I. Program Mission:

a. The IU Kokomo Initial Teacher Education Program is guided by a conceptual framework that was created and designed using standards from the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), the Indiana Department of Education-Division of Professional Standards (IDOE-DPS), and other current teacher education documents and best practices in the belief that the prospective teacher education candidate develops, over time, from a novice to a skilled educator. The successful teacher must master both a body of content knowledge and effective teaching skills. The Division of Education’s conceptual framework uses Bloom’s Taxonomy as a way of depicting the higher level of thinking required as the candidate moves through the program, grounded in the standards throughout. Programs offered include a bachelor’s degree in Elementary Education, Early Childhood Education, and Secondary Education. The Division’s programs and strategic plan align with the mission and strategic plan of IU Kokomo by providing candidates the opportunity to earn a degree and attain a professional license simultaneously. Indiana professional licensure standards are embedded within each program and therefore ensure that graduates from IU Kokomo teacher education programs are eligible for licensure.

b. The IU Kokomo Division of Education implemented the redesigned M.S. in Education program and admitted the first cohort of new program students in the fall 2007. The conceptual framework for the redesigned M.S. in Education program is fully aligned with and grounded in National Board for Professional Teaching Standards (NBPTS) and Indiana Department of Education-Division of Professional Standard (IDOE-DPS) Standards for Mentors as well as other current teacher education documents and best practices. More specifically, this program is guided by seven Metastandards, which are further defined by thirty-two Components (i.e. knowledge, skills and dispositions).

II. Program Goals and Outcomes

Goal #1

The Division of Education utilizes a specific rubric, known as the Metastandards Rubric, which incorporates national and state standards and allows for assessment of candidate performance across all programs. One of the standards receiving specific attention in the Division is the standard of Diversity. Below are the specific components of the overall diversity objective. The statements identified represent the section of the rubric used to identify mastery in that specific standard.

a. Diversity (numbers correspond to Metastandards Rubric and to curriculum map)

The Division of Education is committed to enhancing diversity in both the student body and among the faculty. In addition, the Division is dedicated to ensuring all candidates and practicing teachers
enrolled in our programs are engaging in meaningful experiences with diverse groups of P-12 students, teachers, and administrators.

i. Early Childhood Program
   2.1 Candidate demonstrates acceptable to advanced familiarity with the various influences on children's development and behavior.
   2.2 Candidate understands the differences and tensions between ascribed and asserted identities, especially in light of unequal power relations between groups.
   2.3 Candidate utilizes best practice to incorporate into the curriculum the values, virtues, and ethical codes shared by various cultural groups and individuals.
   2.4 Candidate understands the complex characteristics of cultures and groups and attempts to work with all students to meet their education needs.
   2.5 Candidate applies multiple culturally sensitive techniques to assess complex cognitive and social skills.
   2.6 Candidate provides multiple perspectives to help students develop strategies and skills to engage with those who are not like themselves.
   2.7 Candidate creates curriculum that affords children with exceptionalities the opportunity to participate in the overall community of life within the regular classroom. Candidate work collaboratively with special education teachers and staff.

ii. Elementary
   2.1 Candidate understands the differences and tensions between these identities and can incorporate their diverse identities into the curriculum.
   2.2 Candidate utilizes best practice to incorporate a variety of curriculum that addresses the values, virtues, and ethical codes shared by various cultural groups and individuals.
   2.3 Candidate makes use of a variety of curricular and instructional techniques to demonstrate the complex characteristics of cultures and groups in an attempt to meet the educational needs of students.
   2.4 Candidate can build upon many culturally sensitive techniques to address complex cognitive and social skills.
   2.5 Candidate provides multiple perspectives for students to help develop strategies and skills to engage with those who are not like themselves.
   2.6 Candidate creates curriculum that affords children with exceptionalities the opportunity to participate in the overall community of life within the regular classroom.

iii. Secondary
   2.1 Candidate understands the differences and tensions between these identities and can incorporate their diverse identities into the curriculum.
   2.2 Candidate utilizes best practice to incorporate a variety of curriculum that addresses the values, virtues, and ethical codes shared by various cultural groups and individuals.
   2.3 Candidate makes use of a variety of curricular and instructional techniques to demonstrate the complex characteristics of cultures and groups in an attempt to meet the educational needs of students.
2.4 Candidate can build upon many culturally sensitive techniques to address complex cognitive and social skills.
2.5 Candidate provides multiple perspectives for students to help develop strategies and skills to engage with those who are not like themselves.
2.6 Candidate creates curriculum that affords children with exceptionalities the opportunity to participate in the overall community of life within the regular classroom.

iv. Master of Science in Education
3.1 Teachers understand how all students develop and learn.
3.2 Teachers can create safe, secure, and tolerant learning environments.
3.3 Teachers respect the cultural and family differences students bring to the classroom.
3.4 Teachers treat students equitably and address individual differences in their practices.

III. Curriculum Maps
See attached
Goal #1

IV. Assessment Activities planned for the following year
a. The learning outcomes listed above are the components of the Metastandards rubrics that are used to evaluate the teacher candidates or advanced program candidates in each of the four programs. These outcomes are a fraction of performances assessed in the Division as required by NCATE accreditation and state licensure requirements.

b. These outcomes are assessed at multiple points within the program. They are assessed at each benchmark period (a time that corresponds to the points candidates are in the program and considers the course they have currently completed) and they are assessed in multiple ways, including class assignments, field experience and practicum placements, and e-portfolio artifacts and reflections.

c. The particular items reported in the campus assessment will cover only those candidates in Benchmark 6 (the final program gateway) for the three undergraduate programs. In addition, it will assess only their performance in the field, and only address the standard of Diversity. The Division has a larger, more comprehensive assessment system that evaluates content knowledge, field and clinical experiences, the faculty, unit governance and resources, and the system itself.

d. For the Master of Science in Education program, the assessment system is in its infancy but mirrors the assessment system developed for the initial programs. The first cohort will graduate spring 2009.

e. Within the initial programs 100% mastery is expected at student teaching (benchmark 6) in all components of the rubric for a candidate to complete the program. However, it is important for program assessment that program change/review will occur if candidates fall below that standard. Therefore, it is understood that if scores fell below 90%, that is, less than 90% of candidates met mastery that would indicate a need for program modifications. It should also be noted that candidate remediation is also part of the program, should candidates fall below the expected level.
V. Ongoing Assessment
a. Assessment is an ongoing process within the Division of Education. As every year results in the aggregation of data that will inform multiple aspects of the programs, changes needed in each program are identified in a timely, routine, and systematic manner.

VI. Program Goals and Outcomes
Goal #2
In addition to assuring Division graduates understand and use best practice in diversity in its many forms, the Division is also mindful of the changing demographics in the seven-county service area and beyond. The current economic conditions have increased the immediacy of meeting Goal #2 outcomes. Progress will be assessed by measuring changes in 2008-2009 baseline data from 2009-2010 and 2010-2011 data.

a. Recruit and retain candidates for shortage areas
   i. STEM content areas
      1. The Division will work with Admissions to disseminate materials designed for science and mathematics education majors.
      2. The Division will work with the School of Arts & Sciences to facilitate the transition of persons wishing to pursue a secondary degree in science or mathematics education.
      3. The Division will work with the IACTE Coalition to network resources that increase the number of STEM educators graduated from IU Kokomo.

   ii. Minority candidates
      1. The Division will work with the NAACP’s Education office to strategically focus recruitment efforts toward underrepresented populations, especially those of color.
      2. The Division will work with the Campus Climate office to facilitate activities designed to serve minority population expectations.
      3. The Division will work with the IACTE Coalition to network resources to increase the number of minority educators graduated from IU Kokomo.
      4. The Division will identify pre-professional candidates, especially those of color, to full participation in Division organizations and events.

   iii. Transition to Teaching
      1. The Division will create a T2T program aligned with state law for elementary, middle school, and secondary education programs. T2T is designed to provide methods and student teaching opportunities for those who hold a bachelor’s degree from a regionally-accredited institution.
      2. Criteria will include 24 hours of instruction for elementary candidates and 18 hours of instruction for middle school and secondary education candidates. Elementary education candidates will take six hours of reading methods in addition to the 18 hours required of middle school and secondary education candidates.
      3. Prospective candidates will participate in an extended admissions process that includes a transcript and standards audit, disposition audit/interview, writing sample, and evidence of meeting state cut scores for licensure exams.
      4. The T2T program will be designed in two cohorts: elementary education and middle school and secondary education.
      5. The T2T program will be designed with a goal of all courses delivered in hybrid format.