

**COVER SHEET FOR PROGRAM REVIEW
(Rules 2002)**

DOCUMENT #1

INSTITUTION: Indiana University Kokomo

PROGRAM: Mathematics

DATE SUBMITTED: October 17, 2007

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To be filled in by DPS Staff

Document #1

_____ **A. Unit Summary**

_____ **B. Teacher Education Courses**

_____ **C. Program Field Experiences**

Document #2

_____ **A. Curriculum**

_____ **B. Standards Matrix**

_____ **C. Assessment Data**

_____ **D. Faculty**



INDIANA UNIVERSITY KOKOMO

DIVISION OF EDUCATION

Indiana University Kokomo Division of Education has three baccalaureate degree programs that prepare candidates for initial licensure in Early Childhood, Middle Childhood, Early Adolescence and Adolescence Young Adult. The following table describes the degrees, licenses, and programs.

Indiana University Kokomo Division of Education Rules 2002 Approved Programs		
Bachelor of Science Degree	DPS Program	IDOE/Title II License
Early Childhood	Generalist: Early Childhood*	Preschool Generalist
		Elementary/Primary Generalist
Elementary	Generalist: Early and Middle Childhood	Elementary/Primary Generalist
		Elementary/ Intermediate Generalist
Secondary	Generalist: Early Adolescence Language Arts*	Early Adolescence Generalist: Language Arts
	Generalist: Early Adolescence Mathematics*	Early Adolescence Generalist: Mathematics
	Generalist: Early Adolescence Science*	Early Adolescence Generalist: Science
	Generalist: Early Adolescence Social Studies*	Early Adolescence Generalist: Social Studies
	Fine Arts: Visual Arts*	Fine Arts: Visual Arts Rules 2002
	Language Arts	English/Language Arts Rules 2002
	Mathematics	Mathematics
	Social Studies Economics**	Social Studies: Economics Rules 2002
	Social Studies Government and Citizenship**	Social Studies: Government and Citizenship Rules 2002
	Social Studies Historical Perspectives**	Social Studies: Historical Perspectives Rules 2002
	Social Studies Psychology**	Social Studies: Psychology Rules 2002
	Social Studies Sociology**	Social Studies: Sociology Rules 2002
	Chemistry	Chemistry Rules 2002
	Life Science	Life Science Rules 2002
	Earth/Space Science	Earth Space Science Rules 2002
Physics	Physics Rules 2002	
Physical Science***	Physical Science Rules 2002	

*denotes programs not being reviewed 2007 in accordance with Indiana Program Review Protocol

**Social Studies is being reviewed as one program and is not separated into licensure areas.

***Physical Science is subsumed into the Chemistry and Physics review.

Note: Programs not being reviewed 2007 have recently been approved by DPS and the State Superintendent ([click here to view Dr. Reed letter](#))

The documents that follow will outline the Mathematics program that is housed in the Division of Education's Bachelor of Science in Secondary Education degree program.

DOCUMENT #1 – GENERAL PROGRAM OVERVIEW

[Unit Summary](#) - [Educator Professional Preparation Courses](#) - [Program Field Experiences](#)

(Click on links above to access bookmarked sections within Document #1)

A. UNIT SUMMARY

The IU Kokomo Division of Education’s initial teacher education programs are designed to provide teacher candidates with a unique opportunity to develop and grow from pre-service teachers to professional educator. The Conceptual Framework guiding the programs is grounded in Bloom’s Taxonomy to ensure teacher candidates’ successful progression ([click here to view Division of Education’s Initial Program Conceptual Framework](#)). The Unit Assessment System facilitates the monitoring of teacher candidate growth by using standards-based assessment and benchmark accomplishments.

The Division of Education developed a set of Metastandards aligned with the INTASC Principles and the DPS Content and Developmental Standards as a means for evaluating teacher candidates’ knowledge, skills and dispositions across multiple benchmarks employing a variety of assessment methods. The Division’s seven Metastandards are: Child Development, Diversity, Curriculum/Content Knowledge, Instruction, Assessment, Professionalism/Learning Communities, and Family/Community Involvement. Within each Metastandard, the Division has established components that specifically identify the learning outcomes expected from the teacher candidates ([click here to view Metastandards Rubric](#)). In addition, the Division of Education has developed a set of *core* and *professional* dispositions and a comprehensive dispositions policy that is aligned with the developmental nature of the program ([click here to view Dispositions Policy](#)). Candidates are evaluated using these Metastandards standards and components in a variety of contexts. Courses are aligned with Metastandards and DPS standards, and specific evidences are embedded within the content of these courses that demonstrate achievement of specific outcomes (see Content Standards Matrices located in Document #2). Candidate performance in field experiences and clinical practice are evaluated based on Metastandards, by host teachers who are trained to utilize the Metastandards Rubrics. Candidates also develop an electronic portfolio, or e-Portfolio, that is aligned with the Metastandards. Within their respective e-Portfolios, candidates are required not only to include artifacts or evidence, but also to compose a reflective statement in which they identify the specific standards they have achieved based on the artifacts, the level of proficiency they have attained, and—perhaps most importantly—the professional growth they have experienced as a result. This “personal declaration of performance and professional growth,” is critical in the developmental model subsumed within the conceptual framework, because it requires teacher candidates to truly become reflective practitioners, who recognize the need to assume full professional ownership and responsibility for every step in the teaching and learning process.

These portfolios are evaluated by classroom teachers and faculty. Together, along with GPA, Praxis exams, and other performance assessments the candidates receive a multifaceted, multi-faceted evaluation along multiple benchmarks ([click here to view Benchmark Sequence](#)).

A unique aspect of IU Kokomo's initial teacher education programs is the utilization of the Metastandards Rubric across the curriculum. The rubric is specifically designed to encompass all aspects of the program within a single rubric. As courses and performance assessments are aligned with the Metastandards, the rubric asks more than *was the standard met*, the Metastandards rubric was designed to answer the question *at what level of performance was the standard met*. Although Metastandards can be addressed in courses, field experience and clinical practice, not all areas cover the standard to the same degree. That is, although a standard may be *addressed* within a course, this does not necessarily mean that the standard will be *met* within that course. For example, a teacher candidate may learn the *basic* terms and concepts of assessment in a pre-professional course; however, that candidate will not be ready to *apply* those concepts until later in the program. The Division of Education employs Bloom's Taxonomy to provide the conceptual scaffolding for such cognitive and developmental growth of candidates. As candidates *grow and develop* Bloom's Taxonomy is used to identify the professional growth at various points within the program, ranging from *Basic* at program entry, *Proficient*, and *Mastery* at program end. It is expected that as a program completer a teacher candidate will have met all standards at the *Mastery* level as that demonstrates the ability to synthesize information at higher levels. The rubric does indicate those who are *Exemplary*, however, this is not an programmatic expectation. First, it is important to prevent a ceiling effect when analyzing any assessment rubric, that is, the expected level of attainment should never be the highest level of attainment. This would prevent a differentiation of candidates who have met the standards and those who have exceeded expectations. Additionally, Bloom's Taxonomy identifies a level of *evaluation* which is at the highest level. Specifically, addressing our model, being able to evaluate one's performance against the standards, and then make alterations or improvements, denotes the highest level of achievement. For example, it would be expected of a program completer to be able to develop appropriate assessments tools to evaluate a particular aspect of P-12 learning within the context of the curriculum. However, if that candidate were to evaluate that assessment within the context of the curriculum and student data, and make specific modifications to the curriculum, that would be *exemplary*. In addition, components of the program such as The Effective Teaching Project, which highlights action research, affords candidates the opportunity to reach for the highest mark.

Another unique aspect of the initial teacher education program in the Division of Education is the development of the learning communities and cohorts. Beginning their freshman year, all teacher candidates are placed in a two semester learning community team taught by Education and Arts & Sciences faculty. The purpose of the learning community is not only to create a professional learning society but also to model a collaborative approach to teaching and learning on our campus. This is further fostered by the utilization of the cohort approach in the Teacher

Education Program whereby candidates progress through the last four semesters of the program as one cohort – thereby enhancing the sense of family and community created during the freshman year. Such an approach has been shown to increase student retention and success both at the undergraduate and graduate level.

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B. EDUCATOR PROFESSIONAL PREPARATION COURSES

The Division of Education's Bachelor of Science in Secondary Education degree program includes the Mathematics initial licensure program. All B.S. in Secondary Education teacher candidates follow the same Teacher Education Course Sequence. Prior to admission into the Teacher Education Program, within the B.S. in Secondary Education program, all candidates must complete the pre-professional education course in Core I. The remaining professional education courses are in the Teacher Education Program and are scheduled in a four semester sequence labeled: Core II, III, IV, and V.

Mathematics

Pre-professional Education Courses

Core I

EDUC-M 101 Laboratory/Field Experience (3 cr.)

The first course in the Teacher Education Program, this course will set the stage for the study of the self-as-teacher, the nature of the profession, and the seminal issues that shape the profession and require reflection of its practitioners. Field experiences are designed to assist you in finding your teaching voice.

EDUC-K 205 Introduction to Exceptional Children (3 cr.)

An overview of the characteristics and the identification of exceptional children. The course presents the issues in serving exceptional children and the educational, recreational, and social aspects of their lives.

EDUC-P 255 Educational Psychology for Middle and Secondary School Teachers (3 cr.)

P: EDUC-M 101. The application of psychological concepts to school learning and teaching in the perspective of development from the beginning of preadolescence through adolescence. Special attention is devoted to the needs of the handicapped.

DPIS-D 250 Multimedia (3 cr.)

P: Intro-level PC skills. Covers the development of CD and graphics-based presentations such as would be made by corporate trainers, system developers, elementary/secondary school teachers, and marketing professionals. Students will use image capture, scanning, and audio capture to create projected presentations in class.

Professional Education Courses

Core II

EDUC-M 312 General Methods for Junior High/Middle School Education (3 cr.)

Individualized and interdisciplinary learning methods, measurement and evaluation, teaching process, and curriculum development and organization of the junior high/middle school.

EDUC-S 487 Principles of SH/JR/MD School Education (3 cr.)

Designed to provide an overview of the basic theories underlying the senior high/junior high/middle school in American Education as well as an examination of the subject areas, problems, trends, challenges for the future.

Core III

EDUC-M 457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (2–4 cr.)

Study of methodology, heuristics of problem solving, curriculum design, instructional computing, professional affiliations, and teaching of daily lessons in the domain of secondary and/or junior high/middle school mathematics.

Core IV

EDUC-M 464 Methods of Teaching Reading (3 cr.)

Focuses on middle, junior high, and senior high school. Curriculum, methods, and materials for teaching students to read more effectively.

EDUC-H 340 Education and the American Culture (3 cr.)

P: EDUC-M 101, EDUC-P 250. The present educational system—its social impact and future implications—viewed in historical, philosophical, and sociological perspectives. Special attention is given to ethnic, minority, and cultural aspects.

Core V

EDUC-M 480 Student Teaching: Secondary (12 cr.)

Full-time supervised student teaching in the student's major certification area and in the grades included within a high school, or at another level if the major area permits; within the state of Indiana unless the integral program includes student teaching in an approved and accredited out-

of-state site. Each student assumes, under the direction of the selected supervising teacher and with university-provided supervision, responsibility for teaching in the cooperating school. The student teaching may be done over several semesters or for a full semester, particularly if a portion of the assignment is in the student's minor certification area, but will always include a minimum of 15 continuous weeks of full-time experience. Grade: S or F.

EDUC-M 440 Teaching Problems and Issues (3 cr.)

Seminar taught as a co-requisite with early childhood (M423), kindergarten/primary (M424), elementary (M425), and/or middle/junior high school (M470) student teaching experiences. This seminar will address several issues related to the process of becoming a teacher.



C. PROGRAM FIELD EXPERIENCES

Teacher candidates in the Mathematics initial program are provided with a wide variety of placements and experiences in Core I (pre-professional courses) as well as in the Teacher Education Program (professional education courses in Core II – V). Candidates begin early in the program working with diverse 5-12 student populations in small groups and individual student settings, assisting diverse populations of teachers, observing classroom behaviors and instructional strategies. Placements range from county rural schools to large urban school systems; from individual to group placements with one host teacher; and from individual schools sites to group school sites. Required tasks and performances within field experiences and clinical practice follow the developmental model of Bloom’s Taxonomy reflected in the Conceptual Framework. Candidates engage in assisting classroom teachers in tasks early in the field experiences and progress to developing curriculum and engaging in whole class instruction.

Mathematics

Course #/Title or Program Requirement	Purpose of Field Experience	Location	Required Hours in P-12 Classroom	Candidate Required Task	Performance Evidence
M101 Introduction to Education	Introduction to public classrooms	11-county service region	40 hours	Assist classroom teacher	Journal essay
K205 Introduction to Exceptional Children	Introduction to special needs services and resources	Western Intermediate	4 hours	Assist classroom teacher in inclusive and self-contained classrooms	Journal
M312 General Methods Jr/High Middle	Experience with/in middle level education	Western Middle School	15 hours	Observation and Teaching	Lesson plans and Reflections
M464 Methods of Teaching Reading	Experience with/in reading assessments and strategies	11-county service region	15 hours	Interaction at multiple levels	Lesson plans and Log
H340 Education and the American Culture	Experience with/in community service	11-county service region	8 hours	Structured interview	Analysis and Reflection

M457 Methods of Teaching SH/JH/MD Mathematics	Experience with/in methods of teaching mathematics	11-county service region	15 hours	Observation and Teaching	Lesson plans and Reflections
M480 Student Teaching in the Secondary Schools	Clinical Practice in a secondary classroom/school	11-county service region	35 days	Teaching	Lesson plans and Reflections

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Appendices

STATE OF INDIANA

DEPARTMENT OF EDUCATION
DR. SUELLEN REED, SUPERINTENDENT



INDIANAPOLIS 46204-2798

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June 21, 2007

Dr. Dean Cantu
Indiana University—Kokomo
2300 S. Washington Street
Box 9003
Kokomo, IN 46904-9033

Dear Dr. Cantu:

This letter is to officially notify you that the following new program proposals were recommended to the State Superintendent for Public Instruction for approval by the Division of Professional Standards Advisory Board at its June 20, 2007, meeting:

Generalist: Early Childhood (Preschool)

Fine Arts: Visual Arts

Generalist: Early Adolescence

Master of Science in Education

These programs have been approved. Congratulations and best wishes to your unit as you continue to prepare teachers for the state of Indiana.

Sincerely,

Dr. SuelLEN Reed
Superintendent of
Public Instruction

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INDIANA UNIVERSITY KOKOMO

DIVISION OF EDUCATION

Conceptual Framework

The Division of Education at Indiana University Kokomo serves an [eleven-county area in north central Indiana](#), which includes Carroll, Cass, Clinton, Fulton, Grant, Hamilton, Howard, Madison, Miami, Tipton, and Wabash counties. The **mission** of the Division of Education at Indiana University Kokomo is to prepare successful teachers for the classroom who must master both a body of content and pedagogical knowledge and effective teaching skills. As a result, our Teacher Education Programs offer a balance of broad liberal arts education and specialized knowledge in professional education and concentrated areas. The Indiana University Kokomo Teacher Education Programs are based on the **Professional Educator Model**, which was created and designed using standards from the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), the Indiana Department of Education Division of Professional Standards (DPS) and other current teacher education literature including best practices, in the belief that the prospective teacher candidate develops, over time, from a novice in to a skilled educator. The successful teacher, therefore, must master both a body of content and pedagogical knowledge and effective teaching skills.

The **purpose** of our Teacher Education Programs, therefore, is threefold:

1. To prepare candidates to serve as effective members and leaders of the profession.
2. To assist candidates in meeting Indiana licensure requirements for public school personnel.
3. To provide program completers with the requisite knowledge, skills and dispositions needed to become highly qualified professionals.

Shared Vision

This past year, Indiana University Kokomo unveiled a new Mission Statement that clearly expresses the goals of the campus, as follows:

The mission of Indiana University Kokomo, a regional campus of Indiana University, is to enhance the educational and professional attainment of the residents of North Central Indiana by providing a wide range of bachelor's degrees, and a limited number of master's and associate degrees. Indiana University Kokomo is further dedicated to enhancing research, creative work, and other scholarly activity, promoting diversity, and strengthening the economic and cultural vitality of the region and the state through a variety of partnerships and programs.

Consistent with the goals expressed above, the Mission Statement of the Division of Education is as follows:

The mission of the Division of Education at Indiana University Kokomo, a regional campus of Indiana University, is to enhance the educational and professional attainment of the teacher candidates and practicing teachers within our three baccalaureate degree programs – Early Childhood, Elementary, and Secondary Education – aligned with state (Division of Professional Standards, DPS) and national (Interstate New Teacher Assessment and Support Consortium, INTASC) standards and with our graduate degree program aligned with the National Board for Professional Teaching Standards (NBPTS). The Division of Education has further made a commitment to enhance the knowledge, skills and dispositions of these teacher candidates and practicing teachers by incorporating experiences within both the collegiate classroom and P-12 classroom, integrating technology across the curriculum, and affirming a multicultural and global perspective throughout each program.

The Division of Education is further dedicated to strengthening the region and the state through a variety of partnerships and programs with professional and civic organizations, P-12 schools, and other colleges and universities.

As part of the Indiana University Kokomo mission and vision for the campus, the University contributes to its students and to the region through the affirmation of particular values they refer to as *Statement of Commitments*. Below are listed the specific statement of commitments of Indiana University Kokomo and the shared commitments of the Division of Education.

Statement of Values

Indiana University Kokomo	Division of Education
<i>Commitment to Student Learning</i>	
The campus community provides a learner-centered environment grounded in the liberal arts and sciences and linked to the professional schools. We are committed to open and free inquiry, high quality instruction and academic support services, experiences that foster students' development, opportunities for experiential learning, and the enhancement of skills in the areas of civic engagement, diversity, and global awareness and involvement.	The Division of Education is committed to student learning at all stages of development. We provide an enriching, standards-based curriculum for initial teacher education candidates, as well as for practicing teachers. Additionally, we are committed to ensuring that P-12 students benefit (i.e., student learning is positively impacted) from the interactions they have with candidates and practitioners in our programs.
<i>Commitment to Regional Engagement</i>	
The campus community works with regional partners, including other educational institutions, to enhance the vitality of the region by promoting community engagement opportunities as a key campus strategy and by valuing service as a core component of faculty, student, and staff responsibilities and experiences.	The Division of Education engages in multiple activities with stakeholders in the community. These stakeholders include teachers, staff, and administrators from P-12 school systems in the eleven-county region as well as directors from accredited childcare centers, Head Start and Early Head Start facilities. We advocate a vast array of partnerships with local school systems and continue to develop articulation agreements with many post secondary institutions in the region.
<i>Commitment to Diversity</i>	
The campus community demonstrates its commitment to diversity by providing a safe, welcoming, and inclusive environment that promotes integrity and respect among all members of the campus community and by valuing shared governance and open, civil discourse.	The Division of Education is committed to enhancing diversity in both our student body and among our faculty. In addition, the Division is dedicated to ensuring all candidates and practicing teachers enrolled in our programs are engaging in meaningful experiences with diverse groups of P-12 students, teachers, and administrators.
<i>Commitment to Innovation</i>	
As a community of learners, the campus embraces innovation and creativity in its pursuit of best practices in teaching and learning, student development, institutional stewardship, and scholarly activity.	The Division of Education embraces technology and innovation in multiple ways, from the integration of technology in the development of curriculum, and modeling best practices in teaching and learning, to the creation of e-Portfolios, and the advancement of candidate knowledge and understanding of current research and scholarship at all program levels.

<i>Commitment to Assessment</i>	
The campus community embraces a culture of assessment, actively seeking evidence for improving current practices while providing an atmosphere in which new initiatives can develop as the campus strives for excellence in all of its work.	The Division of Education is committed to program improvement and believes that effective, efficient, purposeful assessment is the means by which this improvement can be achieved. To this end, the Division strongly supports fair, accurate, and consistent assessment that avoids bias and promotes student learning at all levels.

Candidate Proficiencies Aligned with Professional and State Standards

In the early 1980s the initial teacher education program at Indiana University Kokomo was just beginning to develop into a sound, structured program based on the Professional Educator Model, developed from long-standing education traditions and conceptually based in Deweyan philosophy. The Deweyan view professed that the aim of education is human development. In his seminal 1934 essay entitled “The Need for a Philosophy of Education,” Dewey declared the purpose of education to be development:

What then is education when we find actual satisfactory specimens of it in existence? In the first place, it is a process of development of growth and it is the process, and not merely the result that is important...an educated person is the person who has the power to go and get more education (Archambault, 1964, p.4).

Lee Shulman’s work (1987) was also used as the foundation for the ideals and principles of our program. His theoretical categories – Content Knowledge, General Pedagogical Knowledge, Curriculum Knowledge, Pedagogical Content Knowledge, Knowledge of Learner and their Characteristics, Knowledge of Educational Contexts and Knowledge of Educational Ends, Purposes, Values, and their Philosophical and Historical Grounds – are embedded throughout the Teacher Education Program in the Division of Education. There have been, however, a number of changes in terms of educational research, state and national standards, that have subsequently served to guide the Division in making continuous program improvements over the past decade.

The three initial teacher education programs at Indiana University Kokomo – Early Childhood, Elementary, and Secondary Education – are still based on the premise that teacher candidates develop over time through knowledge gained in coursework, experiences within practicum and clinical settings, and interactions with professionals in a variety of forums. It is still affirmed that candidates should steadily move toward a better understanding of their own knowledge, skills and dispositions as they develop into highly qualified teachers.

However, just as research in education has led to a continuous evolution of thought and understanding within the profession, so too has the initial program in the Division of Education

experienced a similar evolution or maturing. In 1992, for example, the Interstate New Teacher Assessment and Support Consortium (INTASC), a group of professions from all areas of education, developed a comprehensive set of standards in order to meet the needs of future educational goals and objectives. The preface of the document developed by this group indicates:

Efforts to restructure America's schools for the demands of a knowledge-based economy are redefining the mission of schooling and the job of teaching. Rather than merely "offering education," schools are now expected to ensure that all students learn and perform at high levels. Rather than merely "covering the curriculum," teachers are expected to find ways to support and connect with the needs of all learners. This new mission requires substantially more knowledge and skill of teachers and more student centered approaches to organizing schools. These learner-centered approaches to teaching and schooling require, in turn, supportive policies for preparing, licensing, and certifying educators and for regulating and accrediting schools (Miller & Darling-Hammond, 1992, p5).

As a result, a comprehensive list of INTASC principles was developed to help mold and guide the education of teacher candidates. This, in turn, served as a catalyst for change within the Division of Education.

Educational Objectives and INTASC Principles

The educational principles outlined by INTASC (listed below) are the backbone of all teacher education programs in the state of Indiana and provide the conceptual and curricular scaffolding for all Early Childhood, Elementary, and Secondary Education initial programs in the Division of Education at IU Kokomo.

1. The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teachers understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

State Standards

The Division of Professional Standards (DPS), developed more specific standards expected of teacher candidates seeking licensure in the state of Indiana. Derived from the INTASC principles, the DPS Standards identify the developmental and content expectations for teacher licensure. The Developmental Standards are grouped into Early Childhood, Middle Childhood, Early Adolescence, and Adolescence Young Adult. The Content Standards are categorized according to licensure area, for example Early and Middle Childhood Generalist, or the specific content areas within Secondary Education. At Indiana University Kokomo these content areas are Science, English, Mathematics, Social Studies, and Fine Arts. DPS developed these standards to further define/describe the knowledge, skills and dispositions expected of professional educators, as reflected in the following DPS Standards preface statement:

It is important to understand that the standards developed for each of the content and developmental areas are intended to describe effective practice for education professionals throughout the preparation continuum; that is, the standards will be the same for the beginning educator, the intern, and the experienced educator. What will vary is the level of proficiency expected, becoming more comprehensive and more skillful at each successive stage of the educator's career (<http://www.doe.state.in.us/dps/standards/preface.html>).

This is a key element in the developmental model adopted by the Division of Education. In addition to the alignment of all Division Metastandard to the INTASC Principles and DPS Standards, the developmental model manifests itself in the professional education curriculum sequence as well as in the overall design of the Metastandards Rubric.

Metastandards

In 2001, the Division of Education took on the task of crafting a set of standards that incorporated all the elements of the INTASC Principles and the DPS Standards, but at the same time allowed for the creation of rubrics that were highly functional and effectively addressed all the critical components required of teacher candidates. These standards, currently referred to as Metastandards, help candidates conceptualize the depth of experience required by the national and state standards and afford the Division a means to fairly, accurately, and consistently evaluate their level of performance in the program. The seven Division of Education Metastandards are: Child Development; Diversity; Curriculum and Content Knowledge; Instruction; Assessment; Professionalism and Learning Communities; and Family and Community Involvement. In 2006, these Metastandards were further defined to a greater level of specificity with the development and inclusion of Components in the Metastandards Rubric(adopted from formats proposed by Danielson, 1996; Banks, et al., 2001; and Nitko and Brookhart, 2007). Additionally, national professional standards were also consulted (e.g. the National Association for the Education of Young Children, and the National Parent Teachers Organization). Below are the Metastandards and Components identified for each of the three initial teacher education programs in the Division of Education at IU Kokomo.

Table 1 – Early Childhood Metastandards and Components

Metastandard 1. Child Development and Learning
1.1 Knowledge of major development theories and theorists across all domains (physical, cognitive, social, emotional, language, aesthetic)
1.2 Knowledge of developmental behaviors and needs across the early childhood lifespan.
1.3 Knowledge of the multiple influences on children’s development and behavior (e.g., culture, language, economic conditions, disabilities, health)
1.4 Knowledge of early intervention and related programs that support and improve children’s development
1.5 Ability to apply child development knowledge to create healthy learning environments for all children
Metastandard 2. Diversity
2.1. Knowledge of the multiple influences on children’s development and behavior (e.g., culture, language, economic conditions, disabilities, health)
2.2 Knowledge of Students’ Cultural Identities
2.3 Valuing Cultural Diversity
2.4 Complex Nature of Diversity
2.5 Culturally Sensitive Techniques
2.6 Multiple Perspectives
2.7 Understanding Exceptionality
Metastandard 3. Curriculum
3.1 Knowledge of the myriad factors that influence curriculum choices (e.g., children’s individual needs, standards, professional values)
3.2 Ability to plan appropriate learning engagements that teach the necessary content, skills, and attitudinal outcomes for all children
3.3 Recognize the role of assessment in curriculum development

3.4 Organize curriculum for instruction that builds upon children’s foundational knowledge and skills
3.5 Ability to critique professional organizations’ standards in terms of their applicability to young children’s learning needs
3.6 Ability to plan and teach from personally prepared lesson plans
3.7 Demonstrate commitment to providing all children with meaningful, relevant, and purposeful learning engagements
Metastandard 4. Instruction
4.1 Knowledge of core teaching approaches supported by research
4.2 Knowledge of how children’s needs, characteristics, and interests affect choice of instructional approaches
4.3 Knowledge of how to plan for and support play in ECE, and challenging curricula in early childhood
4.4. Knowledge of appropriate guidance approaches for meeting children’s needs and addressing challenging behavior
4.5 Ability to use knowledge of the individual child in planning curriculum, instruction, and materials
4.6 Ability to vary instructional approaches
4.7 Ability to foster appropriate social interactions to promote learning
4.8 Demonstrate commitment to individualizing approaches, strategies, and tools for positively influencing children’s learning
Metastandard 5. Assessment
5.1 Knowledge of central goals, benefits, uses, and limitations of various assessments
5.2 Knowledge of key laws, basic ethics, and relevant professional standards in using assessments and communicating assessment data
5.3 Awareness of current standardized and/or published assessment tools used with ECE-age children and their purposes
5.4 Ability to choose assessment tools and practices based on DAP principles, specific learner characteristics and planning needs
5.5 Ability to use observation and documentation strategies to learn about the children in one’s care
5.6 Commitment to developing assessment partnerships with all stakeholders
Metastandard 6. Professionalism/Learning Communities
6.1 Knowledge of the history of the early childhood field
6.2 Knowledge of core early childhood policies, values, and professional practices
6.3 Knowledge of the NAEYC Code of Ethical Conduct
6.4 Ability to reflect upon and critique one’s work and practices
6.5 Ability to communicate with all stakeholders
6.6 Commitment to lifelong learning and maintaining an informed practice
6.7 Commitment to the early childhood profession and one’s colleagues
6.8 Commitment to advocating for all young children and their families
Metastandard 7. Family/Community Involvement
7.1 Knowledge of family and community characteristics
7.2 Knowledge of significant family theory and research
7.3 Knowledge of the multiple influences on families’ involvement in their young children’s growth and learning
7.4 Ability to use family theory to plan appropriate support for parental and community involvement in young children’s growth and learning
7.5 Demonstrate sensitivity and respect for the myriad factors and variances in family and community relationships with their children

Table 2 – Elementary Metastandards and Components

Metastandard 1. Child Development and Learning
1.1 Knowledge of major developmental theories
1.2 Knowledge of behaviors
1.3 Multiple influences on development and behavior
1.4 Healthy learning environments for all children
Metastandard 2. Diversity
2.1 Knowledge of students' cultural identities
2.2 Valuing cultural diversity
2.3 Complex nature of diversity
2.4 Culturally sensitive techniques
2.6 Multiple Perspectives
2.7 Understanding Exceptionality
Metastandard 3. Curriculum/Content Knowledge
3.1 Knowledge of content
3.2 Representation of content
3.3 Knowledge of students' misconceptions about content
3.4 Materials and resources
3.5 Planning and supporting challenging curricula
Metastandard 4. Instruction
4.1 Core teaching approaches supported by research
4.2 Choice of instructional approaches
4.3 Structure
4.4 Approaches for classroom management and addressing challenging behavior
4.5 Knowledge of the individual child in planning curriculum, instruction, and materials
4.6 Ability to vary instructional approaches
Metastandard 5. Assessment
5.1 Assessment criteria and standards
5.2 Assessment of student learning
5.3 Using assessment to promote learning
5.4 Using assessment to inform teaching
Metastandard 6. Professionalism/Learning Communities
6.1 Reflection and self-analysis
6.2 Decision making
6.3 Collaboration with other professionals
6.4 Participation in school and corporation activities
Metastandard 7. Family/Community Involvement
7.1 Communicating
7.2 Student learning
7.3 Parent involvement
7.4 Advocacy
7.5 Collaboration with community
7.6 Unity and diversity in communities

Table 3 – Secondary Metastandards and Components

Metastandard 1. Child Development and Learning
1.1 Knowledge of major developmental theories
1.2 Knowledge of behaviors
1.3 Multiple influences on development and behavior
1.4 Healthy learning environments for all children
Metastandard 2. Diversity
2.1 Knowledge of students' cultural identities
2.2 Valuing cultural diversity
2.3 Complex nature of diversity
2.4 Culturally sensitive techniques
2.6 Multiple Perspectives
2.7 Understanding Exceptionality
Metastandard 3. Curriculum/Content Knowledge
3.1 Knowledge of content
3.2 Representation of content
3.3 Knowledge of students' misconceptions about content
3.4 Materials and resources
3.5 Planning and supporting challenging curricula
Metastandard 4. Instruction
4.1 Core teaching approaches supported by research
4.2 Choice of instructional approaches
4.3 Structure
4.4 Approaches for classroom management and addressing challenging behavior
4.5 Knowledge of the individual child in planning curriculum, instruction, and materials
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6.2 Decision making
6.3 Collaboration with other professionals
6.4 Participation in school and corporation activities
Metastandard 7. Family/Community Involvement
7.1 Communicating
7.2 Student learning
7.3 Parent involvement
7.4 Advocacy
7.5 Collaboration with community
7.6 Unity and diversity in communities

The Metastandards and Components thus serve as a comprehensive construct for state standards alignment as well as providing the Division with an efficacious framework for evaluating teacher candidate essential skills and knowledge. These standards are utilized in evaluation of candidates at multiple points within the individual programs and with a variety of assessment methods. To this end, the Division of Education has developed rubrics that clearly delineate the required learning outcomes at various points within the program, and these learning outcomes are written in such a way that they can be applied with increasing levels of sophistication or proficiency to reflect the specific stage of professional development of each candidate.

Coherence

The Division of Education faculty and staff, as well as its P-12 stakeholders, believe that it is critical that all teacher candidates clearly understand the standards and levels of proficiency they are required to meet, and therefore have complete knowledge of the Metastandards Rubrics used to evaluate their progress in the programs as tracked at the respective program benchmark. Additionally, the unit felt that it was possible to obtain both accuracy and consistency through the use of a well-developed rubric designed to meet a variety of purposes. After defining the standards and expectations at each of the program benchmarks, the Division developed a Metastandards Rubric for use in each initial program. To this end, the Division determined it was not only possible to create a *single* rubric framework that served to represent the knowledge, skills and dispositions expected of teacher candidates, but also possible to utilize this rubric across the curriculum therefore allowing candidates to become intimately familiar with its content and embedded Division expectations. In addition, the Metastandards Rubrics have given the faculty, staff and teacher candidates a common language by which to communicate, using Bloom's Taxonomy as a guiding conceptual and organizational principle.

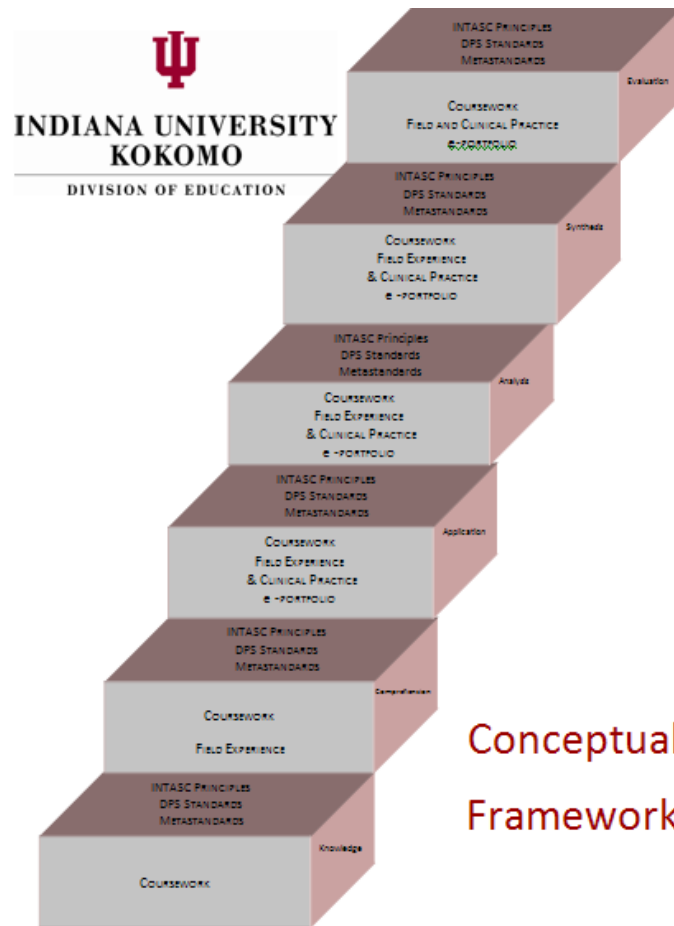
Bloom's Taxonomy (Ormrod, 2003) has been used in the area of educational assessment for decades (Krathwohl, 2002). Usually, it has been associated with the development of teacher-made tests in order to ensure curricular goals and objectives have been met. However, the taxonomy has a much broader purpose. The goal of Bloom's research was to "prepare the next generation with higher level thinking skills" (Çepni, 2003, p. 79). Therefore, each candidate moves from novice to professional by developing a richer cognitive understanding of educational theory and practice at an increasingly complex level and by demonstrating the ability to integrate, analyze and evaluate their own utilization of such concepts. Although some may think that Bloom's theory is not applicable in the more current conceptualization of assessment and evaluation, many feel it is an excellent model for such purposes. For example, Shulman (2007) stated that Bloom's approach has the power "to make visible important aspects of learning that would otherwise remain hidden" (p.21) and discussed the theory's application in evaluating students' performance at multiple levels.

The Division of Education believes that the candidate's ability to *think as a teacher* moves from the knowledge of concrete information to the ability to evaluate and think critically in a

reflective manner about teaching and the profession. This development moves along the same pathway as Bloom's Taxonomy represents. In other words, Bloom's Taxonomy provides the scaffolding for evaluating teacher candidates' development as they move through the program and develop higher level thinking and professional skills. This growth is something the Division expects to see evidence of in coursework, field experiences and clinical practice, and in a variety of performance assessments to include the e-Portfolios.

Ayers (2006) proposes that many new teachers enter the world of education with a lack of "positive, actionable propositions" that can be utilized to support and nurture their growth. The Division of Education believes that candidates begin the journey as novices, but will complete the program as competent, reflective practitioners. We have designed a program that literally passes the torch of responsibility from the faculty, university supervisor, and/or host teacher, to the teacher candidates themselves. That is, at the beginning of the program, candidates are being evaluated as to the depth and breath of knowledge, skills and dispositions they have achieved at a certain point in the program. Throughout the latter part of the program of study, teacher candidates also assume the responsibility of evaluating themselves. When in the field, teacher candidates are asked to reflect critically at their ability to *evaluate* their teaching across all Metastandards. During student teaching, teacher candidates participate in an Effective Teaching Project, which asks them to evaluate their own teaching, research best practices and collect data through action research on their affect on P-12 student learning. For the e-Portfolio, candidates are again asked to *evaluate* their own learning within the context of the artifacts they have accumulated throughout their program of study. The initial program is designed to assist candidates in self-evaluation, so they will not always need to rely on an external evaluator to tell them whether or not they are meeting standards, growing professionally, and have a positive affect on P-12 student learning.

As illustrated in the graphic conceptual framework below, the staircase heuristic represents the upward path candidates must take to meet their goals. Each step on the staircase represents a higher goal that is achieved through acquiring/exhibiting the requisite skills, knowledge and dispositions. The staircase is grounded in the INTASC Principles, DPS Standards, and as framed by the Division Metastandards, and manifest in every element of the initial teacher education program. Each step on the staircase represents a benchmark in the program, with Bloom's Taxonomy serving as the developmental sequence for teacher candidates as they ascend the staircase (i.e. progress through the program).



Professional Commitments and Dispositions

Teacher Candidate Efficacy

Professional commitment is understood to mean the sense of duty and level of dedication to the profession held by a teacher or, in this context, a teacher candidate. According to Ware and Kitsantas (2007), professional commitment is the result of *teacher efficacy*, which they define as the extent to which a teacher feels capable of influencing student learning. They indicate that teachers who believe they have a positive affect on students are more likely to persist in the face of adversity, demonstrate a greater interest in their students, develop better relationships with their colleagues, and take more personal responsibility for their students' learning. Therefore, a primary charge of the initial teacher education program is to help teacher candidates reflect positively about their own learning and experiences, so they may develop even greater *teacher candidate efficacy*, which will in turn positively affect their professional commitment. Although the Division does this in all facets of our program, it can be most clearly demonstrated in the teacher candidate's e-Portfolio which captures their professional growth and efficacy through the artifacts and reflective statements they have selected and assembled digitally.

Performance versus Learning Goals

In 1986, Dweck proposed a theory concerning motivational processes that have an affect on learning. She proposed that there are two goal orientations of learners that affect how they engage in various academic enterprises: those students that have performance goals and those that have learning goals (Cowie, 2005). Those students that have performance goals are inclined to rely on superficial evidence when evaluating their competencies. Indicators such as how many pages were written for a particular research paper, how long they studied for an exam, or how many points they earned on a project are used as signs of success. The outward judgment of a rater giving an “A” or “100%” is indicative of how accomplished the performance-oriented student feels. However, those students with learning goals are more interested in the deeper more salient features of a project or a learning activity. They look at what was learned, how the task can assist in future endeavors and what was actually accomplished by participating in the activity. They are more concerned with the learning and experience gained than the grade they received.

In the Division’s e-Portfolio system, all candidates are asked to select artifacts that represent their *learning* and *professional growth* through reflective statements. They are asked to reflect on specific artifacts, indicate what standards they believe have been met, to what level they have achieved the respective standards, and most importantly what they have learned from engaging in the activity or task. More generally, they are asked to discuss the **Evidence**, provide a **Rationale** as to why it meets a particular standard at the level of *Basic*, *Proficient*, *Mastery* or *Exemplary* and describe in their own words, the learning and **Professional Growth** that has taken place. Again, it is essential to point out that this activity is both purposeful in design and essential to the professional development of teacher candidates. They need to be able to move from a performance-goal perspective to a learning-goal perspective. This enables teacher candidates to become more reflective practitioners and more efficacious classroom teachers.

The Division of Education also evaluates teacher candidates dispositions utilizing the following Dispositions Rubric:

Core Dispositions	
1.	Meets obligations and deadlines by appropriate planning
2.	Accepts procedures and rules
3.	Displays appropriate affect and emotions
4.	Demonstrates respect for the feelings, opinions, knowledge, and abilities of others
5.	Demonstrates effective interpersonal skills
6.	Solicits and considers alternative viewpoints
7.	Speaks and/or writes with clarity, fluency, and appropriate grammar
8.	Demonstrates respect and tolerance for individuals from diverse backgrounds
9.	Submits work that reflects high standards
10.	Takes responsibility for own behavior Demonstrates classroom behaviors that are consistent with the idea of fairness and the belief that all students can learn.
Scored on a scale of: (1) <i>never</i> , (2) <i>occasionally</i> , (3) <i>consistently</i> , and (4) <i>always</i>	

Professional Dispositions	
1.	Demonstrates effective use of problem-solving techniques within the classroom
2.	Demonstrates professional behaviors and expectations
3.	Accepts suggestions positively and modifies behavior appropriately
4.	Functions effectively in a variety of group roles in the academic setting
5.	Creates and manages a safe classroom environment
6.	Reflects upon own behavior and makes appropriate adjustments concerning professional demeanor
7.	Demonstrates appropriate planning and forethought in classroom related activities
8.	Understands multiple perspectives within the classroom
9.	Recognizes and values diversity and cultural differences
Scored on a scale of:	
(1) <i>basic</i> (infrequently or rarely demonstrated, but aligned with metastandard-level expectations)	
(2) <i>proficient</i> (occasionally demonstrated, aligned with metastandard-level expectations)	
(3) <i>mastery</i> (reliably demonstrated as expected at metastandard-level expectations)	
(4) <i>exemplary</i> (demonstrated at an exceptional level, beyond metastandard-level expectations)	

The Division is committed to ensuring that program completers not only have the requisite knowledge and skills, but that they also have the **Dispositions** needed to become “effective members of, and leaders in, the profession.” To wit, the Division developed a comprehensive set of dispositional standards and criteria. What is important to note is that many of these expectations, as evident in the other performance assessment features in our program, follow the developmental model. That is, the Division feels that candidates develop some of dispositions that teachers need through the coursework, field experiences and clinical practice offered in the initial programs (e.g. *creating and maintaining a safe classroom environment*). However, in some instances, there are dispositions identified that would be expected of any professional, regardless of the level of training and expertise. (e.g. *meets obligations and deadlines by appropriate planning*). It is for this reason that the Division developed two sets of Dispositions: Core Dispositions and Professional Dispositions. *Core Dispositions*, include those characteristics that might be expected of any student, and are evaluated based on their frequency of occurrence. *Professional Dispositions* are those whose nature is germane to the teaching profession. It is in that case of the latter, that Bloom’s Taxonomy is reflected in the design.

Commitment to Diversity

Knowledge of Learners and Their Characteristics

It is the Division’s conceptualization that diversity is not something that is “covered” in isolation – i.e as a single course offering, or part of one program feature/element. The Division’s definition or conception of diversity, in fact, is consistent with that of NCATE, which asserts that:

The units' conceptual framework should reflect the commitment to preparing candidates to support learning for all students and provides a conceptual understanding of how knowledge, dispositions, and skills related to diversity are integrated across the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations (NCATE Standards, p.19).

To this end, the Division has made a commitment to diversity, manifest not only in our expectations for teacher candidates across the curriculum, but also in our Metastandards. For example, the Components in Metastandard 2 Diversity – *knowledge of students' cultural identities, valuing cultural diversity, complex nature of diversity, culturally sensitive techniques, multiple perspectives, and understanding exceptionality* – are evaluated in various ways and at multiple points along the program. The Division's belief and practice is to integrate diversity throughout the curriculum, field experiences, and clinical practice, and in other performance assessment tasks, such as the e-Portfolio.

In order to ensure teacher candidates have the requisite knowledge, skills and dispositions to be successful in the classroom, faculty have developed curricula, field experiences, service learning activities, etc. to engage teacher candidates in “knowledge construction and reconstruction as they analyze their own previous understandings of teaching and learning and preconceived notions about people from diverse cultural and linguistic backgrounds” (Baldwin, Buchanan, & Rudisill, 2007, p. 317). Candidates demonstrate their abilities to support the learning of all P-12 students in a variety of diverse settings through performance assessment within the classroom, through reflections and artifacts within the e-Portfolio, and within their *core* and *professional* dispositions.

It is our belief as a Division that understanding and including children with disabilities in the regular education curriculum is just as important. Heward (2000) believes that children with exceptionalities have a fundamental right to live and participate in the same settings and programs as do children without disabilities. Educators in the field must continually put forward significant efforts to recognize these individuals and respond to their needs appropriately. This is part of our expectations for teacher candidates and plays a key role in candidate assessment, as evident in Metastandards 2, Component 2.6 which states “Candidate creates curriculum that affords children with exceptionalities the opportunity to participate in the overall community of life within the regular classroom” (at the mastery level). This serves as another way of integrating the conceptualization of diversity throughout the initial teacher education program.

Commitment to Technology

The International Society for Technology in Education (ISTE) believes strongly that technology should be integrated within the curriculum from the primary level on, and advocate the advancement of technology at all levels of education. In 1998 ISTE published its first set of

standards defining what they believed were essential components guiding the utilization of technology within the curriculum (2007). The basic standards include: Creativity and Innovation, Communication and Collaboration, Research and Information Fluency, Critical Thinking, Problem-Solving and Decision-Making, Digital Citizenship, and Technology Operations and Concepts. As the standards categories denote, ISTE addresses everything from utilization of curriculum for research to identifying proper, ethical practices involving technology use.

In keeping with the intent of the ISTE Standards, the Division of Education believes that teacher candidates must be prepared to teach in a digital environment where – in order for students to achieve these learning outcomes – teacher candidates must have the requisite knowledge and skills to develop and integrate technology across the curriculum. It is not enough, however, for candidates to simply take one stand-alone course on technology. Research has demonstrated that this creates an environment where teachers utilize technology only when it fits existing curriculum, as opposed to actually creating the curriculum with technology as part of the plan (Sandholtz & Reilly, 2004). The goal of the Division, therefore, is to incorporate technology across the initial teacher education programs, so that candidates' utilization of the technology becomes second nature. It has been demonstrated that teachers learn more about technology from independent learning experiences than from those specifically designed for professional development (National Center for Education Statistics, 2000). As a result, the Division has integrated technology in multiple areas to achieve a variety of curricular and programmatic purposes. For example, technology can be found within individual course curriculum, in the technological platforms used to deliver the courses (to include asynchronous and synchronous learning environments), and through the utilization of technology in the e-Portfolio system and the Effective Teaching Project. Additionally, newsletters, student information, assessments, and many other resources utilize technology and the Web-based environment so that technology and the Internet have a ubiquitous presence within the Division of Education.

Conclusion and Summary

The Division of Education is dedicated to the profession of teaching and believes that a solid program of study is one that: fosters the growth of each teacher candidate from novice to professional; is based on state and national standards; and, is a reflection of best practices, as evident in most recent scholarship in the professional community. Through the design and utilization of the Metastandards Rubrics – and the conceptual and theoretical foundation Bloom's Taxonomy provides to the design of the Metastandards Rubric – the Division of Education is able to comprehensively evaluate teacher candidates at multiple benchmarks to closely monitor their progress and to successfully meet our goal of ensuring the Division is graduating highly qualified educators to meet the needs of diverse learners in a technologically-rich classroom and global society. The result of our efforts therefore will be to provide our program completers with the requisite skills, knowledge and dispositions to positively affect P-12 student learning, as well as providing them with a foundation they may build upon throughout their professional careers.

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**Division of Education—Indiana University Kokomo
Metastandards Rubric
Secondary (5-12) Initial Teacher Education Program**

Metastandard #1: Adolescent and Young Adult Development and Learning				
	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	Candidate understands the range of developmental characteristics of early adolescents and young adults within social, cultural, and societal contexts.	Candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	Candidate facilitates student learning by utilizing the knowledge of early adolescents and young adults' complex developmental characteristics and how these change in relation to family setting and society.	Candidate considers the range of developmental characteristics of early adolescents and young adults to gage the effectiveness of a supportive, congenial, and purposeful learning environment.
Objective	Candidate will recognize and discuss the major concepts, principles, theories, and research related to the development of early adolescents and young adults.	Candidate will practice theoretically grounded and research-based teaching and learning strategies with their peers	Candidate will create developmentally appropriate curricula and implement with all students sound theory-based instructional strategies.	Candidate will evaluate the effectiveness of theoretically based teaching and learning strategies through action research.
Components				
1.1 Knowledge of major developmental theories	Candidate can explain developmental theories and theorists in the field.	Candidate utilizes developmental theories in implementing curriculum for the middle school and secondary school classroom.	Candidate develops curriculum within the classroom that reflects and incorporates a variety of developmental theories.	Candidate evaluates the effectiveness of curriculum that incorporates a variety of developmental theories.
1.2 Knowledge of behaviors	Candidate can explain typical developmental behaviors of early adolescents and young adults.	Candidate utilizes developmentally appropriate curriculum.	Candidate creates developmentally appropriate curriculum.	Candidate evaluates curriculum to determine if it meets the developmental needs of early adolescents and young adults within the classroom.
1.3 Multiple influences on development and behavior	Candidate understands that there are a variety of factors that will influence development of children.	Candidate understands that there are a variety of factors that will influence development of children and can apply best practices, which may include the use of technology, to promote positive development and student learning.	Candidate understands that there are a variety of factors that will influence development of children and can develop curriculum that incorporates best practices which may include the use of technology to promote positive development and student learning.	Candidate understands that there are a variety of factors that will influence development of children and can evaluate curriculum to determine how effectively they employ best practices which may include the use of technology to promote positive development and student learning.

1.4 Healthy learning environments for all early adolescents and young adults	Candidate recognizes the importance of healthy learning environments in promoting an early adolescent's and young adult's social-emotional, cognitive-intellectual, physical, psychological, and moral development.	Candidate incorporates knowledge of healthy learning environments in the creation of lesson plans and classroom activities that promote social-emotional, cognitive-intellectual, physical, psychological, and moral development.	Candidate incorporates a variety of best practices of healthy learning environments in the creation of lesson plans and classroom activities that promote social-emotional, cognitive-intellectual, physical, psychological, and moral development.	Candidate evaluates the learning environment to determine how effectively it promotes social-emotional, cognitive-intellectual, physical, psychological, and moral development.
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Metastandard #2: Diversity

	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	Candidate understands how early adolescent and young adult learners differ socially and culturally and in their approach to learning.	Candidate uses his/her understanding of early adolescent and young adult challenges to provide opportunities to enhance students' reflective decision making skills.	Candidate uses his/her understanding of early adolescent and young adult diversity in learning, challenges, family setting, culture, and social settings to adapt instructional opportunities to meet students' needs.	Candidate understands the complexity of early adolescent and young adult development and how changes in social, cultural, and societal contexts affect development.
Objective	Candidate will recall developmental stages, positions of difference, and a variety of approaches to learning.	Candidate will develop learning experiences that address a variety of learning approaches focusing on enhancing students' reflective decision-making skills.	Candidate will create learning opportunities to meet students' diverse needs in regards to culture, family, learning, society, and adolescent/young adult challenges.	Candidate will create supportive learning environments based on appropriate developmental means.
Components				
2.1 Knowledge of students' cultural identities	Candidate recognizes the importance of diverse identities of groups and individual students within the school and the classroom.	Candidate identifies the differences and tensions between identities of groups and individual students.	Candidate incorporates students' diverse identities of groups and individual students into the curriculum.	Candidate evaluates his/her effectiveness at incorporating the diverse identities of groups and individual students into the curriculum and can make any necessary adjustments.
2.2 Valuing cultural diversity	Candidate recognizes the importance of values, virtues, and ethical codes shared by various cultural groups and individuals.	Candidate uses curriculum that addresses the values, virtues, and ethical codes shared by various cultural groups and individuals.	Candidate creates curriculum in order to help students understand that no perspective is "value neutral" and that knowledge reflects the interests, cultural biases, power, positions, and histories of individuals or group involved.	Candidate evaluates her/his effectiveness of addressing the values, virtues, and ethical codes shared by various cultural groups and individuals.

2.3 Complex nature of diversity	Candidate recognizes the diversity of cultures and groups within the United States.	Candidate utilizes curriculum to demonstrate the complex characteristics of cultures and groups within the United States and the ways in which race, ethnicity, gender, language, and social class interact to influence behavior.	Candidate creates curriculum to demonstrate the complex characteristics of cultures and groups and attempts to work with all students to meet their education needs.	Candidate evaluates her/his own efficacy to demonstrate the complex characteristics of cultures and groups and attempts to work with all students to meet their education needs.
2.4 Culturally sensitive techniques	Candidate identifies culturally sensitive techniques to address complex cognitive and social skills.	Candidate utilizes some culturally sensitive techniques to address complex cognitive and social skills.	Candidate formulates many culturally sensitive techniques to address complex cognitive and social skills.	Candidate evaluates the effectiveness of the multiple culturally sensitive techniques employed within the classroom in addressing complex cognitive and social skills.
2.5 Multiple perspectives	Candidate recognizes the limitations of having only one perspective on issues and the benefit of multiple perspectives.	Candidate utilizes a range of perspectives for students on various issues within the classroom.	Candidate plans opportunities to provide multiple perspectives for students to help develop strategies and skills to engage with those who are not like themselves.	Candidate determines the effectiveness of providing multiple perspectives to help students develop strategies and skills to engage with those who are not like themselves.
2.6 Understanding exceptionality	Candidate recognizes that early adolescents and young adults with exceptionalities should be included within the regular education classroom and are familiar with the state and federal statutes that guide that practice.	Candidate chooses curriculum that will reflect an inclusive environment.	Candidate creates curriculum that affords early adolescents and young adults with exceptionalities the opportunity to participate in the overall community of life within the regular classroom.	Candidate evaluates the efficacy of curriculum that affords early adolescents and young adults with exceptionalities the opportunity to participate in the overall community of life within the regular classroom.

Metastandard #3: Curriculum/Content Knowledge

	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	Candidate understands established state-mandated curriculum, key concepts, tools of inquiry and structure of his/her specific discipline (Language Arts/English, Science, Social Studies, Mathematics).	Candidate uses his/her knowledge of the interdisciplinary nature of their subject matter to foster well-rounded student learning.	Candidate uses his/her knowledge of subject matter, its interactions and interdisciplinary nature to provide meaningful learning for students.	Candidate plans, implements, and modifies original curriculum and instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
Objective	Candidate will recall and master content knowledge and appropriate knowledge and skills related to state-mandated curriculum.	Candidate will create interdisciplinary curriculum and lessons.	Candidate will develop and adapt quality content appropriate curriculum utilizing content and pedagogical knowledge.	Candidate will plan and implement integrated curriculum encompassing student, school, state, and community goals.
Components				
3.1 Knowledge of content	Candidate demonstrates content knowledge required by his/her specific discipline (Language Arts/English, Science, Social Studies, Mathematics).	Candidate utilizes his/her specific discipline (Language Arts/English, Science, Social Studies, Mathematics) content knowledge effectively within the curriculum.	Candidate illustrates interconnections to other parts of his/her specific discipline (Language Arts/English, Science, Social Studies, Mathematics) and other disciplines.	Candidate evaluates the effectiveness of mastered content knowledge based on student learning.
3.2 Representation of content	Candidate recognizes that content should be presented utilizing good examples.	Candidate represents content well with examples that are linked to students' pre-knowledge and experience.	Candidate describes content incorporating a variety of methods that are appropriate and link students' pre-knowledge and experience.	Candidate considers student feedback and input to determine effectiveness of methods that are utilized to represent content.
3.3 Knowledge of students' misconceptions about content	Candidate recognizes students' misconceptions concerning concepts and relationships among concepts.	Candidate utilizes curricula that promote conceptual understanding.	Candidate creates curricula that promote conceptual understanding.	Candidate evaluates the effectiveness of curriculum that promote conceptual understanding.
3.4 Materials and resources	Candidate understands the importance of choosing developmentally appropriate instructional materials and resources which includes the use of technology whenever possible.	Candidate chooses developmentally appropriate instructional materials and resources that engage students cognitively which includes the use of technology whenever possible.	Candidate creates relevant and developmentally appropriate instructional materials and resources which support and engage students cognitively which includes the use of technology whenever possible.	Candidate evaluates the effectiveness of the instructional materials and resources to support and engage students cognitively by assessing student progress which includes the use of technology whenever possible.

3.5 Planning and supporting challenging curricula	Candidate identifies the importance of planning and developing a challenging curriculum for all early adolescents and young adults.	Candidate implements challenging curriculum supporting early adolescents' and young adults' learning and growth.	Candidate designs curriculum that utilizes a variety of techniques that support and challenge early adolescents' and young adults' learning and growth.	Candidate evaluates curriculum through a variety of assessment methods to determine the effectiveness of supporting and challenging early adolescents' and young adults' learning and growth.
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Metastandard #4: Instruction				
	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	Candidate knows and understands the teaching/learning research base and the breadth of instructional options available.	Candidate understands the effectiveness of using a variety of instructional strategies and applies knowledge of effective communication techniques via technology.	Candidate employs a variety of instructional strategies as well as entertaining technological instructional resources to advance students' into high level thinking skills.	Candidate understands the value of using high quality instructional resources, including technology to encourage students' development of critical thinking, problem solving, and performance skills.
Objective	Candidate will recall and explain a variety of instructional options and how each are related to educational research.	Candidate will develop and deliver instruction based on sound pedagogical principles using effective media communication techniques.	Candidate will develop and implement instruction using a variety of strategies including technological instructional resources.	Candidate will integrate multiple instructional strategies, including technology, to encourage critical thinking, problem solving and performance skills.
Components				
4.1 Core teaching approaches supported by research	Candidate recalls core research-based teaching strategies.	Candidate utilizes core research-based teaching approaches.	Candidate synthesizes core research-based teaching approaches within developed curricula.	Candidate judges the utilization of core research-based teaching approaches
4.2 Choice of instructional approaches	Candidate demonstrates awareness of the various factors affecting the choice of instructional approach and makes technology a part of the instructional choices.	Candidate makes use of a variety of instructional approaches when delivering content and makes technology a part of the instructional choices.	Candidate blends a variety of instructional approaches when delivering content to maximize student learning and makes technology a part of the instructional choices.	Candidate explores a variety of instructional methods to determine the best instructional approach when delivering content to maximize student learning and makes technology a part of the instructional choices.
4.3 Structure	Candidate recognizes that lessons must be structured in a clear and organized format.	Candidate structures lessons in a comprehensive format that clearly includes a defined beginning and ending.	Candidate constructs lessons in a comprehensive format that clearly includes a defined beginning and ending and increases opportunity for student learning and discovery.	Candidate assesses lessons structure and evaluates the format and the learning opportunities for students.

4.4 Approaches for classroom management and addressing challenging behavior	Candidate recognizes the importance of classroom management in addressing group and individual behaviors.	Candidate implements suggested classroom management techniques to address group and individual behaviors.	Candidate independently develops a variety of classroom management strategies to address group and individual behaviors.	Candidate monitors and alters a variety of classroom management strategies as needed to address group and individual behaviors.
4.5 Knowledge of the individual child in planning curriculum, instruction, and materials	Candidate understands that teaching approaches, materials, and technology should address the child's individual learning needs.	Candidate can utilize teaching approaches, materials and technology that address the child's individual learning needs.	Candidate can develop teaching approaches, materials and technology that address the child's individual learning needs.	Candidate utilizes evidence to determine if teaching approaches, materials and technology are addressing the child's individual learning needs.
4.6 Ability to vary instructional approaches	Begins to recognize that varying instructional approaches produce different educational results and uses technology as part of instruction.	Adequately and appropriately varies instructional approaches as necessary and uses technology as part of instruction	Skillfully and appropriately varies instructional approaches as necessary and uses technology as part of instruction	Demonstrates a repertoire of instructional approaches consistent with best practice and uses technology as part of instruction

Metastandard #5: Assessment				
	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	Candidate knows and understands a variety of authentic and equitable assessment strategies.	Candidate understands how to use formal and informal assessments to obtain useful information about student learning and development.	Candidate is knowledgeable about a variety of assessment strategies and utilizes multiple assessments in curriculum planning and implementation.	Candidate uses a variety of assessment strategies to evaluate and ensures the continuous intellectual, social, and physical development of the learner.
Objective	Candidate will recall a variety of authentic and equitable assessment methods.	Candidate will use formal and informal assessment strategies to evaluate the development of their students.	Candidate will develop, implement, and utilize curriculum, which encompass a variety of assessment methods.	Candidate will evaluate, utilize, and appropriately share assessment results to continue student progress intellectually, socially, and physically.
Components				
5.1 Assessment criteria and standards	Candidate recognizes the importance of standards and assessment criteria	Candidate incorporates standards and assessment criteria into lesson plans.	Candidate effectively integrates a variety of standards and assessment criteria into lesson plans.	Candidate determines the effectiveness of lesson plans assesses by utilizing a variety of standards and assessment criteria. .

5.2 Assessment of student learning	Candidate identifies that assessment is used to determine long term and short term goals and can identify its importance in determining students' strength and weaknesses in a specific discipline (Language Arts/English, Science, Social Studies, Mathematics).	Candidate uses assessment to determine long term and short term goals for students and students' strength and weaknesses in a specific discipline (Language Arts/English, Science, Social Studies, Mathematics).	Candidate creates assessment that is integrated into the curriculum and uses the results to analyze long term and short term goals and students' strength and weaknesses in a specific discipline (Language Arts/English, Science, Social Studies, Mathematics).	Candidate evaluates assessment that is integrated into the curriculum specifically its usefulness of analyzing long term and short term goals and determining students' strength and weaknesses in a specific discipline (Language Arts/English, Science, Social Studies, Mathematics)..
5.3 Using assessment to promote learning	Candidate identifies that assessment can be used as part of the learning experience and recognizes the importance of appropriate, timely feedback.	Candidate uses assessment as a learning experience and gives appropriate and timely feedback.	Candidate constructs their own assessments that reflects actual knowledge and guides the learning process for students.	Candidate judges assessment and makes alterations based on analysis of student learning.
5.4 Using assessment to inform teaching	Candidate identifies that assessment can be used to inform their teaching and to improve the quality of their instruction.	Candidate applies assessment techniques that can be used to inform their teaching and to improve the quality of their instruction.	Candidate designs an assessment agenda using a variety of techniques that can be used to inform their teaching and to improve the quality of their instruction.	Candidate evaluates e assessment techniques and materials used in the classroom and actively integrates this to inform teaching and to improve the quality of instruction.

Metastandard #6: Professionalism/Learning Communities				
	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	Candidate understands the unique philosophical foundations and organizational structure of secondary education and the role the teacher plays within this structure.	Candidate incorporates his/her knowledge of secondary schools into the design of educational programs that reflect sound principles of teaching and learning.	Candidate demonstrates a commitment to lifelong learning through reflection and professional behaviors.	Candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others, and actively seeks out opportunities to grow professionally.
Objective	Candidate will recognize and explain the foundation and structure of secondary education including the role of the teacher.	Candidate will construct sound educational programs conducive to the structure and foundation of secondary schools.	Candidate will reflect on his/her own practice, on students' performance, and on developments in the field to continue their own growth as teachers.	Candidate will participate in professional experiences and opportunities that further his/her professional development and will use student learning as a professional gauge.

Components				
6.1 Reflection and self-analysis	Candidate recognizes the importance of reflection and self-analysis for improving professional practices.	Candidate engages in reflection in an attempt to improve her/his professional practice.	Candidate uses reflection and self-analysis to improve her/his professional practice in an ongoing manner.	Candidate selects opportunities for reflection and self-analysis, solicits evaluation of her/his performance from varied sources, to improve her/his professional practice.
6.2 Decision making	Candidate recognizes the complexities of decision making processes within school settings (e.g., IEPs, 504 plans)	Candidate participates in a variety of decision making processes within school settings (e.g., IEPs, 504 plans)	Candidate analyzes the role of an educator in the complexities of decision making processes within school settings (e.g., IEPs, 504 plans)	Candidate assess his/her own effectiveness to institute change through the decision making processes within school settings (e.g., IEPs, 504 plans)
6.3 Collaboration with other professionals	Candidate recognizes the importance of collaboration with other professionals to improve schools and student learning.	Candidate uses collaboration with other professionals for the purpose of improving schools and student learning.	Candidate seeks collaboration opportunities with an expanding range of professionals, and uses these relationships to improve schools and student learning.	Candidate selects collaboration opportunities to effectively improve schools and student learning.
6.4 Participation in school, corporation, and other professional activities	Candidate recognizes the importance of participation in school, corporation, and other professional activities.	Candidate participates in school, corporation, and other professional activities.	Candidate seeks participation opportunities in school, corporation, and other professional activities in order to build a stronger learning community.	Candidate evaluates knowledge gained from participation in school, corporation, and other professional activities in order to build a stronger learning community

Metastandard #7: Family/Community Involvement				
	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	Candidate understands the importance and role of the family and community on the development of early adolescents and young adults.	Candidate understands the importance of engagement with community resource persons and groups.	Candidate understands how to facilitate and support the education of early adolescents and young adults with the knowledge of the impact of family structure and home life.	Candidate understands the importance of fostering relationships with students, families, colleagues, community, and other school-related constituencies.
Objective	Candidate will explain the role of the family and community on the development of early adolescents and young adults.	Candidate will use community resources to build classroom environments and curriculum.	Candidate will develop a classroom environment and curriculum that supports the unique impressionistic early adolescent and young adult learning.	Candidate will develop and maintain positive working relationships with students, families, colleagues, community, and other school-related constituencies.

Components				
7.1 Communicating	Candidate recognizes the role of parent/guardian communication in relation to student success.	Candidate explores a variety of ways to communicate effectively with parents/guardians.	Candidate communicates effectively with parents/guardians through a variety of means.	Candidate reflects on her/his communication with parents/guardians and evaluates the methods employed.
7.2 Student learning	Candidate recognizes the importance of communicating academic and behavioral expectations to the parent/guardian in a clear manner.	Candidate endeavors to communicate academic and behavioral expectations to the parents/guardians.	Candidate develops communication strategies to explain academic and behavioral expectations to the parents/guardians in a clear manner	Candidate assesses the effectiveness and impact of parental communication strategies.
7.3 Parent involvement	Candidate recognizes the value of involving parents/guardians as active participants in the classroom and school settings.	Candidate incorporates parents/guardians through curriculum and instruction choices.	Candidate designs a variety of strategies to bring parents/guardians and parental input into the classroom curriculum and instruction.	Candidate reflects on the impact and success of using a variety of strategies to bring parents/guardians and parental input into the classroom curriculum and instruction
7.4 Advocacy	Candidate identifies the legal responsibilities of a teacher (e.g., students' rights and welfare, issues of confidentiality)	Candidate upholds the legal responsibilities of a teacher (e.g., students' rights and welfare, issues of confidentiality)	Candidate proposes ways to ensure that the legal responsibilities of a teacher are reflected in practice (e.g., students' rights and welfare, issues of confidentiality)	Candidate appraise his/her effectiveness in carrying out the legal responsibilities of a well-informed teacher (e.g., students' rights and welfare, issues of confidentiality)
7.5 Collaboration with community	Candidate recognizes the various stakeholder groups that comprise the school community.	Candidate partners with stakeholders through curriculum and instruction choices.	Candidate designs partnership arrangements with stakeholders through curriculum and instruction choices to strengthen schools, families, and student learning	Candidate evaluates the partnerships developed with stakeholders and determines optimal utilization to strengthen schools, families, and student learning
7.6 Unity and diversity in communities	Candidate recognizes the complex relationships between unity and diversity in communities.	Candidate uses curriculum to compare and contrast the role of and relationships between unity and diversity in various communities.	Candidate creates curriculum to help students understand the complex relationships between unity and diversity in their local communities.	Candidate evaluates curriculum developed to help students understand the complex relationships between unity and diversity in their local communities and makes appropriate modifications

Components adapted from:

Banks, J.A., Cookson, P., Gay, G., Hawley, W. D., Irvine, J. J. Nieto, S., Schofield, J. W., Stephan, W. G. (2001). Diversity Within Unity: Essential Principles For Teaching and Learning in a Multicultural Society. *Phi Delta Kappan*, , (83) 3, 196-203.

Danielson, C. (1996). Enhancing Professional Practice: A Framework for Teaching. *Association for Supervision and Curriculum Development*, Alexandria, VA.

Nitko, A.J. & Brookhart, S.M. (2007). Educational Assessment of Students. New Jersey: Pearson/Merrill Prentice Hall.





INDIANA UNIVERSITY KOKOMO

DIVISION OF EDUCATION

Core and Professional Dispositions

A classroom teacher must exhibit numerous qualities that are reflected in his or her core and professional dispositions. Just as there are certain dispositions expected of professional educators, so too are there dispositions expected of students or teacher candidates in the Teacher Education Program in the Division of Education at Indiana University Kokomo. Teacher candidate dispositions are evaluated both formally and informally throughout the program.

Formal Evaluation of Teacher Dispositions

The Division of Education has developed formal disposition criteria for students, or teacher candidates, enrolled in pre-professional courses and courses within the Teacher Education Program (TEP). This involves utilization of a *Disposition Rubric* that consists of two parts: 1) *Core Dispositions*, those that involve general characteristics expected of all students; and 2) *Professional Dispositions*, those specific to the teaching profession, which are developmental in nature—that is, there is an expectation of growth as teacher candidates progress through the program. This rubric is most often completed by classroom teachers during field practica and student teaching.

The dispositions and accompanying scoring system are identified below:

Core Dispositions

Core Dispositions:
<ol style="list-style-type: none">1. Meets obligations and deadlines by appropriate planning2. Accepts procedures and rules3. Displays appropriate affect and emotions4. Demonstrates respect for the feelings, opinions, knowledge, and abilities of others5. Demonstrates effective interpersonal skills6. Solicits and considers alternative viewpoints7. Speaks and/or writes with clarity, fluency, and appropriate grammar8. Demonstrates respect and tolerance for individuals from diverse backgrounds9. Submits work that reflects high standards10. Takes responsibility for own behavior11. Demonstrates classroom behaviors that are consistent with the idea of fairness and the belief that all students can learn.
Scored on a scale of: (1) <i>never</i> , (2) <i>occasionally</i> , (3) <i>consistently</i> , and (4) <i>always</i>

Minimum Criteria for Core Dispositions:

1. Regardless of program benchmark, teacher candidates must maintain a minimum overall core disposition score of 22.
2. No more than two individual disposition items may receive a score of 1.

Teacher candidates who do not meet these criteria will be subject to remediation. In addition, teacher candidates may be dismissed from the program if their overall core disposition score falls below 22 for two semesters (not necessarily consecutive).

Professional Dispositions

Professional Dispositions:
<ol style="list-style-type: none">1. Demonstrates effective use of problem-solving techniques within the classroom2. Demonstrates professional behaviors and expectations3. Accepts suggestions positively and modifies behavior appropriately4. Functions effectively in a variety of group roles in the academic setting5. Creates and manages a safe classroom environment6. Reflects upon own behavior and makes appropriate adjustments concerning professional demeanor7. Demonstrates appropriate planning and forethought in classroom related activities8. Understands multiple perspectives within the classroom9. Recognizes and values diversity and cultural differences
Scored on a scale of: (1) basic (infrequently or rarely demonstrated, but aligned with metastandard-level expectations) (2) proficient (occasionally demonstrated, aligned with metastandard-level expectations) (3) mastery (reliably demonstrated as expected at metastandard-level expectations) (4) exemplary (demonstrated at an exceptional level, beyond metastandard-level expectations)

Minimum Criteria for Professional Dispositions:

1. The developmental dispositions of teacher candidates will be evaluated relative to their current benchmark in the program.
 - a. Successful completion of **Benchmark 1 & 2** requires a minimum disposition score of 9.
 - b. Successful completion of **Benchmark 3** requires a minimum disposition score of 18.
 - c. Successful completion of **Benchmark 4, 5 & 6** requires a minimum disposition score of 27.
2. Teacher candidates whose professional disposition scores fall below the minimum at any benchmark will be subject to remediation.
3. Teacher candidates who fail to meet the criteria expected at their benchmark for two semesters (not necessarily consecutive) may be dismissed from the program

Teacher candidates who do not receive the minimum core and/or professional disposition score identified above for any benchmark will be subject to benchmark review and remediation. In addition, candidates may be dismissed from the program if their overall professional disposition score falls below the required benchmark minimum for two semesters (not necessarily consecutive).

Informal Evaluation of Teacher Dispositions

It is also important to note that embedded in our Unit Assessment System (UAS) is an **informal** evaluation of teacher candidate dispositions. Although most faculty and instructors within the Division of Education do not use the rubric within the daily administration of course content, there is a system in place to attend to those individuals whose conduct is inappropriate or unprofessional. Behaviors such as attendance, academic honesty, integrity, etc. are monitored throughout the program. Many professors include such items within the course grade.

Education faculty may also utilize a **Memo for Record** (MFR) if such behaviors require closer scrutiny and/or review by the Division of Education. An MFR is a documented counseling initiated by a faculty member. All MFRs issued to students or teacher candidates are subject to further evaluation by Education faculty at Division of Education Benchmark Meetings.

It is critical for the teacher candidates to adhere to the individual and professional code of ethics and conduct embodied in the Core and Professional Dispositions Policy in order to participate in field practica or student teach in P-12 classrooms. As a result, the Dean of Education reserves the right to prevent a candidates' entry into a school system if the situation warrants.





**INDIANA UNIVERSITY
KOKOMO**

DIVISION OF EDUCATION

**Secondary Education
Benchmarks**

Benchmark 1			
Begin Content Courses and Pre-professional Courses Semesters I - III	Required Courses	W131 S121 W132 M125	Complete 1 of the following: M101, P253, D250, or K205
	Test(s)	Attempt PRAXIS I	
	e-Portfolio	Attend the Division of Education Introductory e-Portfolio Workshop Complete 1 Metastandard at the Basic Level (Artifacts and Reflective Statements)	
	GPA	Overall ≥ 2.30 Teaching Major Area ≥ 2.30 (with no course having a grade of less than a C)	Education ≥ 2.30
	Metastandards Rubric	No Metastandards Rubric requirements for field experiences	
	Dispositional Rubric	A minimum core disposition score of 22 and no more than 2 core items with a score of 1. A minimum professional disposition score of 9	
	Credits	45 credit hours	

Benchmark 2			
Complete Pre-professional Courses (CORE I) & Continue Content Courses Semester IV	Required Courses	M101 P253	D250 K205
	Test(s)	Pass PRAXIS I (Reading ≥ 176 ; Writing ≥ 172 ; Mathematics ≥ 175)	
	e-Portfolio	Complete 4 Metastandards at the Basic Level (Artifacts and Reflective Statements)	
	GPA	Overall ≥ 2.50 Teaching Major Area ≥ 2.50 (with no course having a grade of less than a C)	Education ≥ 2.50 (with no course having a grade less of less than a C+)
	Metastandards Rubric	No Metastandards Rubric requirements for field experiences	
	Dispositional Rubric	A minimum core disposition score of 22 and no more than 2 core items with a score of 1. A minimum professional disposition score of 9	
	Credits	55-60 credit hours	

*******Induction into Teacher Education Program (TEP)*******

Benchmark 3		
Begin Methods Sequence (CORE II) & Continue Content Courses Semester V	Required Courses	M312 S487
	Test(s)	
	e-Portfolio	Complete All 7 Metastandards at the Basic Level (Artifacts and Reflective Statements) Complete 2 Metastandards at the Proficient Level (Artifacts and Reflective Statements)
	GPA	Overall ≥ 2.50 Education ≥ 2.50
	Metastandards Rubric	A score of 2 is required for each of the 7 Metastandards for field experiences
	Dispositional Rubric	A minimum core disposition score of 22 and no more than 2 core items with a score of 1. A minimum professional disposition score of 18
	Credits	

Benchmark 4		
Continue Methods Sequence (CORE III) & Continue Content Courses Semester VI	Required Courses	Methods course in licensure area S100 or approved multicultural course
	Test(s)	
	e-Portfolio	Attend the Division of Education Advanced e-Portfolio Workshop Complete All 7 Metastandards at the Proficient Level (Artifacts and Refl. Statements) Pass Formative e-Portfolio Evaluation (Min. of Proficient Level for All 7 Metastandards)
	GPA	Overall ≥ 2.50 Education ≥ 2.50
	Metastandards Rubric	A score of 2 is required for each of the 7 Metastandards for field experiences
	Dispositional Rubric	A minimum core disposition score of 22 and no more than 2 core items with a score of 1. A minimum professional disposition score of 27
	Credits	

Benchmark 5		
Complete Methods Sequence (CORE IV) and Content Courses	Required Courses	M464 H340
	Test(s)	Pass PRAXIS II for licensure area
	e-Portfolio	Complete 4 Metastandards at the Mastery Level (Artifacts and Reflective Statements)
	GPA	Overall ≥ 2.50 Education ≥ 2.50
Semester VII	Metastandards Rubric	A score of 3 is required for each of the 7 Metastandards for field experiences
	Dispositional Rubric	A minimum core disposition score of 22 and no more than 2 core items with a score of 1. A minimum professional disposition score of 27
	Credits	

*****Permission to Student Teach*****

Benchmark 6		
Complete Student Teaching (CORE V)	Required Courses	M480 M440
	Test(s)	
Semester VIII	e-Portfolio	Complete All 7 Metastandards at the Mastery Level (Artifacts and Reflective Statements) Continue to Make Progress on Metastandards at the Exemplary Level Pass Summative e-Portfolio Evaluation (Min. of Mastery Level for All 7 Metastandards)
	GPA	Overall ≥ 2.50 Education ≥ 2.50
	Metastandards Rubric	A score of 3 is required for each of the 7 Metastandards for field experiences
	Dispositional Rubric	A minimum core disposition score of 22 and no more than 2 core items with a score of 1. A minimum professional disposition score of 27
	Credits	

***** Teacher Education Program (TEP) Completion*****

