# SCHOOL OF EDUCATION (SOE) STUDENT HANDBOOK & COURSE CATALOG

# Martin University

## 2021-2023

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# Martin University Teacher Prep Program

Martin University's Teacher Prep Program (TPP) for the training and licensing of highly qualified urban teachers, is focused on education and service to children in preschool through sixth grade. This teacher preparation program is unique in the traditional teacher preparation landscape. Grounded in the multitude of research studies that demonstrate the importance of early childhood education in urban neighborhoods that endure ongoing poverty and lack of resources pose. Martin's program will build on our current Early Childhood Education program and develop teachers who understand both the developmental and educational needs of preschool children, as well as the ongoing needs and expectations of children in elementary grades.  This conceptual framework emphasizes both *knowledge* and *service* to develop teachers who effectively serve urban communities through an education that encompasses research and best practices in child development, early childhood education, elementary education, and culturally responsive teaching methods.  Teaching candidates graduating from Martin's dual major education program will become licensed in both Pre-K – 3 and K – 6. Students in this program earn a minimum of 122 credits to complete the degree.  A traditional student must attend three semesters per year (summer session is considered one semester) to finish the program in four years.

## MISSION STATEMENT

Martin University's Mission is to provide excellence in educating and developing traditional and nontraditional students in an inclusive, supportive and healthy collegiate environment.

## Values

To establish and maintain a university culture that will produce educated, responsible, and accountable student graduates, the university will incorporate the following values in all actions, programs, and endeavors:

- ❖ Professionalism (In all personal interactions, products produced, and university activities)
- ❖ Communication (Clear, appropriate, thoughtful and intelligent)
- ❖ Support and Respect for All (People, relationships, citizenship, families, and social justice)

## Teacher Prep Program (TPP)

Core beliefs undergird the Martin University Education Program and expectations for teacher

candidates who enter.  These beliefs focus on the importance of developing new teachers in urban education who:

1. Have strong content and pedagogical knowledge, combined with the habits of learning that demonstrate the ability to research and resource the needs of students under their charge.
2. Collaborate and communicate with learners, educators, and community to create learning spaces and opportunities that reflect the best practices and related needs of students.
3. Create positive change through strong demonstration of leadership based on equity and advocacy.
4. Reflect on their practice and consistently grow and improve as professionals, seeking feedback and professional development in so doing.
5. Utilize data drawn from varied, high-quality assessment to improve teaching and learning.
6. Value the diversity of all learners and create safe and inclusive environments for positive student growth, both academically and socially.

## Student Learning Outcomes for the Teacher Prep program

The following standards are central to the Martin University School of Education and are drawn from the Interstate Teacher Assessment and Support Consortium (INTASC) Accreditation Standards. Other standards for pre-service teachers at Martin include those developed by the Indiana Department of Education and the National Board for Professional Teaching Standards (NBPTS).

Content and pedagogical knowledge expected of candidates are articulated through the InTASC standards. These standards are:

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3**: **Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.
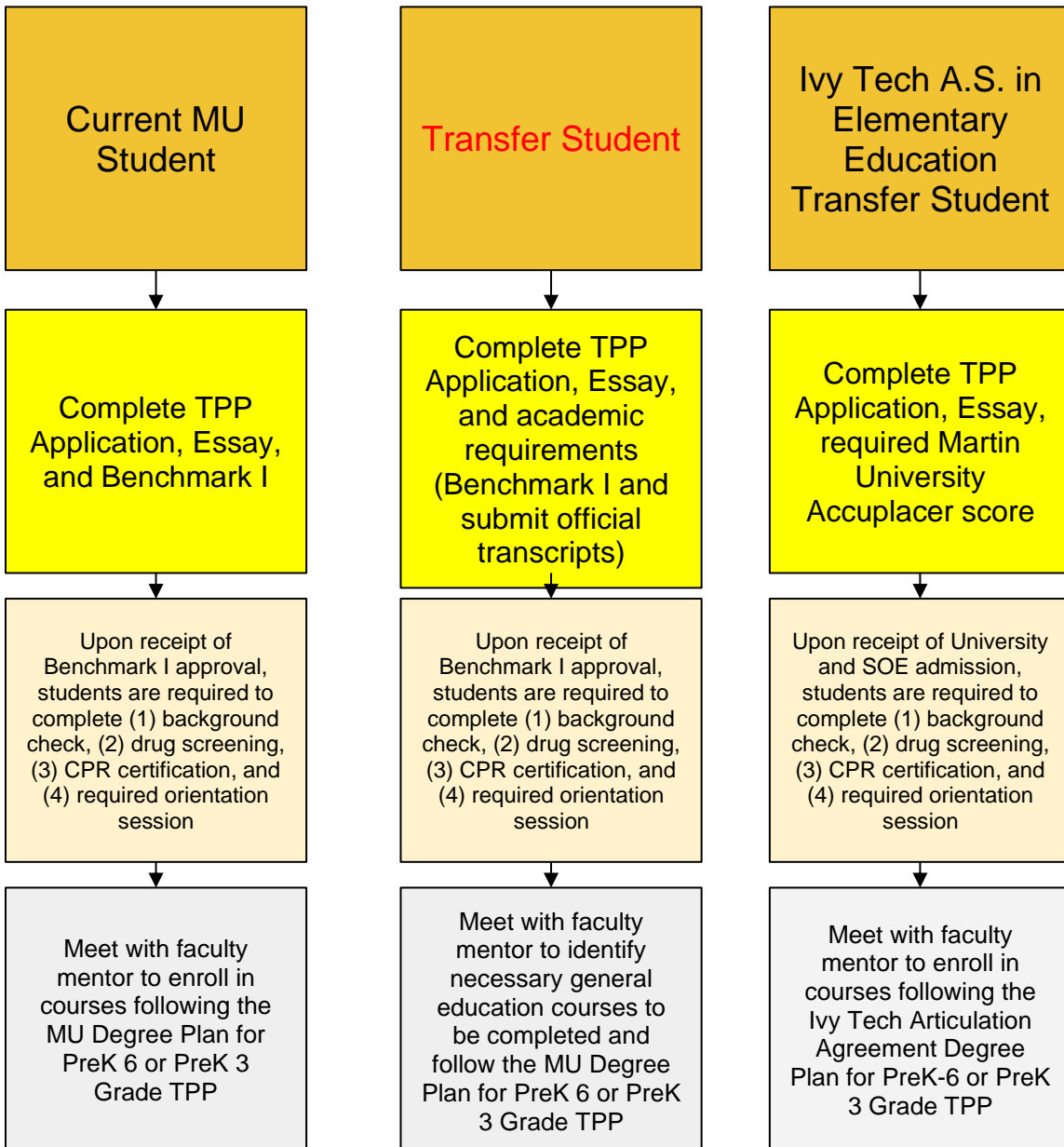
# Program Requirements

## Policies and Procedures

First-year students who are interested in majoring in PreK - 6 Grade Education at Martin University should (after admission to the university) begin by declaring their major and enrolling in first year core courses. **Education majors must be aware that the academic program in the Teacher Prep Program requires successful completion of three important Benchmarks as student progress through the program. Failure to complete each Benchmark as assigned will prohibit students from moving forward to the completion of the program.**

Students may begin the Teacher Prep Program as:
1. A current Martin University student transferring from a degree to the TPP program (only specific courses will be considered for transfer)
2. A transfer student from an accredited university meeting Martin University admissions requirements (only specific courses will be considered for transfer); OR
3. An Ivy Tech Community College Associate of Science in Elementary Education Transfer student meeting articulation agreement requirements (60 credits transfer).

# Pathways to Teacher Prep Program Curriculum

| Current MU Student | Transfer Student | Ivy Tech A.S. in Elementary Education Transfer Student |
|---|---|---|
| Complete TPP Application, Essay, and Benchmark I | Complete TPP Application, Essay, and academic requirements (Benchmark I and submit official transcripts) | Complete TPP Application, Essay, required Martin University Accuplacer score |
| Upon receipt of Benchmark I approval, students are required to complete (1) background check, (2) drug screening, (3) CPR certification, and (4) required orientation session | Upon receipt of Benchmark I approval, students are required to complete (1) background check, (2) drug screening, (3) CPR certification, and (4) required orientation session | Upon receipt of University and SOE admission, students are required to complete (1) background check, (2) drug screening, (3) CPR certification, and (4) required orientation session |
| Meet with faculty mentor to enroll in courses following the MU Degree Plan for PreK 6 or PreK 3 Grade TPP | Meet with faculty mentor to identify necessary general education courses to be completed and follow the MU Degree Plan for PreK 6 or PreK 3 Grade TPP | Meet with faculty mentor to enroll in courses following the Ivy Tech Articulation Agreement Degree Plan for PreK-6 or PreK 3 Grade TPP |

## TPP Academic Requirements

**Core Coursework:** All students seeking enrollment in the Martin University Teacher Preparation Program should declare their major and proceed with their cohorts through the yearly academic requirements. These requirements include summer courses to graduate within a four year period (assuming the student attends full time).

**Benchmark I:** To become eligible for enrolling in education courses, students must complete Benchmark I, which includes an application with reflective narrative and the following requirements:

1. Submit proof of basic skills competency to the MU Teacher Prep Program by using any of the following assessments:

   ● **Accuplacer:** Reading & Writing
   ● **ACT:** Composite score of at least 24 based on Math, Reading, Grammar, and Science (Sum of MA + RE + EN + SR scores divided by 4 = 24)
   ● **SAT:** Combined score of at least 1100 based on Critical Reading and Math (Sum of VE + MA scores = 1100) Test taken prior to March 1, 2016
   ● **SAT:** Combined score of at least 1170 based on Critical Reading and Math (Sum of VE + MA scores = 1170) Test taken on or after March 1, 2016
   ● **GRE:** A score of at least 1100 based on Verbal and Quantitative prior to 8/1/11 OR a score of at least 301 based on Verbal and Quantitative on or after 8/1/11.
   ● Hold a **Master's degree** or higher from an accredited institution.
2. Have a cumulative grade point average (GPA) of **2.0** or higher.
3. Have **34 credit hours** of college-level coursework from Martin University or an accredited institution.
4. Background check, drug screening, CPR/Heimlich Certification, & required orientation session

## Teacher Prep Program Transfer Credit Policies and Procedures

### Policy

Martin University's Teacher Prep Program Committee will consider credits in transfer from coursework taken through a regionally-accredited institution when it can be shown that the course(s) considered has been satisfactorily completed (a grade of C or better from institutions that award grades; C or better for education courses), and that the course meets Martin University's academic criteria for content, format, and intensity. Credit is transferred on a course-by-course basis. Grades attained at another institution are not used in the computation of a Martin University grade point average.

Courses submitted to meet degree requirements will be considered on the basis of their comparability to corresponding Martin University courses at the discretion of the TPP Committee and with the approval of the TPP Director, and the Office of the Registrar. Special care is taken in the case of sequential courses to ensure that no student is under-prepared because of varying academic content in a prerequisite course. **There is no guarantee that credits for transfer consideration will apply to the education program.**

## Coursework That Will <u>Not</u> Transfer

    a. Any coursework in which the grade earned is below a C (C for education courses)
    b. Continuing Education Units (CEU's)
    c. Courses identified as remedial, i.e., necessary to correct academic deficiencies, such as remedial English, mathematics, science and developmental reading. (Often numbered below 100-level.) Students cannot receive credit for previous courses in which the content has been substantially duplicated. Nor may course credit be earned in subjects for which advanced placement has been granted. For example, credit cannot be earned for two courses, even if one is more theoretical in approach than the other.
    d. Courses involving technology that were taken more than <u>five</u> years before enrolling at Martin University
    e. Courses where no official transcript is provided
    f. Skill-based or college/university introductory courses
    g. Martin University reserves the right to accept or reject transfer credits at their discretion.
       * Students must have earned a B or above in all ECE courses.

## Credits Earned Through Institutions with Articulation Agreements

**Ivy Tech:** Students with an Associate's of Science Degree in Elementary Education from Ivy Tech Community College are eligible to transfer 60 credit hours towards the PreK-6 or PreK-3 Degree at Martin University. Add ECE?

## Credits Earned Through Accredited Institutions for Transition to Teach

Students with a Bachelor's Degree from an accredited institution are eligible to transfer the General Core of that degree towards the PreK-6 Degree or PreK-3 Degree at Martin University (MU).The Student will be required to complete no less than 34 MU credits hours.

Full eligibility to enroll in education coursework is contingent upon successful completion of all elements of Benchmark I, with Benchmark I checkoff signed by the Director/Interim Director (Director's Designee) of the Teacher Prep program.

# Assessment and Evaluation Overview

All Teacher Prep Program students must complete required coursework, as well as perform satisfactorily on internal and external assessments. The list below identifies assessments that will be required of candidates enrolled in the PreK-6 Teacher Prep Program at Martin University.

## State Assessments for Licensure

- ❏ Developmental Pedagogy P-3
- ❏ Developmental Pedagogy K-6
- ❏ Content Area: Early Childhood Generalist
- ❏ Content Area: Elementary Generalist

## Martin University Assessments*

## Course Specific Assessments

- ○ Internship Assessment and Evaluation
- ○ Supervised Teaching Assessment and Evaluation
- ○ Unit Plan
- ○ Professional Portfolio
- ○ Others determined by the department and assigned as instructor
- ○ Short-term Field Experience & Observations

## Program Benchmark Assessments

### Benchmark I--Required for Eligibility to enroll in Education Coursework
- Transcript Review -- 34 credit hours
- Application with Reflective Narrative
- CPR/First Aid Training
- Criminal Background Check
- Drug Screening
- Required Attendance: TPP Orientation

### Benchmark II--Required for Eligibility to enroll in Senior Level Coursework
- Student Microteaching
- Portfolio Presentation (Internship/Practicum Project)
- Written Assessment: Philosophy of Education

### Benchmark III-- Required for Graduation

- Identification of Requirements for Licensure: CPR/AED Training; Suicide

Prevention Training
- Successful Completion of Degree Requirements
- Final Portfolio Presentation (Supervised Teaching Capstone Project)
- Final Review: Pre-Service Teacher Dispositions and Diversity Inventory (DDI)

*(Assessment Rubrics found in Addendum 1)*

# Martin University PreK-6 Degree Requirements

## COURSES AND BENCHMARKS

Required Courses for Teacher Prep Program PreK – 3 & K Majors (Dual Licensure)

COURSES AND BENCHMARKS

| Year One | CRS 34 |
|---|---|
| CTE 150 Microcomputer Applications | 3 |
| PHI 201 Introduction to Critical Thinking | 3 |
| ENG 125 College Composition I | 3 |
| ENG 135 College Composition II | 3 |
| HIS 161 Emancipatory Narratives | 3 |
| SSE 100 Student Success in Higher Education | 3 |
| COM 201 Introduction to Public Speaking | 3 |
| HIS 172 Issues in American History | 3 |
| MAT 100 College Math for Liberal Arts | 3 |
| BIO 100 Introduction to Life Sciences for Non-Majors | 3 |
| Elective | 3 |
| Optional: | |
| EDU 100 Prep for Educational Assessment | 1 |

| Year Two | CRS 36 |
|---|---|
| CTE 295 Technology in Education | 3 |
| EDU 205 Child Development (Embedded P-K) | 3 |
| ECE 204 Creative Art & Music in Education | 3 |
| EDU 107 Culturally Responsive Teaching | 3 |
| MATH 208 Math for Elementary Teachers I | 3 |
| MATH 209 Math for Elementary Teachers II | 3 |
| EDU 106 Introduction to Urban Education* | 3 |
| EDU 340 Science Education/Experiential Learning | 3 |
| EDU 350 Developmental Reading (embedded P-3) | 3 |
| ECE 303 Nutrition, Health, and Movement | 3 |
| Elective (2) | 6 |

| | |
|---|---|
| **Eligibility for Teaching Curriculum requires successful completion of Benchmark I: Application with Essay, Transcript Review, Criminal Background Check, Adult & Pediatric First Aid/CPR/AED/BBR, and CASA** | |

| Year Three | CRS 36 |
|---|---|
| ECE 212 Introduction to Exceptional Children | 3 |
| EDU 355 Integrated Teaching Methods 1 (Math & science-embedded Pre-K) | 3 |
| EDU 356 Integrated Teaching Methods 2 (Reading, Language/Social Studies) * | 3 |
| EDU 360 Curriculum Development (embedded Pre-K) | 3 |
| EDU 300 Quality use of Assessment for Elementary teachers (pre-K embedded) | 3 |
| EDU 450 Internship/Practicum | 3 |
| EDU 309 Student Engagement/Classroom Management | 3 |
| ECE 215 Emergent Literacy in Early Childhood Education | 3 |
| EDU 352 Diagnostic and Corrective Reading | 3 |
| ENG 304 Literature in Language and Culture | 3 |
| EDU 410 Teaching Writing in Elementary Grades | 3 |
| Elective | 3 |

**Benchmark II: Delineates requirements for acceptance into Senior Year Coursework with Supervised Teaching. Includes Student Microteaching & Portfolio Presentation; Written Assessment: Philosophy of Education (see assessment and evaluation Overview)**

| Year Four | CRS 18 |
|---|---|
| EDU 415 Data-Driven Instruction | 3 |
| EDU 494A Supervised Teaching Pre-school | 3 |
| EDU 494B Supervised Kindergarten – 3rd Grade | 3 |
| EDU 495A Supervised Kindergarten – 3rd Grade | 3 |
| EDU 495B Supervised Teaching 3rd Grade – 6th Grade | 3 |
| EDU 499 Pre-Service Teaching Capstone | 3 |

**Total 121 CRS**

**Benchmark III: Identifies the Requirements for Graduation and Licensure: CPR/AED Training & Suicide Prevention Training; Successful Completion of Degree requirements; Portfolio Presentation Assessment and Evaluation**

**\*Students may be required to take additional electives in the field of study to satisfy the degree requirements.**

# Teacher Prep Program Expectations

**Course Grade Requirements**

Students must maintain a cumulative grade point average (GPA) of 3.0 or above to remain in the School of Education Program.  Students who earn less than a B in an education course must repeat the course. Students who fall below a 3.0 GPA will be dropped from the program.

**Dispositions and Diversity Inventory (DDI)**

Teacher candidates must strive to develop the attributes and dispositions that go beyond the academic ability to demonstrate the personal skills and dispositions of a professional educator. These dispositions and attitudes toward diversity are outlined in the DDI rubric (see Addendum). Students will be assessed using the DDI rubric each semester and will be expected to make gains as they progress through the program.

# Classroom Field Experience (CFE)

**Overview**

As part of the Martin University Teacher Prep Program, candidates must complete all required clinical and field-based experiences. It is believed that the more "real world" experience candidates gain during their training, the more prepared they will be when they become a certified teacher.

Martin University Teacher Prep Program requires that each student complete both an Internship (12 weeks) in their junior year and two semesters of Student Teaching during the senior year (including experiences in PreK, Kindergarten, and 1$^{st}$-6$^{th}$ Grade).  Prior to these supervised clinical experiences, students will have numerous opportunities to observe classrooms and exemplary teaching through field experience embedded in coursework.

Interns and Student Teachers will be observed and mentored by the University Supervisor in their CFE classrooms at least once every seven to ten days.  Formative evaluations in the form of both written and one-on-one conversations will be regularly provided, utilizing the appropriate rubric for the particular CFE experience. (See Addendum). On-campus classes will also occur during the CFE at regular intervals to provide additional instruction and development for the pre-service teachers.  Summative assessments will include written reflection, performance tasks, curriculum development and planning and reporting by cooperating teacher.  Most of these assessment pieces will be included in the student's Professional Portfolio.

# Student Teaching

## Student Teaching Experience/Final Project – EDU 494/EDU 495/EDU 499

Student teaching is the culminating clinical experience of the teacher preparation program. All teacher candidates are required to student-teach "full time" during both semesters, following the daily schedule of the cooperating teacher. Teacher candidates will be provided with three placements: Pre-K, Kindergarten, and $1^{st} – 6^{th}$ grade, each eight weeks in duration.

During the typical placement, teacher candidates must synthesize everything they have learned about planning instruction, collecting or developing instructional materials, unit and lesson planning, teaching lessons and reflecting on teaching/learning, guiding small group activities, and establishing and maintaining a positive learning environment for all students. They are also called upon to complete the duties assigned to them by the administration; meetings with faculty, resource personnel, administrative personnel, and parents. Passing (or failing) student teaching determines whether a teacher candidate is recommended for certification as a licensed teacher, among other requirements.

Teaching candidates should be mindful that consistently strong student teaching experiences can dramatically impact and increase the capacity of the novice teacher. Coursework, internship, and other field experiences lay the groundwork for successful student teaching. With the unique mission of Martin University Teacher Prep Program, classrooms selected for student teachers must have cooperating teachers who excel in promoting student learning. Cooperating teachers must also have enough experience and energy to mentor an adult with skills in observation, providing feedback, holding professional conversations, and working collaboratively. These activities prepare students to teach children from a variety of demographics and cultures with varied academic strengths and challenges.

Student teachers should follow the P – 6 elementary school calendar throughout their CFE. However, all candidates are also required to attend the student teaching seminar courses (meeting one evening per week or Saturday) during their student teaching experience. Students who wish to be employed while completing their student teaching experience must receive a written waiver from the TPP Director.

**Requirements for Admission to Student Teaching**

Students must meet submission requirements mentioned above as well as these additional requirements for admission to student teaching:

- Complete at least 93 hours with overall GPA of at least 3.0.
- Be within 9 hours of completion of education courses.
- Have a GPA of 3.0 or higher in professional education courses.
- Complete the following:

**Benchmarks 1 and 2**

| Benchmark I | Transcript Review<br>Application with Reflective Narrative<br>CPR/First Aid Training<br>Criminal Background Check<br>Drug Screening |
|---|---|
| Benchmark II | Includes Student Microteaching; Portfolio Presentation;<br>Written Assessment: Philosophy of Education |
| Benchmark III | CPR/AED Training & Suicide Prevention Training<br>Successful Completion of Degree Requirements<br>Final Portfolio Presentation (Supervised Teaching Capstone Project) |

**Benchmark II** includes a fundamental understanding of:

- Planning,
- Instruction,
- Learning Environment, and
- Professionalism

Before their student teaching experience, preservice teachers must demonstrate through the presentation, interview, and assessment that they have mastered the theory and concepts of the following components of teaching to apply in the classroom setting:

- Determining what the students need to know and be able to do [planning];
- Appropriately evaluating student performance before, during, and after instruction [planning and instruction];
- Designing and implementing instruction that is appropriate for and meaningful to the students [planning and instruction];
- Creating and maintaining a classroom environment that is conducive to learning [planning and environment];
- Analyzing and reflecting on student performance to determine student progress and the impact of the instruction on student learning [planning, instruction, assessment, and reteaching];
- Using the results of these analyses to guide future planning and instruction [DDI, planning]; and

- Assuming responsibility for continuously improving and sharing their professional knowledge and skills to the benefit of the students [professionalism].

## Preliminary Training for Student Teaching Program Participants:

1. An orientation session which provides student teachers with written and oral explanations of the student teaching assignment, the evaluation, and assistance process, and how evaluation results will be determined and used.

2. A training program which provides all teacher education faculty and public school personnel who supervise student teachers with the knowledge and skills necessary to fulfill their respective roles in the evaluation and assistance process. At a minimum, a training program will provide supervisors of student teachers with in-depth knowledge of Indiana Educator Standards. Both content and pedagogical, the knowledge and skills necessary to collect and document information related to performance on those standards, the knowledge, and skills necessary to identify strengths and weaknesses in performance relative to the expectations within standards and the knowledge and skills necessary to counsel, coach, and assist student teachers during their assignment.

3. Appropriate procedures for regularly collecting and documenting information on the performance of student teachers utilizing standards-based rubric.

4. Appropriate procedures for providing student teachers with comprehensive feedback on and assistance with their performance on those standards throughout the student teaching assignment.

5. Appropriate procedures for providing student teachers with a formal written summary of their performance aligned with the rubric, as well as an overall rating of their performance during their student teaching assignment. The written summary and overall rating must reflect a consensus of the teacher education faculty and public school personnel assigned to evaluate and assist the student teacher.

6. Procedures for documenting, evaluating, and continuously improving the student-teacher evaluation and assistance process. Evaluations of the process must include but are not be limited to, feedback from teacher education faculty and public school personnel who supervise student teachers, as well as feedback from student teachers.

## Student Teacher Evaluation

The Student Teacher Evaluation reflects the Indiana Developmental Standards for Educators. Scoring of student teaching is done on a four-point scale: Exceptional/Outstanding Competent/Proficient, Beginning/Basic, and Unsatisfactory. Students will also receive extended

comments. Both a midterm and a final evaluation are completed by the coordinating teacher and the university supervisor and submitted for each of the three student teaching experiences (EDU & ECE).

**Name:** _____

## Martin University Student Teaching Rubric

| Overall Evaluation of Teaching & Learning | EXEMPLARY 3 *Exemplary indicates the teacher candidate exceeds expectations for a beginning teacher in using classroom observation, information about students, and research as resources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.* | ON TARGET 2 *Satisfactory evidence that teacher candidate meets expectations for a beginning teacher in using classroom observation, information about students, and research as resources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.* | EMERGING 1 *Evidence that teacher candidate is developing the ability to use information about students and research as resources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.* | BELOW EXPECTATION 0 *Minimal evidence that teacher candidate meets expectations for a beginning teacher in using classroom observation, information about students, and research as resources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.* |
|---|---|---|---|---|
| *Introduction* 1. Description of theme and context | Engaging and clear focus with thoughtful explanation of the context for the unit, providing the reader with a vivid sense | Clear thematic focus and explanation of the context for the unit plan, providing the reader with a | Thematic focus somewhat but not fully identified. Minimal description about | No clear thematic focus provided and little or no description about context provided. |

| | of the classroom environment. | sense of the classroom environment. | context provided. | |
|---|---|---|---|---|
| 2. Description of students and why each was chosen | Astute, focused description of why each student was chosen, covering a range of cognitive and social abilities. | Thorough, focused description of why each student was chosen, including both the cognitive and social. | Three to five target students chosen; lacking in either rationale or the range of students represented. | Little or no rationale offered for why each student was chosen. Insufficient diversity and/or number of students. |
| 3. Description of professional resources used | Robust resource list including professional journals, websites books, and human resources that reflect current, research-based teaching practices. | Resource list includes some journals, websites, books, and/or human resources that reflect current, research-based teaching practices. | Resources included that influence the unit; some may be dated or not based in research. | Few to no quality resources including, or resources are included but do not influence the unit. |
| ***Analysis of Instruction and Assessment***<br><br>1. Description of goals | Goals clearly aligned with relevant standards and thoroughly explained/justified. | Goals are aligned with relevant standards and are explained. | Goals and standards are addressed. May be too broad or narrow or lacking in alignment. | Candidate only vaguely articulates goals. May not align with standards. |
| 2. Unit calendar and learning activities | Clearly employs short and long-term planning to appropriately sequence experiences in multiple modes of instruction to meet students' needs. Strategies show awareness of and sensitivity to students' | Daily plans show attention to detail and variety and are grounded in an overarching sequential framework. Learning activities are highly relevant to daily and unit objectives. Strategies show | Daily plans show some attention to detail and are mostly grounded in objectives. Some attention is given to state standards and long-term goals. Candidate could devote more attention to one or more of the | Learning activities often lack clear objectives and do not follow an organized progression. Short term planning is inconsistent and there is minimal evidence of long-term planning. Little to no evidence of differentiation and instructional variety. |

| | | | |
|---|---|---|---|
| | developmental phase | awareness of and sensitivity to students' developmental phase. | following: daily details, long-term goals, differentiation, or state standards. | |
| 3. Description of pre and post-test and formative assessments | Plans a system of assessment that uses a variety of formal and informal assessments and has a systematic plan for analysis and application of the data. Data are used consistently to drive instructional decisions. | Uses a variety of formal and informal assessments (observation, portfolios, tests, performance-based tasks, projects, self-assessment, etc.) to evaluate student learning and to inform instructional decisions. | Assessment strategies include more than traditional quizzes and tests. Assessment tools may not always give the clearest picture of authentic student learning or may not align tightly with learning goals. | Assessment strategies do not give an accurate picture of student learning and are ineffectively employed. Assessment data are rarely used to inform instruction. |
| 4. Use of data to inform instruction | Strong evidence of the use of whole-class and individual student learning data to repeatedly inform whole class instruction and multiple differentiated learning experiences. | Evidence of the use of whole-class and individual student learning data to inform whole-class instruction and differentiated learning experiences. | Evidence that the candidate has occasionally referenced assessment to influence decisions about whole-class instruction or differentiated learning experiences. | Limited evidence that the candidate has used student learning data to influence instruction either collectively or individually. |
| 5.Differentiations, modifications, and adaptations | Candidate consistently and effectively modifies, differentiates, and adapts instruction for all focus students to achieve maximum learning and growth and | Candidate evidences effective differentiations, modifications, or adaptations for all focus students at some point in the unit/lesson. | Candidate attempts to differentiate, modify, or adapt instruction for all students at some point in the unit/lesson with varying degrees of success. | Candidate does not prioritize differentiation, modification, or adaptation of curriculum and instruction for all focus students. |

| | | | | |
|---|---|---|---|---|
| | demonstrates the effectiveness of such modifications. | | | |
| 6. Use of whole-class data | Candidate reports and analyzes whole-class data in a way that demonstrates astute aggregated and disaggregated analysis of student learning. | Candidate reports and analyzes whole-class data in a way that demonstrates effective use of data to reflect on the success of the unit/lesson. | Candidate reports whole-class data and reflects on the data in light of the learning goals. | Candidate may or may not report whole-class data clearly and accurately. Limited logical reflection on what the data means. |
| 7. Analysis of target students' learning and growth | Accurately and insightfully describes the learning and growth of all target students. Supports claims with evidence from multiple sources for all students. | Accurately describes the learning and growth of target students. Supports claims with evidence from valid sources of evidence. | Describes the learning and growth of all target students. Includes some evidence to support claims about individual student learning. | Insufficiently describes the learning and growth of target students and/or uses little evidence to support claims about student learning. |

| 8. Parent and collaborator communication | Strong evidence that candidate sought multiple sources of information/collaboration to inform her/his work with all target students. | Strong evidence that candidate sought information and/or collaboration to inform her/his work with every target student. | Evidence that the candidate collaborated with some parents or school personnel to inform his/her work with target students. | Minimal evidence of collaboration with parents and school personnel to support the work with target students. |
|---|---|---|---|---|
| ***Reflection -- Considering all evidence***<br><br>1. Conclusions about the unit as a whole | Draws upon quantitative and qualitative data to evaluate teaching effectiveness in a measured, informed way. | Draws upon multiple data sources to objectively evaluate teaching effectiveness. | Incorporates data into reflection on teaching and student learning regarding all target students. | Reflects on teaching without clear reference to student learning data. |
| 2. Reflection on individual student learning | Draws upon quantitative and qualitative data to evaluate teaching effectiveness for target students in a measured, informed way. | Draws upon multiple data sources to objectively evaluate teaching effectiveness for target students. | Incorporates data into reflection on teaching and student learning regarding all target students. | Reflects on the learning of target students without clear reference to data. |
| 3. Use of external resources in reflection | Seeks out and integrates multiple sources of information (e.g., parents, collaborators) to understand the strengths and challenges of all students. | Seeks out additional sources of information (e.g., parents or collaborators) to understand the strengths and challenges of all target students. | Seeks out a limited set of external sources of information (e.g., parents or collaborators) to understand some students' performance. | Inconsistently seeks out additional sources of information to understand individual students' strengths and challenges. |

| 4. Application to future teaching | Meaningfully reflects on the application of this limited project to future teaching; cites the importance of using multiple sources of information to influence instruction. | Meaningfully reflects on the application of this project to future teaching; cites the importance of using data to influence instruction. | Adequately reflects on the application of this project to future teaching. Connects some aspects of project to future instruction. | Devalues the role of student data and/or reflection in instructional planning and delivery. Reflection suggests minimal learning from project. |
|---|---|---|---|---|
| **SCALE** | **EXEMPLARY (45-36)** | **ON TARGET (35-26)** | **EMERGING (25-16)** | **BELOW EXPECTATION (15-0)** |
| | | | **Total Score** | |

## Guidelines for Professional Conduct During Field Experiences

Candidates in a teacher education program participating in clinical experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates in a Teacher Prep Program should likewise not engage in unprofessional conduct or unlawful behavior. Given these expectations, students in TPP participating in a clinical experience who are unable to meet these academic standards, as judged by faculty and cooperating teachers, may receive a failing grade/or face possible removal from their particular clinical/field experience:

1. Candidates may not engage in any inappropriate interactions with pupils, guardians of pupils enrolled in the school, or school or university personnel during the clinical experience. If you feel you are under any pressure to engage in an inappropriate social activity, contact your university supervisor.
2. Candidates' social interactions and communications, including the use of cellular phones, email, and the Internet with school pupils, or guardians of pupils enrolled in the school, or school or university personnel should be limited to those occurring in an official capacity at officially sponsored school events or sites.
3. Candidates may not be in possession of or under the influence of alcoholic beverages, illegal drugs or dangerous weapons or substances on school property, nor with or in the presence of any school pupil(s).
4. Candidates may not use sexually explicit, obscene, profane, abusive, or derogatory language on school premises or at school-sponsored events; nor may they suggest access to the inappropriate material (e.g., on the Internet).
5. Candidates may not escort or transport pupils off school property.

6. Candidates may not leave school early, be late to school or seminars, or have absences on a consistent basis.
7. Candidates may not falsify, forge, or alter any documents pertaining to academic records, including evaluation reports.
8. Candidates must adhere to the confidentiality policies of the university and the school district.

In addition, if at any time your conduct causes the cooperating teacher, the principal, or the university supervisor to determine that your presence in the classroom has become detrimental to the educational program of the pupils in the class, your actions will be reviewed by a field experience review team comprised of school and university officials and/or you may be asked to leave the school and your placement could be terminated by the university.

Should you be asked to leave the school based on your behavior or your failure to perform at a satisfactory level, Martin University is not obligated to assign you to another school. Failure to abide by these regulations may result in any of the following consequences: removal from field experiences, judicial action by Martin University, legal action, and failure of coursework.

# Bachelor of Science Degree in Early Childhood Education (BS)

Martin University's Early Childhood Education program offers undergraduate courses for individuals who are preparing to teach young children in childcare centers, home care, and in ministry childcare programs. With the mission of the University in mind, the program is committed to the development of the competencies in the following educational areas: professional character and content knowledge, child growth and development knowledge, theoretical foundations of education and learning, curriculum development and instruction, family and community cultures, observation and assessment skills, professional and vocational ethics, and the principles on the importance of learning environments.

Martin University's Early Childhood Education program offers undergraduate courses for individuals who are preparing to teach young children in childcare centers, home care, and in ministry childcare programs and more.

Martin University Early Childhood Education (ECE) adheres to the National Association for the Education of Young Children 10 standards. The NAEYC 10 standards for early childhood programs not only benefit families when they are looking for a child care center, preschool, or kindergarten. The standards and criteria are also the foundation of the NAEYC Accreditation system for early childhood programs. Based on research on the development and education of young children, the standards were created with input from experts and educators from around the country. The standards define what NAEYC—the world's largest organization of early childhood professionals—believes all early childhood programs should provide (NAEYC, 2021). Martin University ECE program incorporates the NAEYC standards into its curriculum.

The Standards

- Standard 1: Relationships
- Standard 2: Curriculum
- Standard 3: Teaching
- Standard 4: Assessment of Child Progress
- Standard 5: Health
- Standard 6: Staff Competencies, Preparation, and Support
- Standard 7: Families
- Standard 8: Community Relationships
- Standard 9: Physical Environment
- Standard 10: Leadership and Management

# Student Learning Outcomes

**1.      Students will support child development and learning by understanding primary theories used in early childhood development and education**

**2.      Students will demonstrate knowledge of children's patterns of learning specific to developmental domains**
**3.      Students will create family and community relationships with particular attention to integrating knowledge of cultural diversity in educational learning environments settings**
**4.      Students will apply developmentally appropriate approaches to build meaningful curriculum and positive guidance strategies**
**5.      Students will apply knowledge of health and safety issues affecting child development within learning environments**

**Early Childhood Education Course Requirements**

·       ECE 201 Introduction to Early Childhood Education (3 cr hours)

        ECE 202 Practicum in Early Childhood Education (3 cr hours)

·       ECE 204 Creative Art and Music in Early Childhood (3 cr hours)

·       ECE 205 Child Development (3 cr hours)

        ECE 212 Introduction to Exceptional Children (3 cr hours)

- ·       ECE 215 Emergent Literacy in Early Childhood Education (3 cr hours)

- ·       ECE 303 Nutrition, Health and Movement for Young Children (3 cr hours)

- ·       ECE 304 Developmentally Appropriate Guidance - Early Childhood (3 cr hours)

- ·       ECE 305 Mathematics and Science in Play for Young Children (3 cr hours)

- ·       ECE 307 Curriculum I: Infants and Toddlers (3 cr hours)

- ·       ECE 308 Curriculum II: Preschool/Kindergarten (3 cr hours)

- ·       ECE 401 Administration of Programs for Young Children (3 cr hours)

- ·       ECE 402 Parents and Community Education (3 cr hours)

- ·       ECE 499 Final Project (3 cr hours)

**Students must complete all course requirements as well as the general education core. Any elective hours will also be required to reach the 120 hour minimum graduation requirement.**

Early Childhood Education Employment Outlook:
- Classroom Teacher
- Lead Teacher
- Director of Early Learning Facility
- Curriculum Specialist for Early Learning
- Entrepreneurship

# Early Childhood Education & Teacher Prep Program
# Course Descriptions

**BIO 100      Introduction to Life Sciences**                                    **(3 Cr)**
     **Prerequisite:  None.**  Course is introductory, which develops a working knowledge of fundamental biology concepts.  Areas of focus are the characteristics of life, the chemistry of life, cell structure and function, cell division and patterns of inheritance.  Prerequisite for Biology, Chemistry, Genetic Counseling, and Environmental Science programs, and fulfill a natural science requirement.

**CTE 295      Technology in Education**                                          **(3 Cr)**
     **Prerequisite: CTE 150.** This course is designed to examine ways in which newer technologies can be integrated effectively in educational settings for the enhancement of teaching and learning. The course includes the role and responsible use of technology in education, teaching with multimedia and hypermedia, use of distance learning tools including the internet, use of technology to communicate and collaborate with colleagues and parents, conduct assessments, conduct research, as well as the use of instructional technology to facilitate students learning.

**ECE 201      Introduction to Early Childhood Education**                        **(3 Cr)**
     **Prerequisite: None***.  Teachers of young children must have a sold foundation of knowledge on which to base the many education decisions they have to make, and their understanding of how best to work with diverse individuals and families must continually evolve.* (Jo Ann Brewer, *Introduction to Early Childhood Education:  Preschool through Primary Grades)* This introductory course is designed to familiarize the student with the field of Early Childhood Education.  Students are required to complete a minimum of twenty (20) clock hours of observing diverse programs for young children in local community settings.  This activity provides the preservice teachers with practical experience in observing children and developing skills to assess childcare programs and curriculum.  Students majoring in Early Childhood Education are required to maintain a completed background check on file before working with children.

**ECE 202      Practicum in Early Childhood Education**                          **(3 Cr)**
     **Prerequisite:  ENG 125.**  The focus is on the development of observational and interaction skills with young children in early childhood settings, both with groups and individuals.  It includes both college seminar and field assignments and observations in early childhood setting for young children and school age youth.  Both classroom teachers and course instructors supervise the students' practicum experiences, which include instructor's visits and individual conferences.  Students are required to spend a minimum of three hours per week in a childcare facility.

**ECE 204      Creative Art and Music in Early Childhood                    (3 Cr)**
      **Prerequisite:  None.**  The course introduces students to the values and principles of creativity in art, music, and movement for young children. The focus of the course is on methods of planning and implementing developmentally appropriate activities in art, music, and movement with young children.

**ECE 205      Child Development                                        (3 Cr)**
      **Prerequisite:  ENG 125.**  The course introduces the concepts of development in children from infancy through adolescence, specifically concerning physical and mental development in relation to learning.

The course is on how children develop and learn from conception through adolescence and how children differ in physical, emotional, social, and cognitive development.  Also, students will gain an understanding of the impact different ecological environments (e.g., family, school, governments, and culture) has on the child's development.  These content areas will be discussed within the context of the major theories and current research on child development.

**ECE 212      Introduction to Exceptional Children                      (3 Cr)**
**Prerequisite:  ENG 125, ECE 201.**  This course provides an overview of the foundation and components of early childhood special education programs (birth through five years).  The focus of the course is on the theories of typical and atypical child development, the stages, and sequences of development, and the impact of disabilities and biomedical risk factors on learning.  The discussion will take place on the rational, service delivery options, and program models for early intervention.

**ECE 215      Emergent Literacy in Early Childhood Education            (3 Cr)**
      **Prerequisite: EDU 106.** The course focus is on the basic methods for developing pre-reading skills in the young child. Students will learn to recognize the developmental stages of growth and literacy; research and learn to use the various methods and materials for developing a lifelong love of reading in young children.

**ECE 303      Nutrition, Health & Movement for Young Children           (3 Cr)**
      **Prerequisite:  None.**  Students will study the health and nutritional needs and the use of physical exercise in nurturing the health, growth, and development of young children. Students will study the principles and methods used to design and implement a safe and healthy environment for children at center-based or home-based programs.

**ECE 304      Developmentally Appropriate Guidance:  Early Childhood    (3 Cr)**
      **Prerequisites:  ECE 201 and ECE 202.**  Students in the course will review a developmental, child-centered approach to the guidance and discipline of young children. Discipline theories, current research, and guidance techniques for early childhood teachers and other professionals to work positively and effectively with young children and families discussed. Relevant issues of diversity in culture and social backgrounds are addressed.  The course

includes community resources and services, as well as classroom observation and participation with young children.

**ECE 305      Mathematics and Science in Play for Young Children                    (3Cr)**
          **Prerequisites:  ECE 201, ECE 202, MAT 100, and Science elective.**  The course will address the development of mathematical and scientific understanding in young children through play.  The topic will focus on cognitive stages and developmentally appropriate activities, methods, and techniques of delivery.

**ECE 307      Curriculum I:  Infants and Toddlers                                         (3 Cr)**
          **Prerequisites:  ENG 125, ECE 201, and ECE 202.**  This course provides students with opportunities to develop an understanding of the developmental needs of individual children from birth to three years.  It focuses on principles and methods for designing, maintaining, and evaluating safe and developmentally appropriate programs for infants and toddlers.  Approaches and methods of collaboration with the other caring adults in infants' and toddlers' lives (parents, other family members, and other caregivers and professionals) are discussed.

**ECE 308      Curriculum II:  Preschool/Kindergarten                                 (3 Cr)**
          **Prerequisite:  ECE 202.**  This course introduces students to trends and issues, and the origins and variations of current approaches in the education of young children (4-5 years of age).  Developmental norms and individual differences that characterize preschool (4-5 years of age) children are discussed.  The course focuses on designing and implementing developmentally appropriate curriculum for preschool age children.  Practical experience working with preschool is included in the course.

**ECE 401      Administration of Programs for Young Children                    (3 Cr)**
          **Prerequisites:  ENG 125, ECE 201, and ECE 202.**  Students will learn the basic principles for establishing, staffing, enrolling, budgeting, and administering early childhood educations programs (i.e., center-based, community-based programs).  The course examines childcare, educations, and family involvement issues from an administrative perspective group and individual projects.

**ECE 402      Parent and Community Education                                          (3 Cr)**
          **Prerequisites:  ENG 135, ECE 201, and ECE 202.**  Students will examine the process of parenting, variations in parent practices and behaviors across diverse contexts (e.g., culture, socioeconomic status, and alternatives to biological parenthood) are addressed.  The course reviews the best practices and programs aimed at supporting parents and community resources available to families.

**ECE 499A   Final Project:  Practicum II – Supervised Teaching Early Childhood    (1.5 Cr)**
**Education.  Prerequisites:  ENG 135, 60+ Credit hours.**  Practicum II for junior/senior students to observe and teach in two different early education settings, serving children of two different age groups and with varying abilities, under the supervision of the university faculty and

the classroom teacher.  Weekly seminars focus on the refinement and integration of curricula of early childhood programs.  Working with parents and supervised experience in working with interdisciplinary teams of professionals are encourage.  (8 weeks)

**ECE 499B    Final Project:  Practicum II – Supervised Teaching Early Childhood    (1.5 Cr) Education.  Prerequisites:  ENG 135, 60+ Credit hours.**  Practicum II for junior/senior students to observe and teach in two different early education settings, serving children of two different age groups and with varying abilities, under the supervision of the university faculty and the classroom teacher.  Weekly seminars focus on the refinement and integration of curricula of early childhood programs.  Working with parents and supervised experience in working with interdisciplinary teams of professionals are encouraged.  (8 weeks)

**EDU 100 Prep for Educational Assessment (This course is optional.)               (1 Cr)**
         **Prerequisite:  None.**  This course provides preparation for taking the Core Academic Skills Assessment (CASA) test.

**EDU 106        Introduction to Urban Education                                     (3 Cr)**
         **Prerequisite: None.** This survey course is designed to enhance students' knowledge of urban schooling, especially as related to dynamics of race, class, and culture. Along with an observational opportunity in urban schools, the course provides analysis of the following: historical, socioeconomic and political factors influencing urban education; the distribution of opportunity in cities and their schools; and effective instructional and organizational practices that close the achievement gap, including multicultural education, the development of positive school cultures, and the use of community services and resources.

**EDU 107        Culturally Responsive Teaching                                     (3 Cr)**
         **Prerequisite: None.** This course, culturally responsive teaching, introduces students to the theory, research, and especially practice related to developing and enacting curriculum and instructional practices that respond to the social context in which they (will) work. The course covers general principles and approaches to culturally responsive teaching such as how teachers can develop meaningful relationships with students, how teachers can learn from and about the school and the local community, how teachers can develop and implement culturally responsive classroom management, and how teachers can develop expectations for students that maximize their capacity. Also, the course will assist students in learning about and developing culturally responsive curriculum and pedagogy in elementary education. A recurrent and central question of the course is: How do teachers develop culturally responsive instructional practices in their particular disciplinary domain to maximize students' learning opportunities?"

**EDU 205        Child Development (Embedded Pre-K)                              (3 Cr)**
         **Prerequisites: None.**  The course introduces the concepts of development in children from infancy through adolescence, specifically regarding physical and mental development in relation to learning. The focus of the course is on how children develop and learn from

conception through adolescence and how children differ in physical, emotional, social and cognitive development. In addition, students will gain an understanding of the impact of different ecological environments (e.g., family, school, government, and culture) has on the child's development. These content areas will be discussed within the context of the major theories and current research on child development.

**EDU 212      Introduction to Exceptional Children in Elementary Education      (3 Cr)**
     **Prerequisite:  EDU 205.**  This course provides an overview of exceptional children with an emphasis on method and materials for integrated students into general classrooms in elementary and middle grades.  The disproportionate representation of culturally divers students in special educations programs is addressed throughout the text and discussions of this course. Differentiated instruction lesson plans and projects are assigned to address diversity in the classroom.

**EDU 300      Quality Use of Assessments (Embedded Pre-K)      (3 Cr)**
     **Prerequisites: EDU 106.** This course is designed for Elementary Education majors to learn to use and begin to develop a wide variety of assessment strategies and tools to measure learning for the purposes of informing instruction and measuring student knowledge, reasoning, and skill level. This course will address specific content/academic standards, including Indiana Academic standards while aligning to the Indiana Developmental Standards for Educators. The course will primarily be conducted in-person, though occasionally there will be online assignments and readings.

**EDU 304      Educational Psychology      (3 Cr)**
     **Prerequisite:  None.**  The study and application of psychological concepts and principles as related to the teaching/learning process and student characteristics as related to various stage and age level theories.

**EDU 309      Student Engagement/Classroom Management      (3 Cr)**
     **Prerequisites: EDU 205.** This course is an introduction to strategies for facilitating learning through effective classroom management practices. It will provide the teacher candidate an opportunity to learn how to properly manage the various aspects of the classroom, help in establishing a teacher-student relationship, develop time management skills, and implement strategies on how to control the physical environment so the students will stay on task and maintain an interest in learning. It is designed to help K-6 professionals understand the characteristics of the classroom as well as the role the teachers play in the lives of their students. This course will help the teacher candidate develop systematic strategies and techniques for effectively leading the students to cooperate with the teacher and with each other. The classroom students will also remain on task and become more engaged in the learning activities planned for them.

**EDU 312      Introduction to Exceptional Children      (3 Cr)**
     **Prerequisites: EDU 205.** This course provides an overview of exceptional children with

an emphasis on methods and materials for integrating students into general classrooms in elementary and middle grades. The disproportionate representation of culturally diverse students in special education programs is addressed throughout the text and discussions of this course. Differentiated instruction lesson plans and projects are assigned to address diversity in the classroom.

**EDU 340      Science Education/Experiential Learning                    (3 Cr)**
**Prerequisites: BIO 100.** Students will develop an understanding of the methodologies and approaches to teaching science in the elementary school. The purpose of this course is to explore, create and utilize a variety of instructional strategies that are developmentally appropriate and motivating for the elementary school child. Students will have the opportunity to participate in activities in science in order to facilitate the learning, the application and the implementation of concepts and procedures to real-world situations. In addition, this course involves pre-service teachers in a variety of problem-solving activities designed to develop meanings and properties of and scientific concepts.

**EDU 350      Developmental Reading (Pre-K Embedded)                    (3 Cr)**
**Prerequisites: ENG 125.** This course includes a study of methods for teaching early literacy skills to primary grade readers, including emergent literacy, the development of the alphabetic principle, concepts about print letter-sound patterns, comprehension of connected text, vocabulary, fluency and writing. This course examines many approaches to teaching reaching, including basal, literature-based, individualized, reading workshop, guided reading, and language experience. This course will address specific Indiana Academic Standards while aligning to the Indiana Developmental Standards for Educators. The course will primarily be conducted in-person, though occasionally there will be online assignments and readings.

**EDU 352      Diagnostic and Corrective Reading                    (3 Cr)**
**Prerequisites: EDU 350.** This course is designed to give an introduction to and practice in administering basic reading tests, interpreting the test results and develop a case study of a specific student which will pinpoint the student's difficulties in the area of reading and provide a basis for remediation of those identified difficulties. The course will primarily be conducted in-person, though occasionally there will be online assignments and readings.

**EDU 355      Integrated Teaching Methods I: Math & Science                    (3 Cr)**
**Prerequisites: MAT 100.** This course is designed to strengthen, broaden, and enrich the beginning teacher's knowledge of the content, pedagogy, and curriculum critical to effectively teaching in the elementary classroom. This course will address specific content/academic standards, including Indiana reading and math standards while aligning to the Indiana Developmental Standards for Educators. The course will primarily be conducted in-person, though occasionally there will be online assignments and readings.

**EDU 356      Integrated Teaching Methods II:    Reading, Language/ Social Studies.**
**(3 Cr)**

**Prerequisites: EDU 350.** This course is designed to provide 21st century K-6 teacher candidates with knowledge and understanding from social studies and English to enhance the content by providing alternate ways to think critically and communicate ideas in order to prepare their students to become knowledgeable global citizens who are critical thinkers. The course will focus on the ability to create interdisciplinary lessons and units that integrate social studies and English to enhance classroom instruction and student learning. This course will address specific content/academic standards, including Indiana English and social studies standards while aligning to the Indiana Developmental Standards for Educators. The course will primarily be conducted in-person, though occasionally there will be online assignments and readings.

**EDU 360       Curriculum Development (Embedded Pre-K)                (3 Cr)**
       **Prerequisites: EDU 106.**  This course provides a comprehensive overview of the curriculum for early childhood and elementary school grades by examining curriculum and instructional concepts, models, practices, and methods. The course provides an opportunity for students to interconnect and apply curriculum design principles and practices to specific subject areas taught in the early, childhood and elementary curricula. The course aims to give pre-service teachers the opportunity to identify, conceptualize, and structure a body of knowledge, organize it for instruction, develop
lesson plans and develop curriculum guides.

**EDU 410       Teaching Writing in Elementary Grades                        (3 Cr)**
       **Prerequisites: ENG 135.**  This course is designed to strengthen and broaden the beginning teacher's knowledge of theories of language and literacy development in young children.  This course explores ways educators can enhance language and literacy development through age-appropriate, researched-based approaches in diverse classrooms. This course will address specific content/academic standards, including Indiana Academic Standards while aligning to the Indiana Developmental Standards for Educators.  The course will primarily be conducted in-person, though occasionally there will be online assignments and readings.

**EDU 415       Data-Driven Instruction                                        (3 Cr)**
       **Prerequisite:  EDU 300.**  This course addresses using test results and class assessments to guide instruction in the K-12 classroom. Growth model statistics and the process of gathering and interpreting test data are addressed in this course.

The course will provide an overview of assessment practices in the classroom, focusing on traditional testing, formative and summative assessment, and modifications for special populations.  In addition, an overview of assessment practices with a focus on alternative forms of assessment and evaluation will be provided.  Readings regarding current thought on a much larger picture of assessment and evaluation will be provided, discussed, and acted on.  Please b reminded that the course/syllabus is a general plan for the course, and deviations may be necessary.

**EDU 494A    Supervised Student Teaching Pre-school (PreK)            (3 Cr)**
    **Prerequisites:  Permission Only, Senior Status.**  Full-time supervised student teaching for a minimum of 8 weeks in an approved pre-school setting is required.  The experience is directed by a qualified cooperating teacher and has university-provided supervision.  The student teacher will plan, deliver, manage, assess, and reflect upon the entire classroom situation for full days and weeks over the specified 8-week period.  All activities are to be carried out under the direction of a cooperating teacher and university supervisor.  This course reflects the principles of the National Association of the Education of Young Children (NAEYC) Standards.

**EDU 494B    Supervised Student Teaching Kindergarten – 3rd Grade (K-3)        (3 Cr)**
    **Prerequisites:  Permission Only, Senior Status.**  Full-time supervised student teaching in kindergarten – 3rd grade for a minimum of 8-weeks in an elementary school accredited by Indiana or an equivalent approved school out of state.  The experience is directed by a qualified cooperating teacher and has university-provided supervision.  The student teacher will plan, deliver, manage, assess, and reflect upon the entire classroom situation for full days and weeks over the specified 8-week period.  All activities are to be carried out under the direction of a cooperating teacher and university supervisor.  This course reflects the principles of the Interstate Teacher Assessment and Support Consortium (InTASC/CAEP) and the Grade Level Standards of the Indiana Department of Education.

**EDU 495B    Supervised Student Teaching 3rd Grade – 6th Grade (3-6)        (3 Cr)**
    **Prerequisite: Permission Only, Senior Status.** Full-time supervised student teaching in 3rd grade – 6th grade for a minimum of 8 weeks in an elementary school accredited by Indiana or an equivalent approved school out of state. The experience is directed by a qualified cooperating teacher and has university-provided supervision. The student teacher will plan, deliver, manage, assess, and reflect upon the entire classroom situation for full days and weeks over the specified 8-week period. All activities are to be carried out under the direction of a cooperating teacher and university supervisor. This course reflects the principles of the Interstate Teacher Assessment and Support Consortium (InTASC/CAEP) and the Grade Level Standards of the Indiana Department of Education.

**EDU 499A    Capstone Seminar                                (1.5 Cr)**
    **Prerequisites: Permission Only, Senior Status.**  Students complete & present their Teacher Preparation Program Portfolio to the School of Education faculty.  The portfolio includes critical work from prior courses, reflection papers, and the practicum student teaching experience. The presentation includes interview & Q & A. Completion of Benchmark III documentation must also be presented.

**EDU 499B    Capstone Seminar                                (1.5 Cr)**
    **Prerequisites: Permission Only (Senior Status).**

Students complete & present their Teacher Preparation Program Portfolio to the School of Education faculty.  The portfolio includes critical work from prior courses, reflection papers, and the practicum student teaching experience. The presentation includes interview & Q & A. Completion of Benchmark III documentation must also be presented.

**HIS 172       Issues in American History                                    (3 Cr)**
        **Prerequisite:  None.**  This course studies different issues of the development of the United States, and the importance of historical leadership.

**MAT 208       Math for Elementary Teachers I                              (3 Cr)**
        **Prerequisites: MAT 100.** This course provides students with foundational knowledge and understanding of school mathematics. Content will include common mathematical knowledge, problem-solving, reasoning and proof, number sense, numerical operations, spatial sense, patterns, relationships and functions, and algebraic thinking. This course will address specific content/academic standards, including Indiana math standards while aligning to the Indiana Developmental Standards for Educators and Indiana Content Standards for Educators.

**MAT 209       Math for Elementary Teachers II                             (3 Cr)**
        **Prerequisites: MAT 208.** This course provides students with foundational knowledge and understanding of school mathematics. Content will include common mathematical knowledge, problem-solving, reasoning and proof, number sense, numerical operations, spatial sense, patterns, relationships and functions, and algebraic thinking. This course will address specific content/academic standards, including Indiana math standards while aligning to the Indiana Developmental Standards for Educators. The course will primarily be conducted in-person, though occasionally there will be online assignments and readings.

# Addendum I: Candidate Assessments and Rubrics

**<u>Candidate Assessments:</u>**

**Dispositions and Diversity Inventory (DDI)**

The Dispositions and Diversity Inventory (DDI) has been created to help candidates grow as professionals identify candidates who may need support in developing the needed dispositions and attitudes for becoming a successful teacher. The inventory which is scored on a five-point scale, looks at the following attributes:

**Disposition Toward Professional Conduct:**
- ❖ Attendance
- ❖ Flexibility
- ❖ Punctuality
- ❖ Professional Appearance
- ❖ Professional Demeanor
- ❖ Task Completion
- ❖ Initiative
- ❖ Emotional Maturity

**Disposition Toward Students and Diversity**
- ❖ Fairness/Lack of Bias
- ❖ Student Focus
- ❖ Valuing Diversity and Equity

**Disposition Toward Reflective Practice**
- ❖ Professional Ethics
- ❖ Collaboration
- ❖ Commitment to Teaching
- ❖ Self-Reflection
- ❖ Attitude Toward Professional Feedback
- ❖ Self-Awareness

**Love of Learning & Strong Fund of Knowledge**
- ❖ Initiative
- ❖ Problem Solving
- ❖ Communication
- ❖ Commitment to Professional Development
- ❖ Effective Oral and Written Communication

Each semester, specific faculty will complete a DDI for each candidate in their course. Coordinating teachers and university supervisors will also complete a DDI for candidates during

and after CFE's. Candidates will receive regular feedback and guidance from mentors and instructors regarding opportunities for improvement on DDI.

**Unit Plans**

Candidates are required to submit an Instructional Unit Plan during each of their two primary CFE's that is reviewed by the senior seminar instructor, the mentor teacher, and the university supervisor. This assignment enables teacher candidates to demonstrate their ability to plan appropriate instruction, carry out the plan, assess the outcomes and reflect on the overall process. The developmentally appropriate unit plan is aligned with content and professional educator standards.

**Professional Portfolio**

Each candidate completes a Professional Portfolio as one of the requirements for graduation (this is a primary element of the final project before graduation for EDU 494/495/499). The Professional Portfolio provides evidence of the candidate's broad and comprehensive understanding and implementation of learning outcomes as related to teaching in Preschool through Grade 6.   The Professional Portfolio must contain (but is not limited to) evidence of:

**Content Knowledge and Understanding of P-6 Academic Content Standards**

· **Standard 1: Student Development and Diversity**
   Unit plan overview with detailed lesson plans that include differentiation techniques and attention to student developmental stages
   Communication with parents/communication with students
   Development of positive learning environment
   Understanding characteristics of a specific classroom of learners

· **Standard 2: Learning Processes**
   Lesson plans with instructional plans – student learning outcomes, assessment, and re-teaching strategies
   Lesson or unit plan that includes integrated learning (varied content standards) through relevant project-based instruction

· **Standard 3: Instructional Planning and Delivery**
   UDL design
   Development of Learning Centers
   Written RTI plan
   Explanation of curriculum map
   Unit plan aligned with standards – long term and short-term goals and objectives

· **Standard 4: Assessment**
   Examples of formative assessments, CFUs, summative assessments, and analysis for improved assessment and teaching/re-teaching
   Evidence of impact on student learning

Understanding of assessment concepts
Effective communication with student and families regarding assessments and results

· **Standard 5: Learning Environment**
    Engagement techniques
    Planning for effective time management during instruction and transitions
    Student use of technology in learning
    Organization of physical space for maximizing learning time
    Evidence of cultural competency

· **Standard 6: Professional Environment**
    Communication with parents/families
    Application of professional development
    Community outreach for the benefit of student learning

· **Artifacts that must be included in the portfolio are:**
- ❖ Internship Evaluations
- ❖ Reflection/Observation Papers
- ❖ Lesson/Unit Plans
- ❖ Classroom Management Plan
- ❖ Teaching Video with Self-Reflections
- ❖ Assessment and Analysis Plan
- ❖ Evidence of Impact on Student Learning
- ❖ Teacher-Made Assessments
- ❖ Philosophy of Education

The portfolio is scored using a three-point rubric: Target, Developing and Unacceptable or Missing. Teacher Prep Program leadership and faculty collaboratively evaluate candidate portfolios to triangulate data.

# Martin University Teacher Prep Program Rubric

**Name:** _____ **Due Date:** _____

## Teacher Preparation Program Professional Portfolio

The Professional Portfolio is a requirement for graduation and is a primary element of the final project for EDU 495/499. The portfolio provides evidence of the student's broad and comprehensive understanding and implementation of learning outcomes as related to teaching in Preschool through grades 3 or 6.

*Benchmark II: Microteaching, Portfolio Presentation, Written, Assessment, and Philosophy of Education*

| PreK-6 Academic Standards | Required Artifacts | Rubric | | |
|---|---|---|---|---|
| | | **3** Target | **2** Developing | **1** Unacceptable or Missing |
| **Standard 1: Student Development and Diversity** | · Unit plan overview with detailed lesson plans that include differentiation techniques and attention to student developmental stages<br>· Communication with parents/communication with students<br>· Development of positive learning environment<br>· Understanding characteristics of a specific classroom of learners | | | |
| **Standard 2: Learning Processes** | · Lesson plans with instructional plans – student learning outcomes, | | | |

| | | | Total Score | |
|---|---|---|---|---|
| | · assessment, and reteaching strategies<br>· Lesson or unit plan that includes integrated learning (varied content standards) through relevant project-based instruction | | | |
| **Standard 3: Instructional Planning and Delivery** | · UDL design<br>· Development of learning centers<br>· Written RTI plan<br>· Explanation of curriculum map | | | |
| **Standard 4: Assessment** | · Engagement techniques<br>· Planning for effective time management during instruction and transition<br>· Student use of technology in learning<br>· Organization of physical space for maximizing learning time<br>· Evidence of cultural competency | | | |
| **Standard 5: Learning Environment** | · Engagement techniques<br>· Planning for effective time management during instruction and transition<br>· Student use of technology in learning<br>· Organization of physical space for maximizing learning time<br>· Evidence of cultural competency | | | |
| **Standard 6: Professional Environment** | ·  Communication with parents/families<br>·  Application of professional development<br>·  Community outreach for the benefit of student learning | | | |
| | | | **Total Score** | |

*Artifacts that must be included in the portfolio are:  internship evaluations, reflection/observation papers, lesson/unit plan, classroom management plan, teaching video with self-reflections, assessment and analysis plan, evidence of impact on student learning, teacher-made assessments, and philosophy of education.  *Teacher Prep Program leadership and faculty collaboration evaluate candidate portfolios to triangulate the data.*

**Martin University Teacher Prep Program**
**Dispositions and Diversity Inventory (DDI) Rubric**

The Dispositions and Diversity Inventory (DDI) exists to help candidates grow as professionals and identify candidates who may need support in developing the needed dispositions and attitudes for becoming a successful teacher.

**Use the following scale for each item:**

| | |
|---|---|
| 1 = Not acceptable | 4 = Solid Foundation |
| 2 = Needs more practice | 5 = Highly Accomplished |
| 3 = Acceptable | |

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**Habits of Thinking and Action toward Learning**

| | | |
|---|---|---|
| **Love of Learning and Strong Fund of Knowledge** | _____ | **Initiative**<br>Teacher candidate (TC) is independent and goes beyond minimum expectations. |
| | _____ | **Problem Solving**<br>TC is an active and effective problem solver. |
| | _____ | **Commitment to Learning**<br>TC is curious and interested in learning more about students and content areas. |
| | _____ | TC seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes. |
| | _____ | TC demonstrates effective, professional and appropriate oral and written communication. |

**Comments:**

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**Habits of Thinking and Action toward Reflective Practice**

| | | |
|---|---|---|
| **Disposition toward Reflective Practice** | _____ | **Professional Ethics**<br>The candidate adheres to standards of ethical conduct including academic honesty and confidentiality. |
| | _____ | **Collaboration**<br>TC works effectively with professional colleagues and other adults. |
| | _____ | **Commitment to Teaching**<br>TC values the profession of teaching and exhibits a positive attitude toward schools, teaching, students & parents. |
| | _____ | **Self-Reflection** |

| | | TC reflects on and evaluates his or her own behavior and work. He or she is willing to consider multiple perspectives toward his or her own performance. |
| --- | --- | --- |
| | ____ | The candidate is willing and able to recognize own strengths and weaknesses and develop potential solutions for the latter. |
| | ____ | **Professional Feedback**<br>TC is receptive and responsive to professional feedback incorporating suggestions into practice. |
| | ____ | **Self-Awareness**<br>TC has a realistic sense of own strengths and weaknesses. |
| **Comments:** | | |

| **Habits of Thinking and Action toward Professional Conduct** | | |
| --- | --- | --- |
| **Disposition toward Professional Conduct:** | ____ | **Professional Demeanor & Responsibility**<br>The candidate is poised and professional in his or her demeanor. |
| | ____ | The candidate is prompt, is not necessarily absent, notifies appropriate individuals when the absence is necessary, completes assignments on time, and follows through on commitments. |
| | ____ | The candidate wears appropriate professional attire as established by the course instructor. |
| | ____ | TC is flexible and able to make adjustments to changing circumstances. |
| | ____ | **Emotional Maturity**<br>TC responds to frustration and stress appropriately. |
| **Comments:** | | |

| Habits of Thinking and Action toward Students and Diversity | | |
|---|---|---|
| **Disposition toward Students & Diversity** | ———<br><br>———<br><br><br>——— | **Student Focus**<br>TC recognizes and respects students as valued and unique individuals.<br><br>TC demonstrates the belief that all students have the right and ability to learn.<br><br>**Commitment to Diversity**<br>The candidate values multiple aspects of diversity.  TC respects children and adults of varied cultural backgrounds, ethnicities, religion, sexual identity, social classes, abilities, political beliefs, and disabilities. |
| **Comments:** | | |

**Signature of Evaluator:** _____ **Date:** _____ **Course:** _____

**Position:** _____

**Signature of Student:** _____ **Date:** _____