

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

***DOCUMENT #2***

**INSTITUTION: Indiana University Kokomo**

**PROGRAM: English/Language Arts**

**DATE SUBMITTED: October 17, 2007**

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**To be filled in by DPS Staff**

**Document #1**

\_\_\_\_\_ **A. Unit Summary**

\_\_\_\_\_ **B. Teacher Education Courses**

\_\_\_\_\_ **C. Program Field Experiences**

**Document #2**

\_\_\_\_\_ **A. Curriculum**

\_\_\_\_\_ **B. Standards Matrix**

\_\_\_\_\_ **C. Assessment Data**

\_\_\_\_\_ **D. Faculty**



# INDIANA UNIVERSITY KOKOMO

## DIVISION OF EDUCATION

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

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

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

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

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

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

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

# DOCUMENT #2 – CONTENT PROGRAM SPECIFICS

[Content Curriculum](#) - [Content Standards Matrix](#) - [Assessment Data](#) - [Faculty](#)

(Click on links above to access bookmarked sections within Document #2)

## A. CONTENT CURRICULUM SECTION

Teacher candidates in the Language Arts initial program have a minimum of 38 credit hours in General Education which include courses in: Fundamental Skills (15 cr.); Natural Sciences (8 cr.); Social and Behavioral Science (9 cr.); Humanities (6 cr.), parentheses denote minimum credit requirements. Teacher candidates are also required to have 36 credits in the Language Arts Teaching Major, which include courses in: Literature and Reading, Writing, Language and Media, and Speaking, Listening, and Nonverbal. Teaching Major requirements involve a prescribed course regiment that is aligned with DPS Content Standards.



INDIANA UNIVERSITY  
KOKOMO

DIVISION OF EDUCATION

### BACHELOR of SCIENCE in SECONDARY EDUCATION

The Professional Educator Model Program Guide  
Early Adolescence and Adolescence Young Adult  
Licensure: 5-12

### English Language Arts Teaching Major

Last Name \_\_\_\_\_

First Name \_\_\_\_\_

IU ID # \_\_\_\_\_

IUK Email \_\_\_\_\_

### GENERAL EDUCATION REQUIREMENTS

(Must have a minimum total of 38 credit hours and  
all Fundamental Skills courses must have a grade of at least C)

FUNDAMENTAL SKILLS (Minimum of 15 credit hours required)	Course Taken	Credit Hours	Grade
ENG W131 Elementary Composition (3)			
ENG W132 Elementary Composition II (3)			
SPCH S121 Public Speaking (3)			
DPIS D250 Multimedia (3)			
<i>One of the following:</i> MATH M125 Pre-Calculus Mathematics (3) MATH M118 Finite Mathematics (3) MATH M119 Survey of Calculus (3) MATH M215 Calculus I (3)			
	<b>Total</b>		

<b>NATURAL SCIENCES</b> (Minimum of 8 credit hours required. Select from at least two of the following groups, one laboratory experience must be included)	<b>Course Taken</b>	<b>Credit Hours</b>	<b>Grade</b>
<i>Life Science</i> BIOL L100 Man and the Biological World (5) BIOL L105 Introduction to Biology (5) BIOL L270 Humans & Microorganisms (3) ANAT A215 Basic Human Anatomy (5) PHSL P215 Basic Human Physiology (5) PLSC B203 Survey of the Plant Kingdom (5) PLSC B364 Summer Flowering Plants (5)			
<i>Physical Science</i> PHYS P100 Physics in the Modern World (5) PHYS P201 General Physics I (5) CHEM C100 The World of Chemistry (3) and CHEM C120 Lab (2) CHEM C101 Elementary Chemistry I (3) and CHEM C121 Lab (2) CHEM C105 Principles of Chemistry (3) and CHEM C125 Lab (2) CHEM C390 Environmental Science (3)			
<i>Earth/Space Science</i> AST A100 The Solar System (3) GEOL G107 Physical Systems of the Environment (3) COAS E105 Topics in Natural and Math Sciences (3)			
<b>Total</b>			

<b>SOCIAL AND BEHAVIORAL SCIENCES</b> (Minimum of 9 credit hours required. Select from at least two of the following groups)	<b>Course Taken</b>	<b>Credit Hours</b>	<b>Grade</b>
<i>History</i> HIST H105 American History I (3) HIST H106 American History II (3) HIST H113 History of Western Civ. I (3) HIST H114 History of Western Civ. II (3) ANTH A103 Human Origins & Prehistory (3) ANTH A104 Culture and Society (3)			
<i>Sociology and Psychology</i> SOC S100 Introduction to Sociology (3) SOC S101 Social Problems and Politics (3) PSY P103 General Psychology (3)			
<i>Political Science and Economics</i> SPEA J101 The Am. Criminal Justice Sys. (3) POLS Y103 Intro. to American Politics (3) POLS Y217 Intro. to Comparative Policies (3) POLS Y219 Introduction to World Politics (3) ECON E175 Survey of Econ. for Teachers (3) ECON E201 Intro. to Micro Economics (3) ECON E202 Intro. to Macro Economics (3)			
COAS E104 Topics in Social and Behavioral Sciences (3)			
<b>Total</b>			

<b>HUMANITIES</b> <b>(Minimum of 6 credit hours required. Select from at least two of the following groups)</b>	<b>Course Taken</b>	<b>Credit Hours</b>	<b>Grade</b>
<i>Literature</i> ENG L101 Western World Masterpieces I (3) ENG L102 Western World Masterpieces II (3) ENG W203 Creative Writing (3) FOLK F101 Introduction to Folklore (3) AFRO A150 Sur. of Culture of Black Am. (3) CLAS C205 Classical Mythology (3) CMLT C190 An Introduction to Film (3)			
<i>Fine Arts</i> FINA A101 Ancient & Medieval Art (3) FINA A102 Renaissance Thru Modern Art (3) FINA A108 Art of the Western World (3) MUS M174 Appreciation to Music (3) THTR C130 Introduction to Theater (3) THTR T120 Acting I (3) SPCH C205 Intro. to Oral Interpretation (3) HUMA U103 Introduction to Creative Arts (3)			
<i>Philosophy</i> PHIL P100 Introduction to Philosophy (3) PHIL P140 Elementary Ethics (3) PHIL P145 Introduction to Social and Political Philosophy (3) PHIL P150 Elementary Logic (3) PHIL P242 Applied Ethics (3) REL R152 Intro. to Religions of the West (3) REL R233 Introduction to the Hebrew Bible – Old Testament (3) REL R243 Intro. to the New Testament (3)			
<i>Communications</i> JOUR C200 Intro. to Mass Com. (3) SPCH S122 Interpersonal Communications (3) SPCH S205 Intro. to Speech Com. (3) SPCH S223 Business and Prof. Speaking (3) SPCH S229 Discuss. and Group Methods (3) SPCH S233 Intro. to Public Relations (3) JOUR J200 Writing for Mass Media (3)			
COAS E103 Topics in Arts and Humanities (3)			
<b>Total</b>			

## TEACHING MAJOR REQUIREMENTS

Teaching major requirements are fulfilled by completing a total of 36 credit hours in English/Language Arts. (Minimum GPA of 2.5 in teaching major and no grade less than C in the teaching major is required.) Courses completed need to meet all the following principles. (Literature and Reading 12 credits; Writing 6 credits; Language 3 credits and Media 3 credits; Speaking, Listening, and Nonverbal 6 credits) Once those principles are met, you may select any other courses in the licensure area to attain the minimum hour requirement for the program.

Principles	Possible IU Kokomo Courses	Course Taken	Hours	Grade
Literature and Reading	L202; American, British, Multicultural/world/gender studies literature course (see courses below), L391			
Writing	W203, W350, W400			
Language and Media	Language G205,G301 Media C200, C190, C390, C391, C392			
Speaking, Listening, and Nonverbal	S122; S336, C205, S201			
		<b>Additional Courses</b>	<b>Hours</b>	<b>Grade</b>
		<b>Total</b>		

- \*Other possible IU Kokomo courses in **Literature and Reading**: American (L350, L351, L352, L354, L355, L357, L358, L369 (if American topic), L381 (if American topic)); British (L308, L315, L320, L327, L332, L335, L346, L347, L348, L369 (if British topic), L381 (if British topic)); Multi/world/gender (L225, L378, L379, A303, L370, L381 (if relevant topic), L406
- \*Other possible IU Kokomo courses in **Writing**: W231, W315, W321, W395, W398, S333, J200
- \*Other possible IU Kokomo courses in **Language and Media**: Language (W400, X470, G302) Media (J200, J210, R309, T283)
- \*Other possible IU Kokomo courses in **Speaking, Listening, and Nonverbal**: all approved courses listed above.

## PROFESSIONAL EDUCATION REQUIREMENTS (All courses must have minimum grade of C+)

Core I: Pre-professional (12 credit hours)	Course Taken	Credit Hours	Grade
EDUC M101 Introduction to Education			
EDUC P253 Educational Psychology for Secondary Teachers			
EDUC K205 Introduction to Exceptional Children			
DPIS D250 Multimedia			
	<b>Total</b>		

**REQUIREMENTS for ADMISSION to TEACHER EDUCATION PROGRAM  
(on transcript EDUC-M299)**

Submit application for admission to the Teacher Education Program and permission to take courses in Cores II, III, and IV.

**Admission to TEP Requirements:**

Passage of PRAXIS I (PPST) (on transcript EDUC-M199)	Minimum Score	Score	Date
Reading	176		
Writing	172		
Mathematics	175		

**Minimum Overall GPA of 2.5**

**Minimum GPA in Teaching Major courses of 2.5 as well as no grade less than a C**

**Completion of at least 55 credit hours of General Education and/or Teaching Major credit hours**

**Completion of W131, W132, S121, M118/M125 with a grade of C or better**

**Completion of Core I with a grade of C+ or better**

**Faculty Approval for Continuation**

<b>Cores II, III, and IV (18 credit hours)</b>			
<b>Core II (FALL semester)</b>	<b>Course Taken</b>	<b>Credit Hours</b>	<b>Grade</b>
	EDUC M312 General Methods Jr/High Middle		
	EDUC S487 Principles of Senior High/Junior High/Middle School Education		
<b>Core III (SPRING semester)</b>	<b>Course Taken</b>	<b>Credit Hours</b>	<b>Grade</b>
	EDUC M452 Methods of Teaching Secondary English in SH/JH/MD		
	SOC S100 Introduction to Sociology or approved multicultural course		
<b>Core IV (FALL semester)</b>	<b>Course Taken</b>	<b>Credit Hours</b>	<b>Grade</b>
	EDUC M464 Methods of Teaching Reading		
	EDUC H340 Education and American Culture		
	<b>Total</b>		

**Admission to Core V Requirements**

Passage of PRAXIS II Teaching Major Areas	Score	Date

<b>Core V (SPRING semester) (15 credit hours)</b>	<b>Course Taken</b>	<b>Credit Hours</b>	<b>Grade</b>
	EDUC M480 Student Teaching Secondary		
	EDUC M440 Teaching Problems and Issues Seminar		
	<b>Total</b>		

NOTE: At the completion of each CORE, faculty review and approval are required as conditions for program continuation

## English Language Arts Course Descriptions

### *Literature and Reading*

ENG-L 202 Literary Interpretation (3 cr.)

Close analysis of representative texts (poetry, drama, fiction) designed to develop art of lively, responsible reading through class discussion and writing of papers. Attention to literary design and critical method. May be repeated once for credit by special arrangement with the Department of English.

ENG-L 225 Introduction to World Masterpieces (3 cr.)

Representative masterpieces in all genres from world literature of any period.

ENG-L 308 Elizabethan and 17th Century Drama (3 cr.)

English drama from Shakespeare's time to the closing of the theaters in 1642 and beyond.

ENG-L 315 Major Plays of Shakespeare (3 cr.)

A close reading of a representative selection of Shakespeare's major plays.

ENG-L 320 Restoration and Early Eighteenth-Century Literature (3 cr.)

Major poetry and prose, 1660–1730; with emphasis on Dryden, Swift, and Pope.

ENG-L 327 Later Eighteenth-Century Literature (3 cr.)

Major poetry and prose, 1730–1800, with emphasis on Johnson and Boswell.

ENG-L 332 Romantic Literature (3 cr.)

Major Romantic writers, with emphasis on two or more of the following: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

ENG-L 335 Victorian Literature (3 cr.)

Major poetry and prose, 1830–1900, studied against social and intellectual background of the period.

ENG-L 346 Twentieth-Century British Fiction (3 cr.)

Modern fiction and its techniques and experiments. Particular emphasis is on Joyce, Lawrence, and Woolf; some later novelists may be included.

ENG-L 347 British Fiction to 1800 (3 cr.)

Forms, techniques, and theories of fiction as exemplified by such writers as Defoe, Richardson, Fielding, Smollett, and Sterne.

ENG-L 348 Nineteenth-Century British Fiction (3 cr.)

Forms, techniques, and theories of fiction as exemplified by such writers as Scott, Dickens, Eliot, and Hardy.

ENG-L 350 Early American Writing and Culture to 1800 (3 cr.)

Broad survey of American writers in Colonial, Revolutionary, and Republican periods.

ENG-L 351 Critical and Historical Study of American Literature I (3 cr.)

American writers to 1865. Emerson, Hawthorne, Melville, Whitman, and two or three additional major writers.

ENG-L 352 Critical and Historical Study of American Literature II (3 cr.)

American writers 1865–1914: Twain, Dickinson, James, and two or three additional major writers.

ENG-L 354 American Literature Since 1914 (3 cr.)

American writers since 1914: Faulkner, Hemingway, Eliot, Frost, and two or three additional major writers.

ENG-L 355 American Fiction to 1900 (3 cr.)

Survey of representative nineteenth century American novels, with emphasis on works of Cooper, Hawthorne, Melville, Twain, James, and Dreiser.

ENG-L 357 Twentieth-Century American Poetry (3 cr.)

American poetry since 1900, including such poets as Pound, Eliot, Frost, Stevens, Williams, and Lowell.

ENG-L 358 Twentieth-Century American Fiction (3 cr.)

American fiction since 1900, including such writers as Dreiser, Lewis, Fitzgerald, Hemingway, Faulkner, and Bellow.

ENG-L 369 Studies in British and American Authors (3 cr.)

Studies in single authors (such as Wordsworth and Melville), groups of authors (such as minority writers), and periods (such as American writers of the 1920s). Topics will vary from semester to semester. May be repeated once for credit.

ENG-L 370 Recent Black American Writing (3 cr.)

A study of selected black American writers of the late nineteenth and twentieth centuries, with emphasis on very recent writing. The focus of this course will be on the literary qualities unique to those writers as individuals and as a group. Credit not given for both ENG-L 370 and AFRO-A 370.

ENG-L 378 Studies in Women and Literature (3 cr.)

British and American authors such as George Eliot, Gertrude Stein; groups of authors such as the Brontë sisters, recent women poets; or genres and modes such as autobiography, film, and criticism. Topics will vary from semester to semester.

ENG-L 379 American Ethnic and Minority Literature (3 cr.)

A survey of representative authors and of works of American ethnic and minority literature, with a primary focus on African-American, Hispanic, and American Indian literature.

ENG-L 381 Recent Writing (3 cr.)

Selected writers of contemporary significance. May include groups and movements such as black writers, poets of projective verse, new regionalists, parajournalists and other experimenters in pop literature, folk writers, and distinctly ethnic writers; several recent novelists, poets, or critics; or any combination of groups. May be repeated once for credit by special arrangement with the English department.

ENG-L 391 Literature for Young Adults (3 cr.)

Study of books suitable for junior high and high school youths. Special stress on works of fiction dealing with contemporary problems; but also including modern classics, biography, science fiction, and other areas of interest to teenage readers.

ENG-L 406 Topics in African-American Literature (3 cr.)

Focuses on a particular genre, time, and period. Topics may include 20th-century African-American women's novels, black male identity in African-American literature, or African-American autobiography. May be repeated once for credit with different focus.

ENG-A 303 Topics in Afro-American Studies (3 cr.)

Study of selected topics or issues in Afro-American studies.

### *Writing*

ENG-W 203 Creative Writing (3 cr.)

P: Sophomore standing and consent of the instructor in advance of registration. Exploratory course in imaginative writing: fiction, poetry, and drama.

ENG-W 231 Professional Writing Skills (3 cr.)

P: ENG-W 131. This course helps students in any field develop writing skills appropriate for situations and tasks encountered in workplace and organizational settings. Course assignments and activities emphasize the role of professional writing and the importance of developing professional writing skills, emphasizing documents done in the world of work, such as letters, memos, reports, proposals, etc.

ENG-W 321 Advanced Technical Writing (3 cr.)

P: ENG-W 131. Instruction in preparing engineering and other technical proposals and reports, with an introduction to the use of graphics.

ENG-W 350 Advanced Expository Writing (3 cr.)

P: Completion of English composition requirement. Close examination of assumptions, choices, and techniques that go into a student's own writing and into the writing of others.

ENG-W 395 Individual Study of Writing (1–3 cr.)

P: Consent of instructor. Exercise in the study of written expression and communication in informative, persuasive, or imaginative writing. May be repeated once for credit.

ENG-W 398 Internship in Writing (3 cr.)

P: Consent of instructor. Internship in the Learning Enhancement Center (LEC), designated IU Kokomo offices, or other arranged settings. Focus on writing, the teaching of writing, and writing-related tasks. Apply during semester prior to desired internship.

ENG-W 400 Issues in Teaching Writing (3 cr.)

P: ENG-W 233 or equivalent. Focuses on the content of rhetoric and composition, and considers fundamental theoretical and practical issues in the teaching of writing. Reviews rhetorical and compositional principles that influence writing instruction, textbook selection, and curriculum development.

JOUR-J 200 Writing for Mass Media (3 cr.)

P: ENG-W 131. Working seminar stressing principles of writing for mass media. Emphasis on development of story ideas, information gathering, organization, and effective presentation of material for various news media; print and electronic. Basics of computer proficiency introduced.

SPCH-S 333 Public Relations (3 cr.)

Principles of contemporary public relations, including ethics of public relations; impact on society; and uses by government, business, and social institutions for international and external communication. Public relations as a problem-solving process utilizing theoretical and application strategies.

### *Language and Media*

ENG-G 205 Introduction to the English Language (3 cr.)

Acquaints the student with contemporary studies of the nature of language in general and of the English language in particular. Required of students preparing to teach English in secondary schools.

ENG-G 301 History of the English Language (3 cr.)

Historical and structural analysis of English language in the stages of its development. Political and social events affecting development of language; interrelationship of language and literature; evolution of modern phonology and syntax.

ENG-G 302 Structure of Modern English (3 cr.)

P: ENG-G 205 or LING L-103. Linguistic analysis of present day spoken and written English with attention to its phonemic, morphemic, and syntactical systems and its system of expression features.

JOUR-C 200 Introduction to Mass Communications (3 cr.)

Survey of functions, responsibilities, and influence of various mass communications media. Directed toward the consumer and critic of mass media in modern society.

CMLT-C 190 An Introduction to Film (3 cr.)

History of film and growth of cinematic techniques from Melies and the Lumiere brothers to the present. Topics such as adaptation, the visual image, genres, and the film as social document, and how they relate to the history and development of film art. Students will become familiar with the basic terminology and technical aspects of film study.

CMLT-C 390 The Film and Society (3 cr.)

P: CMLT-C 190 or consent of instructor. Film and politics; censorship; social influences of the cinema; and rise of the film industry.

SPCH-C 391 Public Relations Campaigns (3 cr.)

This course teaches students public relations theories, methods, and practice. Working in teams, students design and place three media messages for community-based public relations clients. communication skills in family, social, and work situations.

CMLT-C 392 Genre Study in Film (3 cr.)

P: CMLT-C 190 or consent of instructor. Problems of definition; the evolution of film genres such as criminal or social drama, comedy, the western, science fiction, horror, or documentary film; themes, subject matter, conventions, and iconography peculiar to given genres; relationship of film genres to literary genres. Focus on one specific genre each time the course is offered. May be repeated once with different topic.

JOUR-J210 Visual Communication (3 cr.)

This course looks at the visual aspects of print or electronic communication. It deals with issues of page design, visuals, and other graphics.

TEL-R 309 Television Production (3 cr.)

Introduction to the production process in the studio and in the field.

TEL-T 283 Introduction to Production Techniques and Practices (3 cr.)

Introduction to audio, field, and studio production. Bridges the theoretical and practical aspects of production through written hands-on exercises.

*Speaking, Listening, and Nonverbal*

SPCH-S 122 Interpersonal Communication (3 cr.)

Practical consideration of spontaneous human interaction in face-to-face situations. Special attention to perception, language, and attitudes, in dyads and small groups.

SPCH-S 201 Communicating in Public (3 cr.)

R: SPCH-S 121. Theory and advanced practice of public speaking. Designed primarily for, but not limited to, majors in communication-related fields.

SPCH-S 336 Current Topics in Communication (3 cr.)

Extensive analysis of selected problems in contemporary speech communication. Topics vary each semester and are listed in the Schedule of Classes. May be repeated once for credit.

SPCH-C 205 Introduction to Oral Interpretation (3 cr.)

Basic principles and practice in analysis and reading of selections from prose, poetry, and drama. Public presentation of programs. Lecture and recitation.

[Home](#)

## **B. CONTENT STANDARDS MATRIX SECTION**

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

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

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

## IU Kokomo Division of Education

### English/Language Arts Content Standards Alignment Matrix

**Standard #1:** Concepts, Tools of Inquiry, and Structures of English/language arts.

English/language arts teachers understand the central concepts of literacy, of inquiry, and of the structures of the discipline so that they create positive learning experiences that make English/language arts meaningful for all students.

English/LA Content Standards Indicators	M452	L202	L351	L352	L354	L391	L315	L332	L346	L225
<b>Knowledge:</b>										
1. The teacher knows research on how people compose (create text) and make meaning with oral and written text and the implication of this knowledge for teaching.	A,C,E F,G,I, J,K,L.	A, B, G	A, B, E, G	A, B, E, G	A, B, E, G		A,B, E,F	A,B, E,G	A,B, E,G	
2. The teacher knows that different approaches to teaching reading mirror different ways of understanding and analyzing texts.	A,C,E F,G,I, J,K,L.	A,B, E,F, G	A,B, E,F, G	A,B, E,F, G	A,B, E,F, G		A,B E,F	A,B E,F, G	A,B E,F, G	G
3. The teacher knows the relationship between the processes of composing and responding.	C,E,F G,I,L,	A,B, E,G	A,B, E,G	A,B, E,G			A,B, E,F	A,B, E,G		
4. The teacher knows a variety of literature including children's, adolescent, and adult literature, works by diverse and international authors, works across nonfiction and fiction genres, and works from different time periods.	E,F,G K,L.	E,G	E,G	A,B, E,G	A,B, E,G	A,B, F,G	A,B E,F	E,G	E,G	B,E,G
5. The teacher knows how to write using a variety of forms of written expression including creative and expository texts.	G,E, K,	E,G	E,G	A,E, G	A	A	A,B E,F	E,G	E,G	F
6. The teacher knows how different purposes and audiences may change composing and responding to oral or written texts.	A,C,E F,G,J, K,L.	E,G	E,G	A,E, G	A	A	A,B E,F	E,G	E,G	G
7. The teacher knows a variety of nonverbal communication modes.	C,E,F G,J,K L.						A,B E,F			
8. The teacher knows conventions of spoken, written, and dramatic texts and how such conventions influence meaning.	A,C,E F,G,I, J,K,L.	A,B, E,G	A,B, E,G	A,B, E,G	G	G	A,B E,F	A,B, E,G	A,B, E,G	E,G

## IU Kokomo Division of Education

### English/Language Arts Content Standards Alignment Matrix

**Standard #1:** Concepts, Tools of Inquiry, and Structures of English/language arts.

English/language arts teachers understand the central concepts of literacy, of inquiry, and of the structures of the discipline so that they create positive learning experiences that make English/language arts meaningful for all students.

English/LA Content Standards Indicators	M452	L202	L351	L352	L354	L391	L315	L332	L346	L225
9. The teacher knows that the English language is alive and that it varies and changes in different regions, across different cultural groups, and across different time periods.	A,C,E F,G,I, J,K,L.	F, G	F, G	F, G	F, G	G	A,B, D,E, F	F, G	F, G	A,B, E,G
10. The teacher knows the influences of modern media and technology on communication, and how these may influence composing, interpreting, and responding with texts.	A,E, G,I,J, K,L.	A,E, F,G	A,E, F,G	A,E, F,G			A,B, D,E, F	A,E, F,G	A,E, F,G	
11. The teacher knows social, intellectual, cultural, and political contexts that shape language use.	E,G,L	E, F G	E, F G	E, F G	E, F G	G	A,B, D,E, F	E, F G	E, F G	A,B,E ,F,G
12. The teacher knows that language has value as a means of inquiry and personal reflection.	A,E,F G,I,K, L.	A,B, E, F, G	A,B, E, F, G	A,B, E, F, G	A,B, E, F, G	A,G	A,B, D,E, F	A,B, E, F, G	A,B, E, F, G	E,G
13. The teacher knows that texts both reflect and shape perspectives of people from different time periods and from different cultural groups.	G,I,K, L.	A,B, E, F, G	A,B, E, F, G	A,B, E, F, G	A,B, E, F, G	A,B,E ,G	A,B, E,F	A,B, E, F, G	A,B, E, F, G	A,B,E ,G
<b><i>Literature and Reading:</i></b>										
14. A teacher of English/Language Arts should read and understand a wide variety of literature and literacy devices/strategies across the genres of poetry, novels, short stories, drama, biography, autobiography, essays and other non-fiction types of works including technical and informational tests	A,C,E F,G,I, K,L.	A,B, E, F, G	A,B, E, F, G	A,B, E, F, G	A,B, E, F, G	A,B,E ,G	A,B, D,E, F	A,B, E, F, G	A,B, E, F, G	A,B,E ,F,G

English/LA Content Standards Indicators	M452	L202	L351	L352	L354	L391	L315	L332	L346	L225
15. A teacher of English/Language Arts should read and understand of a wide variety of literature by diverse and international authors and authors of both genders	A,C,E F,G,I, K,L.	A,B, E, F, G	A,B, E, F, G	A,B, E, F, G	A,B, E, F, G	G	A,B, D,E, F	A,B, E, F, G	A,B, E, F, G	A,B,E F,G
16. A teacher of English/Language Arts should read and understand a diversity of American literature	A,C,E F,G,I, J K,L.		A, B, E, G	A,B,E G	A,B,E G	A,B,E G	A,B D,F			A,B,E F,G
17. A teacher of English/Language Arts should read and understand a variety of British works and their English/language arts relationship to the history of the English language	E,B,F G,I,J, K,L, A.					A,B,E F,G	A,B D,F	A, B, E, G	A, B, E, G	
18. A teacher of English/Language Arts should read and understand a wide diversity of young adult literature selections and authors	A,E,B G,I,J, K,L.					A,B,E ,F,G	A,B D,F			
19. A teacher of English/Language Arts should know and understand theories of reading and of the reading process and how these English/language arts relate to all effective reading strategies, as well as how reading is used as a tool of inquiry	A,B,E F,G,I, J,K,L.		A, G	A, G	A, G		A,B D,F	A, G	A, G	
20. A teacher of English/Language Arts should know and understand critical theories of interpreting written texts and skills to interpret such texts	A,B,E F,G,I, J,K,L.		A, E, G	A,B,E G	A,B,E G	A,B,E F,G	A,B D,F	A, E, G	A, E, G	A,B,E G

## IU Kokomo Division of Education

### English/Language Arts Content Standards Alignment Matrix

**Standard #1:** Concepts, Tools of Inquiry, and Structures of English/language arts.

English/language arts teachers understand the central concepts of literacy, of inquiry, and of the structures of the discipline so that they create positive learning experiences that make English/language arts meaningful for all students.

English/LA Content Standards Indicators	M452	L202	L351	L352	L354	L391	L315	L332	L346	L225
<b>Writing:</b>										
21. A teacher of English/Language Arts should know and understand theories of writing and of the writing process, including the concepts of purpose and audience, and how these relate to currently accepted writing strategies.	B,C,E F,G,I, J,K,L, A.		A	A	A	A	A,B D,F	A	A	A,G, E
22. A teacher of English/Language Arts should know and understand the writing process and using various technologies as tools of inquiry, research, and self-expression.	A,BC E,FG, I,J,K, L.		A	A	A	A	A,B D,F	A	A	A,E, G
23. A teacher of English/Language Arts should know about and have the ability to model writing well in a variety of forms.	B,C,E F,G,I, K,L, A.			A	A	A	A,B D,F			A
24. A teacher of English/Language Arts should know about and have the ability to use an editing process (which includes proofreading) to produce texts that follow the accepted conventions of the field and utilize acceptable formats for the purpose and audience of a given text.	B,C,E F,G,I, K,L, A.	A, G	A, G	A, G	A, G	A	A,B D,E, F	A, G	A, G	A
<b>Language and Media:</b>										
25. A teacher of English/Language Arts should know and understand language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (socio-cultural basis of language)	B,C,E F,G,I, K,L.	G	G	G	G	G	A,B D,E, F	G	G	

English/LA Content Standards Indicators	M452	L202	L351	L352	L354	L391	L315	L332	L346	L225
26. A teacher of English/Language Arts should know and understand accepted rules of grammar, spelling, syntax, mechanics, and usage especially as identified by the Indiana Academic Standards	B,C,E F,G,I, K,L, A.	A	A	A	A	A	A,B D	A	A	A
27.										
28. A teacher of English/Language Arts should know, understand, and critically understand a variety of media and technology forms (e.g. environmental print, television, software, video, internet) and how these relate to other oral and written texts.	B,C,E F,G,I, K,L, A.						A,B D			
29. A teacher of English/Language Arts should know and understand the formatting and language conventions that are appropriate for various production and performance contexts (e.g., manuscript form for a technology manual, business letter formats, referencing styles).	B,C,E F,G,I, K,L, A.	G	G	A, G	A, G	A	A,B D,F	G	G	
<b>Speaking, Listening, and Nonverbal:</b>										
29. A teacher of English/Language Arts should know and understand skills associated with public address and debate as well as speaking for a variety of purposes	B,C,E F,G,I, K,L, A.	F	F	F	F	F	A,B D	F	F	F,G
30. A teacher of English/Language Arts should know and understand the importance of critical and aesthetic listening	B,C,E F,G,I, K,L, A.	F					A,B D			F,G

English/LA Content Standards Indicators	M452	L202	L351	L352	L354	L391	L315	L332	L346	L225
31. A teacher of English/Language Arts should know and understand the importance of interpersonal and group communication skills, as well as intercultural skills, especially among different cultures and within the workplace	B,C,E F,G,I, K,L, A.						A,B D,E, F			F,G
32. A teacher of English/Language Arts should know and understand the importance of oral interpretation skills	B,C,E F,G,I, K,L, A.						A,B			
33. A teacher of English/Language Arts should know the role that other sign systems (e.g., art, music, drama) play in language growth.	B,C,E F,G,I, K,L, A.	G	G	G	G		A,B D	G	G	
34. A teacher of English/Language Arts should know the importance of the connection between one's own thought processes and learning.	A,E, G, I.	F,G	F,G	F, G	F,G	G	A,B	F,G	F,G	A,B,E F,G
35. A teacher of English/Language Arts should know and understand the importance that enactments (informal drama) have in English/language arts relation to language growth.	B,C,E F,G,I, K,L, A.	G	G	G	G		A,B D	G	G	F,G

**IU Kokomo Division of Education**  
**English/Language Arts Content Standards Alignment Matrix**

**Standard #1:** Concepts, Tools of Inquiry, and Structures of English/language arts.

English/language arts teachers understand the central concepts of literacy, of inquiry, and of the structures of the discipline so that they create positive learning experiences that make English/language arts meaningful for all students.

English/LA Content Standards Indicators	L378	L379	W203	W350	G205	G301	C200	C390	S122	S201
<b>Knowledge:</b>										
1. The teacher knows research on how people compose (create text) and make meaning with oral and written text and the implication of this knowledge for teaching.			G	A,B, D,E, G	B,G	A,B, E, F,G				A,F
2. The teacher knows that different approaches to teaching reading mirror different ways of understanding and analyzing texts.				A,B D,E						
3. The teacher knows the relationship between the processes of composing and responding.			A,G	A,B, C,G, L						
4. The teacher knows a variety of literature including children's, adolescent, and adult literature, works by diverse and international authors, works across nonfiction and fiction genres, and works from different time periods.	A, B, G	A,B, G	E,G	A,B	G	G		A,B		
5. The teacher knows how to write using a variety of forms of written expression including creative and expository texts.	A,B		A,B, D, E,F	A,B, C,G, L	B			A		
6. The teacher knows how different purposes and audiences may change composing and responding to oral or written texts.	A,B			A,B, C,G, L						G,F
7. The teacher knows a variety of nonverbal communication modes.				A,B				E	G,B	
8. The teacher knows conventions of spoken, written, and dramatic texts and how such conventions influence meaning.	A,F	A,F	A,B, D E,F,G	A,B, C,F, G,L	G	G		A,B, E		

## IU Kokomo Division of Education

### English/Language Arts Content Standards Alignment Matrix

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English/LA Content Standards Indicators	L378	L379	W203	W350	G205	G301	C200	C390	S122	S201
9. The teacher knows that the English language is alive and that it varies and changes in different regions, across different cultural groups, and across different time periods.	G	A,B, G	A,B, E F,G	A,B D	G,B	A,B, C, E,F, G		E		
10. The teacher knows the influences of modern media and technology on communication, and how these may influence composing, interpreting, and responding with texts.			F,G	A,B, C,G	G		B	A,B, E,G		
11. The teacher knows social, intellectual, cultural, and political contexts that shape language use.	G	A,B, G	G	A,B, G,P	G,B	A,B, E F,G		E		
12. The teacher knows that language has value as a means of inquiry and personal reflection.			A,B, D,E F,G	A,B, G	G			A,E		
13. The teacher knows that texts both reflect and shape perspectives of people from different time periods and from different cultural groups.		G	E,G	A,B, G	B,G	A,B, E, F,G	B	A,B, E		G
<b>Literature and Reading:</b>										
14. A teacher of English/Language Arts should read and understand a wide variety of literature and literacy devices/strategies across the genres of poetry, novels, short stories, drama, biography, autobiography, essays and other non-fiction types of works including technical and informational texts	A,B, G	A,B, G	A,B, D E,F, G	A,B, E,F, G				A, B E,G		
15. A teacher of English/Language Arts should read and understand of a wide variety of literature by diverse and international authors and authors of both genders	A,B, G	A,B, F,G	A,G	A,B, E,F				A,B, E, G		

## IU Kokomo Division of Education

### English/Language Arts Content Standards Alignment Matrix

**Standard #1:** Concepts, Tools of Inquiry, and Structures of English/language arts.

English/language arts teachers understand the central concepts of literacy, of inquiry, and of the structures of the discipline so that they create positive learning experiences that make English/language arts meaningful for all students.

English/LA Content Standards Indicators	L378	L379	W203	W350	G205	G301	C200	C390	S122	S201
16. A teacher of English/Language Arts should read and understand a diversity of American literature	A,B G	A,B, G	A,F	A,B, E,F				A,B, E,G		
17. A teacher of English/Language Arts should read and understand a variety of British works and their English/language arts relationship to the history of the English language			A,F	A,B	B,G					
18. A teacher of English/Language Arts should read and understand a wide diversity of young adult literature selections and authors			A,F	E,F						
19. A teacher of English/Language Arts should know and understand theories of reading and of the reading process and how these English/ language arts relate to all effective reading strategies, as well as how reading is used as a tool of inquiry				E,F						
20. A teacher of English/Language Arts should know and understand critical theories of interpreting written texts and skills to interpret such texts	A,B, G	A,B, G	A,B, G	A,B, D				A,B E,G		
<b>Writing:</b>										
21. A teacher of English/Language Arts should know and understand theories of writing and of the writing process, including the concepts of purpose and audience, and how these relate to currently accepted writing strategies.			A,B, D, E,F, G	A,B, D,F, G	A					
22. A teacher of English/Language Arts should know and understand the writing process and using various technologies as tools of inquiry, research, and self-expression.	A,G	A,G	A,B, D E,F, G	A,B, C,D, E,G	A					

## IU Kokomo Division of Education

### English/Language Arts Content Standards Alignment Matrix

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English/LA Content Standards Indicators	L378	L379	W203	W350	G205	G301	C200	C390	S122	S201
23. A teacher of English/Language Arts should know about and have the ability to model writing well in a variety of forms.			A,B, D, F	A,B, D,E, G	B	A		A		
24. A teacher of English/Language Arts should know about and have the ability to use an editing process (which includes proofreading) to produce texts that follow the accepted conventions of the field and utilize acceptable formats for the purpose and audience of a given text.	A	A	A,D, F	A,B, G		A		A		
<b>Language and Media:</b>										
25. A teacher of English/Language Arts should know and understand language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (socio-cultural basis of language)				A,B F	B,C, G	A,B, E F,G				
26. A teacher of English/Language Arts should know and understand accepted rules of grammar, spelling, syntax, mechanics, and usage especially as identified by the Indiana Academic Standards	A	A	A,G	A,B, F,G	B,C, G, M <small>(sentence analysis)</small>	A,G		A	B,A	B,A
27. A teacher of English/Language Arts should know, understand, and critically understand a variety of media and technology forms (e.g. environmental print, television, software, video, internet) and how these relate to other oral and written texts.				A,B, F			A,B	A,B, E,G		

## IU Kokomo Division of Education

### English/Language Arts Content Standards Alignment Matrix

**Standard #1:** Concepts, Tools of Inquiry, and Structures of English/language arts.

English/language arts teachers understand the central concepts of literacy, of inquiry, and of the structures of the discipline so that they create positive learning experiences that make English/language arts meaningful for all students.

English/LA Content Standards Indicators	L378	L379	W203	W350	G205	G301	C200	C390	S122	S201
28. A teacher of English/Language Arts should know and understand the formatting and language conventions that are appropriate for various production and performance contexts (e.g., manuscript form for a technology manual, business letter formats, referencing styles).	A	A	A	A,B, D,F, G,P		A	G	A		
<b><i>Speaking, Listening, and Nonverbal:</i></b>										
29. A teacher of English/Language Arts should know and understand skills associated with public address and debate as well as speaking for a variety of purposes	F	F	F,G	A,B, D,F		F				F,G
30. A teacher of English/Language Arts should know and understand the importance of critical and aesthetic listening	F	F		A,B						A,B, G
31. A teacher of English/Language Arts should know and understand the importance of interpersonal and group communication skills, as well as intercultural skills. especially among different cultures and within the workplace		F	F,G	A,B, D,E					A,B, G	
32. A teacher of English/Language Arts should know and understand the importance of oral interpretation skills			F	A,B D,E						
33. A teacher of English/Language Arts should know the role that other sign systems (e.g., art, music, drama) play in language growth.				A,B						

**IU Kokomo Division of Education**

**English/Language Arts Content Standards Alignment Matrix**

**Standard #1:** Concepts, Tools of Inquiry, and Structures of English/language arts.

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English/LA Content Standards Indicators	L378	L379	W203	W350	G205	G301	C200	C390	S122	S201
34. A teacher of English/Language Arts should know the importance of the connection between one's own thought processes and learning.	B		A,D, E, F,G	A,B, G,P						
35. A teacher of English/Language Arts should know and understand the importance that enactments (informal drama) have in English/language arts relation to language growth.			F	A,B				A,B, E,G		

**IU Kokomo Division of Education  
English/Language Arts Content Standards Alignment Matrix**

<b>English/Language Arts Content Standards #2 - 9</b>	<b>M452</b>
<b>#2: Knowledge of Language Development and Learning Theory. English/language arts teachers understand how students acquire language and provide opportunities that support their learning and language development.</b>	G, J, K
<b>#3: Knowledge of and Adaptation to Diverse Learners. English/language arts teachers understand how students differ in their approaches to learning language and create instructional opportunities that are adapted to diverse learners.</b>	G, J, K
<b>#4: Instructional Strategies and Curriculum Design. English/language arts teachers understand and employ a variety of instructional strategies which are developmentally appropriate for language learners and can use appropriate curriculum design for teaching the English/language arts.</b>	G, J, K
<b>#5: Learning Environment. English/language arts teachers use an understanding of individuals and groups to create a language learning community that encourages positive social interaction, active engagement in learning, self-motivation, and collaboration.</b>	G, J, K
<b>#6: Communication Using Media and Technology. English/language arts teachers use knowledge of effective media communication techniques to foster active inquiry, collaboration, and supportive interaction in classrooms.</b>	G, J, K
<b>#7: Assessment. English/language arts teachers understand and use formal and informal assessment strategies to evaluate and ensure continuous language growth.</b>	G, J, K, L
<b>#8: Professional Development. English/language arts teachers are reflective practitioners who continually evaluate the effects of their choices and actions on others (e.g., students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally.</b>	A, J
<b># 9: School and Community. English/language arts teachers work closely with school colleagues, care givers, parents, and agencies in the larger community to support students' language learning and well-being.</b>	J

[Home](#)

## C. ASSESSMENT DATA SECTION

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

### Secondary (5 – 12) Program

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

The B.S. in Secondary Education degree program was implemented in the Fall Semester 2007. All data reflected in the following assessment chart were collected within the Division's Secondary Certification program. Teacher candidates within the Secondary Certification program were post-baccalaureate students and/or students simultaneously enrolled in a B.A. program within the respective discipline within the School of Arts and Sciences.

## English/Language Arts Assessment Data

Element Assessed	Describe the Assessment Activity	When is it assessed?	Title of the Instrument or Rubric (Each item is hyperlinked to complete document)	Aggregated Data Summary Program Completers 2006 - 2007 = 1 2005 - 2006 = 8 Total [05-07] = 9	Curriculum/ Program/Unit operations modifications made based on this data	Content Standards addressed by this Assessment Activity
Content Knowledge for Teacher Candidates	<i>Praxis II</i>	<i>Prior to Student Teaching</i>	<a href="#">Praxis II</a>	2006 - 2007 = 175 2005 - 2006 = 175 Total [05-07] = 175 (see complete data summary)	Joint Committee will further align course offerings and capstone content exams with Praxis II content areas.	N/A  As per DPS Instructions
	<i>Capstone Content Knowledge Exam</i>	<i>Prior to Graduation</i>	<i>Major Field Test: Literature in English</i> (see exam overview)	2006 - 2007 = 148 2005 - 2006 = 149 Total [05-07] = 149 (see complete data summary)	Development and approval of new B.S. in Secondary Education degree program.	Standard 1 (see specific category alignment)
	<i>Utilization of Content Knowledge as performance assessment</i>	<i>During Field and Clinical Practice</i> (Benchmark 3-6)	<a href="#">Metastandards Rubric</a>	2006 - 2007 = 3.4 2005 - 2006 = N/A Total [05-07] = 3.4 (see complete data summary)	Development and inclusion of Components for the Metastandards.	<u>Benchmark</u> <u>Standard</u> 3            1-5 4            1-7 5            1-7 6            1-9
	<i>Self-evaluation of preparedness for utilization of content knowledge</i>	<i>At program completion</i> (Benchmark 6)	<a href="#">Program Completers Survey</a>	2006 - 2007 = 4.0 2005 - 2006 = N/A Total [05-07] = 4.0 (see complete data summary)	Utilization of the Joint Committee will be expanded to enhance the breadth and depth of evaluation of teacher candidate content knowledge	Standards 1, 2, 3, 6, 8
	<i>Stakeholder evaluation of preparedness for utilization of content knowledge</i>	<i>At program completion</i> (Benchmark 6) and for alumni	<a href="#">Administrators Survey</a>	2006 - 2007 = 3.5 2005 - 2006 = N/A Total [05-07] = 3.5 (see complete data summary)	Creation of Assistant Dean for Program Review position in the Division to enhance the assessment efforts and evaluation of teacher candidate content knowledge	Standards 1, 2, 3, 6, 8

<b>Pedagogical Content Knowledge for Teacher Candidates</b>	<i>Portfolio Assessment and Performance Assessment</i>	<b>Portfolio:</b> At Formative and Summative Review (Benchmark 4 and Benchmark 6) <b>Performance Assessment:</b> During Field and Clinical Practice (Benchmark 3-6)	<a href="#">Metastandards Rubric:</a> <i>Portfolio Review</i>	2006 - 2007 = 3.3 2005 - 2006 = N/A Total [05-07] = 3.3 (see complete data summary)	<i>Re-evaluation of the Metastandard components to more specifically address content</i>	<u>Benchmark</u> <u>Standard</u> 3   1-5 4   1-7 5   1-7 6   1-9
			<a href="#">Metastandards Rubric:</a> <i>Field Performance</i>	2006 - 2007 = 3.4 2005 - 2006 = N/A Total [05-07] = 3.4 (see complete data summary)		
<b>Professional and Pedagogical Knowledge and Skills for Teacher Candidates</b>	<i>Portfolio Assessment and Performance Assessment</i>	<b>Portfolio:</b> At Formative and Summative Review (Benchmark 4 and Benchmark 6) <b>Performance Assessment:</b> During Field and Clinical Practice (Benchmark 3-6)	<a href="#">Metastandards Rubric:</a> <i>Portfolio Review</i>	2006 - 2007 = 3.1 2005 - 2006 = N/A Total [05-07] = 3.1 (see complete data summary)	<i>Moved to online reviews of portfolios, field experiences, and clinical practice. Formalized and enhanced the use and role of stakeholders within the UAS.</i>	<u>Benchmark</u> <u>Standard</u> 3   1-5 4   1-7 5   1-7 6   1-9
			<a href="#">Metastandards Rubric:</a> <i>Field Performance</i>	2006 - 2007 = 3.4 2005 - 2006 = N/A Total [05-07] = 3.4 (see complete data summary)		
<b>P-12 Student Learning for Teacher Candidates</b>	<i>Performance Assessment</i>	<i>During Field and Clinical Practice</i> (Benchmark 3-6)	<a href="#">Metastandards Rubric</a>	2006 - 2007 = 3.5 2005 - 2006 = N/A Total [05-07] = 3.5 (see complete data summary)	<i>More closely evaluate field experiences and clinical practice to fully address/align with NCATE's P-12 student learning assessment model.</i>	<u>Benchmark</u> <u>Standard</u> 3   1-5 4   1-7 5   1-7 6   1-9
	<i>Self-evaluation of Effect on P-12 Student Learning</i>	<i>At program completion</i> (Benchmark 6)	<a href="#">Program Completers Survey</a>	2006 - 2007 = 3.8 2005 - 2006 = N/A Total [05-07] = 3.8 (see complete data summary)	<i>More closely evaluate field experiences and clinical practice to fully address/align with NCATE's P-12 student learning assessment model.</i>	Standards 1-7, 9

Notes:

- The reported number of program completers is not aligned with the content exam data summary due to completion of the content exam during an earlier academic year.
- N/A denotes absence of data due to either no program completers or due to data not realized because of UAS formalization, including the addition of Metastandard Components and online review which was implemented in Fall 2006.

Summary Statement: The Fall 2006 data were lacking pertinent information regarding teacher candidates' progress toward mastery of the Metastandards. The Division of Education learned that the Metastandards rubric was in need of greater focus/specificity (i.e., Components) to further evaluate candidates' progress, to help inform stakeholders of Division expectations, and to assist candidates in the creation of their e-Portfolios. Adding the Components also led the Division to digitize the process of collecting data from stakeholders, candidates, and faculty, as well as to create the new position of Associate Dean for Assessment and Accreditation to oversee these data collection, analysis, and reporting processes. As a result of these efforts, a comprehensive online rubric data collection system has been successfully implemented. Portfolio data also indicated that candidates were lacking experiences/opportunities relevant to Metastandards 6: Professionalism/Learning Communities and 7: Family/Community Involvement. The Division, therefore, made the decision to examine possible University Partnership School arrangements with area schools for implementation in the next academic year in order to provide professional development and service learning opportunities for the candidates. Content preparation data suggested that Division of Education teacher candidates had comparable and sometimes greater content knowledge as compared to majors in the School of Arts and Sciences. As a result, the Division of Education decided to pursue develop and pursue approval for a B.S. in Secondary Education degree program to provide these individuals an opportunity to receive a degree in Education and avoid the dual department admission and advising. The B.S. in Secondary Education degree program was approved in April 2007 and was implemented in Fall 2007 ([click here to view Change Document and Approval letter](#)).

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Home

## Section C Appendices

### English/Language Arts

#### Capstone Assessment for English Majors

Assessment Overview		
Assessment Name	Major Field Test: Literature in English	
Publisher	ETS	
Number of Questions	150	
Approx. Completion Time	2 hours	
Format	Multiple choice	
Assessment Content Categories	Number of Questions	% of Assessment
British Literature Pre-1660	30-37	20-25
British Lit 1660-1900	30-37	20-25
American Lit to 1900	30-37	20-25
British and American Lit 1901-1945	23-30	15-20
Literature in English Since 1945	23-30	15-20
Literature Sources/ Influences	8-15	5-10
DPS Standard Categories	Number of Questions	% of Assessment
Literature and Reading	150	100%
Writing		
Language and Media		
Speaking, Listening, and Nonverbal		

**Assessment Description:** (include when and how often administered at IU Kokomo)

The ETS Major Field Exam: Literature in English is given every year to English majors and English/Language Arts Teaching Major Secondary Certification students graduating in that year. Most of the tests are given in March and April to students enrolled in L495 Senior Seminar, a 1 credit capstone course for majors in English, Communication Arts, Humanities, and New Media Communications. The ETS exam is a requirement of the course for English majors only which include the English/Language Arts Teaching Major Secondary Certification students. Graduating students not enrolled in the seminar are asked to schedule the exam individually.



## English/Language Arts

### Capstone Assessment for English Majors

Assessment Overview		
Assessment Name	Major Field Test: Literature in English	
Publisher	ETS	
Number of Questions	150	
Approx. Completion Time	2 hours	
Format	Multiple choice	
Assessment Content Categories	Number of Questions	% of Assessment
British Literature Pre-1660	30-37	20-25
British Lit 1660-1900	30-37	20-25
American Lit to 1900	30-37	20-25
British and American Lit 1901-1945	23-30	15-20
Literature in English Since 1945	23-30	15-20
Literature Sources/ Influences	8-15	5-10
DPS Standard Categories	Number of Questions	% of Assessment
Literature and Reading	150	100%
Writing		
Language and Media		
Speaking, Listening, and Nonverbal		

**Assessment Description:** (include when and how often administered at IU Kokomo)

The ETS Major Field Exam: Literature in English is given every year to English majors and English/Language Arts Teaching Major Secondary Certification students graduating in that year. Most of the tests are given in March and April to students enrolled in L495 Senior Seminar, a 1 credit capstone course for majors in English, Communication Arts, Humanities, and New Media Communications. The ETS exam is a requirement of the course for English majors only which include the English/Language Arts Teaching Major Secondary Certification students. Graduating students not enrolled in the seminar are asked to schedule the exam individually.



### Assessment Data for 2005-2006

FALL Semester		SPRING Semester		SUMMER Semester		
Individual Student (no names needed)	Individual Score (Passing Points needed: ____)	Individual Student (no names needed)	Individual Score (Passing Points needed No passing score) Scale of 120-200	Individual Student (no names needed)	Individual Score (Passing Points needed ____)	
Student A		Student A	127	Student A		
Student B		Student B	142	Student B		
Student C		Student C	179	Student C		
No Secondary English Certification students at Benchmark 5 during this semester	Overall Mean Score		Overall Mean Score	151	No Secondary English Certification students at Benchmark 5 during this semester	Overall Mean Score
	Secondary Cert. Mean Score		Secondary Cert. Mean Score	149		Secondary Cert. Mean Score

### Assessment Data for 2006-2007

FALL Semester		SPRING Semester		SUMMER Semester		
Individual Student (no names needed)	Individual Score (Passing Points needed: ____)	Individual Student (no names needed)	Individual Score (Passing Points needed No passing score) Scale of 120-200	Individual Student (no names needed)	Individual Score (Passing Points needed ____)	
Student A		Student A	131	Student A		
Student B		Student B	134	Student B		
Student C		Student C	180	Student C		
No Secondary English Certification students at Benchmark 5 during this semester	Overall Mean Score		Overall Mean Score	157	No Secondary English Certification students at Benchmark 5 during this semester	Overall Mean Score
	Secondary Cert. Mean Score		Secondary Cert. Mean Score	148		Secondary Cert. Mean Score



# Content Knowledge

## Field Experiences and Clinical Practice

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

### Fall 2006

<b>Metastandard 3: Curriculum and Content Knowledge</b>	<b>Overall Mean</b>	<i>Components were not implemented until Spring 2007</i>
<b>Benchmark 4</b>	<b>3.2</b>	
<b>Benchmark 5</b>	<b>3.0</b>	
<b>Benchmark 6</b>	<b>3.8</b>	

### Spring 2007

<b>Metastandard 3: Curriculum and Content Knowledge</b>	<b>Overall Mean</b>	<b>3.1 Knowledge of content</b>	<b>3.2 Represent. Of content</b>	<b>3.3 Knowledge of students' misconceptions about content</b>
<b>Benchmark 3</b>	<b>3.2</b>	<b>3.4</b>	<b>3.3</b>	<b>2.8</b>
<b>Benchmark 5</b>	<b>3.8</b>	<b>4</b>	<b>3.8</b>	<b>3.8</b>



# Content Knowledge Program Completer Survey

Spring 2007

Secondary Program Completers (self evaluation)	<i>n=4</i>
Develop a curriculum that builds on students' experiences, interests, and abilities.	4.0
Evaluate curriculum materials for their usefulness and appropriateness for students.	3.8
Use technology in the classroom.	4.3
Teach subject matter concepts, knowledge and skills in ways that enable students to learn.	3.8

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



# Content Knowledge Administrators Survey

Spring 2007

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

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



# Pedagogical Content Knowledge

## Portfolio

### Fall 2006

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#### Secondary Portfolios

	Formative n/a	Summative n/a
Metastandard 1	<i>*The formative evaluation was not implemented until Spring 2007</i>	<i>*There were no program completers Fall 2006</i>
Metastandard 2		
Metastandard 3		
Metastandard 4		
Metastandard 5		
Metastandard 6		
Metastandard 7		
Overall Mean		

### Spring 2007

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#### Secondary Portfolios

	Formative n/a	Summative n=6
Metastandard 1	<i>*There were no formative reviews Spring 2007 for secondary</i>	2.92
Metastandard 2		3.00
Metastandard 3		3.25
Metastandard 4		3.17
Metastandard 5		3.17
Metastandard 6		3.17
Metastandard 7		3.17
Overall Mean		3.12

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



# Pedagogical Content Knowledge

## Field Experiences and Clinical Practice

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

### Fall 2006

Metastandard 3: Curriculum and Content Knowledge	Overall Mean	<i>Components were not implemented until Spring 2007</i>
Benchmark 4	3.2	
Benchmark 5	3.0	
Benchmark 6	3.8	

### Spring 07

Metastandard 3: Curriculum and Content Knowledge	Overall Mean	3.4 Materials and resources	3.5 Planning and supporting challenging curricula
Benchmark 3	3.2	3.3	3.1
Benchmark 5	3.8	3.9	3.8



# Pedagogical Skills

## Portfolio

### Fall 2006

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#### Secondary Portfolios

	Formative n/a	Summative n/a
<b>Metastandard 1</b>	<i>*The formative evaluation was not implemented until Spring 2007</i>	<i>*There were no program completers Fall 2006</i>
<b>Metastandard 2</b>		
<b>Metastandard 3</b>		
<b>Metastandard 4</b>		
<b>Metastandard 5</b>		
<b>Metastandard 6</b>		
<b>Metastandard 7</b>		
<b>Overall Mean</b>		

### Spring 2007

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#### Secondary Portfolios

	Formative n/a	Summative n=6
<b>Metastandard 1</b>	<i>*There were no formative reviews Spring 2007 for secondary</i>	2.92
<b>Metastandard 2</b>		3.00
<b>Metastandard 3</b>		3.25
<b>Metastandard 4</b>		3.17
<b>Metastandard 5</b>		3.17
<b>Metastandard 6</b>		3.17
<b>Metastandard 7</b>		3.17
<b>Overall Mean</b>		3.12

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



# Pedagogical Skills

## Field Experiences and Clinical Practice

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

### Fall 2006\*

Metastandard 1: Child Development and Learning	Overall Mean
Benchmark 4	3.20
Benchmark 5	3.00
Benchmark 6	4.00

Metastandard 2: Diversity	Overall Mean
Benchmark 4	3.20
Benchmark 5	2.88
Benchmark 6	4.00

Metastandard 4: Instruction	Overall Mean
Benchmark 4	3.20
Benchmark 5	3.25
Benchmark 6	3.6

Metastandard 5: Assessment	Overall Mean
Benchmark 4	3.20
Benchmark 5	3.00
Benchmark 6	4.00

\*Components were not implemented until Spring 2007

# Spring 2007

<b>Metastandard 1: Child Development and Learning</b>	<b>Overall Mean</b>	<b>1.1 Knowledge of major developmental theories</b>	<b>1.2 Knowledge of behaviors</b>	<b>1.3 Multiple influences on development and behavior</b>	<b>1.4 Healthy learning environments for all children</b>
<b>Benchmark 3</b>	3.1	3	3.2	2.9	3.2
<b>Benchmark 5</b>	3.8	3.9	3.8	3.7	3.9

<b>Metastandard 2: Diversity</b>	<b>Overall Mean</b>	<b>2.1 Knowledge of students' cultural identities</b>	<b>2.2 Valuing cultural diversity</b>	<b>2.3 Complex nature of diversity</b>	<b>2.4 Culturally sensitive techniques</b>	<b>2.5 Multiple perspectives</b>	<b>2.6 Understanding exceptionality</b>
<b>Benchmark 3</b>	3.3	3.1(n/o=3)	3.4 (n/o=3)	3.3(n/o=3)	3.5(n/o=4)	3.4(n/o=3)	3.3(n/o=3)
<b>Benchmark 5</b>	3.9	4	4	4	3.9	3.9	3.9

<b>Metastandard 4: Instruction</b>	<b>Overall Mean</b>	<b>4.1 Core teaching approaches supported by research</b>	<b>4.2 Choice of instructional approaches</b>	<b>4.3 Structure</b>	<b>4.4 Approaches for classroom management and addressing challenging behavior</b>	<b>4.5 Knowledge of the individual child in planning curriculum, instruction, and materials</b>	<b>4.6 Ability to vary instructional approaches</b>
<b>Benchmark 3</b>	3	2.9	3	3.2	2.9	2.9	3.2
<b>Benchmark 5</b>	3.8	3.7	3.9	4	3.7	3.7	3.8

<b>Metastandard 5: Assessment</b>	<b>Overall Mean</b>	<b>5.1 Assessment criteria and standards</b>	<b>5.2 Assessment of student learning</b>	<b>5.3 Using assessment to promote learning</b>	<b>5.4 Using assessment to inform teaching</b>
<b>Benchmark 3</b>	2.8	3 (n/o=3)	2.7(n/o=4)	2.8 (n/o=5)	2.8 (n/o=5)
<b>Benchmark 5</b>	3.7	3.8	3.4	3.9	3.8



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

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

<b>Metastandard #1 Child Development and Learning</b>		
	<b>Benchmark 3</b>	<b>Benchmark 5</b>
<b>1.3 Multiple influences on development and behavior</b>	2.9	3.7
<b>1.4 Healthy learning environments for all children</b>	3.2	3.9

<b>Metastandard #2 Diversity</b>		
	<b>Benchmark 3</b>	<b>Benchmark 5</b>
<b>2.3 Complex nature of diversity</b>	3.3	4
<b>2.4 Culturally sensitive techniques</b>	3.5	3.9
<b>2.5 Multiple perspectives</b>	3.4	3.9

<b>Metastandard #3 Curriculum and Content Knowledge</b>		
	<b>Benchmark 3</b>	<b>Benchmark 5</b>
<b>3.1 Knowledge of content</b>	3.4	4
<b>3.2 Representation of content</b>	3.3	3.8
<b>3.3 Knowledge of students' misconceptions about content</b>	2.8	3.8
<b>3.4 Materials and resources</b>	3.3	3.9
<b>3.5 Planning and supporting challenging curricula</b>	3.1	3.8

<b>Metastandard #4 Instruction</b>		
	<b>Benchmark 3</b>	<b>Benchmark 5</b>
<b>4.2 Choice of instructional approaches</b>	3	3.9
<b>4.3 Structure</b>	3.2	4
<b>4.5 Approaches for classroom management and addressing challenging behavior</b>	2.9	3.7

<b>Metastandard #5 Assessment</b>		
	<b>Benchmark 3</b>	<b>Benchmark 5</b>
<b>5.2 Assessment of student learning</b>	2.7	3.4
<b>5.3 Using assessment to promote learning</b>	2.8	3.9

<b>Metastandard #7 Parent and Community Involvement</b>		
	<b>Benchmark 3</b>	<b>Benchmark 5</b>
<b>7.2 Student learning</b>	3.2	3.8



# P-12 Student Learning Program Completers Survey Spring 2007

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

<b>Metastandard #1 Child Development and Learning</b>		
<b>1.3 Multiple influences on development and behavior</b>	<ul style="list-style-type: none"> <li>Set challenging and appropriate expectations of learning and performance for students.</li> </ul>	3.8
<b>1.4 Healthy learning environments for all children</b>	<ul style="list-style-type: none"> <li>Understand how students' social, emotional, physical, and cognitive development influences learning.</li> </ul>	4.3

<b>Metastandard #2 Diversity</b>		
<b>2.3 Complex nature of diversity</b>	<ul style="list-style-type: none"> <li>Understand how different students in the classroom are learning.</li> </ul>	4.0
<b>2.4 Culturally sensitive techniques</b>	<ul style="list-style-type: none"> <li>Choose teaching strategies to meet different student needs.</li> </ul>	3.8
<b>2.5 Multiple perspectives</b>		

<b>Metastandard #3 Curriculum and Content Knowledge</b>		
<b>3.1 Knowledge of content</b>	<ul style="list-style-type: none"> <li>Help all children achieve high academic standards.</li> </ul>	3.3
<b>3.2 Representation of content</b>	<ul style="list-style-type: none"> <li>Develop a curriculum that builds on students' experiences, interests, and abilities.</li> </ul>	4.0
<b>3.3 Knowledge of students' misconceptions about content</b>		
<b>3.4 Materials and resources</b>		
<b>3.5 Planning and supporting challenging curricula</b>		

<b>Metastandard #4 Instruction</b>		
<b>4.2 Choice of instructional approaches</b>	<ul style="list-style-type: none"> <li>Teach subject matter concepts, knowledge and skills in ways that enable students to learn.</li> </ul>	3.8
<b>4.3 Structure</b>	<ul style="list-style-type: none"> <li>Maintain an orderly and purposeful learning environment to improve student learning and performance.</li> </ul>	3.0
<b>4.5 Approaches for classroom management and addressing challenging behavior</b>		

<b>Metastandard #5 Assessment</b>		
<b>5.2 Assessment of student learning</b>	<ul style="list-style-type: none"> <li>Use a variety of assessment to determine student strengths and learning needs.</li> </ul>	3.8
<b>5.3 Using assessment to promote learning</b>	<ul style="list-style-type: none"> <li>Assess and tracks student achievement in order to evaluate student learning.</li> </ul>	4.0

<b>Metastandard #7 Parent and Community Involvement</b>		
<b>7.2 Student learning</b>	<ul style="list-style-type: none"> <li>Work with parents and families to better understand students and to support their learning.</li> </ul>	4.0
	<ul style="list-style-type: none"> <li>Understand how factors in the students' environment outside of school may influence their life and learning.</li> </ul>	3.8



**Program Completer Survey**  
Spring 2007

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

1. I currently have a \_\_\_\_\_ GPA.
2. It has taken me approximately \_\_\_\_\_ years to complete the Education Program at Indiana University Kokomo.
3. I have transferred approximately \_\_\_\_\_ credits from other institutions.
4. I currently have interviewed for \_\_\_\_\_ teaching positions.
5. Do you currently have a full-time teaching position within the school system? \_\_\_yes \_\_\_no  
 If yes, please indicate the school corporation \_\_\_\_\_
6. Do you currently have a part-time teaching position within the school system? \_\_\_yes \_\_\_no  
 If yes, please indicate the school corporation \_\_\_\_\_
7. Do you currently have an education-related position outside the school system? \_\_\_yes \_\_\_no  
 If yes, please indicate the position \_\_\_\_\_

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

1. Set challenging and appropriate expectations of learning and performance for students.  
 Not at all Prepared  
 Poorly Prepared  
 Adequately Prepared  
 Well Prepared  
 Extremely Well Prepared
2. Understand how students' social, emotional, physical, and cognitive development influences learning.  
 Not at all Prepared  
 Poorly Prepared  
 Adequately Prepared  
 Well Prepared  
 Extremely Well Prepared
3. Understand how different students in the classroom are learning.  
 Not at all Prepared  
 Poorly Prepared  
 Adequately Prepared  
 Well Prepared  
 Extremely Well Prepared

4. Identify and obtain materials and use community resources to create a multicultural curriculum.
  - Not at all Prepared
  - Poorly Prepared
  - Adequately Prepared
  - Well Prepared
  - Extremely Well Prepared
  
5. Choose teaching strategies to meet different student needs.
  - Not at all Prepared
  - Poorly Prepared
  - Adequately Prepared
  - Well Prepared
  - Extremely Well Prepared
  
6. Understand how students' family and cultural backgrounds may influence learning.
  - Not at all Prepared
  - Poorly Prepared
  - Adequately Prepared
  - Well Prepared
  - Extremely Well Prepared
  
7. Help all children achieve high academic standards.
  - Not at all Prepared
  - Poorly Prepared
  - Adequately Prepared
  - Well Prepared
  - Extremely Well Prepared
  
8. Develop a curriculum that builds on students' experiences, interests, and abilities.
  - Not at all Prepared
  - Poorly Prepared
  - Adequately Prepared
  - Well Prepared
  - Extremely Well Prepared
  
9. Evaluate curriculum materials for their usefulness and appropriateness for students.
  - Not at all Prepared
  - Poorly Prepared
  - Adequately Prepared
  - Well Prepared
  - Extremely Well Prepared
  
10. Use technology in the classroom.
  - Not at all Prepared
  - Poorly Prepared
  - Adequately Prepared
  - Well Prepared
  - Extremely Well Prepared

11. Teach subject matter concepts, knowledge and skills in ways that enable students to learn.

- Not at all Prepared
- Poorly Prepared
- Adequately Prepared
- Well Prepared
- Extremely Well Prepared

12. Choose teaching strategies for different instructional purposes.

- Not at all Prepared
- Poorly Prepared
- Adequately Prepared
- Well Prepared
- Extremely Well Prepared

13. Maintain an orderly and purposeful learning environment to improve student learning and performance.

- Not at all Prepared
- Poorly Prepared
- Adequately Prepared
- Well Prepared
- Extremely Well Prepared

14. Use a variety of assessment to determine student strengths and learning needs.

- Not at all Prepared
- Poorly Prepared
- Adequately Prepared
- Well Prepared
- Extremely Well Prepared

15. Assess and tracks student achievement in order to evaluate student learning.

- Not at all Prepared
- Poorly Prepared
- Adequately Prepared
- Well Prepared
- Extremely Well Prepared

16. Evaluate and reflect on your practice to improve instruction.

- Not at all Prepared
- Poorly Prepared
- Adequately Prepared
- Well Prepared
- Extremely Well Prepared

17. Plan and solve problems with colleagues.

- Not at all Prepared
- Poorly Prepared
- Adequately Prepared
- Well Prepared
- Extremely Well Prepared

18. Assume leadership responsibilities at school.

- Not at all Prepared
- Poorly Prepared
- Adequately Prepared
- Well Prepared
- Extremely Well Prepared

19. Work with parents/guardians and families to better understand students and to support their learning.

- Not at all Prepared
- Poorly Prepared
- Adequately Prepared
- Well Prepared
- Extremely Well Prepared

20. Understand how factors in the students' environment outside of school may influence their life and learning.

- Not at all Prepared
- Poorly Prepared
- Adequately Prepared
- Well Prepared
- Extremely Well Prepared



**Administrator Survey  
Spring 2007**

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

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

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

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



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

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

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

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

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

**Metastandard #3: Curriculum/Content Knowledge**

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

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

<b>4.4 Approaches for classroom management and addressing challenging behavior</b>	Candidate recognizes the importance of classroom management in addressing group and individual behaviors.	Candidate implements suggested classroom management techniques to address group and individual behaviors.	Candidate independently develops a variety of classroom management strategies to address group and individual behaviors.	Candidate monitors and alters a variety of classroom management strategies as needed to address group and individual behaviors.
<b>4.5 Knowledge of the individual child in planning curriculum, instruction, and materials</b>	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.
<b>4.6 Ability to vary instructional approaches</b>	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

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

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

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

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

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

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

Components adapted from:

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

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

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



## English Language, Literature, and Composition: Content Knowledge (0041)

<i>Test at a Glance</i>			
Test Name	English Language, Literature, and Composition: Content Knowledge		
Test Code	0041		
Time	2 hours		
Number of Questions	120		
Format	Multiple-choice questions		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Reading and Understanding Text	66	55%
	II. Language and Linguistics	18	15%
	III. Composition and Rhetoric	36	30%





**HEA - Title II  
2005-2006 Academic Year  
English Language Lit**

<b>Institution Name</b>	INDIANA UNIV KOKOMO
<b>Institution Code</b>	1337
<b>State</b>	Indiana
<b>Number of Program Completers</b>	40

		Indiana University Kokomo			Statewide		
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Academic Content Areas</b>							
Eng Lang Lit Comp Content Knowledge	041	8	8	100%	346	342	99%

Indiana University Kokomo	
Score Data	
Mean	175
Median	173
Hi Score	194
Low Score	160
Passing	153



**HEA - Title II  
2006-2007 Academic Year  
English Language Lit**

<b>Institution Name</b>	INDIANA UNIV KOKOMO
<b>Institution Code</b>	1337
<b>State</b>	Indiana
<b>Number of Program Completers</b>	40

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<b>Indiana University Kokomo</b>			<b>Statewide</b>		
		<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Academic Content Areas</b>							
Eng Lang Lit Comp Content Knowledge	041	1	1	100%			

<b>Indiana University Kokomo</b>	
Score Data	
Mean	
Median	
Hi Score	175
Score	
Passing	147



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

Change Document Fall 2006 – Fall 2009							
	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09	Fall 09
<b>Data Aggregation, Digitization and Improvements</b>							
Data Aggregation: Historical (AY 2004 - 2006)	√						
Data Aggregation: Historical (AY 2006 - 2007)	√	√					
Metastandards Rubric Digitized and Online: Secondary (5-12)	√						
e-Portfolio Rubric Digitized		√					
Formative and Summative e-Portfolio Program Online			√				

Change Document Fall 2006 – Fall 2009							
	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09	Fall 09
<b>Benchmark Requirement and Timeline</b>							
Benchmark Document Update: Secondary (5-12)	√		√				
Inclusion of Disposition Expectations within Benchmark Document			√				
Inclusion of Metastandards Expectation within the Benchmark Document			√				

<b>Change Document Fall 2006 – Fall 2009</b>							
	<b>Fall 06</b>	<b>Spring 07</b>	<b>Fall 07</b>	<b>Spring 08</b>	<b>Fall 08</b>	<b>Spring 09</b>	<b>Fall 09</b>
<b>e-Portfolio Program</b>							
e-Portfolio Initiative & Sequence Document: Secondary (5-12)	√	√	√				
e- Portfolio Classroom Teacher Initiative	√	√	√				
e-Portfolio Classroom Teacher Program			√				

<b>Change Document Fall 2006 – Fall 2009</b>							
	<b>Fall 06</b>	<b>Spring 07</b>	<b>Fall 07</b>	<b>Spring 08</b>	<b>Fall 08</b>	<b>Spring 09</b>	<b>Fall 09</b>
<b>Metastandards Rubric Development</b>							
Metastandards Rubric Components: Secondary (5-12)	√						
Data Collection Instrument - Survey: Program Completers	√	√	√				
Data Collection Instrument - Survey: P-12 Administrators	√	√	√				
Data Collection Instrument - Survey: Host Teachers	√	√	√				

**Change Document Fall 2006 – Fall 2009**

	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09	Fall 09
<b>Academic and Instructional Developments</b>							
Education Learning Community For Freshmen			√				
Training and Orientation for all Student Teacher-Host teachers	√	√	√				
Training and Orientation for all Student Teacher-University Supervisors	√	√	√				



INDIANA COMMISSION  
HIGHER EDUCATION

March 13, 2007

President Adam Helbert  
Indiana University  
Bryan Hall 200  
Bloomington, IN 47405

Dear Adam:

At its March 9, 2007 meeting, the Commission for Higher Education took the following action:

Program: B.A./B.S. in Human Biology  
CIP Codes: Federal – 269999; State – 269999  
Action: Approved for Indiana University Bloomington to be offered at Bloomington

Program: B.S. in Secondary Education  
CIP Codes: Federal – 131205; State – 131205  
Action: Approved for Indiana University Kokomo to be offered at Kokomo

Program: Master of Public Management  
CIP Codes: Federal – 440401; State – 440401  
Action: Approved for Indiana University Kokomo to be offered at Kokomo

Program: M.F.A. in Visual Art and Public Life  
CIP Codes: Federal – 500101; State – 500101  
Action: Approved for Indiana University through the IUPUI campus

The Commission's Academic Program Inventory (API) is posted on the CHE Information Center website at: <https://www.che.state.in.us/Reports/Pages/Folder.aspx>. It is downloadable in different formats and updated monthly. Please review your institution's API for accuracy and notify the Commission's office if additions, deletions or changes are needed.

Please feel free to call on me should you have any questions regarding this action.

Sincerely,

Stan Jones  
Commissioner

cc: Charles Bantz  
Robert Sandy  
Barbara Bickelmeyer  
JoAnne Bowen



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## **D. FACULTY SECTION**

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

## English Language Arts

Faculty Name	Highest Degree Attained	Area(s) of Specialization	Courses Taught in Program	Additional Responsibility in Program	Years of P-12 Experience
D. Antonio Cantu	Ph.D.	Curriculum and Instruction, Educational Research (Naturalistic), Educational Technology, Social Studies Education		Dean of Education	9 years
Margo Sorgman	Ed.D.	Curriculum and Instruction, K-6 Social Studies Education Methods, Economics	M101 Lab/Field Experience (3) M440 Teaching Problems and Issues Seminar (3)		6 years
Michael Tulley	Ed.D.	K-12 Literacy Education Methods, Educational Research, Textbook Selection Policies and Processes	M464 Methods of Teaching Reading (3) M440 Teaching Problems and Issues Seminar (3)		5 years
Ellen Sigler	Ed.D.	Educational Psychology, Educational Assessment and Evaluation	K205 Intro to Exceptional Children (3) P250 General Educational Psychology (3)	Associate Dean for Assessment and Accreditation	*2 years Psychologist at Head Start
Julie Saam	Ph.D.	Curriculum and Instruction, K-12 Science Education, Middle School Education	M312 Gen Meth-JR High Middle School Education (3)	Assistant Dean for Program Review and Graduate Studies	6 years
Shirley Aamidor	Ph.D.	Curriculum and Instruction, P-6 Teaching Methods, Early Develop.	M440 Teaching Problems and Issues Seminar (3)		7 years

Faculty Name	Highest Degree Attained	Area(s) of Specialization	Courses Taught in Program	Additional Responsibility in Program	Years of P-12 Experience
Masato Ogawa	Ed.D.	Secondary Curriculum and Instruction, 5-12 Social Studies Education, Building Multiple Historical Perspectives, Middle School Education	H340 Education & American Culture (3) S487 Principles of SR/JR/MS Education (3)		4 years
Amber Reed	Ph.D.	Curriculum and Instruction, Elementary Education, P-6 Language/Literacy Education, Childhood Studies, Action Research	M440 Teaching Problems & Issues Seminar (3)		8 years
Dan Hogan	Ph.D.		M452 Meth Teaching SH/JH/MS English (3)		29 years
Bourus, Terri	Ph.D.	English	L315 Major Plays of Shakespeare W350 Advanced Expository Writing		
Cameron, Ann	Ph.D.	English	L352 Critical and Historical Study of Am. Literature II L354 American Literature Since 1914 G205 Introduction to the English Language G301 History of the English Language L391 Literature for Young Adults		

Faculty Name	Highest Degree Attained	Area(s) of Specialization	Courses Taught in Program	Additional Responsibility in Program	Years of P-12 Experience
Hamilton, Jaime	M.A.	Communications	S122 Interpersonal Communication S201 Communicating in Public		
Keene, Nadene	D.A.	English	L378 Studies in Women and Literature L379 American Ethnic and Minority Literature W350 Advanced Expository Writing G205 Introduction to the English Language		
McLean, Donna	Ph.D.	Communications	C200 Introduction to Mass Communications		
Rudy, John	Ph.D.	English	L202 Literary Interpretation L351 Critical and Historical Study of American Literature I L352 Critical and Historical Study of American Literature II L354 American Literature Since 1914 L332 Romantic Literature L346 Twentieth-Century British Fiction		
Snoddy, Kristen	M.A.	English	W350 Advanced Expository Writing	Advisor	7 years

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Faculty Name	Highest Degree Attained	Area(s) of Specialization	Courses Taught in Program	Additional Responsibility in Program	Years of P-12 Experience
Stouse, Karla	M.A.	English	L225 Introduction to World Masterpieces W203 Creative Writing		6 years
Gregory Steele	MFA	Sculpture, 3-D, New Media and Video	C390 The Film & Society		

[Home](#)

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# Appendix

STATE OF INDIANA

DEPARTMENT OF EDUCATION  
DR. SUELLEN REED, SUPERINTENDENT



INDIANAPOLIS 46204-2798

ROOM 229 - STATE HOUSE  
AREA CODE 317-232-6665

June 21, 2007

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

Dear Dr. Cantu:

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

**Generalist: Early Childhood (Preschool)**

**Fine Arts: Visual Arts**

**Generalist: Early Adolescence**

**Master of Science in Education**

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

Sincerely,

A handwritten signature in cursive script that reads "Dr. SuelLEN Reed".

Dr. SuelLEN Reed  
Superintendent of  
Public Instruction

[Home](#)