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

***DOCUMENT #1***

**INSTITUTION: Indiana University Kokomo**

**PROGRAM: Generalist: Early and Middle Childhood**

**DATE SUBMITTED: October 17, 2007**

**CONTACT PERSON: Dr. Julie Saam, Assistant Dean for Program Review & Graduate Studies**

**PHONE: 765-455-9302**

**EMAIL: jsaam@iuk.edu**

**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<br>Division of Education<br>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 #1 – GENERAL PROGRAM OVERVIEW

**Unit Summary** - **Educator Professional Preparation Courses** - **Program Field Experiences**
**(Click on links above to access bookmarked sections within Document #1)**

## A. UNIT SUMMARY

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

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

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

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

Another unique aspect of IU Kokomo's initial Teacher Education Program specific to the Elementary Education degree program is a university public school partnership with a local elementary school: Sycamore Elementary, Kokomo Center Schools Corporation.

The University Partnership School (UPS) houses kindergarten through fifth grade with approximately 350-400 students. Sycamore is a Title 1 funded school. Sixty-five percent of children attending Sycamore receive free or reduced lunch. Sycamore's ethnicity demographics

are as follows: 46% white, 27% black, 8% Hispanic, 6% Asian, and 13% multiracial. Sycamore Elementary is a four star school and houses and manages a number of school and community programs, such as Head Start, KEY (Gifted and Talented) classes for grades K-5, Americorp, Fatherhood Initiative programs, and Special Education.

Teacher candidates are assigned to Sycamore Elementary School host teachers for a placement spanning several courses offered at this UPS site. (click here to view UPS Guidelines) This partnership benefits both public school and university stakeholders including administrators, host teachers, students, parents, support staff, university instructors, and teacher candidates by supporting the needs of P-16 education in an on-site setting.

Another unique aspect of the initial teacher education program in the Division of Education is the development of the learning communities and cohorts. Beginning their freshman year, all teacher candidates are placed in a two semester learning community team taught by Education and Arts & Sciences faculty. The purpose of the learning community is not only to create a professional learning society but also to model a collaborative approach to teaching and learning on our campus. This is further fostered by the utilization of the cohort approach in the Teacher Education Program whereby candidates progress through the last four semesters of the program as one cohort – thereby enhancing the sense of family and community created during the freshman year. Such an approach has been shown to increase student retention and success both at the undergraduate and graduate level.

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# B. EDUCATOR PROFESSIONAL PREPARATION COURSES

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

## Generalist: Early and Middle Childhood

## Pre-Professional Education Courses

### *Core I*

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

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

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

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

**EDUC-P 250 General Educational Psychology (3 cr.)**

P: EDUC-M 101. The study and application of psychological concepts and principles as related to the teaching/learning process, introduction to classroom management, measurement/ evaluation, and disability awareness.

**EDUC-Q 200 Introduction to Scientific Inquiry (1–3 cr.)**

Course provides the elementary education major with background in the science process skills needed to complete required science courses.

# Professional Education Courses

## *Core II*

**EDUC-E 370 Language Arts and Reading I (4 cr.)**

The student will broaden their knowledge of the theoretical base as well as instructional strategies to enhance literacy practices throughout the preprimary childhood years. The course will cover emergent literacy practices which engage children integrated, meaningful and functional activities.

**EDUC-P 290 Professional Practices: Education (2 cr.)**

Provides students with knowledge of basic concepts in physical education and potential outcomes of preschool and elementary school motor development programs. Further, the implementation and evaluation of such programs and appropriate movement experiences for young children will be provided. Emphasis will be placed on curriculum planning and design that is developmentally appropriate.

## *Core III*

**EDUC-E 341 Methods of Teaching Reading in the Elementary Schools II (3 cr.)**

P: EDUC-M 299. Focuses on classroom procedures and materials used to provide diagnostic and corrective instruction for learning needs in reading.

**EDUC-E 343 Mathematics in the Elementary Schools (3 cr.)**

P EDUC-M 299, MATH-T 109, and MATH-T 110. Emphasizes the developmental nature of the arithmetic process and its place as an effective tool in the experiences of the elementary school child. Field experience arranged in public schools.

## *Core IV*

**EDUC-E 325 Social Studies in the Elementary Schools (3 cr.)**

P: EDUC-E 340, EDUC-E 341, EDUC-E 370, and EDUC-M 299. Explores the sociological backgrounds of education; and surveys subject matter, materials, and methods in the content areas. Field experience arranged in public schools.

**EDUC-E 328 Science in the Elementary Schools (3 cr.)**

P: EDUC–E 340, EDUC-E 341, EDUC-E 370 and EDUC-M 299. Objectives, philosophy, selection, and organization of science materials and methods. Concept development and use of the multidimensional materials in science experiments. Analysis of assessment techniques and bibliographical materials. Field experience arranged in public schools.

## *Core II, III, or IV*

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

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

**EDUC-M 323 The Teaching of Music in the Elementary Schools (2 cr.)**

P: EDUC-M 174, EDUC-M 299. C: EDUC-M 301. Fundamental procedures of teaching elementary school music, stressing music material suitable for the first six grades.

**EDUC-M 333 Art Experiences for the Elementary Teacher (2 cr.)**

P: FINA-A 101 or FINA-A 102, EDUC-M 299. The selection, organization, guidance, and evaluation of art activities, both individual and group. Laboratory experiences with materials and methods of presenting projects.

**EDUC-E 335 Introduction to Early Childhood Education (3 cr.)**

This course has a dual focus. The first involves an overview of the field including an historic perspective, program models, goals of early childhood education, and professional organizations. The second emphasizes the study of observation skills, the characteristics of young children, teacher-child interaction, and classroom management skills.

**EDUC-E 336 Play as Development (3 cr.)**

This course includes theories on development of play and how it can be guided. Shows how children use play to develop individually, to understand the physical, social, and cognitive environment, and to develop physical and motor skills and creative ability.

## *Core V*

**EDUC-M 425 Student Teaching in the Elementary Schools (12 cr.)**

P: Consent of the faculty. Classroom teaching and other activities associated with the work of the full-time elementary classroom teacher. Minimum of 15 weeks.

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

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

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## C. PROGRAM FIELD EXPERIENCES

Teacher candidates in the Generalist: Early and Middle Childhood initial program are provided with a wide variety of placements and experiences in Core I (pre-professional courses) as well as in the Teacher Education Program (professional education courses in Core II – V). Candidates begin early in the program working with diverse K-6 student populations in small groups and individual student settings, assisting diverse populations of teachers, observing classroom behaviors and instructional strategies. Placements range from county rural schools to large urban school systems; from individual to group placements with one host teacher; and from individual schools sites to a University Partnership School site. Required tasks and performances within field experiences and clinical practice follow the developmental model of Bloom's Taxonomy reflected in the Conceptual Framework. Candidates engage in assisting classroom teachers in tasks early in the field experiences and progress to developing curriculum and engaging in whole class instruction.

# Generalist: Early and Middle Childhood

| Course #/Title or Program Requirement | Purpose of Field Experience | Location | Required Hours in P-12 Classroom | Candidate Required Task | Performance Evidence |
|---|---|---|---|---|---|
| M101 Introduction to Education | Introduction to public classrooms | 11-county service region | 40 hours | Assist classroom teacher | Journal essay |
| K205 Introduction to Exceptional Children | Introduction to special needs services and resources | Western Intermediate | 4 hours | Assist classroom teacher in inclusive and self-contained classrooms | Journal |
| E370 Language Arts and Reading Methods I | Experience with/in methods of teaching reading and writing | Sycamore Elementary | 15 hours | Observation and Teaching | Lesson plans and Reflections |
| E343 Mathematics in the Elementary Schools | Experience with/in tutoring | Wallace Elementary | 15 hours | Tutor elementary students in mathematics | Log and reflections |
| E341 Reading Methods II | Experience with/in reading assessments and strategies | 11-county service region | 15 hours | Observation and Teaching | Lesson plans and Reflections |

| | | | | | |
|---|---|---|---|---|---|
| E335 Introduction to Early Childhood Education | Experience with/in methods of teaching early childhood | Sycamore Elementary | 25 hours | Observation and Teaching | Lesson plans and Reflections |
| E336 Play as Development | Experience with/in methods of teaching play | Sycamore Elementary | 25 hours | Observation and Teaching | Lesson plans and Reflections |
| E328 Science in the Elementary Schools and E325 Social Studies in the Elementary Schools | Experience with/in methods of teaching science and social studies | Kokomo Center Elementary Schools | 21 hours | Observation and Teaching | Curriculum Unit and Analysis |
| M425 Student Teaching in the Elementary Schools | Clinical Practice in an elementary classroom/school | 11-county service region | 35 days | Teaching | Lesson plans and Reflections |

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# Appendices

STATE OF INDIANA
DEPARTMENT OF EDUCATION
DR. SUELLEN REED, SUPERINTENDENT
INDIANAPOLIS 46204-2798
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

INDIANA UNIVERSITY
KOKOMO

DIVISION OF EDUCATION

# *Conceptual Framework*

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

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

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

**Shared Vision**

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

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

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

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

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

# Statement of Values

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

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

**Candidate Proficiencies Aligned with Professional and State Standards**

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

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

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

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

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

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

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

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

***Educational Objectives and INTASC Principles***

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

1. The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make theses aspects of subject matter meaningful for students.

2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

3. The teacher understands how students differ in their approaches to learning and crates instructional opportunities that are adapted to diverse learners.

4. The teachers understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

***State Standards***

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

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

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

***Metastandards***

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

**Table 1 – Early Childhood Metastandards and Components**

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

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

**Table 2 – Elementary Metastandards and Components**

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

**Table 3 – Secondary Metastandards and Components**

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

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

## Coherence

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

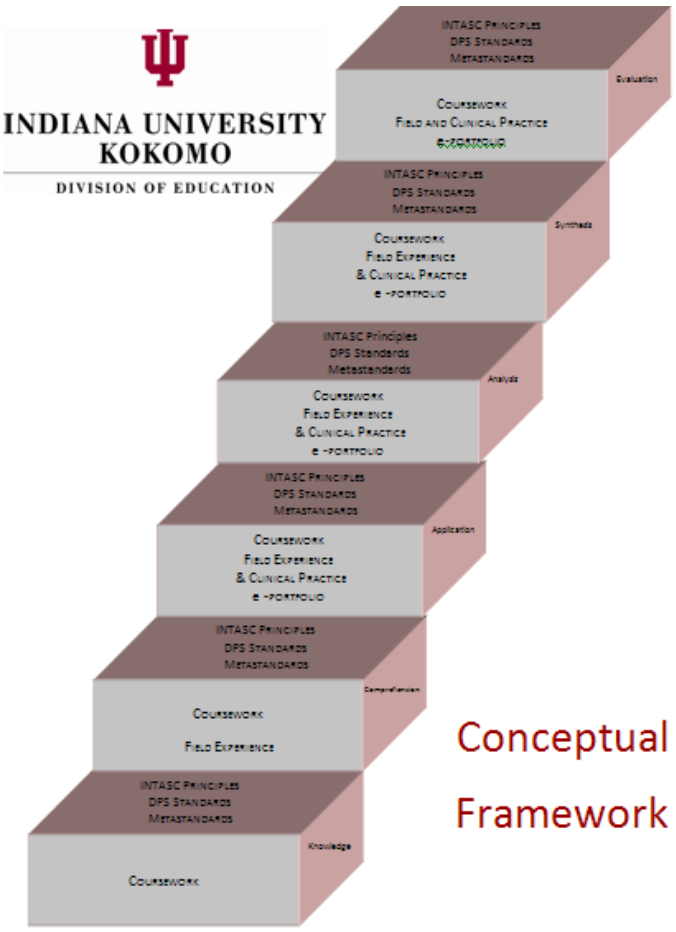
Bloom's Taxonomy (Ormrod, 2003) has been used in the area of educational assessment for decades (Krathwohl, 2002). Usually, it has been associated with the development of teacher-made tests in order to ensure curricular goals and objectives have been met. However, the taxonomy has a much broader purpose.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

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

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

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

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




**Professional Commitments and Dispositions**

***Teacher Candidate Efficacy***

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

***Performance versus Learning Goals***

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

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

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

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

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

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

## Commitment to Diversity

### *Knowledge of Learners and Their Characteristics*

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

> *The units' conceptual framework should reflect the commitment to preparing candidates to support learning for all students and provides a conceptual*

> *understanding of how knowledge, dispositions, and skills related to diversity are integrated across the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations (NCATE Standards, p.19).*

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

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

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

## Commitment to Technology

The International Society for Technology in Education (ISTE) believes strongly that technology should be integrated within the curriculum from the primary level on, and advocate the advancement of technology at all levels of education. In 1998 ISTE published its first set of standards defining what they believed were essential components guiding the utilization of technology within the curriculum (2007). The basic standards include: Creativity and

Innovation, Communication and Collaboration, Research and Information Fluency, Critical Thinking, Problem-Solving and Decision-Making, Digital Citizenship, and Technology Operations and Concepts. As the standards categories denote, ISTE addresses everything from utilization of curriculum for research to identifying proper, ethical practices involving technology use.

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

## Conclusion and Summary

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

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**Division of Education—Indiana University Kokomo**
**Metastandards Rubric**
**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. |

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| **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.


INDIANA UNIVERSITY
KOKOMO

DIVISION OF EDUCATION

# Core and Professional Dispositions

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

## Formal Evaluation of Teacher Dispositions

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

The dispositions and accompanying scoring system are identified below:

### *Core Dispositions*

| **Core Dispositions:** |
|---|
| 1. Meets obligations and deadlines by appropriate planning<br>2. Accepts procedures and rules<br>3. Displays appropriate affect and emotions<br>4. Demonstrates respect for the feelings, opinions, knowledge, and abilities of others<br>5. Demonstrates effective interpersonal skills<br>6. Solicits and considers alternative viewpoints<br>7. Speaks and/or writes with clarity, fluency, and appropriate grammar<br>8. Demonstrates respect and tolerance for individuals from diverse backgrounds<br>9. Submits work that reflects high standards<br>10. Takes responsibility for own behavior<br>11. Demonstrates classroom behaviors that are consistent with the idea of fairness and the belief that all students can learn. |
| Scored on a scale of: (1) ***never,*** (2) ***occasionally,*** (3) ***consistently,*** and (4) ***always*** |

***Minimum Criteria for Core Dispositions:***

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

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

## *Professional Dispositions*

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

***Minimum Criteria for Professional Dispositions:***

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

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

## Informal Evaluation of Teacher Dispositions

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

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

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

INDIANA UNIVERSITY
KOKOMO

DIVISION OF EDUCATION

# Elementary Education
Benchmarks

| Benchmark 1 | | | | |
|---|---|---|---|---|
| Begin Content Courses and Pre-professional Courses<br><br>Semesters I - III | Required Courses | W131<br>W132 | S121<br>M118 or M125 | Complete 1 of the following:<br>M101, P250, Q200, or K205 |
| | Test(s) | Attempt PRAXIS I | | |
| | e-Portfolio | Attend the Division of Education Introductory e-Portfolio Workshop<br>Complete 1 Metastandard at the Basic Level (Artifacts and Reflective Statements) | | |
| | GPA | Overall $\geq$ 2.30<br>Education $\geq$ 2.30 | | |
| | Metastandards Rubric | No Metastandards Rubric requirements for field experiences | | |
| | Dispositional Rubric | A minimum ***core*** disposition score of 22 and no more than 2 core items with a score of 1.<br>A minimum ***professional*** disposition score of 9 | | |
| | Credits | 45 credit hours | | |

| Benchmark 2 | | | |
|---|---|---|---|
| Complete Pre-professional Courses (CORE I) & Continue Content Courses<br><br>Semester IV | Required Courses | M101<br>P250 | Q200<br>K205 |
| | Test(s) | Pass PRAXIS I<br>(Reading $\geq$ 176; Writing $\geq$ 172; Mathematics $\geq$ 175) | |
| | e-Portfolio | Complete 4 Metastandards at the Basic Level (Artifacts and Reflective Statements) | |
| | GPA | Overall $\geq$ 2.50<br>Education $\geq$ 2.50 | |
| | Metastandards Rubric | No Metastandards Rubric requirements for field experiences | |
| | Dispositional Rubric | A minimum ***core*** disposition score of 22 and no more than 2 core items with a score of 1.<br>A minimum ***professional*** disposition score of 9 | |
| | Credits | 60 credit hours | |

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

| Benchmark 3 | | |
|---|---|---|
| Begin Methods Sequence (CORE II) & Continue Content Courses<br><br>Semester V | Required Courses | E370<br>P290 |
| | Test(s) | |
| | e-Portfolio | Complete All 7 Metastandards at the Basic Level (Artifacts and Reflective Statements)<br>Complete 2 Metastandards at the Proficient Level (Artifacts and Reflective Statements) |
| | GPA | Overall $\geq$ 2.50<br>Education $\geq$ 2.50 |
| | Metastandards Rubric | A score of 2 is required for each of the 7 Metastandards for field experiences |
| | Dispositional Rubric | A minimum ***core*** disposition score of 22 and no more than 2 core items with a score of 1.<br>A minimum ***professional*** disposition score of 18 |
| | Credits | |

| Benchmark 4 | | |
|---|---|---|
| Continue Methods Sequence (CORE III) & Continue Content Courses<br><br>Semester VI | Required Courses | E 341<br>E343 |
| | Test(s) | |
| | e-Portfolio | Attend the Division of Education Advanced e-Portfolio Workshop<br>Complete All 7 Metastandards at the Proficient Level (Artifacts and Refl. Statements)<br>Pass Formative e-Portfolio Evaluation (Min. of Proficient Level for All 7 Metastandards) |
| | GPA | Overall $\geq$ 2.50<br>Education $\geq$ 2.50 |
| | Metastandards Rubric | A score of 2 is required for each of the 7 Metastandards for field experiences |
| | Dispositional Rubric | A minimum ***core*** disposition score of 22 and no more than 2 core items with a score of 1.<br>A minimum ***professional*** disposition score of 27 |
| | Credits | |

* May be taken at any time in the Methods Sequence (CORE II, III, or IV); however must be completed by Benchmark 5

| Benchmark 5 | | | | |
|---|---|---|---|---|
| Complete Methods Sequence (CORE IV) and Content Courses<br><br>Semester VII | Required Courses | E325<br>E328 | *E335<br>*E336<br>*H340 | *M323<br>*M333 |
| | Test(s) | Pass PRAXIS II Elementary Education 10011 (Score ≥ 165)<br>Pass PRAXIS II Reading Specialist 0300 (Score ≥ 370) | | |
| | e-Portfolio | Complete 4 Metastandards at the Mastery Level (Artifacts and Reflective Statements) | | |
| | GPA | Overall ≥ 2.50<br>Education ≥ 2.50 | | |
| | Metastandards Rubric | A score of 3 is required for each of the 7 Metastandards for field experiences | | |
| | Dispositional Rubric | A minimum ***core*** disposition score of 22 and no more than 2 core items with a score of 1.<br>A minimum ***professional*** disposition score of 27 | | |
| | Credits | | | |

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

| Benchmark 6 | | |
|---|---|---|
| Complete Student Teaching (CORE V)<br><br>Semester VIII | Required Courses | M425<br>M440 |
| | Test(s) | |
| | e-Portfolio | Complete All 7 Metastandards at the Mastery Level (Artifacts and Reflective Statements)<br>Continue to Make Progress on Metastandards at the Exemplary Level<br>Pass Summative e-Portfolio Evaluation (Min. of Mastery Level for All 7 Metastandards) |
| | GPA | Overall ≥ 2.50<br>Education ≥ 2.50 |
| | Metastandards Rubric | A score of 3 is required for each of the 7 Metastandards for clinical experience |
| | Dispositional Rubric | A minimum ***core*** disposition score of 22 and no more than 2 core items with a score of 1.<br>A minimum ***professional*** disposition score of 27 |
| | Credits | 124 credit hours |

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

BACK

# 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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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).<br><br>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. |

| | | | |
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| **P-12 Learning** | All candidates analyze and reflect on their interactions with P-12 students in a systematic manner. | All candidates analyze and reflect on their interactions with P-12 students in a systematic manner in all partnership school courses and take into account modifications for varying abilities. | All candidates analyze and reflect on their interactions with P-12 students in a 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.<br><br>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.<br><br>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.<br><br>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. |

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## *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.<br><br>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.<br><br>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.<br><br>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. |

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