: none"> • Letter sent of status: Admit or Deny Admit • Authorization given to register for Block 1 courses
<p><u>Summative Decision Point 2:</u> <u>Entrance to Block 2</u></p> <ul style="list-style-type: none"> • Seminar (EDUC F401 instructor responsible) • Recommendation for future status in program is based on score of SDP II Rubric 	<p><u>Scoring of Rubric</u></p> <ul style="list-style-type: none"> • Knowledge determined by GPA in content areas • Dispositions as determined by evaluation of SOE dispositions by Block 1 instructors. 	<p>Interview with candidate with signature recognizing status:</p> <ul style="list-style-type: none"> • Continue without Condition, • Continue with Conditions

<p><u>Summative Decision Point 3: Application to Student Teaching</u></p> <ul style="list-style-type: none"> Records viewed by Undergraduate Field Placement Coordinator and Coordinator of Elementary Education Undergraduate Program Must have all courses completed prior to starting student teaching Recommendation for future status in Student Teaching 	<p><u>Scoring of Rubric</u></p> <ul style="list-style-type: none"> Overall GPA of 2.5 GPA in each content area of 2.5 Evaluations from F401 instructors in block 1 and 2 SOE Dispositions if noted Professional Development List 	<p>Interview with individual candidates and by formal letter of status</p> <ul style="list-style-type: none"> Approved to student teach Not approved to student teach
<p><u>Assessment Point 4: Exit Student Teaching</u></p> <ul style="list-style-type: none"> Recommendation made for graduation and licensure by Elementary Team 	<p><u>Scoring of Rubric</u></p> <ul style="list-style-type: none"> 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 Impact on Student Learning by two faculty members 	<p>Interview with individual candidates and by formal letter of completion status:</p> <ul style="list-style-type: none"> completes program, deferred completion pending completion of Professional Improvement Plan denied completion

Assessment of Dispositions:

The EEP adheres to the assessment of dispositions adopted by the SOE in which candidates in all of its programs must demonstrate. The behaviors associated with the dispositions are formally evaluated at two major assessment points in the EEP and continuously evaluated through formative assessments in professional education courses, including field and clinical experiences. Dispositions are formally assessed at Summative Decision Points II (General Methods) and IV (Clinical Practice Student Teaching). Candidates must score Acceptable in order to be recommended for licensing. The complete list of dispositions and related behaviors can be found in **Appendix B**.

Elementary Program Improvement Plan

At anytime during a candidate’s tenure in the Elementary Education Program, s/he may be placed on professional improvement plan. Placing a candidate on a professional improvement plan is determined by a majority 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 professional improvement plan 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 placing a candidate on a professional improvement plan. If the decision is in favor of the teacher candidate the matter is dropped. If the matter is to put the teacher candidate on a professional improvement plan, two faculty members are assigned to the student to design the specifics of the professional improvement plan.
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 professional improvement plan is signed by the candidate and the two assigned faculty members. A copy of the professional improvement plan is placed in the candidate's file.
7. The two assigned faculty members work with the candidate on implementation and completion of the professional improvement plan.
8. The two assigned faculty members must report on the progress of the candidate in completing the professional improvement plan at the end of each semester. The two assigned faculty members in their report must recommend to the elementary team one of the following actions:
 - a. Candidate remains on the professional improvement plan for another semester.
 - b. Candidate successfully completed the professional improvement plan and now is reinstated as 'continue without conditions' in the program.
 - c. Candidate did not successfully complete the professional improvement plan and should be 'discontinued' from the program.
9. If the recommendation is to discontinue from the elementary education undergraduate program then an elementary education undergraduate program team will be convened without ten business days to decide on the recommendation. The candidate is invited to the team meeting and can present their evidence to the team. A majority vote of those present at the meeting will constitute a decision. The Elementary Coordinator will inform the candidate in writing of the decision of the elementary team.
10. 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

Table 2
Alignment of Program Standards

SOE EEP Standard I. The Candidate is knowledgeable in planning and preparation.
(Indiana Content Standards for Elementary Generalist #1,2,3,4,5,6,7,8)
(Indiana Developmental Standards for Elementary Education #3)

Performance Indicator	SOE Candidate Outcomes	SOE Themes	ACEI Standards	
a. Demonstrates knowledge of planning for each of the content areas	1/3	HQ	3.1	7
b. Demonstrates knowledge of pedagogy	1/2/3	HQ	1.0 3.2 3.4 3.5	1,7
c. Demonstrates knowledge of students' growth and development	1/3	HQ,CP	1.0 3.1 3.2 3.4	1,7
d. Selects instructional goals that include students' interests and input	1/3	HQ,CP	3.2 3.3 3.4	1,7
e. Demonstrates knowledge and use of resources	1/3	RS	5.1	1,4,7
f. Designs coherent instruction, both within individual lessons and across a series of lessons in a unit	1/3	HQ	1.0 3.1 3.2 3.3 3.4 3.5	7
g. Plans for authentic assessment both formative and summative	1/3	HQ	4.0	6,7
h. Demonstrates knowledge and planning for the use of technology	1/3	HQ,RS		5,6,7

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

(Indiana Content Standards for Elementary Generalist #1,2,3,4,5,6,7,8)

(Indiana Developmental Standards for Elementary Education #1,5)

Performance Indicator	SOE Candidate Outcomes	SOE Themes	AECI Standards	InTASC 2010
a. Creates a teaching environment of respect and rapport	2/3	HQ,CP	3.4 3.5	3
b. Understands and respects cultural diversity in students and families	3	HQ,DS	3.2 5.2	1,2,3,4,5
c. Understands and respects differences in students' abilities	3	HQ,DS	3.2	2,3,4
d. Manages classroom procedures	1/3	HQ,RS	3.4	3
e. Manages student behavior	1/2	HQ,RS	3.4	5,3
f. Organizes physical space	1	HQ,RS	3.4	3,7

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

(Indiana Content Standards for Elementary Generalist #1,2,3,4,5,6,7,8)

(Indiana Developmental Standards for Elementary Education #2,4)

Performance Indicator	SOE Candidate Outcomes	SOE Themes	AECI Standards	InTASC 2010
a. Communicates clearly and effectively with students	1	HQ	3.4 3.5 5.1	5,8
b. Uses questions and discussion techniques during lessons	1	HQ,RS	3.1 3.2 3.3 3.4 3.5 5.1	4,5,8
c. Engages students in learning	1	HQ	2.1 2.4 3.4 5.1	8

d. Uses assessment of student learning to shape oral and/or written feedback to the student	1	HQ	4.0 5.1 5.2	6
e. Demonstrates flexibility and responsiveness while teaching	1	HQ	3.2 3.4 4.0 5.1	5
f. Utilizes available technology effectively in teaching	1	HQ,RS		5,8

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

(Indiana Content Standards for Elementary Generalist #2)

(Indiana Developmental Standards for Elementary Education #6)

Performance Indicator	SOE Candidate Outcomes	SOE Themes	AECI Standards	InTASC 2010
a. Reflects on teaching	3	HQ	5.1	9
b. Maintains accurate records	1	HQ		6
c. Communicates with families as appropriate	1/2/3	HQ,DS	5.2	8,10
d. Contributes to the school community	2/3	HQ,CP	5.2	9,10
e. Grows and develops professionally	3	RS	5.1	9,10
f. Shows professionalism	1/2/3	HQ,RS	5.1 5.2	9,10

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

(Indiana Content Standards for Elementary Generalist #1,2,3,4,5,6,7,8)

(Indiana Developmental Standards for Elementary Education #1,2,3,4,5,6)

Performance Indicator	SOE Candidate Outcomes	SOE Themes	ACEI Elementary Education Standards	InTASC 2010
a. Demonstrates use of professional standards and content standards in Mathematics	1	HQ,RS	2.3, 3.1-3.5, 4.0	4,5,7
b. Demonstrates use of professional standards and content standards in Science	1	HQ,RS	2.2, 3.1-3.5, 4.0	4,5,7
c. Demonstrates use of professional standards and content standards in English Language Arts	1	HQ,RS	2.1, 3.1-3.5, 4.0	4,5,7
d. Demonstrates use of professional standards and content standards in Social Studies	1	HQ,RS	2.4, 3.1-3.5, 4.0	4,5,7
e. Demonstrates use of professional standards and content standards in Fine Arts	1	HQ,RS	2.5, 3.1-3.5, 4.0	4,5,7
f. Demonstrates use of professional standards and content standards in Physical Education	1	HQ,RS	2.6, 3.1-3.5, 4.0	4,5,7
g. Demonstrates use of professional standards and content standards in Health Education	1	HQ,RS	2.6, 3.1-3.5, 4.0	4,5,7
h. Demonstrates use of professional standards and content standards in Technology	1	HQ,RS	3.1	4,5,7

*Indiana Content Standards for Educators are aligned to ISTE National Educational Technology Standards.

Appendix B

School of Education Disposition Associated Behaviors

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 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

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
- d. 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
- c. Actively seeking ways to solicit feedback for purposes of making quality improvements in practice

Appendix C

Appeals Process for Elementary Education Program

The below procedures are in place for a candidate to appeal an academic program decision, such as placement on an improvement plan. There is a separate IU Southeast policy that must be followed for contesting a grade. (See **Appendix D** Academic Grade Appeal.)

Step One- Candidate petitions to the Elementary Program for exceptions to the academic program or a decision by an Elementary Education Program team member are referred to the Elementary Team. This does not include petitions for course substitutions. The petition should be sent to the Elementary Coordinator at the following address:

Dr. Walter Ryan, Coordinator, Elementary Education Indiana University Southeast
Hillside Hall 108F
4201 Grant Line Rd
New Albany, IN 47150

Step Two- Elementary Team meets within 10 working days of receipt of petition and all relevant information. Candidate has the right to be present at the meeting of the Elementary Team to present information and respond to questions.

Step Three- Coordinator of the Elementary Team notifies the candidate of the Elementary Team's decision in writing within 10 working days of the Team's meeting.

Step Four- If the candidate disagrees with the Elementary Team's decision, s/he may submit a letter of appeal to the Dean of the School of Education within 10 working days of notification. The letter of appeal should be addressed to:

Dean of Education, Indiana University Southeast
Hillside Hall 0020
4201 Grant Line Rd
New Albany, IN 47150

After all relevant information is provided the Dean of the School of Education, s/he will provide written notification of the decision to the candidate within 10 working days.

Step Five- If the candidate disagrees with the decision of the Dean of the School of Education, the candidate may submit a letter of appeal to the Vice Chancellor of Academic Affairs within 10 working days of notification. The letter of appeal should be sent to:

Vice Chancellor of Academic Affairs, Indiana University Southeast
US-152
4201 Grant Line Rd
New Albany, IN 47150

After all relevant information has been provided the Vice Chancellor of Academic Affairs, s/he will provide written notification of the decision to the candidate within 10 working days. The Dean of the School of Education will receive a copy of the decision.

Step Six- If the candidate disagrees with the decision of the Vice Chancellor of Academic Affairs, the candidate may submit a letter of appeal to the Chancellor of Indiana University Southeast within 10 working days of notification. The letter of appeal should be addressed to:

Chancellor, Indiana University Southeast
US-156 4201
4201 Grant Line Rd
New Albany, IN 47150

After all relevant information has been provided the Chancellor, s/he will provide written notification of the decision to the candidate within 10 working days. The Dean of the School of Education will receive a copy of the decision.

(Elementary Team Approved 11/08)

Appendix D

Academic Grade Appeal Elementary/Special Education/Secondary Undergraduates in Education

Step 1 Elementary/Special Education/Secondary Student and Academic Advisor

Student must submit written appeal within 5 working days after Step 1 to the Coordinator of Elementary/Special Education/Secondary Team.

Step 2 Coordinator of Elementary/Special Education/Secondary Education

Within 10 working days of receiving written appeal, Coordinator will convene Elementary/Special Education/Secondary Team. Student may or may not be asked to be present based on decision of the Team.

Step 3 Dean, School of Education

Student may appeal in writing to the Dean of Education within 5 working days after receiving decision in Step 2. Dean will make decision within 10 working days after receiving written decision. Appeal ends with the dean. (IU Southeast approved 2011)

Appendix E

Guidelines for Determining Course Petitions for Transfer Credit and Courses Ten Years Old and Older

Limitation: These guidelines apply only to students enrolled in UNDERGRADUATE and BASIC PROGRAMS for initial certification in a specific area. The guidelines do not apply to students in ADVANCED PROGRAMS, SECOND DEGREES, MASTERS LEVEL ENDORSEMENTS, or those who are working off STATE CERTIFICATION REQUIREMENTS.

In concurrence with course transfer and ten-year policies from accepting credits toward graduation and certification in the School of Education, IU System policy statement and proposed guidelines are to be considered in advising the student to petition for exceptions to requirements and in making the final approval for the course substitutions. Details regarding transfer can be found at the most recent IUS Bulletin and the <http://www.transferin.net>

The School of Education accepts courses completed at other accredited institutions of higher education to meet graduation and certification requirements (See IUS Bulletin Credit Transfer Policy for Bachelor's Degree or university policy on transfers). Although grades do not transfer and are not computed in a student's IU Southeast grade point average (GPA), the School uses transfer grades to determine eligibility requirements, including the GPA for admission to teacher education. Transfer grades are also used to determine graduation and licensing eligibility in academic plans and areas.

The time passed since a course was completed, whether taken at IU Southeast or transferred from any other institution, will be considered in relation to the student's projected date of graduation, as determined at the initial advising session and reevaluated at each subsequent advising session and reevaluated at each subsequent advising session. Thus, it is imperative for the student to see that the advisor records the date on the student's checksheet and/or reviews the student's electronic degree audit. If a student deviates from progress toward the projected date of graduation in the course of his/her studies, the life span of a course may be reassessed.

All courses listed in the professional Education Block must be completed within a 10-year period before graduation. Area requirements outside of education must also be completed with a 10-year period unless a waiver is granted by the program's coordinator and the dean. Approval would be based on the significance of changes in a particular content area.

Students requesting a variance from course or program requirements may petition for an exception. Exception forms are available in the School of Education. Students will receive written notification of the decision and appeals process.

(SOE Handbook, p. 14-15)

Appendix F

EEP Frequently Asked Questions

How is residency status determined?

For tuition and fee purposes, candidates are considered residents of Indiana if they have lived in the state for a continual period of at least one year immediately prior to the first semester they attend IU Southeast. In addition, an agreement grants “reciprocity” to residents of Bullitt, Jefferson, Oldham, Meade, and Trimble counties in Kentucky (under the same guidelines as Indiana residency requirements). For updates on the status of the reciprocity agreement, please refer to the Bursar’s website: <http://www.ius.edu/bursar/>.

How is eligibility for Financial Assistance determined?

In order to be eligible for most forms of aid, an applicant must be accepted for regular admission to IUS as a degree-seeking candidate and be enrolled in classes at least half-time (4 credits). IUS offers a number of merit- and need-based awards to deserving candidates. A full list of scholarships is available from the Office of Admissions, the Office of Student Financial Assistance, or the IUS financial website <http://www.ius.edu/financialaid/>. Anyone seeking financial assistance should check with that office before beginning coursework.

What are the IUS regulations regarding criminal backgrounds?

Pursuant to campus and school policy, no student convicted of a sex offense against children shall be eligible for School of Education coursework or programs. Details of the policy can be found in the school office. In addition, students enrolled in courses with field experience components who are not employed by the participating district/corporation may be required to submit a criminal background check prior to their work in that district/corporation.

How is registration for coursework after admission to the program accomplished?

Check the *Schedule of Classes* for applicable registration dates. Course offerings, registration, financial information, and student records can be accessed through www.onestart.iu.edu. At designated times staff assistance with the online registration is also available on the first floor of University Center. Registration requires the use of your IU network ID and password (visit the Account Management System at <https://itaccounts.iu.edu/skit> or contact the IUS Help Desk at 941-2447 for assistance). For courses requiring permission (noted as “PERM” in the *Schedule*), requests must be processed **before** registering.

Indiana State Law requires Indiana University to inform students of the risks of Meningococcal disease, commonly known as meningitis, and the benefits of getting a vaccination. Candidates must read the attached information at www.ius.edu/registrar and submit that they have done so and understand this information before registering for classes.

Indiana State Law requires Indiana University to verify candidate citizenship. A new Indiana state law could change tuition rates for Indiana University Southeast students. Indiana House Bill 1402 and Senate Bill 590 went into effect July 1, 2011. This legislation, passed by the Indiana General Assembly, states that students who are not lawfully residing in the United States are:

- Ineligible for in-state tuition rates effective July 1, 2011.

- Ineligible for scholarships or aid paid for with institutional funds.

To comply with the new law, Indiana University will complete a student status verification on all enrolled students. The verification process is available on [OneStart](#) as follows:

Your action is required to verify your status in the United States.

Indiana state law requires that Indiana University collect a citizenship verification.

Failure to comply will result in being charged non-resident tuition and loss of various financial awards (including assistantships) beginning with the Fall 2011 semester. Future services will also be prevented so please ACT NOW to comply with this new law.

You are required to submit an electronic verification of lawful status in the United States through OneStart (<http://onestart.iu.edu>) before semester classes begin.

If you have questions, please contact the Office of the Registrar at the Indiana University campus you will be attending. Contact information for the Office of the Registrar can be found here: <http://kb.iu.edu/data/ailv.html>

International students with any concerns about their visa/immigration status may contact the Office of International Services at the campus you are attending. Contact information for the Office of International Services can be found here: <http://kb.iu.edu/data/bbae.html>

The following links are provided to the actual Indiana State Law:

<http://www.in.gov/legislative/bills/2011/PDF/HE/HE1402.1.pdf>

<http://www.in.gov/legislative/bills/2011/PDF/SE/SE0590.1.pdf>

What about grades and grading policy?

Instructors have the option of awarding final grades of plus and minus as well as straight letter grades. Plus and minus grades have numerical weights, which will be used to compute a student's cumulative grade average. Note that B- is equivalent to 2.7. Check the Schedule of Classes weights.

Only under certain conditions are faculty permitted to give a grade of incomplete at the conclusion of a course. When these conditions are met, instructors will indicate a specific time in which the completion of course requirements is expected. The time limit enforced by the university for the removal of an Incomplete grade is one calendar year from the time the grade was recorded. Incomplete grades not removed within one calendar year are changed to "F." See Incomplete Grade Removal Policy in *Schedule of Classes* for further details.

Is there a grade change policy?

The IU Southeast "Grade Policies and Procedures" may be found at

<http://www.ius.edu/registrar/register-for-classes/grades/grade-policies-procedures.html>

Is it possible to check if records have been updated?

IU students may access their records at www.onestart.iu.edu; access requires an IU network ID and password (contact the IUS Help Desk at 941-2447 for assistance). Questions about record updating should be directed to the Record's Office at 941-2388.

Is there an attendance policy?

There is an IU Southeast attendance policy.

“Class attendance is required. Illness is usually the only acceptable excuse for absence from class. Other absences must be explained to the satisfaction of the instructor, who will decide whether missed assignments may be made up. A student who is absent from the final examination and who has a passing grade up to that time may be given a grade of I (incomplete) at the discretion of the instructor. The student must contact the instructor within two weeks of the examination date to schedule a make-up examination. Failure to do so may result in a failing grade being awarded in the course.” More details are found at <http://www.ius.edu/registrar/register-for-classes/grades/grade-policies-procedures.html>

What if special accommodations are necessary?

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act universities must accommodate students with disabilities. Faculty are an integral part to the accommodations process. Students who have a disability that requires accommodations in the classroom should contact the Office of Disability Services by phone (941-2243) or email (mtspring@ius.edu) early in the semester so that their learning needs may be appropriately met. The student will need to provide documentation of the disability and if further documentation is needed, recommendations can be provided from the Office of Disability Services. Additional information about the Office of Disability Services may be obtained at: <http://www.ius.edu/asc/disabilityservices/>

What if a class is cancelled due to bad weather?

Any decision to cancel or delay classes is made as early as possible and IU Southeast immediately begins the process of notifying all through the Website, the local TV stations and WHAS radio. We do not coordinate our decisions with those of area school corporations. You have the option of signing up for a phone notification via an automatic campus message. The campus phone system for weather matters is 812-941-2567 or 812-941-2662. However, if we have a class that meets in a school corporation building and that school is closed, the class will not meet, even if the IU Southeast campus is open. When classes on campus are cancelled, all off-campus classes are also cancelled. A decision to cancel evening classes includes any class that starts before 6PM but is still in session at 6PM, as well as any class that starts at 6PM or thereafter.

What email address is used for communication?

Effective July 1, 2004, electronic mail (email) became an official means of communication with IU Southeast students. This campus policy is in accordance with the Indiana University Policy on Use of Email as Official Correspondence with Students adopted on December 10, 2003. Students will benefit by receiving timely, accurate, and up-to-date communication about matters including, but not limited to:

- financial aid and scholarships
- registration
- billing notification
- university policy statements
- university services and events
- course information and degree progress
- degree completion and/or graduation
- administrative actions

- academic calendar

To set up your email account, visit the website, <http://itaccounts.iu.edu/> and follow the instructions on the screen. If you encounter any problems please visit the IT Helpdesk in Crestview 038, stop by the staffed Student Technology Centers in Crestview 112 or Knobview 211, or call the Helpdesk at 941-2447.

A student's failure to receive or read official university communications sent to the student's official email address does not absolve the student from knowing and complying with the content of the official communication.

The university provides a simple mechanism for students to forward email from the official university email address to another email address of the student's choice at <http://itaccounts.iu.edu/>. Students who choose to have their IU Southeast email forwarded to another email address do so at their own risk. **The University is not responsible for any difficulties that may occur in the proper or timely transmission of, or access to, email forwarded to an unofficial email address, and any such problems will not absolve a student of his or her responsibility to know and comply with the content of official email communications sent to the student's official IU email address.**

The full text of the IU Policy on Use of Email as Official Correspondence with Students can be viewed at <http://registrar.iupui.edu/iu-email.html>.

Can courses from other universities be substituted to fulfill degree or license requirements? This depends upon several factors including the degree or license requirements, the course or courses being requested for consideration, course recency, the availability of the course syllabus to review, and whether the university is accredited. The form to use to request a waiver is found in the racks outside Hillside Hall 0020. Requesting a substitution does not ensure that it will be approved. One should be very specific and include all relevant information.

Can policies be waived?

The form to use to request a waiver of a policy can be found in the racks outside the SOE Office Hillside Hall 0020. Requesting a waiver does not ensure that it will be approved. One should be very specific and include all relevant information.