



INDIANA UNIVERSITY KOKOMO

DIVISION OF EDUCATION

Student Policy Manual

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**INDIANA UNIVERSITY
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DIVISION OF EDUCATION

**INITIAL TEACHER EDUCATION PROGRAMS
EARLY CHILDHOOD, ELEMENTARY, SECONDARY
POLICY MANUAL**

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Benchmark Meeting Review, Evaluation and Notification Policies/Protocols: Initial Teacher Education Program (TEP)

The purpose of initial TEP benchmark meetings is to review the performance and progress of all TEP candidates, where relevant knowledge, skills, and dispositions are concerned. Benchmark meetings also allow Division of Education faculty to monitor candidate growth relative to the Indiana Division of Professional Standards (IDPS) and INTASC principles which guide the initial TEP. Benchmark meetings also provide a vehicle for informing candidates of their program performance, progress and status. Additionally, benchmark meetings allow faculty to monitor, aggregate and analyze candidate performance data, to inform decisions regarding program level strengths, weaknesses, changes, improvements, etc.

Benchmark meetings are convened and chaired by the Division of Education's Associate Dean for Assessment and Accreditation. Benchmark meetings are convened at least once per semester. However, the Associate Dean may convene as many additional benchmark meetings as faculty determine are needed throughout the academic and calendar years.

It is the responsibility of the Associate Dean to schedule and organize all initial TEP benchmark meetings. The Associate Dean is responsible for soliciting from TEP faculty and advisors data related to candidate performance, and preparing that data (which will include but is not limited to, memos for record, transcripts, course specific performance issues, field evaluations, advising recommendations, PRAXIS exam scores and summaries, etc.) for discussion and action.

At least once each semester, the performance and progress of each active initial TEP candidate will be reviewed during a benchmark meeting. As a result of that review, candidate program status is determined to be either:

- ***In Good Standing:*** The candidate has met all relevant TEP requirements, as outlined in the Meta Standards Rubric, Dispositional Criteria checklist, Program Planning Guides, and other TEP evaluation instruments. Candidates who remain in good standing may or may not be informed of their status in writing. Candidates whose program status changes as a result of a benchmark review will be informed of that change in writing.
- ***Not in Good Standing:*** The candidate has failed to meet one or more program requirements. Candidates judged not in good standing will be notified in writing of their status. This notification will include the reasons or issues which explain or caused this status; actions, requirements, remedial experiences, etc. which the candidate should undertake to address specific issues, weaknesses, etc.; and a reasonable and specific date by which these issues, etc. must be satisfactorily resolved.

Candidates whose program status remains *not in good standing* for an extended period of time, or who demonstrate continuous lack of progress or poor performance, risk dismissal from the TEP. (See also *TEP Coursework Repetition Policy*.) Candidates who wish to appeal a benchmark review/ decision may do so by contacting the Dean of the Division of Education in writing.

Approved November 2004



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Completion Policy: Teacher Education Program (TEP)

Students must complete their program of study within seven years of the date of formal admission into any of the Teacher Education Programs (i.e., early childhood, elementary, or secondary) at Indiana University Kokomo. Students may not apply to their program any Education courses (regardless of the level, 100-400) completed over ten years prior to admission into TEP.

Approved May 2007



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Confidentiality

Under the Family Educational Right to Privacy Act (Buckley Amendment), P12 students have specific rights associated with confidentiality. Schools are obligated to safeguard those rights. In permitting practica students and student teachers entry into the classroom, host schools entrust the practica student and student teacher with some of the responsibility for safeguarding those rights.

Therefore, it is imperative that all practica students and student teachers understand and appreciate the importance of maintaining student confidentiality. For this reason and for ethical reasons, any information which could be used to identify a student (including name, parent's occupation, specific characteristics, uncommon disabilities, birth date, Social Security Number, relationship to individuals within the school or community, publicly known accomplishments or activities, etc.) must be carefully omitted in any conversation with anyone other than the cooperating teacher or principal.

It is the responsibility of the practica student and student teacher to omit identifying information when participating in group discussions in practicarelated classes or the student teaching seminar or in any other conversational situations. Discussion of P12 students with friends and/or relatives is discouraged. Practica experiences involving specific students should not be discussed in public places where they may be overheard by someone who could glean information from the discussion (e.g., in restaurants, stores, etc). Student records must always be maintained with strict adherence to confidentiality guidelines. If access to student records is deemed appropriate by school representatives, student teachers must keep the information therein absolutely confidential. Any practica student or student teacher notes, journals, course work or other forms of documentation and data gathering must also maintain the confidentiality of the P12 students. Photocopies of student work, individualized educational programs (IEPs), etc., to be used by the practica student or student teacher for course related purposes must have all identifying information blacked out with a permanent black marker.

Approved August 2006



Core and Professional Dispositions

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

Formal Evaluation of Teacher Dispositions

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

The dispositions and accompanying scoring system are identified below:

Core Dispositions

Core Dispositions:
<ol style="list-style-type: none"> 1. Meets obligations and deadlines by appropriate planning 2. Accepts procedures and rules 3. Displays appropriate affect and emotions 4. Demonstrates respect for the feelings, opinions, knowledge, and abilities of others 5. Demonstrates effective interpersonal skills 6. Solicits and considers alternative viewpoints 7. Speaks and/or writes with clarity, fluency, and appropriate grammar 8. Demonstrates respect and tolerance for individuals from diverse backgrounds 9. Submits work that reflects high standards 10. Takes responsibility for own behavior 11. Demonstrates classroom behaviors that are consistent with the idea of fairness and the belief that all students can learn.
Scored on a scale of: (1) <i>never</i> , (2) <i>occasionally</i> , (3) <i>consistently</i> , and (4) <i>always</i>



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Minimum Criteria for Core Dispositions:

1. A teacher candidate in the pre-professional level must a mean overall core disposition of 2.00.
2. A teacher candidate within the TEP program must maintain a mean overall core disposition of 2.50.
3. No more than two individual disposition items may receive a score of 1.

Teacher candidates who do not meet these criteria will be subject to remediation. In addition, teacher candidates within the TEP may be dismissed from the program if their overall mean core disposition score falls below 2.5 for two semesters (not necessarily consecutive).

Professional Dispositions

Professional Dispositions:
<ol style="list-style-type: none"> 1. Demonstrates effective use of problem-solving techniques within the classroom 2. Demonstrates professional behaviors and expectations 3. Accepts suggestions positively and modifies behavior appropriately 4. Functions effectively in a variety of group roles in the academic setting 5. Creates and manages a safe classroom environment 6. Reflects upon own behavior and makes appropriate adjustments concerning professional demeanor 7. Demonstrates appropriate planning and forethought in classroom related activities 8. Understands multiple perspectives within the classroom 9. Recognizes and values diversity and cultural differences
<p>Scored on a scale of:</p> <ol style="list-style-type: none"> (1) basic (infrequently or rarely demonstrated, but aligned with metastandard-level expectations) (2) proficient (occasionally demonstrated, aligned with metastandard-level expectations) (3) mastery (reliably demonstrated as expected at metastandard-level expectations) (4) exemplary (demonstrated at an exceptional level, beyond metastandard-level expectations)

Minimum Criteria for Professional Dispositions:

1. The developmental dispositions of teacher candidates will be evaluated relative to their current benchmark in the program.
 - a. Successful completion of **Benchmark 1 & 2** requires a mean disposition score of 1.00 or higher.
 - b. Successful completion of **Benchmark 3** requires a mean disposition score of 2.00 or higher.
 - c. Successful completion of **Benchmark 4, 5 & 6** requires a minimum disposition score of 3.00 or higher.
2. Teacher candidates whose professional disposition scores fall below the minimum at any benchmark will be subject to remediation.
3. Teacher candidates who fail to meet the criteria expected at their benchmark for two semesters (not necessarily consecutive) may be dismissed from the program

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



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Informal Evaluation of Teacher Dispositions

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

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

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

Approved January 7, 2008



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Course Repetition Policy: Teacher Education Program (TEP)

Students pursuing initial teacher education licensure—in early childhood, elementary, or secondary education—at Indiana University Kokomo must complete a series of Education (EDUC) courses. Students must successfully complete all EDUC courses with a grade of C+ or higher. In the event a grade of C+ or higher is not received, students may be eligible to repeat the course. Students may repeat the same EDUC course only once and may repeat a total of only two EDUC courses throughout their program of study. Additionally, a student who withdraws from a course after the first week of classes and **has not demonstrated satisfactory performance in that course** is also subject to the course repetition policy. This course repetition policy applies to all EDUC courses, even if a student chooses to transfer to another program within the Division of Education.

Approved May 2007



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CPR Training Requirement

In accordance with Indiana Code 20-28-5-3, the Division of Education requires all teacher candidates in each of the three baccalaureate degree programs (Early Childhood, Elementary, and Secondary Education) and other initial licensure programs to complete CPR training by the end of Benchmark 5 (the semester preceding student teaching). Failure to complete this training by the end of this Benchmark will immediately halt a candidate's progress in the program. As a result, the teacher candidate will not be allowed to student teach in the upcoming semester.

*Indiana Code 20-28-5-3
PL 166-2007-HEA 1116-CPR Certification*

Beginning July 1, 2007, applicants who receive an initial Indiana teacher's license must have successfully completed training in the following three areas:

- cardiopulmonary resuscitation that includes a test demonstration on a mannequin;
- removing a foreign body causing an obstruction in an airway; and
- the Heimlich maneuver.

The applicant must hold a valid certification in each of the above procedures issued by either:

- the American Red Cross;
- the American Heart Association; or
- a comparable organization or institution approved by the advisory board.

No initial (or original) Indiana license application will be processed... unless the institution has signed off that the applicant has, in fact, met the CPR requirement. This includes [but is not limited to] initial or original teacher's licenses, emergency permits, administrative licenses, and school services licenses....

Approved August 2007



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Kindergarten Endorsement: Clinical Practice Requirement

In order to meet the clinical practice requirement for Kindergarten Endorsement, teacher candidates must complete the traditional EDUC-M423 Student Teaching: Early Childhood course (6 cr.) or the alternate EDUC-E490 Kindergarten (KDG) Clinical Practice course (3 cr.) outlined below.

Eligibility:

To be eligible for enrollment in EDUC-E490 KDG Clinical Practice, one must satisfy all of the following:

- Be a currently licensed elementary (grades 1-6) classroom teacher under Rules 46/47.
- Be employed as a full-time classroom teacher.
- Completed all Kindergarten Endorsement content requirements with the exception of clinical practice.

Course Description:

The EDUC-E490 clinical experience consists of 102 total hours of KDG teaching and classroom experiences. Included in the 102 total hours is a requirement of five full days or ten half days of observations, planning and teaching in a kindergarten classroom, which will be arranged by the candidate and approved by the Division of Education. In addition, the candidate will complete a series of assigned teaching-related tasks in a KDG classroom in order to fulfill the 102 total hours of clinical practice. These tasks would include, but not be limited to, developmental checklists, anecdotal records, curriculum development and implementation, and reflection. The candidate will also maintain a time log and regular email communication with the Professor of Record. Evidence of performance must include formal evaluations (two total) utilizing the Division of Education Metastandards for Competency in the Field rubric, completed by the professor of record. Prior to course approval and enrollment, the candidate will meet with the professor of record to review the specific course requirements and course materials.

Approved: 03/17/08
Implementation: 05/01/08



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Criminal History Background Checks

Policy

Effective November 1, 2009, all students enrolled in any Division of Education initial teacher education program (TEP) course, or pre-TEP course, are required to have a valid *expanded* criminal history check on file, prior to participation in any field experience that includes direct or indirect contact with P-12 students.

Explanatory Notes

Indiana Code 20-26-5-10 mandates all school corporations to adopt and administer a policy requiring expanded criminal history checks for all corporation employees, effective July 1, 2009. This requirement does not extend to university students who enter P-12 buildings as a course required field experience. Nonetheless, the majority of central Indiana school corporations have adopted policies that require all university students to provide criminal background checks (either limited or expanded) as a condition of placement in any school in the corporation.

All pre-TEP and TEP courses will require some degree of involvement in a P-12 school. TEP students therefore must obtain an expanded criminal history check as early as possible in their program of studies. To facilitate this requirement, and also for the sake of simplicity and consistency, the Division of Education has entered into an agreement with CertifiedBackground.com, a private background check service which allows students to purchase their own criminal history check, which then can be readily accessed by the Division, students and P-12 schools in a secure virtual environment. All TEP students are required to have an expanded criminal history check on file with this service.

The expanded criminal history checks available through CertifiedBackground.com are in compliance with the definition of “expanded criminal history check” included in the Indiana Code. Specifically, the background check will include a search of all Indiana county records in which the subject of the search has resided, a search of records maintained by counties and other governmental agencies in other states in which the subject has resided, and a check of the national sex offender registry maintained by the U.S. Department of Justice.

Students will receive from CertifiedBackground.com a badge which verifies compliance with the expanded criminal history check, and which can be presented to P-12 school personnel who wish to review the check. (The badge will include information for accessing the check online.) The Division of Education will continue its practice of monitoring all criminal history checks provided by students, and will inform P-12 school personnel of any checks which reveal criminal activities and records.

Students are strongly encouraged to consult with Division of Education faculty and advisors immediately if they have any questions or concerns about this policy.

Adopted November, 2009



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Program Dismissal Policy: Teacher Education Program (TEP)

Students pursuing initial teacher education licensure in the Division of Education at Indiana University Kokomo who are subsequently dismissed from any of the licensure/ degree programs — early childhood, elementary, or secondary education — **are not eligible to enter into any of the other teacher education licensure/ degree programs** at Indiana University Kokomo.

Approved May 2007



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Remediation Policy: Teacher Education Program (TEP)

Teacher candidates who are currently enrolled in the program are expected to meet requirements identified in the Benchmark Sequence Document for each licensure program. These program requirements if not met will lead to remediation dependent on the requirement category. The Division also employs Student Interns (SI) who are available to assist candidates at various points in the program and may be included as part of the remediation process (STEPS Program).

- **GPA**
For all candidates there are minimum standards for content and pedagogical course specified in the program guide and Benchmark Sequence Document. If a candidate fails to meet the specified GPA, or obtains a grade lower than C+ in any professional education course, the course will not be applied to the individual's program. Ramifications of this are stipulated in the student handbook and within other division policies (see Course Repetition Policy). There is no specific remediation for a course that has not met the minimum standard and candidates are expected to discuss improvement strategies with the individual faculty member.
- **Metastandards for Competency in the Field**
Many classes have individual field components that are tied to course grades and therefore a failed field experience may lead to a class grade below the minimum of C+. However in some cases, the class may be completed with a C+ or above; however, the field component may still be below minimum standards stipulated in the Benchmark Sequence Document. In this situation each candidate will be evaluated individually and remediation will take place based on the candidate's individual needs. Candidates who are unable to meet the minimum standard in a field experience assigned to a class may be required to repeat the field experience or simply receive a documented Memo For Record (see Disposition Policy Manual).
- **Dispositions**
Candidates whose dispositions fall below the standards stipulated in the Disposition Policy Manual are subject to the same remediation as candidates who fail to meet Metastandards expectations. Again, these are individually developed and based on the candidate's individual needs and program standards.
- **Portfolios**
Candidates are required to submit a Formative portfolio during Benchmark 4 and a Summative Portfolio in Benchmark 6 (see Benchmark Sequence Document). Within each of these portfolio programs there is a specific time designated for remediation and resubmission of the portfolio (see Formative and Summative Portfolio Calendar). During the remediation period it is recommended that the candidate meet with a faculty member and review the discrepancies identified in the review.



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STEPS: Success in the Teacher Education Program Service

STEPS: Success in the Teacher Education Program Service is a student-implemented service that is made available to TEP candidates in the first two semesters of their TEP program. Student interns, third semester students from each program (ECH, ELEM, SEC), are employed by the Division to work in STEPS. Interns have exhibited success in the first two semesters of TEP and are able to offer guidance that will lead to other's success.

STEPS is located in the CuLab and schedules for interns will be available. Students can be referred to STEPS by course instructors, benchmark decisions, advisors, or choose to visit STEPS voluntarily. Check your course syllabi for further guidelines regarding course requirements for visiting STEPS.

General Guidelines for visiting STEPS

- Interns will be available when STEPS is open, a sign will be posted. Please refrain from using STEPS interns when STEPS is closed, even if interns are working in the CuLab.
- Interns may review course and program products (including eportfolio) and answer course and program questions.
- Interns will not grade, create, or edit course products, but will point out issues which need modification or further attention.
- Students are ultimately responsible for the course/program products created.
- Instructors ultimately hold the authority to officially evaluate course assignments.
- Interns will record names of students and frequency of visits for data required of the Division of Education. Names and frequencies may also be distributed per faculty requests.
- Interns do not have a bearing on course grades.
- Students should not meet with interns any longer than 10 -15 minutes.
- Students should prepare for meetings with interns with work samples and lists of questions in hand.

Approved January 2008



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Special Needs Disclosure

Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc) who needs to arrange reasonable accommodations must contact (765-455-9390) and schedule an appointment with the Coordinator of Disabilities Services and meet with the instructor regarding the necessary accommodations. Verification of a disability under the Americans with Disabilities Act is required prior to accommodations being granted. All discussions will remain confidential.

Approved August 2006



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TB Test Policy

Early Childhood Education Majors

The Division of Education requires all students in the Early Childhood Education (ECE) program to maintain an annual negative TB test on file in the Division of Education (DoE) Office. If a report is not on file or if a report is allowed to expire, a teacher candidate will not be allowed entry into a childcare facility (birth-preschool age children) under the DoE’s auspices, and thus the candidate will not be able to satisfactorily complete the practicum requirement portion of an education course.

To meet this requirement, ECE students must provide a TB test report to the DoE Office according to the following guidelines:

<u>SEMESTER</u>	<u>DEADLINE</u>	<u>NOT PRIOR TO</u>
Fall (annually for all ECE students)	August 1	July 15
Spring (only if not submitted fall semester of current academic year)	December 1	November 15
Summer (only if not submitted fall or spring semester of current academic year)	May 1	April 15

Elementary Education Majors

The Division of Education requires all students in the Elementary Education program to maintain a negative TB test on file in the Division of Education (DoE) Office prior to E335 (Benchmark 4) through the completion of E336 (Benchmark 5). If a report is not on file or if a report is allowed to expire,* a teacher candidate will not be allowed entry into a childcare facility (birth-preschool age children) under the DoE’s auspices, and thus the candidate will not be able to satisfactorily complete the practicum requirement portion of an education course.

To meet this requirement, Elementary (K-6) students must provide a TB test report to the DoE Office according to the following guidelines:

<u>SEMESTER</u>	<u>DEADLINE</u>	<u>NOT PRIOR TO</u>
Fall (entering Benchmark 4)	August 1	July 15
Spring (entering Benchmark 4)	December 1	November 15
Summer (entering Benchmark 4)	May 1	April 15

*The TB test is valid for a period of time not to exceed 12 months; therefore if E335 and E336 are completed within a 12-month period, only one TB test report is required when entering Benchmark 4. If E335 and E336 are not able to be completed within a 12-month period, however, an additional TB test is required at the start of Benchmark 5, in accordance with the respective semester deadlines above.



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Additional TB Testing

In conjunction with Board of Health regulations, the following occurrences increase risk of TB. Therefore, any education student subject to the TB Testing Policy (as stated above) must resubmit a TB Test if the following applies within a 12-month period of the last TB Test placed on file with the DoE:

- * If you or a household member has worked or been present in a jail/prison
- * If you have traveled outside the United States
- * If you or someone you are living with has lived in a community shelter
- * If a member of your household, a guest to your home, babysitter, extended family member, or friend has tested positive for TB
- * If a member of your family has been born outside the US (e.g, international adoption)
- * If you or a member of your household has tested positive for HIV/AIDS
- * If you are a foster parent

Students who do not meet the appropriate deadline will automatically receive a Memo for Record. As stated in the Policy Manual, "All MFRs issued to students or teacher candidates are subject to evaluation by Education faculty at the Division of Education Benchmark Meetings." (*Division of Education Student Policy Manual*, Academic Year 2007-2008, p.5). Additionally, students who have not complied with TB Testing Policy are not allowed to begin a field/practicum assignment or enter an childcare facility (birth-preschool) and therefore will not be able to satisfactorily complete the practicum requirement portion of an education course.

Approved February 11, 2008
Effective May 1, 2008



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Teacher Candidate Grievance/Appeal Policy

If a teacher candidate in any of the initial teacher education programs in the Division of Education believes his/her Benchmark evaluation is biased, inaccurate, or has been unfairly reviewed, he/she may request an appeal, in writing, with the Office of the Dean of Education within 30 days of receiving the Benchmark Letter. The Dean of Education will conduct a review and address the problem as the situation warrants.

Approved December 2007



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Teacher Education Portfolios

All IU Kokomo Teacher Education Program students must develop, maintain, and complete a program portfolio, which is aligned to all seven Division of Education **Metastandards**: Student development and Learning; Diversity; Curriculum/Content Knowledge; Instruction; Assessment; Professionalism/Learning Communities; and Family/Community Involvement. An introduction to the Metastandards and portfolio process, as well as initial development of the portfolio, takes place in the preprofessional courses (CORE I).

Throughout the preprofessional and professional education sequence, students must continue to develop their portfolio, adding artifacts generated from their courses and field experiences, in an attempt to demonstrate their professional growth. In accordance with the Division of Education's **Conceptual Framework—*The Professional Educator Model***—students are required to demonstrate their professional growth as they move through each level of the program. The artifacts in the portfolio serve as evidence of this professional growth—from the novice to the professional level. The Division of Education's **Benchmarks**, through which each student must pass at various key stages of the program, serve as decision points in which student portfolios will be assessed and a determination made concerning further student advancement in the program. Education instructors will assist students with the portfolio process and will identify selected elements of education courses that will serve as potential portfolio artifacts.

Please refer to the **Benchmark Sequence Document** for evaluation criteria for your program of study and the **Portfolio Calendar** for specific due dates. Please note as of the Fall Semester 2006, all students entering the Teacher Education Program will be required to develop, maintain, and complete their portfolio in an electronic format (i.e., the IU Oncourse eportfolio).

Approved August 2006



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Utilization of Email

The Division of Education considers email to be an appropriate mechanism for official communication with IU students unless otherwise prohibited by law. In accordance with IU Kokomo policy (*Use of Email as Official Correspondence with Students*, dated 12 January 2004), Division faculty and staff reserve the right to send official communications to students by email with the full expectation that students will receive, read, and respond to these email messages in a timely fashion.

Approved August 2006