

PROGRAM MANUAL
ELEMENTARY EDUCATION
SCHOOL OF EDUCATION
INDIANA UNIVERSITY SOUTHEAST



“EDUCATORS ENGAGED IN GROWTH”

2014-2015

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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 Council for the Accreditation of Educator Preparation (CAEP). 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

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:

1. knowledge of content and the use of best practices in delivering effective instruction to all students;
2. dispositions necessary to help all students learn; and
3. 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 nine 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.
9. Are committed to the belief that all students can learn.

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 120 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:

The following criteria apply to all applicants to the EEP, including those switching from the other education programs at IU Southeast.

- Have an overall GPA of 2.5 or higher.
- Completed EDUC-F 200, ENG-W 131, SPCH-S 121, MATH-T 101, and at least one science content course and one social studies content course.
- Completed or be enrolled in all required language arts courses.
- Have a C or better in all core language arts and math courses completed.
- Have a 24 on the ACT (without writing) or 1100 on the SAT (without writing) or Praxis I scores of Math 175, Reading 176 and Writing 172 or a combined score of 527 (taken prior to August 31, 2013) or CASA scores of Math 220, Reading 220, and Writing 220.
- Including current enrollment, candidates will have at least 55 credit hours towards their general education requirements as outlined by the Elementary Education Program check sheet.

A maximum of 50 candidates will be admitted to the elementary education program each semester.

If more than 50 applicants meet the minimum criteria for admission, candidates’ acceptance will be determined based on a 12 point system as described below:

- Average earned GPA in ENG-W 131, SPCH-S 121, MATH-T 101, their highest grade in a social studies content course, their highest grade in science content course, and EDUC-F 200 (total GPA multiplied by 2 for a total of 8).
- Evaluation from F200 instructor (4 points).
- All candidates are admitted conditionally until all grades are posted and a 2.5 minimum GPA is verified for the semester prior to enrollment in Block I.

Program Requirements:

- A cumulative GPA of 2.5 must be maintained until graduation.
- A 2.5 GPA is also required in each of the content areas.
- A grade of C or better is required for ENG-W131, SPCH-S121, literature course, 2nd Writing Course (ENG-W250) and all of the T-math classes, as well as all of the EDUC (education) courses.
- All T-math classes must be successfully completed prior to admission to Block 3.
- Candidates who student teach in spring will be required to complete an 8-day classroom experience at the beginning of the elementary school year.
- To begin each block and graduate from the program, students must have passed the dispositional standards, summative decision points and exit interviews.
- To begin each block, students must have completed and passed all courses in previous blocks.
- To do student teaching in Block 4, students must have completed all course work.
- In Block 4, during the 6 week intensive, candidates will either be in their assigned student teaching classroom or in their education classes.
- Candidates must request permission in writing of the Coordinator of Elementary Education to leave his/her cohort and enter a new cohort.
- Candidates discontinued from the program can reapply the following semester after providing written evidence of improvement in the issues s/he is discontinued.

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, 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. Six developmental and eight content standards (See p. 8) are addressed and each standard has multiple components (See Appendix B) 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.

School Setting Developmental Standards–Elementary Education Educator

Standards 1 Standard 1: Student Development and Diversity

Elementary education teachers have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students.

Standard 2: Learning Processes

Elementary education teachers have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement.

Standard 3: Instructional Planning and Delivery

Elementary education teachers have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals.

Standard 4: Assessment

Elementary education teachers have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making.

Standard 5: Learning Environment

Elementary education teachers have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students.

Standard 6: The Professional Environment

Elementary education teachers have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession.

Elementary Generalist Educator Standards

Standard 1: Foundations of Scientifically Based Reading Instruction

Elementary teachers have a broad and comprehensive understanding of foundations of reading development and effective reading instruction grounded in scientifically based reading research (SBRR).

Standard 2: Components of Scientifically Based Reading Instruction

Elementary teachers have a broad and comprehensive understanding of the major components of reading development and demonstrate the ability to provide assessment, instruction, intervention, extension, and ongoing progress monitoring in reading.

Standard 3: English Language Arts

Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of English language arts and demonstrate the ability to provide content-specific instruction in English language arts.

Standard 4: Mathematics

Elementary teachers have fundamental computation skills and a broad and comprehensive understanding of fundamental concepts and processes of mathematics and demonstrate the ability to provide content-specific instruction in mathematics.

Standard 5: Science

Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of science and demonstrate the ability to provide content-specific instruction in science.

Standard 6: Social Studies

Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of social studies and demonstrate the ability to provide content-specific instruction in social studies.

Standard 7: Fine Arts

Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of the fine arts and demonstrate the ability to provide content-specific instruction in the fine arts.

Standard 8: Health, Wellness, and Physical Education

Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of health, wellness, and physical education and demonstrate the ability to provide content-specific instruction in health, wellness, and physical education.

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 Fall 2013.

Block 1 *Child as Learner*-12 cr

___ EDUC-P 250 (3) Educational Psychology

___ EDUC-M 310 (2) General Methods

___ EDUC-E 495 (2) Introduction to Early Childhood Education

___ EDUC-K 205 (3) Exceptional Children

___ EDUC-F 401 (1) Child as Learner Seminar

___ EDUC-M 301 (1) Block 1 Practicum

___ EDUC-M 300 (3) Teaching in a Pluralistic Society (**These credit hours count towards your General Education total not the Block 1 total.**)

Block 2 *The Literate Child*—14 cr

___ EDUC-E 339 (3) Methods of Teaching Language Arts

___ EDUC-E 340 (3) Methods of Teaching Reading I

___ EDUC-M 350 (3) Teaching about the Arts and Physical Education

___ EDUC-E-449 (3) Trade Books & Classroom Teacher

___ EDUC-F 401 (1) The Literate Child Seminar

___ EDUC-M 301 (1) Block 2 Practicum

Block 3 *Integration Across the Curriculum*—14 cr

___ EDUC-E 328 (3) Science in the Elementary School

___ EDUC-E 343 (3) Mathematics in the Elementary School

___ EDUC-E 325 (3) Social Studies in the Elementary School

___ EDUC-E 341 (3) Methods of Teaching Reading II

___ EDUC-F 401 (1) Integration Across the Curr Seminar

___ EDUC-M301 (1) Block 3 Practicum

Block 4 *Teaching in an Era of Accountability*

(Total of 12 credit hours)

Intensive 6 week classes (6 credit hours)

___ EDUC-K 452 (3) Classroom Management

___ EDUC-E 495 (3) School-based **Assessment**

Student Teaching 10 weeks (6 credit hours)

___ EDUC-M 425 (6) Student Teaching

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 Indiana Department of Education Content and Developmental Standards for Elementary Generalist, the Association for Childhood Education International (ACEI), and the principles of the Interstate New Teacher Assessment and Support Consortium (InTASC, 2010). 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 beginning of Block 2. 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.

Note: New standards and scoring rubrics are under development at this time.

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: 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 • Have a 24 on the ACT (without writing) or 1100 on the SAT (without writing) or Praxis I scores of Math 175, Reading 176 and Writing 172 or a combined score of 527 (taken prior to August 31, 2013) or CASA scores of Math 220, Reading 220, and Writing 220. • 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: 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, • Continuation Deferred

<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 Blocks 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 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

The elementary program recently adopted new standards aligned to the Indiana Department of Education’s Developmental Standards for Educators: School Setting Developmental Standards—Elementary Education and the Indiana Content Standards for Educators—Elementary Generalist. This change requires realignment of current program assessments. An updated alignment is forthcoming.

Appendix B

Indiana Developmental Standards for Educators: School Setting Developmental Standards- Elementary Education

Standard 1: Student Development and Diversity

Elementary education teachers have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students, including:

- 1.1** major concepts, theories, and processes related to the cognitive, linguistic, social, emotional, physical, and moral development of students in grades K–6, and factors in the home, school, community, and broader environment that influence student development
- 1.2** knowledge of students' developmental characteristics and developmental variation, and the ability to use this knowledge to inform instructional decision making and promote student success
- 1.3** typical developmental challenges for students in grades K–6 (e.g., in relation to peer interactions, self-esteem, self-direction, decision making, and goal setting), and the ability to help students address these challenges
- 1.4** knowledge of types of student diversity (e.g., cultural, economic, and linguistic background; gender; religion; family structure), and the ability to use this knowledge to promote learning and development for students with diverse backgrounds, characteristics, and needs
- 1.5** knowledge of types of exceptionalities, including high ability and twice exceptional; their characteristics; and their implications for development, teaching, and learning; and the ability to use this knowledge to promote learning and development for students with exceptionalities
- 1.6** processes of second-language acquisition and the ability to use differentiated strategies based on assessment data to support learning for English Learners

Standard 2: Learning Processes

Elementary education teachers have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement, including:

- 2.1** knowledge of major theories and concepts related to the learning process, and the ability to apply this knowledge to enhance student learning in varied educational contexts, including project-based contexts
- 2.2** processes by which students construct meaning and acquire skills, including critical- and creative-thinking skills, and the ability to facilitate these processes for students with diverse characteristics and needs
- 2.3** knowledge of the important roles of play, social interaction, and hands-on experiences in young children's learning, and the ability to use these processes to help children construct knowledge and develop problem-solving and other skills
- 2.4** knowledge of the role of positive relationships and supportive interactions as a crucial foundation for working with children, with a focus on children's individual characteristics, needs, and interests
- 2.5** knowledge of how student learning is influenced by different types of instructional practices and teacher behaviors, and the ability to use this knowledge to promote learning for all students

- 2.6 procedures for making instruction rigorous and relevant to students and for linking new learning to students' experiences and prior knowledge, and the ability to use these procedures to facilitate student learning
- 2.7 strategies for promoting students' independent thinking and learning, reflection, and higher-order thinking, and the ability to use these strategies to promote students' growth as learners
- 2.8 strategies for engaging students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work
- 2.9 strategies for promoting students' organizational and time-management skills and sense of responsibility for their own learning, and the ability to use these strategies to promote student success
- 2.10 knowledge of how various individual factors (e.g., prior learning and experiences, interests, talents) and factors in the home, school, and community influence learning processes, and the ability to use this knowledge to improve teaching effectiveness and learning outcomes
- 2.11 knowledge of how digital-age tools and environments influence learning processes and outcomes, and the ability to use this knowledge to improve teaching effectiveness and learning outcomes

Standard 3: Instructional Planning and Delivery

Elementary education teachers have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals, including:

- 3.1 knowledge of components that comprise the curriculum (e.g., unpacked standards, scope and sequence, resources, assessments)
- 3.2 knowledge of the purposes of curriculum mapping, and the ability to plan, enact, monitor, and analyze curriculum map data and resultant student learning
- 3.3 procedures for long- and short-range instructional planning (e.g., aligning instruction with the learning progression within identified content standards, determining prerequisite knowledge and skills), factors to consider in instructional planning (e.g., nature of the content; time and other resources available; student assessment data; characteristics of effective lesson and unit plans; students' characteristics, prior experiences, current knowledge and skills, and readiness to learn), and the ability to use this knowledge to plan effective, developmentally appropriate student learning experiences
- 3.4 knowledge of the characteristics, uses, benefits, and limitations of various instructional approaches appropriate for students at different developmental levels, and the ability to apply research-based best practices to meet a variety of instructional needs, make content comprehensible and relevant to students, and promote students' active involvement in their learning
- 3.5 the ability to develop and implement project-based learning experiences that guide students to analyze the complexities of an issue and use creative thinking and innovative approaches to solve problems
- 3.6 the ability to differentiate instruction based on student characteristics and needs and to monitor and adapt lessons to ensure rigorous learning and success for all students, including English Learners and students with exceptional needs, including high ability and twice exceptional

- 3.7 knowledge of the principles of universal design for learning (UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students
- 3.8 the ability to plan and adapt learner-centered instruction that reflects cultural competency; is responsive to the characteristics, strengths, experiences, and needs of each student; and promotes all students' development and learning
- 3.9 the ability to provide developmentally appropriate learning experiences that promote students' global awareness, understanding of global issues and connections, sense of participation in a global community, and motivation to solve global challenges
- 3.10 knowledge of the foundational elements of Response to Instruction (RtI) and the ability to apply this knowledge to differentiate tiered instruction for all students based on data
- 3.11 the ability to apply skills and strategies for integrating curricula, creating interdisciplinary units of study, and providing students with developmentally appropriate opportunities to explore content from integrated and varied perspectives; use higher-order thinking and creativity; solve problems; acquire, organize, analyze, and synthesize information; and work cooperatively and productively in group settings to accomplish goals for student achievement
- 3.12 knowledge of types of instructional resources, and the ability to locate, create, evaluate, and select evidence-based resources to meet specific instructional needs and to provide differentiated instruction
- 3.13 knowledge of information literacy, and the ability to promote students' knowledge of and model and facilitate students' use of the tools, practices, and opportunities of the information age
- 3.14 knowledge of types of digital tools and resources, technologies specific to the teacher's discipline(s), and the distinction between digital curricula and digital resources, and the ability to use digital tools and resources to improve teaching effectiveness; create developmentally appropriate learning experiences that facilitate creativity, collaboration, inventiveness, and learning; customize learning experiences to meet individual needs; and help students explore real-world issues, solve authentic problems, develop global awareness, participate in local and global learning communities, and independently pursue and manage their own learning
- 3.15 knowledge of communication theory, communication methods (including the use of digital-age media and formats), and factors that influence communication, and the ability to use various communication and questioning techniques to meet all students' needs and achieve instructional goals
- 3.16 knowledge of factors and situations that tend to promote or diminish student engagement in learning, and the ability to apply skills and strategies for promoting students' active engagement and self-motivation

Standard 4: Assessment

Elementary education teachers have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making, including:

- 4.1 fundamental assessment concepts (e.g., reliability, validity, bias) and the ability to use these concepts to design and select student assessments that are aligned to instructional goals, to administer assessments with fidelity, and to interpret assessment results
- 4.2 knowledge of the purposes of assessment, the relationship between assessment and instruction, and the importance of using a systematic and comprehensive approach to assessment

- 4.3 knowledge of the characteristics, uses, advantages, and limitations of different types of formative and summative assessments; the ability to use appropriate assessment strategies, instruments, and technologies to obtain desired information and monitor progress; and the ability to adapt assessments for all students, including English Learners and students with exceptionalities, including high ability and twice exceptional
- 4.4 knowledge of systematic observation and documentation, and the ability to use these processes to gain insight into children's development, interactions, strengths, and needs
- 4.5 knowledge of the use of RtI foundational elements to track and analyze student assessment results, including use of the Indiana Growth Model, and the ability to use formal assessment results, ongoing informal assessment, and other data sources to enhance knowledge of student learning and skills; evaluate and monitor student learning and progress; establish learning goals; and plan, differentiate, and continuously adjust instruction for individuals, groups, and classes
- 4.6 the ability to apply developmentally appropriate skills and strategies for engaging students in reflection, self-assessment, and goal setting
- 4.7 knowledge of the role of families as active participants in developing, implementing, and interpreting assessments for children, and the ability to engage families in these processes
- 4.8 the ability to apply skills and strategies for communicating effectively with parents/guardians and others about assessment results, including providing students with timely, accurate, and constructive feedback

Standard 5: Learning Environment

Elementary education teachers have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students, including:

- 5.1 the ability to create safe, healthy, supportive, and inclusive learning environments, including indoor and outdoor environments, that encourage all students' engagement, collaboration, and sense of belonging
- 5.2 the ability to apply skills and strategies for establishing a culture of learning that emphasizes high expectations for all students, promotes self-motivation, and encourages students' sense of responsibility for their own learning
- 5.3 the ability to plan and adapt developmentally appropriate learning environments that reflect cultural competency; are responsive to the characteristics, strengths, experiences, and needs of each student; and promote all students' development and learning
- 5.4 knowledge of the characteristics and benefits of virtual learning environments, online environments, face-to-face environments, and hybrid environments, and the ability to work effectively in different types of environments to ensure student learning and growth
- 5.5 knowledge of developmentally appropriate classroom management approaches and positive guidance techniques, including relationships between specific practices and student learning, attitudes, and behaviors, and the ability to use this knowledge to create an organized, positive, and productive learning environment that maximizes students' time on task; facilitates learning; and encourages student self-regulation, responsibility, and accountability
- 5.6 the ability to apply skills and strategies for managing class schedules and transitions and for organizing the physical environment to maximize student learning time and meet student learning needs

Standard 6: The Professional Environment

Elementary education teachers have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession, including:

- 6.1** the ability to apply skills and strategies for establishing collaborative relationships with parents/guardians, other professionals, and community partners to support and enhance student learning
- 6.2** knowledge of diverse family and community characteristics, structures, dynamics, roles, relationships, and values, and the ability to use this knowledge to build effective partnerships with diverse families and communities
- 6.3** the ability to apply skills and strategies for facilitating the involvement of parents/guardians in their children's development and learning
- 6.4** the ability to apply skills and strategies for coordinating and collaborating with community institutions, agencies, programs, and organizations that advocate for and serve children and families
- 6.5** the ability to use digital tools and resources to participate in professional learning networks and to communicate and collaborate with parents/guardians, peers, and others in the educational community
- 6.6** the ability to participate effectively and productively as a member of a professional learning community
- 6.7** the ability to apply skills and strategies for lifelong learning and to use reflection, self-assessment, and various types of professional development opportunities and resources, including technological resources, to expand professional knowledge and skills
- 6.8** the ability to make effective use of job-embedded professional development and to advocate for effective, job-embedded professional development opportunities
- 6.9** knowledge of the rights and responsibilities of teachers, students, and parents/guardians, and the ability to apply this knowledge in varied educational contexts
- 6.10** knowledge of legal and ethical requirements related to educational equity; students with exceptionalities, including high ability and twice exceptional; health and safety; confidentiality; digital citizenship (e.g., regarding copyright, intellectual property, and documentation of sources); mandated reporting; record keeping; accountability; discipline; and other matters; and the ability to apply this knowledge in varied educational contexts

Appendix C

Indiana Content Standards for Educators-Elementary Generalist

Standard 1: Foundations of Scientifically Based Reading Instruction

Elementary teachers have a broad and comprehensive understanding of foundations of reading development and effective reading instruction grounded in scientifically based reading research (SBRR), including:

- 1.1** major components of reading development, including phonemic awareness, phonics, fluency, vocabulary, and text comprehension
- 1.2** foundations of language acquisition and literacy development, including cognitive, linguistic, cultural, social, and motivational factors that affect language acquisition and literacy development
- 1.3** principles of scientifically and evidence-based reading instruction and intervention, such as applying data-based decision making, setting individual student learning goals, and using instruction grounded in scientifically based reading research (SBRR)
- 1.4** essential components of effective reading instruction, including explicit explanation, teacher modeling, guided practice, and independent practice, and the ability to plan and implement reading instruction that incorporates these components
- 1.5** the role of reading assessment in guiding standards- and evidence-based reading instruction, intervention, and extension in the classroom
- 1.6** the ability to select, administer, and interpret the results of reading assessments in the major components of reading for various instructional purposes, such as screening, diagnosis, instructional planning, progress monitoring, and measuring outcomes
- 1.7** key dimensions of effective differentiated reading instruction in the elementary setting, including modifying the pacing and/or complexity of instruction, and the ability to plan and implement differentiated instruction to match students' evidence-based strengths and needs in reading
- 1.8** components of effective evidence-based intervention and extension programs, including Indiana's Response to Instruction (RtI) model and the ability to implement RtI elements
- 1.9** knowledge of and the ability to use instructional practices, approaches, and methods for eliciting students' engagement in and motivation for reading
- 1.10** the ability to use evidence-based practices effectively to create a literacy-rich classroom environment that fosters and supports the literacy development of all students, reflects and values cultural diversity, promotes respect for all readers at all levels of reading proficiency, promotes the involvement of families and members of the community at large in students' literacy development, and engages all students as agents in their own literacy development

Standard 2: Components of Scientifically Based Reading Instruction

Elementary teachers have a broad and comprehensive understanding of the major components of reading development and demonstrate the ability to provide assessment, instruction, intervention, extension, and ongoing progress monitoring in reading, including:

- 2.1** knowledge of key concepts and scientifically based reading research (SBRR) in phonemic awareness, such as the critical role of phonemic awareness in learning to read an alphabetic language; the distinction between phonological awareness (i.e., the awareness that oral language is composed of smaller units, such as spoken words and syllables) and phonemic

- awareness (i.e., a specific type of phonological awareness involving the ability to distinguish the separate phonemes in spoken words); and knowledge of the continuum of phonological- and phonemic-awareness skill development
- 2.2** the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in phonemic awareness
- 2.3** knowledge of key concepts and scientifically based reading research in phonics, such as the role of phonics in developing accurate decoding and automaticity in word recognition; the importance of sequencing phonics instruction according to the increasing complexity of linguistic units; the reciprocity between decoding and encoding; and the continuum of phonics skills
- 2.4** the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in phonics
- 2.5** knowledge of key concepts and scientifically based reading research in reading fluency, such as the role of automaticity in reading fluency and comprehension; key indicators of fluency (i.e., accuracy, rate, and prosody); the importance of providing explicit instruction in fluency; distinctions between oral and silent reading fluency; and the importance of using strategies that ensure accountability for comprehension when promoting silent reading fluency
- 2.6** the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in fluency
- 2.7** knowledge of key concepts and scientifically based reading research in the development of vocabulary and academic language (i.e., the language used in books, tests, and other formal writing), such as the correlation between vocabulary knowledge and academic achievement; the essential role of wide and varied reading in the development of vocabulary knowledge; different levels of vocabulary knowledge; different tiers of vocabulary words; and the importance of early, robust, and explicit language and content experiences to promote young children's development of vocabulary and academic language
- 2.8** the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in vocabulary and academic language
- 2.9** knowledge of key concepts and scientifically based reading research in comprehension and analysis of informational, persuasive, and literary texts, such as levels of reading comprehension as applied to these texts; comprehension strategies; critical reading; text-based and nontext-based factors that affect reading comprehension; genres, text structures, characteristics, and graphic, textual, and organizational features of informational and persuasive texts; and genres, key elements, and characteristics of literary texts
- 2.10** the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in comprehension and analysis of informational, persuasive, and literary texts, including response to literature

Standard 3: English Language Arts

Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of English language arts and demonstrate the ability to provide content-specific instruction in English language arts, including:

- 3.1 the ability to comprehend, interpret, and analyze literary texts, such as creative nonfiction, fiction, drama, and poetry; and nonliterary texts, such as informational, persuasive, technical, and functional texts
- 3.2 major genres, authors, and works of American, world, and children's literature
- 3.3 major developmental stages of emergent writing and factors that affect the development of writing skills
- 3.4 conventions of Standard American English, including conventions of spelling, capitalization, punctuation, word usage, and grammatical sentence structure
- 3.5 major forms and functions of writing and methods of discovering, developing, and shaping ideas for writing; drafting, revising, editing, and proofreading written texts; and publishing texts using various technologies, including the Internet
- 3.6 major components of the research process, including methods of finding, selecting, and refining research topics; locating and working with sources; assessing the reliability of sources; paraphrasing, summarizing, and quoting source information; and citing and acknowledging sources
- 3.7 characteristics and components of effective speaking and strategies for communicating effectively in large and small groups
- 3.8 characteristics and components of visual and media literacy, including analysis and interpretation of media and the use of media to present information and ideas
- 3.9 the Indiana Academic Standards and Core Standards for English/Language Arts, the Common Core State Standards for English/Language Arts, and the ability to apply and utilize state and national standards and resources in English/Language Arts
- 3.10 methods for planning and delivering evidence-based English language arts instruction that fosters students' understanding and mastery of concepts and skills related to English language arts and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills
- 3.11 strategies and skills for effectively assessing students' understanding and mastery of essential English language arts concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures

Standard 4: Mathematics

Elementary teachers have fundamental computation skills and a broad and comprehensive understanding of fundamental concepts and processes of mathematics and demonstrate the ability to provide content-specific instruction in mathematics, including:

- 4.1 number systems, number representations, number sense, and number theory
- 4.2 properties of mathematical operations and patterns, strategies for computing and estimating solutions, and methods for modeling mathematical operations
- 4.3 functions; algebraic expressions, equations, and inequalities; and quantitative relationships between dependent and independent variables
- 4.4 measurement systems and units, concepts related to geometric measurement, and tools and techniques used to solve measurement problems
- 4.5 attributes of geometric figures and the relationships between them; similarity, symmetry, and other geometric concepts; and coordinate systems

- 4.6 principles related to statistical variability and data distribution, methods for representing and analyzing data and making predictions, and methods for determining probabilities
- 4.7 ratios, proportional thinking, and other methods for representing and solving mathematical and real-world problems and for evaluating solutions
- 4.8 processes and skills related to reasoning and proof, representing mathematical information, using mathematical language to communicate relationships and concepts, adaptive reasoning, strategic competence, procedural fluency, and productive disposition
- 4.9 the Indiana Academic Standards and Core Standards for Mathematics, the Common Core State Standards for Mathematics, and the ability to apply and utilize state and national standards and resources in mathematics
- 4.10 methods for planning and delivering evidence-based mathematics instruction that fosters students' understanding and mastery of concepts and skills related to mathematics and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills
- 4.11 strategies and skills for effectively assessing students' understanding and mastery of essential mathematics concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures

Standard 5: Science

Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of science and demonstrate the ability to provide content-specific instruction in science, including:

- 5.1 the nature of science, scientific inquiry, and the design process
- 5.2 unifying concepts of science, engineering, and technology; the social, cultural, and ethical aspects of science; and the interactions among science, technology, and society
- 5.3 fundamental concepts and processes of physical science, including the structures, properties, and states of matter; principles of force and motion; concepts of weight, volume, and mass; and properties of sound, light, electricity, and heat
- 5.4 fundamental concepts and processes of Earth and space science, including features and patterns of weather, properties of rocks and minerals, factors that shape the land over time, the use of natural resources, the sun-moon-earth system, and relationships among celestial bodies
- 5.5 fundamental concepts and processes of life science, including characteristics, classification, and life cycles of organisms; the relationships of organisms to each other and their environment; and major characteristics of and factors affecting ecosystems and biomes
- 5.6 fundamental concepts and processes of engineering and technology, including properties and uses of natural and human-made materials, the use of technology to meet human needs and solve problems, and the design of moving systems and simple mechanical devices
- 5.7 principles and procedures for using tools, materials, and technology in scientific investigations; considering multiple perspectives and sources of information in scientific inquiry; using critical-thinking skills to evaluate scientific information; and organizing, analyzing, and communicating results of scientific investigations
- 5.8 procedures and guidelines for establishing and maintaining a safe science learning environment that provides opportunities for multisensory exploration and ensures the humane and ethical treatment of living organisms
- 5.9 the Indiana Academic Standards for Science and the ability to apply and utilize state and national standards and resources in science

- 5.10 methods for planning and delivering evidence-based science instruction that fosters students' understanding and mastery of concepts and skills related to science and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills
- 5.11 strategies and skills for effectively assessing students' understanding and mastery of essential science concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures

Standard 6: Social Studies

Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of social studies and demonstrate the ability to provide content-specific instruction in social studies, including:

- 6.1 major concepts and processes related to social studies and social studies inquiry, including skills related to chronological thinking and spatial awareness
- 6.2 major developments and significant events and perspectives in Indiana and U.S. history and how they are relevant to life in Indiana in the twenty-first century
- 6.3 major eras, events, and perspectives in the development of world civilization, including the establishment and spread of major world religions and the major events and consequences of global exploration, territorial expansion, colonization, and postcolonialism
- 6.4 major concepts and processes of government, including features and concepts of citizenship and civic responsibility in a democratic society; structures, functions, and purposes of government; and major features and processes of the Indiana and U.S. governments
- 6.5 major concepts and processes of geography, including characteristics and locations of major human and physical features of the world, characteristics of human and physical systems, and interactions between human and physical systems
- 6.6 basic concepts and theories of economics, including the basic principles of a market economy, and how they relate to historical and contemporary issues
- 6.7 principles and methods of inquiry in social studies, including the characteristics and functions of resources and tools used in social studies inquiry
- 6.8 strategies for identifying and analyzing central ideas, assumptions, and questions in social studies resources and for seeking out and respecting multiple perspectives during social studies inquiry
- 6.9 the Indiana Academic Standards and Core Standards for Social Studies and the ability to apply and utilize state and national standards and resources in social studies
- 6.10 methods for planning and delivering evidence-based social studies instruction that fosters students' understanding and mastery of concepts and skills related to social studies and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills
- 6.11 strategies and skills for effectively assessing students' understanding and mastery of essential social studies concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures

Standard 7: Fine Arts

Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of the fine arts and demonstrate the ability to provide content-specific instruction in the fine arts, including:

- 7.1 developmental foundations of learning in the fine arts, including ways in which the development of fine arts skills is related to and influences the development of social, cognitive, and academic skills

- 7.2 significant elements, forms, works, and creators of dance, music, theatre, and visual art
- 7.3 basic skills and processes for creating, refining, and presenting works of dance, music, theatre, and visual art and for integrating these processes and works with learning experiences across other content areas
- 7.4 principles and skills related to viewing, analyzing, and responding to works of dance, music, theatre, and visual art
- 7.5 the ways in which works of dance, music, theatre, and visual art can be used as forms of communication, self-expression, and social expression
- 7.6 the roles and functions of the fine arts in various cultures and the ways in which works of dance, music, theatre, and visual art reflect and express diverse cultural perspectives
- 7.7 relationships among dance, music, theatre, and visual art and connections between the fine arts and other disciplines
- 7.8 the Indiana Academic Standards for Dance, Music, Theatre, and Visual Art, and the ability to apply and utilize state and national standards and resources in the fine arts
- 7.9 methods for planning and delivering evidence-based fine arts instruction that fosters students' understanding and mastery of concepts and skills related to the fine arts and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills
- 7.10 strategies and skills for effectively assessing students' understanding and mastery of essential fine arts concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures

Standard 8: Health, Wellness, and Physical Education

Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of health, wellness, and physical education and demonstrate the ability to provide content-specific instruction in health, wellness, and physical education, including:

- 8.1 basic functions and structures of human body systems and processes of human growth and development, including basic principles of human nutrition and common human diseases and illnesses
- 8.2 basic motor skills; movement forms and patterns; fitness activities, games, and sports; and adventure and recreational lifetime activities
- 8.3 major components of health-related fitness and developmentally appropriate strategies and skills for promoting health and fitness
- 8.4 major processes and dimensions of wellness and personal behaviors; practices that have positive effects on lifelong health and wellness; and strategies for making, implementing, and evaluating independent and collaborative health-related decisions
- 8.5 the effects of substance abuse; factors contributing to substance abuse; and strategies for resisting pressure to use alcohol, tobacco products, and other drugs
- 8.6 characteristics of interpersonal relationships and strategies for maintaining healthy interpersonal relationships that enhance health and wellness
- 8.7 the effects of social and cultural values and belief systems on family and community perspectives related to physical activity and issues related to health and wellness
- 8.8 the use of decision-making, goal-setting, critical-thinking, and problem-solving skills to promote personal, family, and community health and fitness and to evaluate health- and fitness-related information, products, and services

- 8.9** the Indiana Academic Standards for Health & Wellness and Physical Education, and the ability to apply and utilize state and national standards and resources in health, wellness, and physical education
- 8.10** methods for planning and delivering evidence-based health, wellness, and physical education instruction that fosters students' understanding and mastery of concepts and skills related to health, wellness, and physical education and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills
- 8.11** strategies and skills for effectively assessing students' understanding and mastery of essential health, wellness, and physical education concepts and skills; using ongoing assessment to monitor progress and inform instruction; and applying Response to Instruction (RtI) procedures

Appendix D

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

9. ...are committed to the belief that all children can learn.

Examples of associated behaviors include, but are not limited to:

- a. Differentiating instruction to meet the needs of all students
- b. Providing equitable and meaningful learning opportunities for all students
- c. Collecting and analyzing data on student learning and making adjustments to increase learning of all students
- d. Selecting and developing instructional strategies and technologies that help all students learn
- e. Holding all students to high standards by demonstrating persistence in helping all students reach his/her full potential

Appendix E

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. Sau Hou Chang, Coordinator, Elementary Education Indiana University Southeast
Hillside Hall 0006
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 F

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 G

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 H

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.