



INDIANA UNIVERSITY  
KOKOMO

DIVISION OF EDUCATION

# Indiana University Kokomo

## *Conceptual Framework*

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

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

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

### **Shared Vision**

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

*The mission of Indiana University Kokomo, a regional campus of Indiana University, is to enhance the educational and professional attainment of the residents of North Central Indiana by providing a wide range of bachelor's*

*degrees, and a limited number of master's and associate degrees. Indiana University Kokomo is further dedicated to enhancing research, creative work, and other scholarly activity, promoting diversity, and strengthening the economic and cultural vitality of the region and the state through a variety of partnerships and programs.*

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

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

*The Division of Education is further dedicated to strengthening the region and the state through a variety of partnerships and programs with professional and civic organizations, P-12 schools, and other colleges and universities.*

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

<b>Statement of Values</b>	
<b>Indiana University Kokomo</b>	<b>Division of Education</b>
<b><i>Commitment to Student Learning</i></b>	
The campus community provides a learner-centered environment grounded in the liberal arts and sciences and linked to the professional schools. We are committed to open and free inquiry, high quality instruction and academic support services, experiences that foster students' development, opportunities for experiential	The Division of Education is committed to student learning at all stages of development. We provide an enriching, standards-based curriculum for initial teacher education candidates, as well as for practicing teachers. Additionally, we are committed to ensuring that P-12 students benefit (i.e., student

learning, and the enhancement of skills in the areas of civic engagement, diversity, and global awareness and involvement.	learning is positively impacted) from the interactions they have with candidates and practitioners in our programs.
<b><i>Commitment to Regional Engagement</i></b>	
The campus community works with regional partners, including other educational institutions, to enhance the vitality of the region by promoting community engagement opportunities as a key campus strategy and by valuing service as a core component of faculty, student, and staff responsibilities and experiences.	The Division of Education engages in multiple activities with stakeholders in the community. These stakeholders include teachers, staff, and administrators from P-12 school systems in the eleven-county region as well as directors from accredited childcare centers, Head Start and Early Head Start facilities. We advocate a vast array of partnerships with local school systems and continue to develop articulation agreements with many post secondary institutions in the region.
<b><i>Commitment to Diversity</i></b>	
The campus community demonstrates its commitment to diversity by providing a safe, welcoming, and inclusive environment that promotes integrity and respect among all members of the campus community and by valuing shared governance and open, civil discourse.	The Division of Education is committed to enhancing diversity in both our student body and among our faculty. In addition, the Division is dedicated to ensuring all candidates and practicing teachers enrolled in our programs are engaging in meaningful experiences with diverse groups of P-12 students, teachers, and administrators.
<b><i>Commitment to Innovation</i></b>	
As a community of learners, the campus embraces innovation and creativity in its pursuit of best practices in teaching and learning, student development, institutional stewardship, and scholarly activity.	The Division of Education embraces technology and innovation in multiple ways, from the integration of technology in the development of curriculum, and modeling best practices in teaching and learning, to the creation of e-Portfolios, and the advancement of candidate knowledge and understanding of current research and scholarship at all program levels.
<b><i>Commitment to Assessment</i></b>	
The campus community embraces a culture of assessment, actively seeking evidence for improving current practices while providing an atmosphere in which new initiatives can develop as the campus strives for excellence in all of its work.	The Division of Education is committed to program improvement and believes that effective, efficient, purposeful assessment is the means by which this improvement can be achieved. To this end, the Division strongly supports fair, accurate, and consistent assessment that avoids bias and promotes student learning at all levels.

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

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

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

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

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

However, just as research in education has led to a continuous evolution of thought and understanding within the profession, so too has the initial program in the Division of Education experienced a similar evolution or maturing. In 1992, for example, the Interstate New Teacher Assessment and Support Consortium (INTASC), a group of professions from all areas of education, developed a comprehensive set of standards in order to meet the needs of future educational goals and objectives. The preface of the document developed by this group indicates:

*Efforts to restructure America's schools for the demands of a knowledge-based economy are redefining the mission of schooling and the job of teaching. Rather than merely "offering education," schools are now expected to ensure that all students learn and perform at high levels. Rather than merely "covering the*

*curriculum," teachers are expected to find ways to support and connect with the needs of all learners. This new mission requires substantially more knowledge and skill of teachers and more student centered approaches to organizing schools. These learner-centered approaches to teaching and schooling require, in turn, supportive policies for preparing, licensing, and certifying educators and for regulating and accrediting schools (Miller & Darling-Hammond, 1992, p5).*

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

### ***Educational Objectives and INTASC Principles***

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

1. The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teachers understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

## ***State Standards***

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

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

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

## ***Metastandards***

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

Organization). Below are the Metastandards and Components identified for each of the three initial teacher education programs in the Division of Education at IU Kokomo.

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

<b>Metastandard 1. Child Development and Learning</b>
1.1 Knowledge of major development theories and theorists across all domains (physical, cognitive, social, emotional, language, aesthetic)
1.2 Knowledge of developmental behaviors and needs across the early childhood lifespan.
1.3 Knowledge of the multiple influences on children’s development and behavior (e.g., culture, language, economic conditions, disabilities, health)
1.4 Knowledge of early intervention and related programs that support and improve children’s development
1.5 Ability to apply child development knowledge to create healthy learning environments for all children
<b>Metastandard 2. Diversity</b>
2.1. Knowledge of the multiple influences on children’s development and behavior (e.g., culture, language, economic conditions, disabilities, health)
2.2 Knowledge of Students’ Cultural Identities
2.3 Valuing Cultural Diversity
2.4 Complex Nature of Diversity
2.5 Culturally Sensitive Techniques
2.6 Multiple Perspectives
2.7 Understanding Exceptionality
<b>Metastandard 3. Curriculum</b>
3.1 Knowledge of the myriad factors that influence curriculum choices (e.g., children’s individual needs, standards, professional values)
3.2 Ability to plan appropriate learning engagements that teach the necessary content, skills, and attitudinal outcomes for all children
3.3 Recognize the role of assessment in curriculum development
3.4 Organize curriculum for instruction that builds upon children’s foundational knowledge and skills
3.5 Ability to critique professional organizations’ standards in terms of their applicability to young children’s learning needs
3.6 Ability to plan and teach from personally prepared lesson plans
3.7 Demonstrate commitment to providing all children with meaningful, relevant, and purposeful learning engagements
<b>Metastandard 4. Instruction</b>
4.1 Knowledge of core teaching approaches supported by research
4.2 Knowledge of how children’s needs, characteristics, and interests affect choice of instructional approaches
4.3 Knowledge of how to plan for and support play in ECE, and challenging curricula in early childhood
4.4. Knowledge of appropriate guidance approaches for meeting children’s needs and addressing challenging behavior
4.5 Ability to use knowledge of the individual child in planning curriculum, instruction, and materials
4.6 Ability to vary instructional approaches
4.7 Ability to foster appropriate social interactions to promote learning
4.8 Demonstrate commitment to individualizing approaches, strategies, and tools for

positively influencing children’s learning
<b>Metastandard 5. Assessment</b>
5.1 Knowledge of central goals, benefits, uses, and limitations of various assessments
5.2 Knowledge of key laws, basic ethics, and relevant professional standards in using assessments and communicating assessment data
5.3 Awareness of current standardized and/or published assessment tools used with ECE-age children and their purposes
5.4 Ability to choose assessment tools and practices based on DAP principles, specific learner characteristics and planning needs
5.5 Ability to use observation and documentation strategies to learn about the children in one’s care
5.6 Commitment to developing assessment partnerships with all stakeholders
<b>Metastandard 6. Professionalism/Learning Communities</b>
6.1 Knowledge of the history of the early childhood field
6.2 Knowledge of core early childhood policies, values, and professional practices
6.3 Knowledge of the NAEYC Code of Ethical Conduct
6.4 Ability to reflect upon and critique one’s work and practices
6.5 Ability to communicate with all stakeholders
6.6 Commitment to lifelong learning and maintaining an informed practice
6.7 Commitment to the early childhood profession and one’s colleagues
6.8 Commitment to advocating for all young children and their families
<b>Metastandard 7. Family/Community Involvement</b>
7.1 Knowledge of family and community characteristics
7.2 Knowledge of significant family theory and research
7.3 Knowledge of the multiple influences on families’ involvement in their young children’s growth and learning
7.4 Ability to use family theory to plan appropriate support for parental and community involvement in young children’s growth and learning
7.5 Demonstrate sensitivity and respect for the myriad factors and variances in family and community relationships with their children

**Table 2 – Elementary Metastandards and Components**

<b>Metastandard 1. Child Development and Learning</b>
1.1 Knowledge of major developmental theories
1.2 Knowledge of behaviors
1.3 Multiple influences on development and behavior
1.4 Healthy learning environments for all children
<b>Metastandard 2. Diversity</b>
2.1 Knowledge of students’ cultural identities
2.2 Valuing cultural diversity
2.3 Complex nature of diversity
2.4 Culturally sensitive techniques
2.6 Multiple Perspectives
2.7 Understanding Exceptionality
<b>Metastandard 3. Curriculum/Content Knowledge</b>
3.1 Knowledge of content
3.2 Representation of content

3.3 Knowledge of students' misconceptions about content
3.4 Materials and resources
3.5 Planning and supporting challenging curricula
<b>Metastandard 4. Instruction</b>
4.1 Core teaching approaches supported by research
4.2 Choice of instructional approaches
4.3 Structure
4.4 Approaches for classroom management and addressing challenging behavior
4.5 Knowledge of the individual child in planning curriculum, instruction, and materials
4.6 Ability to vary instructional approaches
<b>Metastandard 5. Assessment</b>
5.1 Assessment criteria and standards
5.2 Assessment of student learning
5.3 Using assessment to promote learning
5.4 Using assessment to inform teaching
<b>Metastandard 6. Professionalism/Learning Communities</b>
6.1 Reflection and self-analysis
6.2 Decision making
6.3 Collaboration with other professionals
6.4 Participation in school and corporation activities
<b>Metastandard 7. Family/Community Involvement</b>
7.1 Communicating
7.2 Student learning
7.3 Parent involvement
7.4 Advocacy
7.5 Collaboration with community
7.6 Unity and diversity in communities

**Table 3 – Secondary Metastandards and Components**

<b>Metastandard 1. Child Development and Learning</b>
1.1 Knowledge of major developmental theories
1.2 Knowledge of behaviors
1.3 Multiple influences on development and behavior
1.4 Healthy learning environments for all children
<b>Metastandard 2. Diversity</b>
2.1 Knowledge of students' cultural identities
2.2 Valuing cultural diversity
2.3 Complex nature of diversity
2.4 Culturally sensitive techniques
2.6 Multiple Perspectives
2.7 Understanding Exceptionality
<b>Metastandard 3. Curriculum/Content Knowledge</b>
3.1 Knowledge of content
3.2 Representation of content
3.3 Knowledge of students' misconceptions about content

3.4 Materials and resources
3.5 Planning and supporting challenging curricula
<b>Metastandard 4. Instruction</b>
4.1 Core teaching approaches supported by research
4.2 Choice of instructional approaches
4.3 Structure
4.4 Approaches for classroom management and addressing challenging behavior
4.5 Knowledge of the individual child in planning curriculum, instruction, and materials
4.6 Ability to vary instructional approaches
<b>Metastandard 5. Assessment</b>
5.1 Assessment criteria and standards
5.2 Assessment of student learning
5.3 Using assessment to promote learning
5.4 Using assessment to inform teaching
<b>Metastandard 6. Professionalism/Learning Communities</b>
6.1 Reflection and self-analysis
6.2 Decision making
6.3 Collaboration with other professionals
6.4 Participation in school and corporation activities
<b>Metastandard 7. Family/Community Involvement</b>
7.1 Communicating
7.2 Student learning
7.3 Parent involvement
7.4 Advocacy
7.5 Collaboration with community
7.6 Unity and diversity in communities

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

### **Coherence**

The Division of Education faculty and staff, as well as its P-12 stakeholders, believe that it is critical that all teacher candidates clearly understand the standards and levels of proficiency they are required to meet, and therefore have complete knowledge of the Metastandards Rubrics used to evaluate their progress in the programs as tracked at the respective program benchmark. Additionally, the unit felt that it was possible to obtain both accuracy and consistency through

the use of a well-developed rubric designed to meet a variety of purposes. After defining the standards and expectations at each of the program benchmarks, the Division developed a Metastandards Rubric for use in each initial program. To this end, the Division determined it was not only possible to create a *single* rubric framework that served to represent the knowledge, skills and dispositions expected of teacher candidates, but also possible to utilize this rubric across the curriculum therefore allowing candidates to become intimately familiar with its content and embedded Division expectations. In addition, the Metastandards Rubrics have given the faculty, staff and teacher candidates a common language by which to communicate, using Bloom's Taxonomy as a guiding conceptual and organizational principle.

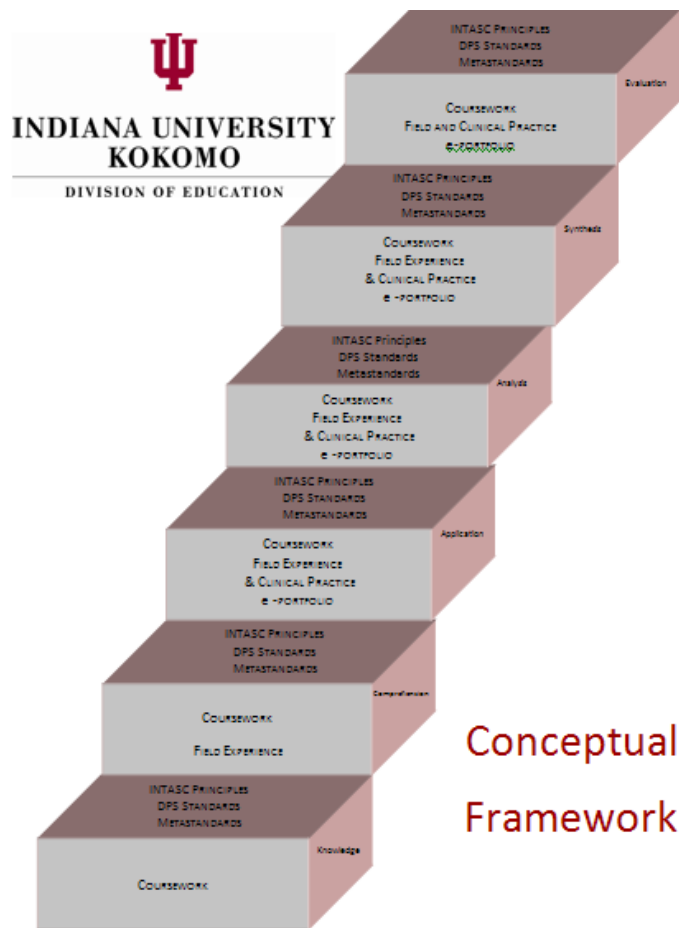
Bloom's Taxonomy (Ormrod, 2003) has been used in the area of educational assessment for decades (Krathwohl, 2002). Usually, it has been associated with the development of teacher-made tests in order to ensure curricular goals and objectives have been met. However, the taxonomy has a much broader purpose.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

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

Ayers (2006) proposes that many new teachers enter the world of education with a lack of "positive, actionable propositions" that can be utilized to support and nurture their growth. The Division of Education believes that candidates begin the journey as novices, but will complete the program as competent, reflective practitioners. We have designed a program that literally passes the torch of responsibility from the faculty, university supervisor, and/or host teacher, to the teacher candidates themselves. That is, at the beginning of the program, candidates are being evaluated as to the depth and breath of knowledge, skills and dispositions they have achieved at a certain point in the program. Throughout the latter part of the program of study, teacher candidates also assume the responsibility of evaluating themselves. When in the field, teacher

candidates are asked to reflect critically at their ability to *evaluate* their teaching across all Metastandards. During student teaching, teacher candidates participate in an Effective Teaching Project, which asks them to evaluate their own teaching, research best practices and collect data through action research on their affect on P-12 student learning. For the e-Portfolio, candidates are again asked to *evaluate* their own learning within the context of the artifacts they have accumulated throughout their program of study. The initial program is designed to assist candidates in self-evaluation, so they will not always need to rely on an external evaluator to tell them whether or not they are meeting standards, growing professionally, and have a positive affect on P-12 student learning.

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



## Professional Commitments and Dispositions

### *Teacher Candidate Efficacy*

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

### *Performance versus Learning Goals*

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

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

essential to the professional development of teacher candidates. They need to be able to move from a performance-goal perspective to a learning-goal perspective. This enables teacher candidates to become more reflective practitioners and more efficacious classroom teachers.

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

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

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

The Division is committed to ensuring that program completers not only have the requisite knowledge and skills, but that they also have the **Dispositions** needed to become “effective members of, and leaders in, the profession.” To wit, the Division developed a comprehensive set of dispositional standards and criteria. What is important to note is that many of these expectations, as evident in the other performance assessment features in our program, follow the developmental model. That is, the Division feels that candidates develop some of dispositions that teachers need through the coursework, field experiences and clinical practice offered in the initial programs (e.g. *creating and maintaining a safe classroom environment*). However, in some instances, there are dispositions identified that would be expected of any professional,

regardless of the level of training and expertise. (e.g. *meets obligations and deadlines by appropriate planning*). It is for this reason that the Division developed two sets of Dispositions: Core Dispositions and Professional Dispositions. *Core Dispositions*, include those characteristics that might be expected of any student, and are evaluated based on their frequency of occurrence. *Professional Dispositions* are those whose nature is germane to the teaching profession. It is in that case of the latter, that Bloom's Taxonomy is reflected in the design.

## **Commitment to Diversity**

### ***Knowledge of Learners and Their Characteristics***

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

*The units' conceptual framework should reflect the commitment to preparing candidates to support learning for all students and provides a conceptual understanding of how knowledge, dispositions, and skills related to diversity are integrated across the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations (NCATE Standards, p.19).*

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

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

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

### **Commitment to Technology**

The International Society for Technology in Education (ISTE) believes strongly that technology should be integrated within the curriculum from the primary level on, and advocate the advancement of technology at all levels of education. In 1998 ISTE published its first set of standards defining what they believed were essential components guiding the utilization of technology within the curriculum (2007). The basic standards include: Creativity and Innovation, Communication and Collaboration, Research and Information Fluency, Critical Thinking, Problem-Solving and Decision-Making, Digital Citizenship, and Technology Operations and Concepts. As the standards categories denote, ISTE addresses everything from utilization of curriculum for research to identifying proper, ethical practices involving technology use.

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

the Effective Teaching Project. Additionally, newsletters, student information, assessments, and many other resources utilize technology and the Web-based environment so that technology and the Internet have a ubiquitous presence within the Division of Education.

### **Conclusion and Summary**

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

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