

Indiana University School of Education
INDIVIDUAL PROGRAM BENCHMARKS*

A COMMUNITY OF TEACHERS (CoT)

- 1) Admissions interview with group of CoT teacher candidates and faculty. Four criteria:
 - Candidate initiative
 - Candidate thought about teaching in a serious way
 - Candidate as an effective colleague in the program
 - Candidate readiness to assume CoT responsibilities
- 2) Each Semester
 - Minimum of one expectation completed each semester
- 3) Application to Student Teach
 - Minimum of 10 expectations completed
- 4) Beginning to Student Teach
 - Minimum of 20 expectations completed
- 5) Successful Completion of Student Teaching
 - Perform acceptably in multiplicity of roles that are the day-to-day life of a teacher

EARLY CHILDHOOD EDUCATION

- 2) End First Professional Semester Working Portfolio
 - Resume, philosophy statement, professional goals
 - Evidence of candidate demonstration of work related to eight Indiana early childhood professional standards
 - Too for organization of additional artifacts collected through program
- 3) End of Each of Three Professional Semesters (prior to student teaching)
ECE faculty meet with instructional team members to discuss candidates' progress
- 4) Regular, formal meetings of instructional team throughout each semester to discuss candidates' progress
- 5) End of Third Professional Semester
Formal recommendation of candidates for student teaching from instructional team

* All programs reflect the School's four benchmarks. The programs represented below have chosen to incorporate *additional* benchmarks in their programs.

- 6) End of Fifth (final) Professional Semester Presentation Portfolio
 - Exemplars of professional work, organized by eight Indiana early childhood professional standards
 - Formal Recommendation to Associate Dean for Teacher Education re: Candidates' meeting eight Indiana early childhood professional standards

ELEMENTARY CERTIFICATION GRADUATION PROGRAM (ECGP)

- 1) End of Each of First Two Professional Semesters
 - Individual assessment conference with M501 field experience advisor

MUSIC EDUCATION PROGRAM

Retention

1. Upper Divisional Examination in Performance
The purpose of the upper-division examination is to assess the undergraduate student's general progress and to determine continuation in the chosen curriculum. The examination is administered at the end of the fourth semester of study or at the end of the semester in which the student expects to complete at least 60 credit hours. A committee composed of the student's major department faculty members and a representative of the dean's office administers the examination and makes recommendations for the student's junior and senior years of study. A written report of the committee's comments is compiled in the Office of Undergraduate Studies and furnished to the student.
2. Upper Divisional Review in Music Education
The purpose of the upper-division review in music education is to assess the student's general progress and to determine continuation toward a music education degree. The review is conducted in the middle of the fourth semester of study. A committee composed of at least 2 music education faculty conduct the review and complete an assessment rubric which is shared with the student with recommendations for the student's junior and senior years of study. (See attached rubric)

Eligibility to Student Teach

1. Gain formal admission to the Teacher Education Program through the School of Education which requires successful complete of the PPST Exam.
2. Make formal application for student teaching to both the Music Education Department and the School of Education in September/October of the year prior to actual student teaching experience, attending appropriate meetings. The School of Education requires a paper application as well as an omnibase form.
3. GPA of 2.50 for all university courses taken
4. GPA of 2.5 for education courses EDUC P254, M300, H340 and M464

5. Final course grade of C+ or higher in each music education methods course:
- | | | |
|------------------------------|----------------------------------|--|
| <u>Choral/General Degree</u> | <u>Instrumental Degree</u> | <u>Teaching Area Degree</u> |
| MUS E131, E231 | MUS E131, E231 | MUS E131, E231 |
| EDUC M342, M343, M471 | EDUC M344, M434 or
M436, M471 | EDUC M342, 343,
344
M434 or M436, M471 |
6. Successful completion of conducting courses:
- | | | |
|------------------------------|----------------------------|-----------------------------|
| <u>Choral/General Degree</u> | <u>Instrumental Degree</u> | <u>Teaching Area Degree</u> |
| MUS G370, G371 | MUS G370, G373 | MUS G370, G371, G373 |
7. Successful completion of piano proficiency exam
8. Instrumental Degree Only: Successful completion of all instrumental techniques courses

PHYSICAL EDUCATION

- 1.) Application for admission to PETE
 - a. Successfully complete P140 and P141 with grade of C or better
 - b. Overall GPA of 2.5 or better, 2.3 provisional entry
 - c. Written application
 - d. Interview with PETE faculty
- 2.) Annual GPA review
- 3.) P214 portfolio review
- 4.) P414 portfolio and interview prior to student teaching

TEACHING ALL LEARNERS (TAL)

Admission. To be admitted to the TAL program, prospective students must meet standard criteria for admission to elementary education programs in the School of Education by submitting an application, presenting a GPA of 2.5, and meeting acceptable standards on the PPST/Praxis I qualifying exam.

Retention. To remain in good standing in the TAL program, students must meet the following academic criteria: Earn a minimum grade of "C" in each professional education course, maintain a 2.5 GPA in education course, maintain a minimum of a 2.0GPA in mathematics, science, social studies, language arts, and fine arts courses. Students also must exhibit acceptable professional behavior both in their university classes as well as their field experiences; this standard is monitored by a system of "alerts" in which questionable performance is identified through reports entered in the student's records. Two alerts occasions a review by the Professional Standards Committee for appropriate action.

Admission to student teaching. Students in the TAL program are admitted to student teaching when they have satisfactorily met the above criteria and also have met requirements of the TAL portfolio (see [TAL E portfolio](#) for an overview). Progress

on students' portfolios is monitored regularly through reviews at four checkpoints: at the end of the sophomore spring semester, junior fall and spring semesters, senior fall semester. Students must have met all of the requirements of these portfolios in order to be eligible for admission to student teaching in the spring of their senior year.

Graduation & certification. In addition to the previous requirements, in order to graduate and receive certification, TAL students must turn in a satisfactory performance in their student teaching assignments. To receive their degree (BS) and be eligible for certification TAL students must complete appropriate application forms, successfully clear a background check, and make a passing score on the Indiana state licensing exam (Praxis II NTE specialty test). Regarding the latter requirement, TAL students (who are receiving dual certification) may chose to take either the Praxis II Elementary Education and the reading specialist exam or the Special education Knowledge-Based Core Principles exam or Special Education Core Principles Content Knowledge in addition to an area specialty test in either mental handicaps, emotionally handicapped/behavior disorders or learning disabilities.

