COVER SHEET FOR PROGRAM REVIEW
(Rules 2002)

DOCUMENT #2

INSTITUTION: Indiana University Kokomo

PROGRAM: Generalist: Early and Middle Childhood

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 Generalist: Early and Middle Childhood program that is housed in the Division of Education's Bachelor of Science in Elementary Education degree program.

DOCUMENT #2 – CONTENT PROGRAM SPECIFICS

Content Curriculum - Content Standards Matrix - Assessment Data - Faculty
(Click on links above to access bookmarked sections within Document #2)

A. CONTENT CURRICULUM SECTION

Teacher candidates in the Generalist: Early and Middle Childhood Education initial program have a minimum of 65 credit hours in General Education which include courses in: Language Arts (15 cr.), Fine Arts (3 cr.), Technology (3 cr.), Mathematics (9 cr.), Science (13 cr.), and Social Studies (15 cr.), parentheses denote minimum credit requirements. General Education requirements involve a prescribed course regiment that is aligned with DPS Content Standards.

INDIANA UNIVERSITY
KOKOMO
DIVISION OF EDUCATION

BACHELOR of SCIENCE in ELEMENTARY EDUCATION
The Professional Educator Model Program Guide
Elementary: Primary and Elementary: Intermediate
Licensure: K-6

This program applies to students matriculating on or after July 1, 2002. Total semester hours: Minimum of 124 with minimum GPA of 2.5. Minimum of 65 semester hours in General Education with minimum grade of C in each course used to meet a listed requirement. Minimum of 53 semester hours in Professional Education with minimum grade of C+ in each course. Progress towards the degree will be monitored to insure each candidate has the necessary knowledge, skills, and dispositions.

Name:_____ Student ID#: _____

Phone:_____ Emergency Phone: _____

IU Kokomo E-Mail_____

GENERAL EDUCATION REQUIREMENTS

(Must have a minimum total of 65 credit hours and all courses must have a grade of at least C)
LANGUAGE ARTS: (One course from each of the following areas. Minimum of 15 credit hours)

	Hours	Grade	Course
Elementary Composition I (ENG W131)	_____	_____	_____
Elementary Composition II (ENG W132)	_____	_____	_____
Public Speaking (SPCH S121)	_____	_____	_____
Children's Literature (ENG L390 preferred, L391)	_____	_____	_____
One Language Arts Elective from (ENG, SPCH, JOUR, FOLK, CMLT, LING, COMM)	_____	_____	_____
TOTAL HOURS:		_____	

FINE ARTS: (Minimum of 3 credit hours)

May be met with one integrated fine arts course	**Course**	**Hours**	**Grade**
Intro to Modern Humanities (HUMA-U102)	_____	_____	_____
Intro to Creative Arts (HUMA-U103)			
American Musical (MUS-Z373)			
Other Approved Course: _____			

OR one course from **two** of the four listed areas:

Humanities (COAS-E103)	_____	_____	_____
Music (e.g., MUS-M174, T109, Z111, Z201, Z301)	_____	_____	_____
Art (e.g., FINA-A108, F100, F101, N198, S200, S270)	_____	_____	_____
Theatre (e.g., SPCH-C130; THTR- T120, T345, T349)	_____	_____	_____
TOTAL HOURS:		_____	

TECHNOLOGY APPLICATIONS: (Minimum of 3 credit hours)

	Course	**Hours**	**Grade**
Multimedia (DPIS-D250)	_____	_____	_____
Other Approved Course: _____			
TOTAL HOURS:		_____	

MATHEMATICS: (One course from each of the following areas. Minimum of 9 credit hours)

	Course	**Hours**	**Grade**
Pre-Calculus or Finite Mathematics (MATH-M125, M118)	_____	_____	_____
Mathematics for Elem Educ I (MATH-T109)	_____	_____	_____
Mathematics for Elem Educ II (MATH-T110)	_____	_____	_____
Other Approved Course: _____	_____	_____	_____
TOTAL HOURS:		_____	

SCIENCE: (One course from each of the following areas. Minimum of 13 credit hours)*

	Course	**Hours**	**Grade**
Life Science (e.g., BIOL-L100; PLSC-B203)	_____	_____	_____
Earth/Space (e.g., GEOG-G107, G315; GEOL-G 100, G133, T312, T326; AST-A100)	_____	_____	_____
Physical Science (e.g., CHEM-C100; PHYS-P100)	_____	_____	_____

***If two courses of the above three areas are <u>five</u> credit courses with a lab, then the Science requirement is met.**

If not, one additional Science Elective from (e.g.,AST, BIOL, BIPHS, CHEM, GEOG (physical), GEOL, MICR, PHYS, PLSC, ZOOL; COAS E105)	_____	_____	_____
TOTAL HOURS:			

_____

SOCIAL STUDIES: (One course from each of the following areas. Minimum of 15 credit hours)

	Course	**Hours**	**Grade**
Sociology (SOC-S100)	_____	_____	_____
American History (e.g., HIST-H105, H106, A315, A317)	_____	_____	____
World Politics/World History (e.g., HIST-H113, H114; POLS-Y217,Y219,Y366)	_____	_____	_____
Economics (e.g., ECON-E175, E201, E202)	_____	_____	_____
One Social Studies Elective from (e.g., ANTH, ECON, GEOG (not physical), HIST, POLS, PSY, SOC, COAS E104)	_____	_____	_____
TOTAL HOURS:		_____	

GENERAL EDUCATION: Verification of minimum of 65 credit hours

Required Areas	**Hours**
Language Arts	_____
Fine Arts	_____
Technology Applications	_____
Mathematics	_____
Science	_____
Social Studies	_____

(A) GENERAL EDUCATION SUBTOTAL: _____

Record other approved courses at the 100 level or above that are being used as General Education Electives (These courses may NOT have an EDUC prefix):

Dept.	**Course**	**Hours**	**Grade**
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

(B) TOTAL ELECTIVE HOURS: _____

GRAND TOTAL OF (A) AND (B) MUST BE AT LEAST 65: _____

B.S. in Elementary Education requirements includes meeting the following:
IU Kokomo Fundamental Skills Foundation Core
IU Kokomo Natural Sciences Foundation Core
IU Kokomo Social and Behavioral Sciences Foundations Core
IU Kokomo Humanities Foundations Core

BACHELOR of SCIENCE in ELEMENTARY EDUCATION
The Professional Educator Model Program Guide
Elementary: Primary and Elementary: Intermediate
Licensure: K-6
PROFESSIONAL EDUCATION REQUIREMENTS
(All courses must have minimum grade of C+)

CORE I: (Minimum of 12 credit hours)	**Course**	**Hours**	**Grade**
M101 Introduction to Education	_____	_____	_____
P250 Educational Psychology (P:M101)	_____	_____	_____
Q200 Introduction to Scientific Inquiry	_____	_____	_____
K205 Introduction to Exceptional Children	_____	_____	_____
TOTAL HOURS:		_____	

REQUIREMENTS for ADMISSION to TEACHER EDUCATION PROGRAM (on transcript EDUC-M299)
Passage of PRAXIS I (PPST) (on transcript EDUC-M199) **Date:** _____
Reading 176 _____ Writing 172 _____ Mathematics 175 _____
Minimum Overall GPA of 2.5
Completion of minimum of 60 credit hours
Completion of W131, W132, S121, M118/M125
Completion of Core I
Faculty Approval for Continuation

CORES II, III, AND IV (Must be admitted to TEP. Minimum of 32 credit hours.)
NOTE: At the completion of <u>each</u> CORE, faculty review and approval are required as conditions for program continuation.
Each course three credits unless otherwise noted.

	Hours	Grade
CORE II, III, or IV		
H340 Education and the American Culture	_____	_____
M323 Music Methods	_____	_____
M333 Art Methods (2 credits)	_____	_____
E335 Intro to Early Childhood Education	_____	_____
E336 Play as Development	_____	_____
CORE II		
E339 Language Arts Methods and E340 Reading Methods I	_____	_____
-- OR --		
E370 Language Arts and Reading I (4 credits) and P290 Professional Practice Educ. (2 credits)	_____	_____
CORE III		
E341 Reading Methods II	_____	_____
E343 Mathematics Methods (P: MATH T109 and T110)	_____	_____
CORE IV		
E325 Social Studies Methods	_____	_____
E328 Science Methods	_____	_____
TOTAL HOURS:	_____	

Passage of PRAXIS II (Successful scores required prior to Student Teaching)

Elem Educ: Curriculum, Instruction, and Assessment	Test Number: 10011	Score: 165	Date Met: _____
Reading Specialist	Test Number: 0300	Score: 370	Date Met: _____

CORE V: Student Teaching (Minimum of 15 credit hours required)	**Hours**	**Grade**
Student Teaching Placement(s): (Minimum of 12 credit hours)		
_____ Assignment One: _____	_____	_____
_____ Assignment Two: _____	_____	_____
M440 Teaching Problems & Issues Seminar	_____	_____
TOTAL HOURS:	_____	

PROFESSIONAL EDUCATION: Verification of minimum of 53 credit hours

	Credit Hours
Core I	_____
Cores II, III, and IV	_____
Core V	_____
TOTAL HOURS:	_____

RECORD ALL OTHER COURSES NOT PREVIOUSLY LISTED

NOTE: Check ND if course cannot be used for the degree (i.e. repeated courses not approved, courses below the 100 level, courses with failing grade.)

Dept.	**Course**	**Hours**	**Grade**	**ND**	**Dept.**	**Course**	**Hours**	**Grade**	**ND**
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Electives Total (Excluding ND Hours) _____

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Bachelor of Science Degree: 124 hour minimum Date Awarded: _____

General Education Total _____
Professional Education Total _____
Electives Total _____
Grand Total _____

	YES	NO	
Minimum GPA of 2.5	___	___	Final GPA:_____
Minimum of 35 semester hours of 300/400 level courses:	___	___	
Minimum of 30 of last 60 semester hours at IU Kokomo:	___	___	
Graduation with honors	___	___	

(Must be in top 10% of class and be recommended by the faculty. If yes, indicate level)

Highest Distinction:	Overall GPA min. 3.8	___
High Distinction:	Overall GPA min. 3.7	___
Distinction:	Overall GPA min. 3.5	___

Date:

_____ **Initial Visit, Program Description, Plan of Study Provided**
_____ **Attended New Student Orientation and Registration**
Additional Comments:

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

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STUDENT INFORMATION

It is your responsibility to understand and meet all degree and licensure requirements. Printed information is available (i.e. IU Kokomo Bulletin, IU Kokomo Schedule of Classes, Division of Education printed documents, etc.) Plan your registration (both semester and projected long term) with these documents and arrange an appointment with your advisor as needed. **NOTE: Lack of careful planning will delay program completion. It is recommended that you access our web site frequently – www.iuk.edu/education**

Elementary (K-6) Course Descriptions

Language Arts

ENG-W 131 Elementary Composition I (3 cr.)
Progresses from practice of simple description and narration to practice in the handling of evidence, argument, and persuasion.

ENG-W 132 Elementary Composition II (3 cr.)
Continuation of ENG-W 131, with emphasis on writing from secondary sources: research, evaluation of evidence, and documentation.

SPCH-S 121 Public Speaking (3 cr.)
Theory and practice of public speaking; training in thought processes necessary to organize speech content, personality, components of effective delivery, and language.

ENG-L 390 Children's Literature (3 cr.)
Historical and modern children's books and selections from books. Designed to assist future teachers, parents, or others in selecting the best in children's literature for each period of the child's life.

Fine Arts

HUMA-U 102 Introduction to Modern Humanities: The Live Performance (3 cr.)
This course examines the approach to attending live performances including opera, symphony, theatre, and dance. Topics include protocol and traditions of the audience, criteria for critical listening, and discrimination of basic elements of performance. Students will attend live performances and engage in discussions of performances by genre, and develop critical listening skills.

HUMA-U 103 Introduction to Creative Arts (3 cr.)
An interdisciplinary course that brings together music, art, dance, theatre, cinema, and storytelling into a cohesive, comprehensive, and thematic study of the interrelationships of the fine arts.

MUS-Z 373 The American Musical: Context and Development (3 cr.)
The origins of the American Musical: its societal impact and its development from vaudeville and European operetta to the rock musicals of today.

COAS-E 103 Topics in Arts and Humanities (3 cr.)
Specific topics will vary by section and over time, but all versions of E103 will meet the objectives of the SOAS TOPICS curriculum. The curriculum is open to freshmen who will learn how scholars from the arts and humanities distribution area frame questions, propose answers, and assess the validity of competing approaches. Writing and communication skills are integrated in the course.

MUS-M 174 Appreciation of Music I (3 cr.)
How to listen to music, art of music and its materials, instrument and musical forms.

MUS-T 109 Rudiments of Music (3 cr.)
Entry-level class for students interested in how music works. The class deals with the fundamentals of notation, ear training, and music reading. Melody and harmony are explored.

MUS-Z 111 Introduction to Music Theory (3 cr.)
A study of fundamentals of the language and notation of music: listening, music reading and writing, and the elements of music as used in a variety of genres and historical periods. Open to non-music majors and students in the School of Music interested in a general background in music.

MUS-Z 201 History of Rock 'n' Roll Music (3 cr.)
A history and appreciation of rock's classic era. The course begins with the 1964 British Invasion, which signaled the arrival of rock's second generation. Examines the major musical figures and social issues (civil rights struggle, the war in Vietnam) of the 1960s.

MUS-Z 301 Rock Music in the 70s and 80s (3 cr.)
A lecture-oriented course that covers the history of rock 'n' roll in the 1970s and 1980s. The post-Sgt. Pepper "splintering" of rock and ensuing style changes are highlighted.

FINA-A 108 Art of the Western World (3 cr.)
Western art from ancient Greece through the present day, focusing on major artists and artwork of western culture, stressing underlying social, cultural, as well as historical circumstances for each period. Does not count toward the fine arts major. Credit not given for both FINA-A 108 and H 100.

FINA-F 100 Fundamental Studio-Drawing (3 cr.)
Development of visual awareness and coordination of perceptual and manual skills; seeing, representing, and inventing on an experimental, exploratory level in two dimensions. Includes placement, scale, volume, light, formal articulation, and investigations of graphic tools and media. May be repeated once for credit.

FINA-F 101 Fundamental Studio-3D (3 cr.)
Volume, space, material, and physical force studies provide the basis for exploration of three-dimensional form; includes carving, construction, modeling, and casting, using wood, plaster, styrofoam, clay, etc.

FINA-N 198 Intro to Photography (3 cr.)
Basic practice of camera operation, exposure calculation, mounting, and presentation. Guidance toward a personal photographic aesthetic.

COAS-S 200 College Colloquium (3 cr.)
Suggested introductory course to the ACCEL Program. Objectives include orientation to the program and to the university; and helping students rediscover and improve university-level academic skills, including critical and analytical thinking; study and test-taking; expository writing, argument and persuasion; research and problem solving; the ability to read, understand, and appropriately analyze university-level material; and discussion and presentation abilities.

FINA-S 270 Sculpture I (3 cr.)
P: Foundation in basic technical and formal methods of traditional and contemporary sculpture. Use of tools and equipment for additive and subtractive techniques including wood construction, steel fabrication, clay modeling, plaster mold making and cold casting, and assemblage. Emphasis placed on technical execution, conceptualization, and creative problem solving.

SPCH-C 130 Introduction to Theatre (3 cr.)
An introduction to the study of theatre; the wide range of critical, historical, aesthetic, and practical interests necessary to a well-rounded view; emphasis on theatre as an art form; elements of dramatic construction. Lecture.

THTR-T 120 Acting I (3 cr.)
Introduction to theories, methodology and skills; body movement, voice and diction, observations, concentration, imagination. Emphasis on improvisational exercises. Lectures and laboratory.

THTR-T 345 Theatre for Children (3 cr.)
Purposes, principles, and problems of staging plays for children.

THTR-T 349 Speech and Theatre Practicum (1-2 cr.)
Directed projects in speaker's bureau, rhetorical research, theatre practice, and other projects connected with production and events in process. Project plans, report, and term paper required. May be repeated for a maximum of 9 credit hours.

Technology Applications

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.

Mathematics

MATH-M 125 Precalculus Mathematics (3 cr.)
P: MATH-M 117. R: a grade of C- or better in MATH-M 117 or equivalent. Designed to prepare students for calculus. Algebraic operations, polynomials, functions and their graphs, conic sections, linear systems of equations. Does not count toward the arts and science divisional distribution requirements. Credit not given for both MATH-M 125 and MATH-M 015 and 017.

MATH-M 118 Finite Mathematics (3 cr.)
P: two years of high school algebra or MATH-M 117. R: a grade of C- or better in MATH-M 117 or equivalent. Set theory, linear systems, matrices and determinants, probability, linear programming. Applications to problems from business and the social sciences.

MATH-T 109 Mathematics for Elementary Education I (3 cr.)
P: MATH-M 118 or MATH-M 125. Introduction to problem-solving, including use of patterns and Venn diagrams; study of various numeration systems; whole numbers, fraction, and decimal algorithms with manipulatives; ratio; percent; logic. Open only to elementary education majors.

MATH-T 110 Mathematics for Elementary Education II (3 cr.)
P: MATH-M 118 or MATH-M 125. Emphasis on geometry with use of manipulatives; study of plane figures and solids. Discussion of area, volume, symmetry, perimeter, tesselation, constructions with mira and compass, congruence, similarity, probability, statistics. Open only to elementary education majors.

Science

BIOL-L 100 Humans and the Biological World (5 cr.)
Principles of biological organization, from molecules through cells and organisms, with special reference given to humans. Credit given for only one 100-level biology course. For non-majors.

PLSC-B 203 Survey of the Plant Kingdom (5 cr.)
Survey of various groups of plants, including their structure, behavior, life histories, classification, and economic importance.

GEOG-G 107 Physical Systems of the Environment (3 cr.)
Physical environment as the home of humans, emphasizing the distribution and interaction of environmental variables (landforms, vegetation, soils, and climate). Note: Business majors may count GEOG G107 only as a social science.

GEOG-G 315 Environmental Conservation (3 cr.)
R: 3 credit hours of geography or junior standing. Conservation of natural resources including soil, water, wildlife, and forests as interrelated components of the environment, emphasizing an ecological approach. Current problems relating to environmental quality.

GEOL-G 100 General Geology (5 cr.)
Broad study of the earth. The earth in the solar system, earth's atmosphere. Formation and modification of earth materials, landforms, continents and oceans through geologic time.

GEOL-G 133 Geology of the United States (5 cr.)
Introduction to physical and historical geology with applications to United States geology. Study of the geologic events (and their associated rocks and structures) that have shaped the continent, including mountain building, earthquakes, volcanoes, plate tectonic processes, intercontinental seaways, sedimentary environments, glacial geology and modern processes.

GEOL-T 312 Geology of Indiana (3 cr.)
P: GEOL-G 100. Study of the physiography and bedrock structure of Indiana, first with topographic and geologic maps, and then with field trips to selected areas. Rock and fossil specimens will be collected for study.

GEOL-T 326 Geology of Mineral Resources (3 cr.)
P: a course in geology or consent of the instructor. Formation of minerals and mineral deposits. Gem materials and metallic and non-metallic economic minerals: occurrence and uses.

AST-A 100 The Solar System (3 cr.)
Celestial sphere and constellations, measurement of time, astronomical instruments, earth as a planet, the moon, eclipses, planets and their satellites, comets, meteors, theories of origin of solar system.

CHEM-C 100 The World of Chemistry (3 cr.)
For students requiring only one semester of chemistry. Descriptive course, including inorganic, organic, and biological chemistry, with illustrations of scientific reasoning. May be taken concurrently with the laboratory, CHEM-C 120. Credit given for only one of the following: CHEM-C 100, 101, or 105.

PHYS-P 100 Physics in the Modern World (5 cr.)
Ideas, language, methods, impact, and cultural aspects of physics today. Includes classical physics up to physical bases of radar, atomic-energy applications, etc. Beginning high school algebra used. Cannot be substituted for physics courses explicitly designated in specified curricula. No credit in this course will be given to students who have passed PHYS-P 201-202.

Social Studies

SOC-S 100 Introduction to Sociology (3 cr.)
Introduction to the concepts and methods of sociology, with an emphasis on the understanding of contemporary American society.

HIST-H 105–HIST-H 106 American History: General Course I–II (3 cr. each)
I: Colonial period, revolution, confederation and constitution, national period to 1865. II: 1865 to present. Evolution of American society: political, economic, social structure; racial and ethnic groups; sex roles; Indian, inter-American, and world diplomacy of United States; evolution of ideology, war, territorial expansion, industrialization, urbanization, international events and their impact on American history.

HIST-A 315 United States Since World War Two (3 cr.)
R: H106 or completion of 56 credit hours. Alternate years. Political, demographic, economic, and intellectual transformations. 1945-present: the cold war, problems of contemporary America.

HIST-A 317 American Social History 1865 to Present (3 cr.)
R: H106 or completion of 56 credit hours. Alternate years. Development of modern American intellectual and social patterns since 1865. Social thought, literature, science, the arts, religion, morals, and education.

HIST-H 113–HIST-H 114 History of Western Civilization I–II (3 cr. each)
I: Rise and fall of ancient civilizations; barbarian invasions; rise, flowering, and disruption of medieval church; feudalism; and national monarchies. II: Rise of middle class; parliamentary institutions, liberalism, political democracy; industrial revolution, capitalism, and socialist movements; nationalism, imperialism, international rivalries, and world wars.

POLS-Y 217 Introduction to Comparative Politics (3 cr.)
A course that introduces students to the major political systems of the world. Students will study systems within Western and non-Western countries. Comparisons will include executive and legislative structures, elections, political parties, interest groups and key areas of public policy. Not open to students who have completed Y107.

POLS-Y 219 Introduction to International Relations (3 cr.)
An introduction to the global political system, and issues that shape relations among countries. The course looks at problems of conflict resolution, the role of international law and organizations, the challenges of poverty and development, and the other major policy issues over which nations cooperate, argue, or go to war. Not open to students who have completed Y109.

POLS-Y 366 Current Foreign Policy Problems (3 cr.)
Critique of foreign policy issues: communism, containment, imperialism, and others. Research papers and classroom presentation for critical discussion.

ECON-E 175 Economics for Educators (3 cr.)
Examines how individuals made choices and how the price system plays a role in those choices; and to increase awareness of how the U.S. economic system functions at an aggregate level.

ECON-E 201 Introduction to Microeconomics (3 cr.)
P: MATH-M 117. Scarcity, opportunity cost, competitive market pricing, and interdependence as an analytical core. Individual sections apply this core to a variety of current economic policy problems such as poverty, pollution, excise taxes, rent controls, and farm subsidies.

ECON-E 202 Introduction to Macroeconomics (3 cr.)
P: MATH-M 117. Measuring and explaining total economic performance, money, and monetary and fiscal policy as an analytical core. Individual sections apply this core to a variety of current economic policy problems such as inflation, unemployment, economic growth, and underdeveloped countries.

Home

B. CONTENT STANDARDS MATRIX SECTION

Teacher candidates in the Generalist: Early and Middle Childhood initial program have prescribed content course requirements in Language Arts, Fine Arts, Technology, Mathematics, Science, and Social Studies. At Indiana University Kokomo, all content courses are offered through the School of Arts and Sciences. The School of Arts and Sciences and the Division of Education have a partnership through a committee titled the Joint Committee on Indiana Professional Standards, formed August 25, 2004. Joint Committee members, which include administration and faculty from Education and Arts and Sciences, were charged with the alignment of all content courses with DPS Content Standards. This process which took place during the 2004-05 academic year resulted in the updating of the elementary education program planning guides in the Division of Education. The Joint Committee conducts reviews of the course to standard alignment on a three year cycle.

In the following matrices, evidence of standards alignment is reported through assessment outcomes, which have been identified using thirteen categories of assessments:

Category Designation	Assessment Outcome
A	**Papers**
B	**Exams/Quizzes**
C	**Simulations**
D	**Portfolios**
E	**Research/Inquiry**
F	**Presentations**
G	**Critical Readings/Discussions**
H	**Service Learning**
I	**Case Study/Vignette Analysis**
J	**Field Performance**
K	**Curriculum/Lesson Plans**
L	**Assessment/Rubrics**
M	**Other (specify)**

IU Kokomo Division of Education
Elementary (K-6) Content Standards Alignment Matrix

K-6 Content Standards Indicators	E370	E341	E343	E325	E328	M323	M333	P290
Mathematics Teachers of Early and Middle Childhood know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data.								
1. explore, conjecture, and reason logically using such words as all, some, and none; to solve non-routine problems; to communicate about and through mathematics by writing and orally using everyday language and mathematical language, including symbols; and to connect ideas within mathematics and between mathematics and other intellectual activity.			A, F, G, J, K					
2. understand and use measurement systems (including time, money, temperature, two and three dimensional objects using non-standard and standard customary and metric units).			A, F, K					
3. explore pre-numeration concepts, whole numbers, fractions, decimals, percents and their relationships; apply the four basic operations (addition, subtraction, multiplication, and division) with symbols and variables to solve problems and to model, explain, and develop computational algorithms.			A, B, G, K					
4. use geometric concepts and relationships to describe and model mathematical ideas and real-world constructs, as well as collect, organize, represent, analyze, and interpret data by use of tables, graphs, and charts.			A, B, G					
5. identify and apply number sequences and proportional reasoning, predict outcomes and conduct experiments to test predictions in real-world situations; make estimations and check the reasonableness of results; select and use appropriate problem-solving tools, including mental arithmetic, pencil-and-paper computation, a variety of manipulatives and visual materials, calculators, computers, electronic information resources, and a variety of other appropriate technologies to support the learning of mathematics.			A, G, J					

K-6 Content Standards Indicators	E370	E341	E343	E325	E328	M323	M333	P290
6. know what mathematical preconceptions, misconceptions, and error patterns to look for in elementary (primary and intermediate) student work			A, G, I, J					
English Language Arts Teachers of Early and Middle Childhood demonstrate a high level of competence in the use of English Language Arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. They teach children to read with a balanced instructional program that includes an emphasis on the use of letter/sound relationships (phonics), the context (semantic and syntactic), and meaningful text.								
1. model the effective use of the English language, including its syntax, lexicon, history, varieties, literature, and oral and written composing processes.	G H J K	A G J K	A					AK
2. understand how elementary (primary and intermediate) children develop and learn to read, write, speak, and listen effectively.	G H J K	A J K						
3. know and understand language, language development, and the language arts.	G H J K	G J K						
4. Read, write, speak, and listen effectively and are competent effective users of language.	G H J K	A G J K						AK
5. effectively write and speak so that they can communicate their knowledge, ideas, understanding, insights, feelings, and experiences	G H J K	A G J K	J					AK
6. read competently and enjoy reading as both an intellectual and leisure activity	G	G						
7. use a variety of strategies to monitor their own reading comprehension.	G	G						
8. use and recommend many different reading materials based on different topics, themes, and situations and consisting of many different types, including stories, poems, biography, non-fiction, and texts from various other subject areas.	G H J K	H J K						
9. think critically about what they read.	G	A G						
10. explore the uses of different types of writing and speaking with different audiences and in different situations.	G H J	A I K						
11. develop their capacity to listen so that they understand, consider, respond to, and discuss spoken material, including non-fiction, stories, and poems.	G H J	G				C		

IU Kokomo Division of Education
Elementary (K-6) Content Standards Alignment Matrix

K-6 Content Standards Indicators	E370	E341	E343	E325	E328	M323	M333	P290
12. know what preconceptions, error patterns, and misconceptions they may expect to find in students' understanding of how language functions in communication	G H J K	A G						
Science Teachers of Early and Middle Childhood know, understand, and use the fundamental concepts in the subject matter of science including physical, life, and earth and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy.								
1. have a broad general understanding of science including the nature of science, and the content and fundamentals of physical, life, earth and space sciences, and their interrelationships.					G			
2. know the major concepts and principles that unify all scientific effort and that are used in each of the science disciplines: (1) systems, order, and organization; (2) evidence, models, and explanation; (3) change, constancy, and measurement; (4) evolution and equilibrium; and (5) form and function.								
3. engage in the science inquiry process that involves asking a simple question, completing an investigation, answering the question, and presenting the results to others.					G F			
4. Understand about science and technology and to make distinctions between natural objects and objects made by humans by making models of useful things								
5. know naive theories and misconceptions most children have about scientific and technological phenomena					G F			

IU Kokomo Division of Education

Elementary (K-6) Content Standards Alignment Matrix

K-6 Content Standards Indicators	E370	E341	E343	E325	E328	M323	M333	P290
Social Studies Teachers of Early and Middle Childhood know, understand, and use the major concepts and modes of inquiry from the social studies--the integrated study of history, geography, the social sciences (such as anthropology, archaeology, economics, political science, psychology, and sociology), and other related areas (such as humanities, law, philosophy, religion, mathematics, science, and technology)--to promote elementary (primary and intermediate) students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.								
1. study major themes, concepts and modes of inquiry drawn from academic fields that address: (1) culture; (2) time, continuity, and change; (3) people, places, and environment; (4) individual development and identity; (5) individuals, groups, and institutions; (6) power, governance, and authority; (7) production, distribution, and consumption; (8) science, technology, and society; (9) global connections; and (10) civic ideals and practices.				GF				
2. understand the historical development of democratic values; the past, present, and future; spatial relations; the development of nations, institutions, economic systems, culture, and cultural diversity; the influences of belief systems; and the humanities.				GF				
3. read, write, discuss, and research to build background knowledge; examine a variety of sources (e.g., primary and secondary sources, maps, and statistical data); acquire and manipulate data; analyze points of view; formulate well-supported arguments, policies, and positions; construct new knowledge and apply knowledge in new settings.				G				
Fine Arts Teachers of Early and Middle Childhood know, understand, and use--as appropriate to their own understanding and skills--the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary (primary and intermediate) students.								
1. understand distinctions and connections between arts study and arts experiences. communicate at a basic level in the four arts disciplines--dance, music, theater, and the visual arts-- including knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and thinking processes of each arts discipline						A, B, F, K, M (Performance Participation)		

K-6 Content Standards Indicators	E370	E341	E343	E325	E328	M323	M333	P290
2. develop and present basic analyses of works of art from structural, historical, and cultural perspectives							A B C F G K	
3. have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods						G	A B C F G K	
4. relate basic types of arts knowledge and skills within and across the arts disciplines, and to make connections with other disciplines.						M (Performance)	A B C F G K	
Health Education Teachers of Early and Middle Childhood know, understand, and use the comprehensive nature of students' physical, mental, and social well-being to create opportunities for student development and practice of skills that contribute to good health.								
1. understand the foundations of good health, including the structure and function of the body and its systems and the importance of physical fitness and sound nutrition.								ABE GK
2. understand the benefits of a healthy lifestyle for themselves and others as well as the dangers of diseases and activities that may contribute to disease.								ABE GK
3. Be alert to major health issues concerning children and the social forces that affect them, and of the need to impart information on these issues sensitively.								ABE GK
Physical Education Teachers of Early and Middle Childhood know, understand, and use--as appropriate to their own understanding and skills--human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary (primary and intermediate) students.								
1. demonstrate competence in many movement forms, and can apply movement concepts and principles to the learning and development of motor skills.								CF JK
2. know that physical inactivity is a major health risk factor in our society and recognize the critical importance of physically active life styles for all								ABF GK
3. develop knowledge and skills necessary to achieve and maintain a health-enhancing level of physical fitness.								AGK
4. appreciate the intrinsic values and benefits associated with physical activity.								AC

K-6 Content Standards Indicators	E370	E341	E343	E325	E328	M323	M333	P290
Connections between Technology and the Disciplines Teachers of Early and Middle Childhood know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary (primary and intermediate) students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.								
1. make connections across the disciplines, across fields of knowledge, and in real world situations								
2. recognize relationships that exist between technology and the subject disciplines.								
3. Understand the power of multiple perspectives to understand complex issues and to demonstrate (1) a desire to know, (2) constructive questioning, (3) use of information and systematic data, (4) acceptance of ambiguity where it exists, (5) willingness to modify explanations, (6) a cooperative manner in responding to questions and solving problems, (7) respect for reason, imagination, and creativity and (8) honesty.			G					

IU Kokomo Division of Education
Elementary (K-6) Content Standards Alignment Matrix

K-6 Content Standards Indicators	W131	W132	S121	L390	U103	S100	H105	H106	H113	H114	Y217	Y219
Mathematics Teachers of Early and Middle Childhood know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data.												
7. explore, conjecture, and reason logically using such words as all, some, and none; to solve non-routine problems; to communicate about and through mathematics by writing and orally using everyday language and mathematical language, including symbols; and to connect ideas within mathematics and between mathematics and other intellectual activity.	A,E, G	A,E, G									A,B, E,G	A,B, E,G
8. understand and use measurement systems (including time, money, temperature, two and three dimensional objects using non-standard and standard customary and metric units).												
9. explore pre-numeration concepts, whole numbers, fractions, decimals, percents and their relationships; apply the four basic operations (addition, subtraction, multiplication, and division) with symbols and variables to solve problems and to model, explain, and develop computational algorithms.												
10. use geometric concepts and relationships to describe and model mathematical ideas and real-world constructs, as well as collect, organize, represent, analyze, and interpret data by use of tables, graphs, and charts.		E,G										

K-6 Content Standards Indicators	W131	W132	S121	L390	U103	S100	H105	H106	H113	H114	Y217	Y219
11. identify and apply number sequences and proportional reasoning, predict outcomes and conduct experiments to test predictions in real-world situations; make estimations and check the reasonableness of results; select and use appropriate problem-solving tools, including mental arithmetic, pencil-and-paper computation, a variety of manipulatives and visual materials, calculators, computers, electronic information resources, and a variety of other appropriate technologies to support the learning of mathematics.												
12. know what mathematical preconceptions, misconceptions, and error patterns to look for in elementary (primary and intermediate) student work												
English Language Arts Teachers of Early and Middle Childhood demonstrate a high level of competence in the use of English Language Arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. They teach children to read with a balanced instructional program that includes an emphasis on the use of letter/sound relationships (phonics), the context (semantic and syntactic), and meaningful text.												
13. model the effective use of the English language, including its syntax, lexicon, history, varieties, literature, and oral and written composing processes.	A,B C,D E,F G	A,B C,D E,F G	A,B E,F G	A,B DG	A							
14. understand how elementary (primary and intermediate) children develop and learn to read, write, speak, and listen effectively.		A,B D		A,B DG M-obsrv								
15. know and understand language, language development, and the language arts.	A,B C,E F,G	A,B C,E F,G	B,F G	B,G								
16. Read, write, speak, and listen effectively and are competent effective users of language.	A,B C,D E,F GH	A,B C,D E,F G	A,B E,F	A,B DGJ	A							

K-6 Content Standards Indicators	W131	W132	S121	L390	U103	S100	H105	H106	H113	H114	Y217	Y219
17. effectively write and speak so that they can communicate their knowledge, ideas, understanding, insights, feelings, and experiences	A,B, C,D, E,F,G	A,B, C,D, E,F,G	A,B, E,F,G	A,B,F G	A						A,B, E,G	A,B
18. read competently and enjoy reading as both an intellectual and leisure activity	B,E, G	A,B, D,E, G	E	A,B,F G								
19. use a variety of strategies to monitor their own reading comprehension.	A,B, G	A,B, D,G		A,B,F G								
20. use and recommend many different reading materials based on different topics, themes, and situations and consisting of many different types, including stories, poems, biography, non-fiction, and texts from various other subject areas.	A,B,F G	A,B,F G	F,G	A,B,F G								
21. think critically about what they read.	A,B, E,F,G	A,B, E,F,G	A,B, E,F,G	A,B, G	A	B,G					A,B, E,G	A,B
22. explore the uses of different types of writing and speaking with different audiences and in different situations.	A,B,F G	A,B, E,F,G	A,B,F	A,B, E,G,J								
23. develop their capacity to listen so that they understand, consider, respond to, and discuss spoken material, including non-fiction, stories, and poems.	A,B, G	A,B,F G	B,G	A,B, C,E,F G	A							
24. know what preconceptions, error patterns, and misconceptions they may expect to find in students' understanding of how language functions in communication	B,G	A,B, G	B,G	A,B, E		G						
Science Teachers of Early and Middle Childhood know, understand, and use the fundamental concepts in the subject matter of science including physical, life, and earth and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy.												
6. have a broad general understanding of science including the nature of science, and the content and fundamentals of physical, life, earth and space sciences, and their interrelationships.												

K-6 Content Standards Indicators	W131	W132	S121	L390	U103	S100	H105	H106	H113	H114	Y217	Y219
7. know the major concepts and principles that unify all scientific effort and that are used in each of the science disciplines: (1) systems, order, and organization; (2) evidence, models, and explanation; (3) change, constancy, and measurement; (4) evolution and equilibrium; and (5) form and function.						B,G					E	E
8. engage in the science inquiry process that involves asking a simple question, completing an investigation, answering the question, and presenting the results to others.	A, G	A, G,F				B,G					E	E
9. Understand about science and technology and to make distinctions between natural objects and objects made by humans by making models of useful things						B,G						
10. know naive theories and misconceptions most children have about scientific and technological phenomena				G								
Social Studies Teachers of Early and Middle Childhood know, understand, and use the major concepts and modes of inquiry from the social studies--the integrated study of history, geography, the social sciences (such as anthropology, archaeology, economics, political science, psychology, and sociology), and other related areas (such as humanities, law, philosophy, religion, mathematics, science, and technology)--to promote elementary (primary and intermediate) students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.												
4. study major themes, concepts and modes of inquiry drawn from academic fields that address: (1) culture; (2) time, continuity, and change; (3) people, places, and environment; (4) individual development and identity; (5) individuals, groups, and institutions; (6) power, governance, and authority; (7) production, distribution, and consumption; (8) science, technology, and society; (9) global connections; and (10) civic ideals and practices.	A, G	G,F	B,G		A	B,G	B,G	B,G	A,B G	A,B G	A,B E,G	A, B,E G

K-6 Content Standards Indicators	W131	W132	S121	L390	U103	S100	H105	H106	H113	H114	Y217	Y219
5. understand the historical development of democratic values; the past, present, and future; spatial relations; the development of nations, institutions, economic systems, culture, and cultural diversity; the influences of belief systems; and the humanities.	G	A,E G	B			B,G	B,G	B,G	A,B G	A,B G	A,B E,G	AB EG
6. read, write, discuss, and research to build background knowledge; examine a variety of sources (e.g., primary and secondary sources, maps, and statistical data); acquire and manipulate data; analyze points of view; formulate well-supported arguments, policies, and positions; construct new knowledge and apply knowledge in new settings.	AG	AG	F,B						A,B G	A,B G	A,B E,G	AB EG
Fine Arts Teachers of Early and Middle Childhood know, understand, and use--as appropriate to their own understanding and skills--the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary (primary and intermediate) students.												
5. understand distinctions and connections between arts study and arts experiences. communicate at a basic level in the four arts disciplines--dance, music, theater, and the visual arts-- including knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and thinking processes of each arts discipline	J,G				A							
6. develop and present basic analyses of works of art from structural, historical, and cultural perspectives	J				A							
7. have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods					A							
8. relate basic types of arts knowledge and skills within and across the arts disciplines, and to make connections with other disciplines.					A							

K-6 Content Standards Indicators	W131	W132	S121	L390	U103	S100	H105	H106	H113	H114	Y217	Y219
Health Education Teachers of Early and Middle Childhood know, understand, and use the comprehensive nature of students' physical, mental, and social well-being to create opportunities for student development and practice of skills that contribute to good health.												
4. understand the foundations of good health, including the structure and function of the body and its systems and the importance of physical fitness and sound nutrition.												
5. understand the benefits of a healthy lifestyle for themselves and others as well as the dangers of diseases and activities that may contribute to disease.												
6. Be alert to major health issues concerning children and the social forces that affect them, and of the need to impart information on these issues sensitively.				G								
Physical Education Teachers of Early and Middle Childhood know, understand, and use--as appropriate to their own understanding and skills--human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary (primary and intermediate) students.												
5. demonstrate competence in many movement forms, and can apply movement concepts and principles to the learning and development of motor skills.				C								
6. know that physical inactivity is a major health risk factor in our society and recognize the critical importance of physically active life styles for all												
7. develop knowledge and skills necessary to achieve and maintain a health-enhancing level of physical fitness.												
8. appreciate the intrinsic values and benefits associated with physical activity.												

K-6 Content Standards Indicators	W131	W132	S121	L390	U103	S100	H105	H106	H113	H114	Y217	Y219
Connections between Technology and the Disciplines Teachers of Early and Middle Childhood know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary (primary and intermediate) students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.												
4. make connections across the disciplines, across fields of knowledge, and in real world situations	AG	AG E,F	G								A,B E,G	AB EG
5. recognize relationships that exist between technology and the subject disciplines.	A,E G	A,E G	G									
6. Understand the power of multiple perspectives to understand complex issues and to demonstrate (1) a desire to know, (2) constructive questioning, (3) use of information and systematic data, (4) acceptance of ambiguity where it exists, (5) willingness to modify explanations, (6) a cooperative manner in responding to questions and solving problems, (7) respect for reason, imagination, and creativity and (8) honesty.	A,E G	A,E F,G		AG		B,G						

IU Kokomo Division of Education
Elementary (K-6) Content Standards Alignment Matrix

K-6 Content Standards Indicators	D250	M125	M118	T109	T110	L100	G100	A100	C100	P100	E175
Mathematics Teachers of Early and Middle Childhood know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data.											
13. explore, conjecture, and reason logically using such words as all, some, and none; to solve non-routine problems; to communicate about and through mathematics by writing and orally using everyday language and mathematical language, including symbols; and to connect ideas within mathematics and between mathematics and other intellectual activity.				B		B(Lab)			B		
14. understand and use measurement systems (including time, money, temperature, two and three dimensional objects using non-standard and standard customary and metric units).					B	B(Lab)	A M- Labs	B	B		
15. explore pre-numeration concepts, whole numbers, fractions, decimals, percents and their relationships; apply the four basic operations (addition, subtraction, multiplication, and division) with symbols and variables to solve problems and to model, explain, and develop computational algorithms.				B		B	M- Labs		B		
16. use geometric concepts and relationships to describe and model mathematical ideas and real-world constructs, as well as collect, organize, represent, analyze, and interpret data by use of tables, graphs, and charts.		B	B		B	B					

K-6 Content Standards Indicators	D250	M125	M118	T109	T110	L100	G100	A100	C100	P100	E175
17. identify and apply number sequences and proportional reasoning, predict outcomes and conduct experiments to test predictions in real-world situations; make estimations and check the reasonableness of results; select and use appropriate problem-solving tools, including mental arithmetic, pencil-and-paper computation, a variety of manipulatives and visual materials, calculators, computers, electronic information resources, and a variety of other appropriate technologies to support the learning of mathematics.				B		B			B		
18. know what mathematical preconceptions, misconceptions, and error patterns to look for in elementary (primary and intermediate) student work				B		B					
English Language Arts Teachers of Early and Middle Childhood demonstrate a high level of competence in the use of English Language Arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. They teach children to read with a balanced instructional program that includes an emphasis on the use of letter/sound relationships (phonics), the context (semantic and syntactic), and meaningful text.											
25. model the effective use of the English language, including its syntax, lexicon, history, varieties, literature, and oral and written composing processes.						B					
26. understand how elementary (primary and intermediate) children develop and learn to read, write, speak, and listen effectively.						B					
27. know and understand language, language development, and the language arts.						B					
28. Read, write, speak, and listen effectively and are competent effective users of language.						B					
29. effectively write and speak so that they can communicate their knowledge, ideas, understanding, insights, feelings, and experiences						B		B		B	

K-6 Content Standards Indicators	D250	M125	M118	T109	T110	L100	G100	A100	C100	P100	E175
30. read competently and enjoy reading as both an intellectual and leisure activity						B			A,B		
31. use a variety of strategies to monitor their own reading comprehension.						B					
32. use and recommend many different reading materials based on different topics, themes, and situations and consisting of many different types, including stories, poems, biography, non-fiction, and texts from various other subject areas.						B					
33. think critically about what they read.						B (Lab)	B,M -Labs		A,B	B	
34. explore the uses of different types of writing and speaking with different audiences and in different situations.						B					
35. develop their capacity to listen so that they understand, consider, respond to, and discuss spoken material, including non-fiction, stories, and poems.						B					
36. know what preconceptions, error patterns, and misconceptions they may expect to find in students' understanding of how language functions in communication						B					
Science Teachers of Early and Middle Childhood know, understand, and use the fundamental concepts in the subject matter of science including physical, life, and earth and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy.											
11. have a broad general understanding of science including the nature of science, and the content and fundamentals of physical, life, earth and space sciences, and their interrelationships.						B	B,M -Labs	B	B,C ,G	B	

K-6 Content Standards Indicators	D250	M125	M118	T109	T110	L100	G100	A100	C100	P100	E175
12. know the major concepts and principles that unify all scientific effort and that are used in each of the science disciplines: (1) systems, order, and organization; (2) evidence, models, and explanation; (3) change, constancy, and measurement; (4) evolution and equilibrium; and (5) form and function.						B (Lab)	B	B	B,C G	B	
13. engage in the science inquiry process that involves asking a simple question, completing an investigation, answering the question, and presenting the results to others.						F (Lab) B,C	M- Labs	B		B,C	
14. Understand about science and technology and to make distinctions between natural objects and objects made by humans by making models of useful things						B		B	B,C G	B	
15. know naive theories and misconceptions most children have about scientific and technological phenomena						B					
Social Studies Teachers of Early and Middle Childhood know, understand, and use the major concepts and modes of inquiry from the social studies--the integrated study of history, geography, the social sciences (such as anthropology, archaeology, economics, political science, psychology, and sociology), and other related areas (such as humanities, law, philosophy, religion, mathematics, science, and technology)--to promote elementary (primary and intermediate) students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.											
7. study major themes, concepts and modes of inquiry drawn from academic fields that address: (1) culture; (2) time, continuity, and change; (3) people, places, and environment; (4) individual development and identity; (5) individuals, groups, and institutions; (6) power, governance, and authority; (7) production, distribution, and consumption; (8) science, technology, and society; (9) global connections; and (10) civic ideals and practices.						B					B,C F,G K,L

K-6 Content Standards Indicators	D250	M125	M118	T109	T110	L100	G100	A100	C100	P100	E175
8. understand the historical development of democratic values; the past, present, and future; spatial relations; the development of nations, institutions, economic systems, culture, and cultural diversity; the influences of belief systems; and the humanities.						B					B,C L,G
9. read, write, discuss, and research to build background knowledge; examine a variety of sources (e.g., primary and secondary sources, maps, and statistical data); acquire and manipulate data; analyze points of view; formulate well-supported arguments, policies, and positions; construct new knowledge and apply knowledge in new settings.						B			A,B		B,F K,L
Fine Arts Teachers of Early and Middle Childhood know, understand, and use--as appropriate to their own understanding and skills--the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary (primary and intermediate) students.											
9. understand distinctions and connections between arts study and arts experiences. communicate at a basic level in the four arts disciplines--dance, music, theater, and the visual arts-- including knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and thinking processes of each arts discipline											
10. develop and present basic analyses of works of art from structural, historical, and cultural perspectives											
11. have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods											
12. relate basic types of arts knowledge and skills within and across the arts disciplines, and to make connections with other disciplines.											

K-6 Content Standards Indicators	D250	M125	M118	T109	T110	L100	G100	A100	C100	P100	E175
Health Education Teachers of Early and Middle Childhood know, understand, and use the comprehensive nature of students' physical, mental, and social well-being to create opportunities for student development and practice of skills that contribute to good health.											
7. understand the foundations of good health, including the structure and function of the body and its systems and the importance of physical fitness and sound nutrition.						B(Lab) B			A,B		
8. understand the benefits of a healthy lifestyle for themselves and others as well as the dangers of diseases and activities that may contribute to disease.						B			A,B		
9. Be alert to major health issues concerning children and the social forces that affect them, and of the need to impart information on these issues sensitively.						B					
Physical Education Teachers of Early and Middle Childhood know, understand, and use--as appropriate to their own understanding and skills--human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary (primary and intermediate) students.											
9. demonstrate competence in many movement forms, and can apply movement concepts and principles to the learning and development of motor skills.											
10. know that physical inactivity is a major health risk factor in our society and recognize the critical importance of physically active life styles for all											
11. develop knowledge and skills necessary to achieve and maintain a health-enhancing level of physical fitness.											
12. appreciate the intrinsic values and benefits associated with physical activity.											

K-6 Content Standards Indicators	D250	M125	M118	T109	T110	L100	G100	A100	C100	P100	E175
Connections between Technology and the Disciplines Teachers of Early and Middle Childhood know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary (primary and intermediate) students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.											
7. make connections across the disciplines, across fields of knowledge, and in real world situations	B,E					B		B	A,B	B,C	
8. recognize relationships that exist between technology and the subject disciplines.	B,E					B		B	A,B	B	
9. Understand the power of multiple perspectives to understand complex issues and to demonstrate (1) a desire to know, (2) constructive questioning, (3) use of information and systematic data, (4) acceptance of ambiguity where it exists, (5) willingness to modify explanations, (6) a cooperative manner in responding to questions and solving problems, (7) respect for reason, imagination, and creativity and (8) honesty.	F					B			A,B	B,C	

IU Kokomo Division of Education
Elementary (K-6) Content Standards Alignment Matrix

K-6 Content Standards #1, 3, 4, 5	E370	E341	E343	E325	E328	M323	M333	P290
#1. Development, Learning and Motivation. Teachers of Early and Middle Childhood know, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	G,H, J, K	G,J,K	G, J, K, L	G,J,K	G,J,K	F,G,J, K	F,G,K	A, F, G, H, K
#3. Instruction. Teachers of Early and Middle Childhood plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.	G,H, J, K	G,J,K	G, J, K, L	J,K	J,K	F,G,J, K	F,G,K	A, F, G, H, K
#3a. Teachers of Early and Middle Childhood understand how elementary (primary and intermediate) students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse learners.	G,H, J, K	G,J,K	G, J, K	J,K	J,K	F,G,J, K	F,G,K	A, F, G, H, K
#3b. Teachers of Early and Middle Childhood understand and use a variety of teaching strategies that encourage elementary (primary and intermediate) students' development of critical thinking, problem solving, and performance skills.	G,H, J, K	G,J	G, J, K	J	J	F,G,J, K	F,G,K	A, F, G, H, K
#3c. Teachers of Early and Middle Childhood use their knowledge and understanding of individual and group motivation and behavior among students to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.	G,H, J, K	G,J	G, J, K	J	J	F,G,J, K	F,G,K	A, F, G, H, K

K-6 Content Standards#1, 3, 4, 5	E370	E341	E343	E325	E328	M323	M333	P290
#3d. Teachers of Early and Middle Childhood use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary (primary and intermediate) classroom.	G,H, J, K	G,J,K	G, J, K, L	J	J	F,G,J, K	F,G,K	G, K
#4. Assessment. Teachers of Early and Middle Childhood know, understand, and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of each elementary (primary and intermediate) student.	G,H, J, K	G,I	G, J, K, L	G, J, K, L	G, J, K, L	F,G,J, K	F,G,K	G, K
#5. Professionalism. Teachers of Early and Middle Childhood understand practices and behaviors that identify and develop the competence of a professional career teacher.	G,H, J, K	A,J,K	J, K			F,G,J, K		G, K
#5a. Teachers of Early and Middle Childhood are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.	G,H, J, K	A,G,J	G, J	A	A	F,G,J, K		G, K
#5b. Teachers of Early and Middle Childhood know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.	G,H, J, K	G,J	J	J	J			G, H, K
#5c. Teachers of Early and Middle Childhood foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.	G,H, J, K	G,J	J	J	J			G, H, K

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C. ASSESSMENT DATA SECTION

Teachers candidates in the Generalist: Early and Middle Childhood Education initial program are assessed continually through course assignments, field experiences, program performance assessments (e.g. e-Portfolio), and program surveys. Each teacher candidate will be assessed by a variety of stakeholders – i.e., faculty, host teachers, student teaching supervisors, principals, and portfolio reviewers – as well as engage in reflective self-assessment. Assessment data are used to evaluate individual candidate performance at each benchmark and provide guidance for successful program completion. Assessment data are also aggregated to provide insight and guide/inform course improvement, program improvement, and unit policy and procedures.

Elementary (K – 6) Program

Purpose of Evaluation	Frequency of Evaluation	Evaluator
Field Experience Assessment (Dispositions)	8 x within program	Host teachers
Completion of academic coursework aligned with standards (GPA)	10x within program	Faculty
Field Experience Assessment (Metastandards and Dispositions)	6 x within program	Host Teachers
Formative and Summative Portfolio Review (Metastandards Rubrics)	2 x within program	Faculty Host Teachers
Clinical Practice (Metastandards and Dispositions)	2 x within program (Student teaching: midterm and final)	Host Teachers and University Supervisors

Generalist: Early and Middle Childhood
Assessment Data

Element Assessed	Describe the Assessment Activity	When is it assessed?	Title of the Instrument or Rubric (Each item is hyperlinked to complete document)	Aggregated Data Summary Program Completers 2006 - 2007 = 35 2005 - 2006 = 40 Total [05-07] = 75	Curriculum/ Program/Unit operations modifications made based on this data	Content Standards addressed by this Assessment Activity
Content Knowledge for Teacher Candidates	*Praxis II*	*Prior to Student Teaching (Benchmark 5)*	*Praxis II*	**2006 - 2007 = 177 2005 - 2006 = 178 Total [05-07] = 178 (see complete data summary)**	*Joint Committee will further align course offerings with Praxis II content areas.*	**N/A As per DPS Instructions**
	Utilization of Content Knowledge as performance assessment	*During Field and Clinical Practice (Benchmark 3-6)*	*Metastandards Rubric*	**2006 - 2007 =3.3 2005 - 2006 = N/A Total [05-07] = 3.3 (see complete data summary)**	*Development and inclusion of Components for the Metastandards.*	Benchmark / Standard: *3 1-3; 4 1-4; 5 1-4; 6 1-5*
	Self-evaluation of preparedness for utilization of content knowledge	*At program completion (Benchmark 6)*	*Program Completers Survey*	**2006 - 2007 = 3.9 2005 - 2006 = N/A Total [05-07] = 3.9 (see complete data summary)**	*Utilization of the Joint Committee will be expanded to enhance the breadth and depth of evaluation of teacher candidate content knowledge.*	*Standards 1, 2, 3d, 5*
	Stakeholder evaluation of preparedness for utilization of content knowledge	*At program completion (Benchmark 6) and for alumni*	*Administrators Survey*	**2006 - 2007 = 3.5 2005 - 2006 = N/A Total [05-07] = 3.5 (see complete data summary)**	*Creation of Assistant Dean for Program Review position in the Division to enhance the assessment efforts and evaluation of teacher candidate content knowledge*	*Standards 1, 2, 3d, 5*

Pedagogical Content Knowledge for Teacher Candidates	*Portfolio Assessment and Performance Assessment*	***Portfolio**: At Formative and Summative Review (Benchmark 4 and Benchmark 6)* ***Performance Assessment:** During Field and Clinical Practice (Benchmark 3-6)*	*Metastandards Rubric: Portfolio Review*	**2006 - 2007 = 3.2** **2005 - 2006 = N/A** **Total [05-07] = 3.2** **(see complete data summary)**	*Re-evaluation of the Metastandard Components to more specifically address content.*	Benchmark Standard *3 1-3* *4 1-4* *5 1-4* *6 1-5*
			Metastandards Rubric: Field Performance	**2006 - 2007 = 3.3** **2005 - 2006 = N/A** **Total [05-07] = 3.3** **(see complete data summary)**		
Professional and Pedagogical Knowledge and Skills for Teacher Candidates	*Portfolio Assessment and Performance Assessment*	***Portfolio**: At Formative and Summative Review (Benchmark 4 and Benchmark 6)* ***Performance Assessment:** During Field and Clinical Practice (Benchmark 3-6)*	*Metastandards Rubric: PortfolioReview*	**2006 - 2007 = 3.2** **2005 - 2006 = N/A** **Total [05-07] = 3.2** **(see complete data summary)**	*Moved to online reviews of portfolios, field experiences, and clinical practice. Formalized and enhanced the use and role of stakeholders within the UAS.*	Benchmark Standard *3 1-3* *4 1-4* *5 1-4* *6 1-5*
			Metastandards Rubric: Field Performance	**2006 - 2007 = 3.2** **2005 - 2006 = N/A** **Total [05-07] = 3.2** **(see complete data summary)**		
P-12 Student Learning for Teacher Candidates	*Performance Assessment*	*During Field and Clinical Practice (Benchmark 3-6)*	*Metastandards Rubric*	**2006 - 2007 = 3.4** **2005 - 2006 = N/A** **Total [05-07] = 3.5** **(see complete data summary)**	*More closely evaluate field experiences and clinical practice to fully address/align with NCATE's P-12 student learning assessment model.*	Benchmark Standard *3 1-3* *4 1-4* *5 1-4* *6 1-5*
	Self-evaluation of Effect on P-12 Student Learning	*At program completion (Benchmark 6)*	*Program Completers Survey*	**2006 - 2007 = 3.8** **2005 - 2006 = N/A** **Total [05-07] = 3.8** **(see complete data summary)**	*More closely evaluate field experiences and clinical practice to fully address/align with NCATE's P-12 student learning assessment model.*	*Standards 1, 2, 3, 4, 5b*

Note:

- N/A denotes absence of data due to either no program completers or due to data not realized because of UAS formalization, including the addition of Metastandard Components and online review which was implemented in Fall 2006.

Summary Statement: The Fall 2006 data were lacking pertinent information regarding teacher candidates' progress toward mastery of the Metastandards. The Division of Education learned that the Metastandards rubric was in need of greater focus/specificity (i.e., Components) to further evaluate candidates' progress, to help inform stakeholders of Division expectations, and to assist candidates in the creation of their e-Portfolios. Adding the Components also led the Division to digitize the process of collecting data from stakeholders, candidates, and faculty, as well as to create the new position of Associate Dean for Assessment and Accreditation to oversee these data collection, analysis, and reporting processes. As a result of these efforts, a comprehensive online rubric data collection system has been successfully implemented. Portfolio data also indicated that candidates were lacking experiences/opportunities relevant to Metastandards 6: Professionalism/Learning Communities and 7: Family/Community Involvement. The Division, therefore, made the decision to establish a University Partnership School at Sycamore Elementary School in order to provide professional development and service learning opportunities for the candidates (click here to view Change Document and Partnership Guidelines for further information).

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Section C Appendices

Program Completer Survey
Spring 2007

Please answer the following questions to the best of your ability:

1. I currently have a _____ GPA.

2. It has taken me approximately _____ years to complete the Education Program at Indiana University Kokomo.

3. I have transferred approximately ____ credits from other institutions.

4. I currently have interviewed for _____ teaching positions.

5. Do you currently have a full-time teaching position within the school system? ___yes ___no

   □ If yes, please indicate the school corporation _____

6. Do you currently have a part-time teaching position within the school system? __yes __no

   □ If yes, please indicate the school corporation _____

7. Do you currently have an education-related position outside the school system? __yes __no

   □ If yes, please indicate the position _____

After completing the Teacher Education Program at Indiana University Kokomo, how prepared are you to do the following:

1. Set challenging and appropriate expectations of learning and performance for students.
   - □ Not at all Prepared
   - □ Poorly Prepared
   - □ Adequately Prepared
   - □ Well Prepared
   - □ Extremely Well Prepared

2. Understand how students' social, emotional, physical, and cognitive development influences learning.
   - □ Not at all Prepared
   - □ Poorly Prepared
   - □ Adequately Prepared
   - □ Well Prepared
   - □ Extremely Well Prepared

3. Understand how different students in the classroom are learning.
   - □ Not at all Prepared
   - □ Poorly Prepared
   - □ Adequately Prepared
   - □ Well Prepared
   - □ Extremely Well Prepared

4. Identify and obtain materials and use community resources to create a multicultural curriculum.
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared

5. Choose teaching strategies to meet different student needs.
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared

6. Understand how students' family and cultural backgrounds may influence learning.
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared

7. Help all children achieve high academic standards.
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared

8. Develop a curriculum that builds on students' experiences, interests, and abilities.
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared

9. Evaluate curriculum materials for their usefulness and appropriateness for students.
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared

10. Use technology in the classroom.
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared

11. Teach subject matter concepts, knowledge and skills in ways that enable students to learn.
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared

12. Choose teaching strategies for different instructional purposes.
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared

13. Maintain an orderly and purposeful learning environment to improve student learning and performance.
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared

14. Use a variety of assessment to determine student strengths and learning needs.
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared

15. Assess and tracks student achievement in order to evaluate student learning.
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared

16. Evaluate and reflect on your practice to improve instruction.
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared

17. Plan and solve problems with colleagues.
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared

18. Assume leadership responsibilities at school.
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared

19. Work with parents/guardians and families to better understand students and to support their learning.
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared

20. Understand how factors in the students' environment outside of school may influence their life and learning.
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared

Administrator Survey
Spring 2007

At your school, how prepared are the Indiana University Kokomo teacher candidates or resident teachers prepared to do the following:

1. **Set challenging and appropriate expectations of learning and performance for students.**
   - ☐ Not at all Prepared
   - ☐ Poorly Prepared
   - ☐ Adequately Prepared
   - ☐ Well Prepared
   - ☐ Extremely Well Prepared
2. **Understand how students' social, emotional, physical, and cognitive development influences learning.**
   - ☐ Not at all Prepared
   - ☐ Poorly Prepared
   - ☐ Adequately Prepared
   - ☐ Well Prepared
   - ☐ Extremely Well Prepared
3. **Understand how different students in the classroom are learning.**
   - ☐ Not at all Prepared
   - ☐ Poorly Prepared
   - ☐ Adequately Prepared
   - ☐ Well Prepared
   - ☐ Extremely Well Prepared
4. **Identify and obtain materials and use community resources to create a multicultural curriculum.**
   - ☐ Not at all Prepared
   - ☐ Poorly Prepared
   - ☐ Adequately Prepared
   - ☐ Well Prepared
   - ☐ Extremely Well Prepared
5. **Choose teaching strategies to meet different student needs.**
   - ☐ Not at all Prepared
   - ☐ Poorly Prepared
   - ☐ Adequately Prepared
   - ☐ Well Prepared
   - ☐ Extremely Well Prepared
6. **Understand how students' family and cultural backgrounds may influence learning.**
   - ☐ Not at all Prepared
   - ☐ Poorly Prepared
   - ☐ Adequately Prepared
   - ☐ Well Prepared
   - ☐ Extremely Well Prepared
7. **Help all children achieve high academic standards.**
   - ☐ Not at all Prepared
   - ☐ Poorly Prepared
   - ☐ Adequately Prepared
   - ☐ Well Prepared
   - ☐ Extremely Well Prepared

8. **Develop a curriculum that builds on students' experiences, interests, and abilities.**
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared
9. **Evaluate curriculum materials for their usefulness and appropriateness for students.**
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared
10. **Use technology in the classroom.**
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared
11. **Teach subject matter concepts, knowledge and skills in ways that enable students to learn.**
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared
12. **Choose teaching strategies for different instructional purposes.**
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared
13. **Maintain an orderly and purposeful learning environment.**
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared
14. **Use a variety of assessment to determine student strengths, needs and programs.**
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared
15. **Assess and track student achievement**
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared

16. **Evaluate and reflect on your practice to improve instruction.**
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared
17. **Plan and solve problems with colleagues.**
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared
18. **Assume leadership responsibilities at school.**
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared
19. **Work with parents and families to better understand students and to support their learning.**
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared
20. **Understand how factors in the students' environment outside of school may influence their life and *learning*.**
    - ☐ Not at all Prepared
    - ☐ Poorly Prepared
    - ☐ Adequately Prepared
    - ☐ Well Prepared
    - ☐ Extremely Well Prepared

Content Knowledge

Field Experiences and Clinical Practice

Content Knowledge is captured by Metastandard #3: Curriculum and Content Knowledge, specifically components 1,2, and 3. Scores reported below were collected from the online Metastandard rubric completed by host teachers of candidates in field experiences and student teaching. The scale is 1 – 4, with 1 being basic and 4 being exemplary.

Fall 2006

Metastandard 3: Curriculum and Content Knowledge	Overall Mean	*Components were not implemented until Spring 2007*
Benchmark 3	2.9	
Benchmark 4	3.1	
Benchmark 5	3.02	
Benchmark 6	3.86	

Spring 2007

Metastandard 3: Curriculum and Content Knowledge	Overall Mean	3.1 Knowledge of content	3.2 Represent. of content	3.3 Knowledge of students' misconceptions about content
Benchmark 3	3.5	3.7	3.5	3.3
Benchmark 4	2.9	3	3	2.9
Benchmark 5	3.3	3.1	3.4	3.2
Benchmark 6	3.8	3.8	3.8	3.6

BACK

Content Knowledge
Program Completer Survey
Spring 2007

Elementary Program Completers (self evaluation)	***n=23***
Develop a curriculum that builds on students' experiences, interests, and abilities.	**3.9**
Evaluate curriculum materials for their usefulness and appropriateness for students.	**3.7**
Use technology in the classroom.	**3.8**
Teach subject matter concepts, knowledge and skills in ways that enable students to learn.	**4.0**

Survey statements above are aligned with Metastandard #3: Curriculum and Content Knowledge and capture program completers self-evaluation of preparedness for utilization of content knowledge. The scale is 1 – 5, 1 being not at all prepared and 5 being extremely well prepared.

Content Knowledge
Administrators Survey
Spring 2007

Administrators	***n=14***
Develop a curriculum that builds on students' experiences, interests, and abilities.	**3.4**
Evaluate curriculum materials for their usefulness and appropriateness for students.	**3.5**
Use technology in the classroom.	**3.7**
Teach subject matter concepts, knowledge and skills in ways that enable students to learn.	**3.5**

Survey statements above are aligned with Metastandard #3: Curriculum and Content Knowledge and capture stakeholders evaluation of program completers' preparedness for utilization of content knowledge. The scale is 1 – 5, 1 being not at all prepared and 5 being extremely well prepared.

Pedagogical Content Knowledge

Field Experiences and Clinical Practice

Pedagogical Content Knowledge is captured by Metastandard #3: Curriculum and Content Knowledge, specifically components 4 and 5. Scores reported below were collected from the online Metastandard rubric completed by host teachers of candidates in field experiences and student teaching. The scale is 1 – 4, 1 being basic and 4 being exemplary.

Fall 2006

Metastandard 3: Curriculum and Content Knowledge	Overall Mean	*Components were not implemented until Spring 2007*
Benchmark 3	2.9	
Benchmark 4	3.1	
Benchmark 5	3.02	
Benchmark 6	3.86	

Spring 2007

Metastandard 3: Curriculum and Content Knowledge	Overall Mean	3.4 Materials and resources	3.5 Planning and supporting challenging curricula
Benchmark 3	3.5	3.3	3.5
Benchmark 4	2.9	2.8	3
Benchmark 5	3.3	3.4	3.4
Benchmark 6	3.8	3.8	3.8

Pedagogical Content Knowledge Portfolio

Fall 2006

Elementary Portfolios

	Formative n/a	Summative n=12
Metastandard 1	**The formative evaluation was not*	3.17
Metastandard 2	*implemented* until 2007	3.33
Metastandard 3		3.48
Metastandard 4		3.50
Metastandard 5		3.48
Metastandard 6		3.35
Metastandard 7		3.46
Overall Mean		**3.40**

Spring 2007

Elementary Portfolios

	Formative n=9	Summative n=24
Metastandard 1	2	3.04
Metastandard 2	2	2.74
Metastandard 3	2	2.94
Metastandard 4	2	2.86
Metastandard 5	2	2.93
Metastandard 6	2	2.78
Metastandard 7	2	2.98
Overall Mean	2	2.90

Candidate portfolios are reviewed by faculty and outside stakeholders. Minimum passing score for the formative review is 2.0. Minimum passing score for the summative review is 3.0. These data highlight portfolio scores for Metastandard #3: Curriculum and Content Knowledge.

BACK

Pedagogical Skills

Field Experiences and Clinical Practice

Professional and Pedagogical Knowledge and skills are captured by Metastandard #1, 2, 4, and 5. Scores reported below were collected from the online Metastandard rubric completed by host teachers of candidates in field experiences and student teaching. The scale is 1 – 4, 1 being basic and 4 being exemplary.

Fall 2006*

Metastandard 1: Child Development and Learning	Overall Mean
Benchmark 3	2.71
Benchmark 4	3.38
Benchmark 5	2.92
Benchmark 6	3.80

Metastandard 2: Diversity	Overall Mean
Benchmark 3	2.65
Benchmark 4	3.13
Benchmark 5	3.03
Benchmark 6	3.79

Metastandard 4: Instruction	Overall Mean
Benchmark 3	2.71
Benchmark 4	3.07
Benchmark 5	2.98
Benchmark 6	3.82

Metastandard 5: Assessment	Overall Mean
Benchmark 3	2.67
Benchmark 4	2.93
Benchmark 5	3.00
Benchmark 6	3.75

***Components were not implemented until Spring 2007**

Spring 2007

Metastandard 1: Child Development and Learning	Overall Mean	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
Benchmark 3	3.3	3.2	3.3	3.4	3.2
Benchmark 4	3	3	3	3	3.2
Benchmark 5	3.8	3.7	3.7	3.7	3.9

Metastandard 2: Diversity	Overall Mean	2.1 Knowledge of students' cultural identities	2.2 Valuing cultural diversity	2.3 Complex nature of diversity	2.4 Culturally sensitive techniques	2.5 Multiple perspectives	2.6 Understanding exceptionality
Benchmark 3	3.6	3.6	3.8	3.6	3.6	3.6	3.3
Benchmark 4	3	3.1 (n/o=7)	3.1(n/o=10)	3.1(n/o=13)	3 (n/o=11)	2.8 (n/o=9)	3.2 (n/o=6)
Benchmark 5	3.8	3.8	3.8	3.6	3.7	3.8	3.8

Metastandard 4: Instruction	Overall Mean	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
Benchmark 3	3.4	3.3	3.5	3.5	3.2	3.5 (n/o=2)	3.4
Benchmark 4	2.8	2.9	2.9	2.9	2.6	2.9	2.8
Benchmark 5	3.7	3.8	3.8	3.6	3.4	3.8	3.8

Metastandard 5: Assessment	Overall Mean	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
Benchmark 3	3.3	3.4	3.4	3.2	3.2
Benchmark 4	2.9	2.8 (n/o=7)	2.9 (n/o=6)	2.8(n/o=6)	2.9(n/o=7)
Benchmark 5	3.7	3.6	3.7	3.7	3.7

Pedagogical Skills

Portfolio

Fall 2006

Elementary Portfolios

	Formative n/a	Summative n=12
Metastandard 1	**The formative evaluation was not*	3.17
Metastandard 2	*implemented* until Spring 2007	3.33
Metastandard 3		3.48
Metastandard 4		3.50
Metastandard 5		3.48
Metastandard 6		3.35
Metastandard 7		3.46
Overall Mean		**3.40**

Spring 2007

Elementary Portfolios

	Formative n=9	Summative n=24
Metastandard 1	2	3.04
Metastandard 2	2	2.74
Metastandard 3	2	2.94
Metastandard 4	2	2.86
Metastandard 5	2	2.93
Metastandard 6	2	2.78
Metastandard 7	2	2.98
Overall Mean	2	2.90

Candidate portfolios are reviewed by faculty and outside stakeholders. Minimum passing score for the formative review is 2.0. Minimum passing score for the summative review is 3.0. These data highlight portfolio scores for Metastandard #1, 2, 4, and 5

BACK

P-12 Student Learning
Field Experiences and Clinical Practice
Spring 2007

Student Learning is captured by the following Metastandard components. Scores reported below were collected from the online Metastandard rubric completed by host teachers of candidates in field experiences and student teaching. The scale is 1 – 4, 1 being basic and 4 being exemplary.

Metastandard #1 Child Development and Learning				
	Benchmark 3	**Benchmark 4**	**Benchmark 5**	**Benchmark 6**
1.3 Multiple influences on development and behavior	**3.4**	**3**	**3**	**3.7**
1.4 Healthy learning environments for all children	**3.2**	**3.2**	**3.4**	**3.9**

Metastandard #2 Diversity				
	Benchmark 3	**Benchmark 4**	**Benchmark 5**	**Benchmark 6**
2.3 Complex nature of diversity	**3.6**	**3.1**	**3.2**	**3.6**
2.4 Culturally sensitive techniques	**3.6**	**3**	**3.4**	**3.7**
2.5 Multiple perspectives	**3.6**	**2.8**	**3.5**	**3.8**

Metastandard #3 Curriculum and Content Knowledge				
	Benchmark 3	**Benchmark 4**	**Benchmark 5**	**Benchmark 6**
3.1 Knowledge of content	**3.7**	**3**	**3.1**	**3.8**
3.2 Representation of content	**3.5**	**3**	**3.4**	**3.8**
3.3 Knowledge of students' misconceptions about content	**3.3**	**2.9**	**3.2**	**3.6**
3.4 Materials and resources	**3.3**	**2.8**	**3.4**	**3.8**
3.5 Planning and supporting challenging curricula	**3.5**	**3**	**3.4**	**3.8**

Metastandard #4 Instruction				
	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6
4.2 Choice of instructional approaches	3.5	2.9	3.3	3.8
4.3 Structure	3.5	2.9	3.1	3.6
4.5 Approaches for classroom management and addressing challenging behavior	3.5	2.9	3.5	3.8

Metastandard #5 Assessment				
	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6
5.2 Assessment of student learning	3.4	2.9	3.3	3.7
5.3 Using assessment to promote learning	3.2	2.8	3.5	3.7

Metastandard #7 Parent and Community Involvement				
	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6
7.2 Student learning	3.3	3	2.7	3.8

P-12 Student Learning
Program Completers Survey
Spring 2007

Survey statements below are aligned with Metastandards components and capture program completers' self-evaluation of one's effect on P-12 student learning. The scale is 1 – 5, 1 being not at all prepared and 5 being extremely well prepared.

Metastandard #1 Child Development and Learning		
1.3 Multiple influences on development and behavior	• Set challenging and appropriate expectations of learning and performance for students.	3.9
1.4 Healthy learning environments for all children	• Understand how students' social, emotional, physical, and cognitive development influences learning.	4.0

Metastandard #2 Diversity		
2.3 Complex nature of diversity	• Understand how different students in the classroom are learning.	3.8
2.4 Culturally sensitive techniques	• Choose teaching strategies to meet different student needs.	3.8
2.5 Multiple perspectives		

Metastandard #3 Curriculum and Content Knowledge		
3.1 Knowledge of content	• Help all children achieve high academic standards.	3.7
3.2 Representation of content	• Develop a curriculum that builds on students' experiences, interests, and abilities.	3.9
3.3 Knowledge of students' misconceptions about content		
3.4 Materials and resources		
3.5 Planning and supporting challenging curricula		

Metastandard #4 Instruction		
4.2 Choice of instructional approaches	• Teach subject matter concepts, knowledge and skills in ways that enable students to learn.	4.0
4.3 Structure	• Maintain an orderly and purposeful learning environment to improve student learning and performance.	3.8
4.5 Approaches for classroom management and addressing challenging behavior		

Metastandard #5 Assessment		
5.2 Assessment of student learning	• Use a variety of assessment to determine student strengths and learning needs.	3.6
5.3 Using assessment to promote learning	• Assess and tracks student achievement in order to evaluate student learning.	3.7

Metastandard #7 Parent and Community Involvement		
7.2 Student learning	• Work with parents and families to better understand students and to support their learning.	3.5
	• Understand how factors in the students' environment outside of school may influence their life and learning.	3.8

BACK

Division of Education—Indiana University Kokomo
Metastandards Rubric
Elementary (K-6) Initial Teacher Education Program

Metastandard #1: Child Development and Learning				
	Basic (Knowledge and Comprehension)	**Proficient (Application)**	**Mastery (Analysis and Synthesis)**	**Exemplary (Evaluation)**
Proficiency	Candidate knows and understands how children learn and develop and also that children differ in their development and approaches to learning.	Candidate demonstrates and practices theoretically based teaching and learning strategies to promote cognitive growth and development of all children.	Candidate uses educational learning theories to plan developmentally appropriate curricula and creates learning environments that promote positive social engagement and self-motivation.	Candidate determines the effectiveness of various theoretically based teaching and learning strategies for all children.
Objective	Candidate will be able to recognize and discuss the major concepts, principles, theories, and research related to the development of all children.	Candidate will be able to practice theoretically grounded and research-based teaching and learning strategies with his/her peers.	Candidate will be able to create developmentally appropriate curricula and implement with all children sound theory-based instructional strategies.	Candidate will be able to evaluate the effectiveness of theoretically based teaching and learning strategies through action research.
Components				
1.1 Knowledge of major developmental theories	Candidate demonstrates understanding of developmental theories and theorists in the field.	Candidate demonstrates understanding of developmental theories and can utilize them in implementing curriculum for the elementary classroom.	Candidate demonstrates understanding of developmental theories and can develop curriculum within the classroom that reflects and incorporates a variety of theories.	Candidate demonstrates understanding of developmental theories and can evaluate the effectiveness of curriculum that incorporates a variety of these theories.
1.2 Knowledge of behaviors	Candidate demonstrates knowledge of typical developmental behaviors of children.	Candidate demonstrates knowledge of typical developmental behaviors of children and can utilize developmentally appropriate curriculum.	Candidate demonstrates knowledge of typical developmental behaviors of children and create developmentally appropriate curriculum.	Candidate demonstrates knowledge of typical developmental behaviors of children and can evaluate curriculum to determine if it meets the developmental needs of children 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 children	Candidate understands the importance of healthy learning environments in promoting a child's social, emotional, cognitive, physical and linguistic development.	Candidate incorporates knowledge of healthy learning environments in the creation of lesson plans and classroom activities that promote social, emotional, cognitive, physical and linguistic 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, physical and linguistic development.	Candidate evaluates the learning environment to determine how effectively it promotes social, emotional, cognitive, physical and linguistic development.

Metastandard #2: Diversity				
	Basic (Knowledge and Comprehension)	**Proficient (Application)**	**Mastery (Analysis and Synthesis)**	**Exemplary (Evaluation)**
Proficiency	Candidate knows and understands how children differ in their development and approaches to learning.	Candidate demonstrates an understanding of diverse learning styles and impact of a supportive learning environment.	Candidate creates instructional opportunities that are adapted to diverse learners in an environment that encourages emotional, social, and moral development.	Candidate understands the complexity of learners, nurturing and supporting the spectrum of learners in the environment including physical, emotional, social, cognitive, moral, aesthetic, cognitive, and language growth.
Objective	Candidate will be able to recall developmental stages and a variety of approaches to learning.	Candidate will develop learning experiences which address a variety of learning approaches, exploring aspects of diverse learning environments.	Candidate will integrate diverse instructional opportunities into a supportive environment.	Candidate will create an environment which supports and incorporates all learning styles by appropriate developmental means.
Components				
2.1 Knowledge of students' cultural identities	Candidate understands the importance of diverse identities of groups and individual students within the school and the classroom.	Candidate understands the importance of diverse identities of groups and individual students and can identify the differences and tensions between these identities.	Candidate understands the differences and tensions between these identities and can incorporate their diverse identities into the curriculum.	Candidate can evaluate 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 understands 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 utilizes best practice to incorporate a variety of curriculum that addresses the values, virtues, and ethical codes shared by various cultural groups and individuals.	Candidate develops and evaluates curriculum that effectively addresses the values, virtues, and ethical codes shared by various cultural groups and individuals.
2.3 Complex nature of diversity	Candidate understands the diversity of cultures and groups within the United States.	Candidate utilizes curriculum to demonstrate the complex characteristics of race, ethnicity, gender, language, and social class interact to influence behavior.	Candidate makes use of a variety of curricular and instructional techniques to demonstrate the complex characteristics of cultures and groups in an attempt to meet the educational needs of students.	Candidate evaluates the efficacy of curricular and instructional techniques in demonstrating the complex characteristics of cultures and groups and in attempting to meet the educational needs of students.
2.4 Culturally sensitive techniques	Candidate is familiar with culturally sensitive techniques to address complex cognitive and social skills.	Candidate is able to utilize some culturally sensitive techniques to address complex cognitive and social skills.	Candidate can build upon many culturally sensitive techniques to address complex cognitive and social skills.	Candidate can determine the effectiveness of culturally sensitive techniques employed in the classroom in addressing complex cognitive and social skills.

2.5 Multiple perspectives	Candidate understands the limitations of having only one perspective on issues and the benefit of multiple perspectives.	Candidate provides a range of perspectives for students on various issues within the classroom.	Candidate provides multiple perspectives for students to help develop strategies and skills to engage with those who are not like themselves.	Candidate is able to determine 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 understands that children with exceptionalities should be included within the regular education classroom and are familiar with the state and federal statutes that guide that practice.	Candidate understands that children with exceptionalities should be included in the regular education curriculum is able to develop curriculum that will reflect an inclusive environment.	Candidate creates curriculum that affords children with exceptionalities the opportunity to participate in the overall community of life within the regular classroom.	Candidate evaluates the efficacy of curriculum that affords children 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 knows and understands age-appropriate curriculum for children and has central knowledge of content in Mathematics, English/Language Arts, Science, Social Studies, Fine Arts, Health Education, Physical Education and Technology.	Candidate understands the role of curriculum and develops competence in strategies and tools for various development levels.	Candidate creates and modifies meaningful curriculum based upon knowledge of subject material, tools of inquiry and structures of each discipline, and age-appropriateness.	Candidate incorporates and varies strategies and concepts in developing integrated curriculum based upon students, subject matter, community, and curriculum goals.
Objective	Candidate will be able to recall and master age appropriate information central to content areas expected to teach in addition to core knowledge.	Candidate will be able to explain the role of curriculum and explore a variety of strategies and tools.	Candidate will be able to develop and adapt quality, age-appropriate curriculum utilizing content area information and specific key strategies for each.	Candidate will be able to plan and create integrated curriculum encompassing student, school, and community goals.
Components				
3.1 Knowledge of content	Candidate demonstrates content knowledge required by the subject matter domain.	Candidate demonstrates content knowledge required by the subject matter domain and can utilize their knowledge effectively within the curriculum.	Candidate can utilize their content knowledge effectively and can illustrate interconnections to other parts of the discipline and other disciplines..	Candidate can utilize their content knowledge effectively, illustrate interconnections to other parts of the discipline and other disciplines, and evaluate the effectiveness based on student learning.
3.2 Representation of content	Candidate understands that content should be presented utilizing good examples.	Candidate represents content well with examples that are linked to students' knowledge and experience.	Candidate represents content incorporating a variety of methods that are appropriate and link students' knowledge and experience.	Candidate is able to utilize student feedback and input to determine effectiveness of methods that are utilized to represent content.
3.3 Knowledge of students' misconceptions about content	Candidate understands students' may have misconceptions concerning concepts and relationships among concepts..	Candidate understands students' may have misconceptions concerning concepts and relationships among concepts and utilizes curricula that promote understanding.	Candidate understands students' may have misconceptions concerning concepts and relationships among concepts and creates curricula that promote understanding.	Candidate creates curricula that promote understanding concerning concepts and relationships among concepts and evaluates the effectiveness of that curriculum.
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 indicates an understanding of the importance of planning and developing a challenging curriculum for all children.	Candidate can implement challenging curriculum support children's learning and growth.	Candidate can design curriculum that utilizes a variety of techniques that support and challenge children's learning and growth.	Candidate uses a variety of assessment methods to determine if the curriculum implemented supports and challenges children's learning and growth.

Metastandard #4: Instruction				
	Basic (Knowledge and Comprehension)	**Proficient (Application)**	**Mastery (Analysis and Synthesis)**	**Exemplary (Evaluation)**
Proficiency	Candidate knows and understands a variety of teaching strategies using verbal, non-verbal and media communication techniques to encourage critical thinking, problem solving and performance skills.	Candidate understands the principles of instruction based on pedagogical principles, while developing her/his classroom performance skills.	Candidate understands the principles of instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.	Candidate obtains and understands multiple instructional strategies including technology to encourage critical thinking, problem solving and performance skills.
Objective	Candidate will be able to recall and explain a variety of instructional strategy through verbal, non-verbal and media communication techniques.	Candidate will be able to develop and deliver instruction based on sound pedagogical principles.	Candidate will be able to implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.	Candidate will be able to 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 shows evidence of understanding the core research-based teaching strategies.	Candidate utilizes some of the core research-based teaching approaches within practicum.	Candidate synthesize many of the core research-based teaching approaches within practicums and clinical experiences.	Candidate is able to make a judgment about the utilization of the core research-based teaching approaches within clinical experiences.
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 understands 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 structures 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 understands the importance of classroom management in addressing group and individual behaviors.	Candidate can implement suggested classroom management techniques to address group and individual behaviors.	Candidate can independently develop a variety of classroom management strategies to address group and individual behaviors.	Candidate can monitor and alter 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 assessment methods and understands the importance of multiple strategies.	Candidate knows and understands formal and informal assessment strategies to evaluate the development of the children.	Candidate is knowledgeable about assessment methods and plans curriculum appropriately.	Candidate understands the role of assessment as feedback to parents and ensuring the continuous intellectual, social, and physical development of the learner.
Objective	Candidate will be able to recall a variety of assessment methods and the significance of multiple assessments.	Candidate uses formal and informal assessment strategies to evaluate the development of children.	Candidate will be able to develop, implement, and utilize curriculum which encompass a variety of assessment methods.	Candidate will be able to evaluate, utilize, and appropriately share assessment results to continue student progress intellectually, socially, and physically within his/her preservice capacity.
Components				
5.1 Assessment criteria and standards	Candidate recognizes the importance of standards and assessment criteria	Candidate can incorporate some standards and assessment criteria into lesson plans.	Candidate can effectively integrate a variety of standards and assessment criteria into lesson plans.	Candidate can effectively integrate a variety of standards and assessment criteria into lesson plans and can carry out the assessment to determine the effectiveness of the plan.
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 all subject content areas.	Candidate uses assessment to determine long term and short term goals for students and is able to determine students' strength and weaknesses in all subject content areas.	Candidate creates assessment that is integrated into the curriculum and uses the results to analyze long term and short term goals and to determine students' strength and weaknesses in all subject content areas.	Candidate creates and evaluates assessment that is integrated into the curriculum and uses the results to analyze long term and short term goals and to determine students' strength and weaknesses in all subject content areas.
5.3 Using assessment to promote learning	Candidate identifies that assessment can be used as part of the learning experience and understands 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 constructs assessment that reflects actual knowledge and guides the learning process for students and makes adjustments and changes 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 some assessment techniques that can be used to inform their teaching and to improve the quality of their instruction.	Candidate actively uses a variety of assessment techniques that can be used to inform their teaching and to improve the quality of their instruction.	Candidate evaluates the 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 knows and understands practices and behaviors that identify and develop the competence of a professional career teacher.	Candidate demonstrates professionalism through collegiality, peer support, and professional self-assessment.	Candidate demonstrates a commitment to lifelong learning through reflection and professional behaviors.	Candidate actively engages in professional growth and a variety of development activities which include monitoring student learning.
Objective	Candidate will be able to identify qualities of a professional teacher and act in appropriate professional ways.	Candidate will be able to demonstrate and assess her/his own professionalism with peers, instructors, host teachers, students, and other professional relationships.	Candidate will be able to reflect on practices in accurate ways and discuss continuing efforts in her/his professional development.	Candidate will participate in professional experiences and opportunities which further her/his professional development, to include use of student learning as a professional gauge.
Components				
6.1 Reflection and self-analysis	Candidate demonstrates an understanding of 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 seeks additional opportunities for reflection and self-analysis, solicits evaluation of her/his performance from varied sources, and utilize these analytic processes to improve her/his professional practice.
6.2 Decision making	Candidate understands 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 demonstrates an understanding of the importance of collaboration with other professionals to improve schools and student learning.	Candidate collaborates on a limited basis with other professionals for the purpose of improving schools and student learning.	Candidate actively seeks collaboration with an expanding range of professionals, and uses these relationships to improve schools and student learning.	Candidate consistently uses collaboration to effectively improve schools and student learning.
6.4 Participation in school and corporation activities	Candidate demonstrates an understanding of the importance of participation in co-curricular activities.	Candidate participates on a limited basis in co-curricular activities.	Candidate participates in co-curricular activities in order to build a stronger learning community.	Candidate uses knowledge gained from participation in co-curricular activities in order to build a stronger learning community improve the effectiveness of schools and corporations.

Metastandard #7: Family/Community Involvement				
	Basic (Knowledge and Comprehension)	**Proficient (Application)**	**Mastery (Analysis and Synthesis)**	**Exemplary (Evaluation)**
Proficiency	Candidate knows and understands the influence of the family, community and culture on the learning and development of the growth of children.	Candidate knows and understands multiple aspects of professional relationships and how to utilize and foster community services.	Candidate understands the importance of positive working relationships with school colleagues, support services, and community members to support children's well-being.	Candidate understands the role of professional relationships, especially family, in promoting the academic, social, and emotional growth of children.
Objective	Candidate will be able to explain the role of family, community, and culture on learning and child development.	Candidate will investigate the teacher's role in mandatory and optional community services.	Candidate develops and maintains positive working relationships with school and community connections.	Candidate develops and maintains a positive collaborative relationship with families to promote student growth within their preservice capacity.
Components				
7.1 Communicating	Candidate understands the role of parent communication in relation to student success.	Candidate explores a variety of ways to communicate effectively with parents.	Candidate communicates effectively with parents through a variety of means.	Candidate reflects on her/his communication with parents and evaluates the methods employed.
7.2 Student learning	Candidate understands the importance of communicating academic and behavioral expectations to the parent in a clear manner.	Candidate endeavors to communicate academic and behavioral expectations to the parents.	Candidate communicates academic and behavioral expectations to the parents in a clear manner and can identify when this has been achieved.	Candidate communicates academic and behavioral expectations to the parents in a clear manner and can assess the effectiveness of this communication and its impact on student learning.
7.3 Parent involvement	Candidate understands the value of involving parents as active participants in the classroom and school settings.	Candidate attempts to incorporate parents through curriculum and instruction choices.	Candidate uses a variety of means to bring parents and parental input into the classroom curriculum and instruction.	Candidate uses a variety of means to bring parents and parental input into the classroom curriculum and instruction and reflects on the impact and success.
7.4 Advocacy	Candidate understands the legal responsibilities of a teacher (e.g., child protection and welfare, issues of confidentiality)	Candidate upholds the legal responsibilities of a teacher (e.g., child protection and welfare, issues of confidentiality)	Candidate proposes ways to ensure that the legal responsibilities of a teacher are reflected in practice (e.g., child protection and welfare, issues of confidentiality)	Candidate appraise his/her effectiveness in carrying out the legal responsibilities of a well-informed teacher (e.g., child protection and welfare, issues of confidentiality)
7.5 Collaboration with community	Candidate is familiar with the various stakeholder groups that comprise the school community.	Candidate attempts to partner with stakeholders through curriculum and instruction choices.	Candidate partners with stakeholders through curriculum and instruction choices and uses them 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 understands the complex relationships between unity and diversity in communities.	Candidate, through the use of curriculum, has the opportunity to compare and contrast the role of and relationships between unity and diversity in various communities.	Candidate creates a new curriculum in order 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.

ETS THE PRAXIS SERIES

Elementary Education: Curriculum, Instruction, and Assessment (0011)

Test at a Glance

Test Name	**Elementary Education: Curriculum, Instruction, and Assessment**
Test Code	0011
Time	**2 hours**
Number of Questions	110
Format	**Multiple-choice questions**

	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I.	Reading and Language Arts Curriculum, Instruction, and Assessment	38	35%
II.	Mathematics Curriculum, Instruction, and Assessment	22	20%
III.	Science Curriculum, Instruction, and Assessment	11	10%
IV.	Social Studies Curriculum, Instruction, and Assessment	11	10%
V.	Arts and Physical Education Curriculum, Instruction, and Assessment	11	10%
VI.	General Information About Curriculum, Instruction, and Assessment	17	15%

BACK

HEA - Title II
2005-2006 Academic Year
Elementary Education

Institution Name	INDIANA UNIV KOKOMO
Institution Code	1337
State	Indiana
Number of Program Completers	40

		Indiana University Kokomo			Statewide		
Type of Assessment	***Assessment Code Number***	***Number Taking Assessment***	***Number Passing Assessment***	***Institutional Pass Rate***	***Number Taking Assessment***	***Number Passing Assessment***	***Statewide Pass Rate***
Academic Content Areas							
ELEM ED CURR INSTRUC ASSESSMENT	011	40	40	100%	2211	2167	98%
READING SPECIALIST	300	40	40	100%	2243	2241	100%

Indiana University Kokomo	
Score Data	
Mean	177.5
Median	175
Hi Score	193
Low Score	149
Passing	165

Indiana University Kokomo				
Subscores / Categories				
Test Category	Points Available Range	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct
Reading and language arts curriculum, instruction, and assessment	34-38	78%	79%	77%
Mathematics curriculum, instruction, and assessment	18-24	79%	78%	75%
. Science curriculum, instruction, and assessment	11-13	81%	81%	79%
. Social Studies curriculum, instruction, and assessment	9-15	77%	79%	77%
Arts and Physical Education curriculum, instruction, and assessment	9-11	76%	77%	75%
. General information about curriculum, instruction, and assessment	15-17	74%	75%	73%

HEA - Title II
2006-2007 Academic Year
Elementary Education

Institution Name	INDIANA UNIV KOKOMO
Institution Code	1337
State	Indiana
Number of Program Completers	35

		Indiana University Kokomo			Statewide		
Type of Assessment	***Assessment Code Number***	***Number Taking Assessment***	***Number Passing Assessment***	***Institutional Pass Rate***	***Number Taking Assessment***	***Number Passing Assessment***	***Statewide Pass Rate***
Academic Content Areas							
ELEM ED CURR INSTRUC ASSESSMENT	011	36	36	100%			
READING SPECIALIST	300	36	36	100%			

Indiana University Kokomo	
Score Data: Curr Instruc Assmt	
Mean	176.91
Median	176
Hi Score	193.00
Low Score	165
Passing	165

Indiana University Kokomo	
Score Data: Reading Specialist	
Mean	511.47
Median	495
Hi Score	620
Low Score	380
Passing	370

BACK

Change Document Fall 2006 – Fall 2009							
	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09	Fall 09
Administrative Program Initiatives							
Program Review: 2002 & 2005 IR	√		√				
TEC Program Approval		√					
Program Review: 2002 & 2005 BOE AFIs & NCATE Part C Rpts	√		√				
Program Review: ETS PRAXIS II Data & Title II Rpts	√		√				
Conceptual Framework Update	√	√	√				
Division Program Improvement Faculty and Staff Meeting			√				
Division Student Policy Manual Developed			√				
Division Student Teaching Handbook Developed			√				
Division Disposition Policy Document		√	√				

Change Document Fall 2006 – Fall 2009							
	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09	Fall 09
Data Aggregation, Digitization and Improvements							
Data Aggregation: Historical (AY 2004 - 2006)	√						
Data Aggregation: Historical (AY 2006 - 2007)	√	√					
Metastandards Rubric Digitized and Online: Elementary (K-6)	√						
e-Portfolio Rubric Digitized		√					
Formative and Summative e-Portfolio Program Online			√				

Change Document Fall 2006 – Fall 2009							
	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09	Fall 09
Benchmark Requirement and Timeline							
Benchmark Document Update: Elementary (K-6)	√		√				
Inclusion of Disposition Expectations within Benchmark Document			√				
Inclusion of Metastandards Expectation within the Benchmark Document			√				

Change Document Fall 2006 – Fall 2009							
	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09	Fall 09
e-Portfolio Program							
e-Portfolio Initiative & Sequence Document: Elementary (K-6)	√	√	√				
e- Portfolio Classroom Teacher Initiative	√	√	√				
e-Portfolio Classroom Teacher Program			√				

Change Document Fall 2006 – Fall 2009							
	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09	Fall 09
Metastandards Rubric Development							
Metastandards Rubric Components: Elementary (K-6)	√						
Data Collection Instrument - Survey: Program Completers	√	√	√				
Data Collection Instrument - Survey: P-12 Administrators	√	√	√				
Data Collection Instrument - Survey: Host Teachers	√	√	√				

Change Document Fall 2006 – Fall 2009							
	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09	Fall 09
Academic and Instructional Developments							
Partnership School Agreement With Sycamore School	√	√	√				
Partnership School Agreement With Western School		√	√				
Partnership Agreement with Wallace Elementary School			√				
Service Learning Component Added to Methods Coursework	√	√	√				
Education Learning Community For Freshmen			√				
Training and Orientation for all Student Teacher-Host teachers	√	√	√				
Training and Orientation for all Student Teacher-University Supervisors	√	√	√				

University Partnership School

Indiana University Kokomo – Division of Education & Kokomo Center School Corporation – Sycamore Elementary School

Developmental Guidelines

Standard I: Role/Involvement of Teacher Candidates

Element	*Beginning*	*Developing*	*Target*
Range and Depth of Experiences	All candidates within E370/E335/E336 are placed with a licensed host teacher ranging from Head Start through 3rd grade, inclusive of general, gifted and talented, and special education classrooms. All candidates are notified how/when all 7 Metastandards are addressed and imbedded within the collective course content and assignments of E370/E335/E336.	All candidates experience 2 different host teacher placements rotating throughout courses E370/E335/E336 ranging from Head Start through 3rd grade, inclusive of general, gifted and talented, and special education classrooms. All candidates will work to develop artifacts and reflections addressing the 7 Metastandards in the context of DoE ePortfolio guidelines.	All candidates experience 3 different host teacher/grade level placements rotating throughout courses E370/E335/E336, ranging from Head Start through 3rd grade, inclusive of general, gifted and talented, and special education classrooms. All candidates will be subject to ePortfolio formative evaluation at the proficient level for all 7 Metastandards at the conclusion of the partnership school rotation, in conjunction with the benchmark sequence scheduling of portfolio review.
Exposure to Stakeholders' Multiple Viewpoints	All candidates complete course instructor requirements and all host teacher task requirements in the context of the partnership school setting. All candidates are informed by school administrators regarding pertinent information about the partnership school, including professional guidelines, rules and regulations, etc., and participate in a school tour at the beginning of the semester.	All candidates complete course instructor requirements and all host teacher task requirements in the context of the partnership school. In addition, candidates work in conjunction with PTO board with at least one parent event. All candidates are informed, and school administration is involved in placement issues, including—but not limited to—candidate dispositions, academic concerns, confidentiality issues (e.g., the reporting of suspected child abuse).	All candidates complete course instructor requirements and all host teacher task requirements in the context of the partnership school. Candidates work in conjunction with PTO board with at least one parent event. In addition, candidates work with school support staff, counselors, curriculum planners, administrators, and faculty during professional development workshop(s). All candidates are informed, are subject to administrative intervention and support, and have ongoing engagement—formal and informal—with principal, superintendent, and school board members.
P-12 Learning	All candidates analyze and reflect on their interactions with P-12 students in a	All candidates analyze and reflect on their interactions with P-12 students in a	All candidates analyze and reflect on their interactions with P-12 students in a

	systematic manner.	systematic manner in all partnership school courses and take into account modifications for varying abilities.	systematic manner in all partnership courses and take into account modifications for varying abilities. In addition, candidates will explore universal design in modification practices.
Research Opportunities	All candidates are informed of current research methods and studies present in the partnership school.	All candidates observe research methods and investigations present in the partnership school.	All candidates participate with university faculty or school staff conducting research in the partnership school.

University Partnership School

Indiana University Kokomo – Division of Education & Kokomo Center School Corporation – Sycamore Elementary School

Developmental Guidelines

Standard II: Role/Involvement of School Personnel (Teachers, Administrators, Staff)

Element	*Beginning*	*Developing*	*Target*
Professional Development	DoE faculty and Partnership School administrators, teachers, and support staff build trusting professional relationships where DoE faculty become a part of the school environment, participate in professional conversations, and are a visible presence in the building, classrooms, etc. Teachers, administrators, and staff are informed of baccalaureate and graduate degree programs offered through the university.	DoE faculty and Partnership School administrators, teachers, and support staff work to coordinate professional development opportunities which may be provided by DoE faculty. Examples may include workshops, data analysis, and curriculum development. The Division of Education works with teachers, administrators, and staff to offer courses that are scheduled at accessible times according to school scheduling.	DoE faculty and Partnership School administrators, teachers, and support staff work to coordinate professional development opportunities which may be provided by DoE faculty, or where the university can provide information or resources to assist in the Partnership School's professional development plan. The Division of Education works with teachers, administrators, and staff to offer courses that are scheduled at accessible times and locations for those working at the UPS site.
Professional Manpower	All teacher candidates will complete a set number of hours in the host teacher classroom (according to guidelines provided by individual course instructors), during which time, the teacher candidate is interactive with students and teacher and aids the teaching and learning process in an appropriate manner.	All teacher candidates will complete 4 tasks assigned by the host teacher (in accordance with the guidelines provided by individual course instructors) for each UPS course. These may include, but are not limited to, bulletin boards, small group work, learning center creation, and parent newsletter.	All teacher candidates will complete 4 tasks assigned by the host teacher (see *Developing*) and participate in at least 1 non-instructional professional experience which may include, but is not limited to, Open House, Parent/Teacher Conferences, and Media Night.
Research Opportunities	DoE course instructors will identify current research being conducted at the UPS site.	DoE course instructors will inform teachers, administrators, and staff or research being conducted through the university and solicit participants.	DoE course instructors will include teachers, administrators, and staff in research activities and inform administrators of research findings.

University Partnership School

Indiana University Kokomo – Division of Education & Kokomo Center School Corporation – Sycamore Elementary School

Developmental Guidelines

Standard III: Role/Involvement of Family and Community

Element	*Beginning*	*Developing*	*Target*
Parent Involvement	DoE course instructors will meet with the PTO to coordinate PTO goals and UPS goals in determining possible event/ manpower collaboration. DoE course instructors will meet to identify areas of parent/community involvement where they may be of service.	All teacher candidates enrolled in a UPS course will participate in at least one PTO event coordinated by the DoE course instructors and PTO officers. These events will work in direct contact with parents and may include, but are not limited to, Book Fair, Bingo Night, PJs and Punch Night, and Title I/Head Start/Parenthood workshops and initiatives. Course instructors work in conjunction with teacher candidates and PTO officers in coordinating required PTO event (see above).	All teacher candidates enrolled in a UPS course will participate in at least one PTO event coordinated by the DoE course instructors and PTO officers (see *Developing*). In addition, all teacher candidates will participate in at least one additional PTO event of their choosing, which may include, but is not limited to, AR programming, and FRED initiatives. Course instructors participate in parent or community activities, and in committee meetings (as a member or in an ex officio capacity) and events that directly impact the UPS site. This may include, but is not limited to, PTO, NRS, advisory boards, event programming, and planning/implementing parent workshops.
P-12 Learning	Students in host teacher classrooms will receive additional support and challenge within instructional time through teacher candidate instructional tasks and interactive observations.	Students in participating classrooms will receive additional support and challenge (see *Beginning*), be engaged by teacher candidates through developmentally appropriate practices, and be exposed to current scholarship and teaching and learning strategies through the curriculum developed by the teacher candidates and their instructional practices.	Students in participating classrooms will receive support and challenge (see *Beginning*) and be exposed to DAP practices (see *Developing*). Students in participating classrooms and/or those participating in cooperating PTO events, through general school interactions, etc. will expand their scope of environment, diversity, and role the university plays within the community.

BACK

D. FACULTY SECTION

Teacher candidates in the Generalist: Early and Middle Childhood initial program have the distinct privilege to engage in intellectual conversation, discussion, and practice with highly talented faculty among the ranks of Professor, Associate Professor, Assistant Professor, Lecturer, and Adjunct. All content and pedagogy courses are taught by highly qualified instructors with extensive experience teaching as well as providing their field of study with scholarly and service contributions. Many instructors are recipients of teaching awards on the IU Kokomo campus, within the IU system, and within their respective discipline fields.

Generalist: Early and Middle Childhood

Faculty Name	Highest Degree Attained	Area(s) of Specialization	Courses Taught in Program	Additional Responsibility in Program	Years of P-12 Experience
D. Antonio Cantu	Ph.D.	Curriculum and Instruction, Educational Research (Naturalistic), Educational Technology, Social Studies Education		Dean of Education	9 years
Margo Sorgman	Ed.D.	Curriculum and Instruction, K-6 Social Studies Education Methods, Economics	M101 Lab/Field Experience (3) E325 Soc Studies in the Elementary Schools(3) E175 Economics for Educators (3)		6 years
Michael Tulley	Ed.D.	K-12 Literacy Education Methods, Educational Research, Textbook Selection Policies and Processes	E341 Methods of Teaching Reading II (3) M440 Teaching Problems and Issues Seminar (3)		5 years
Ellen Sigler	Ed.D.	Educational Psychology, Educational Assessment and Evaluation	K205 Intro to Exceptional Children (3) P250 General Educational Psychology (3)	Associate Dean for Assessment and Accreditation	*2 years Psychologist at Head Start
Julie Saam	Ph.D.	Curriculum and Instruction, K-12 Science Education, Middle School Education	Q200 Intro to Scientific Inquiry (3) E328 Science in the Elementary School (3)	Assistant Dean for Program Review and Graduate Studies	6 years

Faculty Name	Highest Degree Attained	Area(s) of Specialization	Courses Taught in Program	Additional Responsibility in Program	Years of P-12 Experience
Shirley Aamidor	Ph.D.	Curriculum and Instruction, P-6 Teaching Methods, Early Development	E335 Intro to Early Childhood Education (3) E336 Play as Development (3) M440 Teaching Problems and Issues Seminar (3)		7 years
Masato Ogawa	Ed.D.	Secondary Curriculum and Instruction, 5-12 Social Studies Education, Building Multiple Historical Perspectives, Middle School Education	H340 Education & American Culture (3) E325 Social Studies in the Elementary School (3)		4 years
Amber Reed	Ph.D.	Curriculum and Instruction, Elementary Education, P-6 Language/ Literacy Education, Childhood Studies, Action Research	E370 Language Arts & Reading I (3) M440 Teaching Problems & Issues Seminar (3)		8 years
Kristina Welsh	M.Ed.	Curriculum and Instruction, Elementary Education, Reading Education, Action Research	E343 Mathematics in the Elementary Schools (3) P290 Professional Practice: Education (2)		7 years
Lucinda Ison	M.S.	Music Education	M301/ M323 Lab Field Experience (1) & Teaching of Music in Elementary Schools (2)		2 years

Faculty Name	Highest Degree Attained	Area(s) of Specialization	Courses Taught in Program	Additional Responsibility in Program	Years of P-12 Experience
Richard Evans	M.S.	Art Education	M333 Art Experience for the Elementary Teacher (2)		38 years
Marie Kunkle	MAT		M125 Precalculus Mathematics T109 Mathematics for Elementary Education I T110 Mathematics for Elementary Education II		10 years
Barbara Sehr	MAT		M125 Precalculus Mathematics M118 Finite Mathematics		3.5 years
Mary Hansen	Ph.D.		M125 Precalculus Mathematics M118 Finite Mathematics		
Carl Widland	Ph.D.		M125 Precalculus Mathematics M118 Finite Mathematics		
Robin Symonds	Ph.D.		M125 Precalculus Mathematics M118 Finite Mathematics		
Larry Isenburg	M.S.		M125 Precalculus Mathematics M118 Finite Mathematics		34 years
John Ross	Ph.D.	Informatics	D250 Multimedia		

Faculty Name	Highest Degree Attained	Area(s) of Specialization	Courses Taught in Program	Additional Responsibility in Program	Years of P-12 Experience
David Nelson	M.A.	History	H113 History of Western Civilization I H114 History of Western Civilization II		
Allen Safianow	Ph.D.	History	H105 American History I H106 American History II		
Todd Bradley	Ph.D.	Political Science	Y217 Introduction to Comparative Politics Y219 Introduction to International Relations		
Nancy Greenwood	Ph.D.	Sociology	S100 Introduction to Sociology		
Robert Roales	Ph.D.	Biology	L100 Humans and the Biological World		
Lea Gilbertson	M.S.	Geology	G100 General Geology		
F. Rick Steldt	Ph.D.	Physics	A100 The Solar System P100 Physics in the Modern World		
Marcia Gillette	Ph.D.	Chemistry	C100 The World of Chemistry		
Kathy Parkison	Ph.D.	Economics	E175 Economics for Educators		
Colin Black	MFA	Theatre	S121 Public Speaking U103 Introduction to Creative Arts		4
Terri Bourus	Ph.D.	English	W131 Elementary Composition I W132 Elementary Composition II L390 Children's Literature		

Faculty Name	Highest Degree Attained	Area(s) of Specialization	Courses Taught in Program	Additional Responsibility in Program	Years of P-12 Experience
Ann Cameron	Ph.D.	English	W131 Elementary Composition I W132 Elementary Composition II L390 Children's Literature		
Chris Darr	Ph.D.	Communications	S121 Public Speaking		
Jaime Hamilton	M.A.	Communications	S121 Public Speaking		
Cindy Ison	M.A.	Music	U103 Introduction to Creative Arts		4
Nadene Keene	D.A.	English	W131 Elementary Composition I W132 Elementary Composition II L390 Children's Literature		
Raul Mosley	Ph.D.	Communications	S121 Public Speaking		
Kristen Snoddy	M.A.	English	W131 Elementary Composition I W132 Elementary Composition II L390 Children's Literature	Advisor	7
Karla Stouse	M.A.	English	W131 Elementary Composition I W132 Elementary Composition II		6

Appendix

STATE OF INDIANA
DEPARTMENT OF EDUCATION
DR. SUELLEN REED, SUPERINTENDENT
INDIANAPOLIS 46204-2798
ROOM 229 - STATE HOUSE
AREA CODE 317-232-6665

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

Home