SECONDARY EDUCATION

College of Education and Public Policy
Bachelor of Science in Education (B.S. Ed.)
with Initial Teacher Licensure

and

College of Arts and Sciences
Bachelor of Arts (B.A.) / Bachelor of Science (B.S.) with Initial Teacher Licensure

PROGRAM GUIDE, including Program Assessment System

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Secondary Education Program Guide

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Dear Teacher Candidates,

Welcome to the secondary education initial teacher licensure program at Indiana University-Purdue University Fort Wayne. This program, which has been in existence since IPFW opened in 1964, is available through the Department of Educational Studies (DES), one of the three departments in the College of Education and Public Policy (CEPP) and the College of Arts and Sciences (COAS). Based upon your chosen specialization, you will complete 1) a B.S. in Secondary Education with teacher licensure (CEPP) in Middle School education; 2) a B.S. in Secondary Education with teacher licensure (CEPP) in English/Language Arts, Earth Space, or Social Studies; or 3) a B.A. in a content field with teacher licensure (COAS). In any case, you will graduate with a strong background in both professional education and your chosen content area(s) for your chosen developmental level.

Your program will include three distinct academic strands: 1) coursework in general education; 2) coursework in professional education; and 3) coursework in your desired content major or concentrations. In addition, extensive field assignments in various school settings will provide practical experiences as you prepare to enter the teaching profession.

The DES faculty has created a secondary program that will challenge you academically and personally while providing you with pedagogical skills and professional dispositions that are framed within the context of the contemporary educational environment. Each of our secondary education programs is built on a strong foundation of local expectations (i.e., Conceptual Framework) as well as state and national standards for content and pedagogy.

You will experience diverse faculty members during your time at IPFW both on- and off-campus as you enter into field experience placements in local schools. These faculty members bring a wealth of academic and practical experience to their work with teacher candidates.

This program guide explains program components and expectations and is intended to assist you in planning your undergraduate educational experience. The faculty and staff of the CEPP look forward to working with you as you progress toward a rewarding career in secondary education!
Foundations of the Program

The Secondary Education Program is based on five guiding elements.

I. The Conceptual Framework

Transformative scholar-practitioners are broadly defined as leaders in education and public policy who weave between research and practice, and theory and experience, constantly working within communities to foster learning and a just, democratic society. Graduates of our programs use their strong foundation of knowledge of content, methodologies, and exemplary practices as well as their habits of mind to critically reflect on those components. They advocate for public policies and practices that benefit the people they serve, the community, and their professions while striving to build a more just, inclusive, democratic community, and to expand and strengthen public voice and identity.

Specifically, the departments strive to prepare future leaders who thoroughly understand, consciously apply, and intentionally use democracy and community, habits of mind, and advocacy in their professional endeavors. We define those concepts as:

Democracy and Community

Transformative scholar-practitioners need to be a part of a dynamic, diverse professional community. They actively explore what it means to live and participate in a diverse, just, and global world. They use that knowledge to inform effective practice which demonstrates their respect for and valuing of our multicultural, multilingual, and multi-abled society. Through this they work towards developing communities that are more cognizant of and compassionate toward democratic encounters over moral, cultural, social, political and economic differences. Consequently, the departments support transformative scholar-practitioners who strive for and create democratic, just, inclusive communities.

Habits of Mind

Transformative scholar-practitioners develop more powerful cognition and action through their strong knowledge of content, methodologies, and exemplary practices. However, they realize that such knowledge alone is not sufficient. They practice critical thinking and reflection as they explore the reciprocal relationship between scholarship and practice. Within the context of a compassionate, caring community, transformative scholar-practitioners foster habits of minds such as investigating, inquiring, challenging, critiquing, questioning, analyzing, synthesizing, and evaluating. They view such habits of mind as necessary for engaging students, clients, community members, and the public in the process of teaching and learning. Consequently, the departments foster transformative scholar-practitioners who integrate critical habits of the mind in all aspects of their professional work.
Advocacy

Transformative scholar-practitioners develop and support the rights of students, clients, and community members as they advocate for the people they serve and the profession. They cultivate professional, public visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and the profession while inspiring their colleagues to do likewise. Transformative scholar-practitioners resolve professional and ethical challenges through the convergence of knowledge, theory, and practice. Consequently, the departments facilitate transformative scholar-practitioners’ development as professional and community advocates.

II. Secondary Education Vision Statement

Focusing on the development of skill, knowledge, and experience in content knowledge, pedagogical knowledge, and pedagogical content knowledge, the secondary education program provides initial certification with the goal of developing teacher candidates who are well prepared to meet the rigorous demands found in the contemporary secondary classroom.

III. Education Unit Mission Statement

To prepare professionals in teaching, counseling, and leadership who demonstrate the capacity and willingness to continuously improve schools and related entities so that they become more effective with their clients by:

- Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society;
- Improving the human condition by creating positive learning environments;
- Becoming change agents by demonstrating reflective professional practice;
- Solving client problems through clear, creative analysis;
- Assessing client performance, and creating and executing effective teaching, counseling and educational leadership by utilizing a variety of methodologies reflecting current related research;
- Utilizing interdisciplinary scholarship, demonstrating technological and critical literacy, and effectively communicating with all stakeholders.

IV. National Standards for Secondary Programs

The secondary education programs offered by the CEPP are aligned with standards established by five content-oriented and one development-level Specialized Professional Associations (SPAs). Detailed information regarding these associations may be obtained by accessing the
following websites.

American Council on the Teaching of Foreign Languages:
http://www.actfl.org/

Association for Middle Level Education:
http://www.amle.org/

National Council of Teachers of English:
http://www.ncte.org/

National Council of Teachers of Mathematics:
http://www.nctm.org/

National Council for the Social Studies:
http://www.ncss.org/

National Science Teachers Association:
http://www.nsta.org/

V. Indiana Standards for Educators – Secondary Education

The Indiana Department of Education (IDOE) has set forth two different sets of standards for secondary and middle school education programs: 1) content knowledge and 2) developmental standards.

1) The various content areas are aligned to the Teacher Effectiveness Standards established by the Indiana Department of Education. These standards may be obtained by accessing the following website:

   REPA standards - content

2) Developmental standards

Teachers at the secondary and middle school level are expected to have a broad and comprehensive understanding of the knowledge and skills needed to help students prepare for the challenges and opportunities of the twenty-first century. Teachers must foster the development of their students’ habits of mind as they identify, comprehend, analyze, synthesize, and evaluate basic principles, fundamental concepts, and essential skills and abilities specific to each content area. Instruction must be engaging, meaningful, and challenging. Students must be assessed in ways that are on-going, authentic, and accessible to each learner so they can demonstrate and apply newly acquired knowledge and skills. Link to Secondary Developmental Standards and Middle School Developmental Standards.

Standard 1: Student Development and Diversity
Teachers at the secondary level/Middle school teachers have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students.

Standard 2: Learning Processes

Teachers at the secondary level/Middle school teachers have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student learning.

Standard 3: Instructional Planning and Delivery

Teachers at the secondary level/Middle school teachers have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals.

Standard 4: Assessment

Teachers at the secondary level/Middle school teachers have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making.

Standard 5: Learning Environment

Teachers at the secondary level/Middle school teachers have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students.

Standard 6: The Professional Environment

Teachers at the secondary level/Middle school teachers have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession.

Standard 7: Reading Instruction

Teachers at the secondary level/Middle school teachers have a broad and comprehensive understanding of content-area and disciplinary literacy skills, and demonstrate the ability to plan and deliver integrated content area reading instruction that is based on student learning
standards, student literacy needs and strengths as reflected in ongoing student data, and scientifically based reading research.

Structure of the Program

Degree Programs: Content Major, Degree, and College Determination

Depending on the content major chosen, students in secondary education complete either a B.S. in Education with initial teacher licensure or a B.A. or B.S. in an arts and science major with initial teacher licensure. The earning of either an Indiana University or a Purdue University degree is determined by the content area that is chosen. The following chart outlines this process.

<table>
<thead>
<tr>
<th>Content Major</th>
<th>Degree</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>B.S.</td>
<td>CEPP</td>
</tr>
<tr>
<td>Social Studies</td>
<td>B.S.</td>
<td>CEPP</td>
</tr>
<tr>
<td>English / Language Arts</td>
<td>B.A. or B.S.</td>
<td>COAS or CEPP</td>
</tr>
<tr>
<td>Middle School/Level</td>
<td>B.S.</td>
<td>CEPP</td>
</tr>
<tr>
<td>Earth Space</td>
<td>B.S.</td>
<td>CEPP</td>
</tr>
<tr>
<td>Mathematics</td>
<td>B.S.</td>
<td>COAS</td>
</tr>
<tr>
<td>Life Science</td>
<td>B.S.</td>
<td>COAS</td>
</tr>
<tr>
<td>Chemistry</td>
<td>B.S.</td>
<td>COAS</td>
</tr>
<tr>
<td>Physics</td>
<td>B.S.</td>
<td>COAS</td>
</tr>
</tbody>
</table>

The secondary education program also provides professional courses for students seeking All-Grade certification in art and music (choral and instrumental). Detailed information about these programs may be obtained through the respective departments in the College of Visual and Performing Arts (VPA).

A general physical science certification with an emphasis on either chemistry or physics and a minor certification in psychology are also available.

Certification-Only Program

A student who has already completed a bachelor’s degree from an accredited college or university may gain teacher licensure through the secondary education program. Licensure is obtained by completing all required education course work (including student teaching) and passing the appropriate content major and pedagogical licensure exams.

Program Rigor

In keeping with regulations enacted by the Indiana Department of Education (IDOE) and regardless of the degree chosen, each secondary education teacher candidate completes at least the same content major course work as a non-teacher education student in his/her specialization if IPFW has a major in that field. In addition, various academic (GPA) requirements for
secondary education teacher candidates are higher than corollary requirements for non-teacher candidates.

Course of Study

Each student is provided a copy of the Curriculum Sheet and a 4-year Plan of Study when first enrolled in courses at IPFW. This information is also available on the [CEPP website](#). While each program has unique features, this section provides a general overview of requirements. Please always follow the Curriculum Sheet for your specific program/content area.

Key Decision Points within the Secondary Education Program

Several clearly articulated Key Decision Points define students’ passage through the secondary education program. These points assure that each student is making satisfactory progress. In addition, they are tracked throughout the program in order to determine scheduling needs and priorities and to assist the advising process. Specific details are available on your Curriculum Sheet.

General Education

All secondary/middle school education teacher candidates complete the campus general education requirements. In some cases, specific courses should be selected in order to simultaneously meet those requirements and other education program requirements.

Professional Education

Pre-Professional Education Coursework (6-9 Semester Hours)

- EDUC F200 Examining Self as Teacher
- EDUC M101 Field Experience (co: F200)
- EDUC W200 Using Computers for Education (depends on program plan)
- EDUC H340 Education and American Culture (counts as General Education B-5)

Professional Education Coursework, Block 1 (9 Semester Hours)

- EDUC K306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC P250 General Educational Psychology
- EDUC S405 The Junior High and Middle School
- EDUC M301 Field Experience (60 hours; combined experiences for all courses in block)*

Professional Education Coursework, Block II (9 Semester Hours)

- EDUC M44X Methods of Teaching High School (Content Areas)
- EDUC P475 Adolescent Development and Classroom Management
- EDUC X401 Critical Reading in the Content Area
EDUC M401  Field Experience (60 hours; combined experience for all courses in block)*

* With the exception of students majoring in middle level education, all students participate in both middle school and high school experiences. In addition, field placements are assigned to ensure that all students experience diverse school settings.

Professional Education Clinical Coursework (12 Semester Hours)

EDUC M480  Student Teaching in the Secondary School

Content Area Major Coursework (Variable Hours)

As noted above, secondary education majors complete at least the same major coursework as non-teacher education majors in the respective fields of study if IPFW offers a major in the field. Details regarding major coursework are provided on the various program curriculum sheets (see next section).

Specific Program Information

Curriculum sheets may be obtained through the CEPP website, the Educational Planning and Information Center (EPIC; Neff 243) advising office for programs offered by the CEPP or in the offices of the respective departments in COAS.

Special Program Notes

Primary advising for students earning degrees from the CEPP occurs in EPIC (Neff 243). Most students are advised by the Advising Coordinator for the first two years of their programs (i.e., until admission to Block 1) and by the Director of Licensing and Advising for the final two years of their programs (i.e., after admission to Block 1). Students earning degrees from the COAS are advised by staff in the various COAS departments, with assistance provided by CEPP faculty and staff. Students are urged to meet with their advisers at least once per semester; ideally, this advising occurs shortly after the class schedules for upcoming semesters are posted online. Faculty in various program areas also advise students as needed.

Each student is required to have a current Criminal History Check (CHC) on file when he/she is involved in a school-based field experience. In keeping with policies established by most of the area school systems with which the CEPP has a working relationship, the CHC must be no more than one (1) year old at the time the field experience is to be completed.

Program Assessment System

The program assessment system for secondary/middle school education (e.g., the Key Assessment System) is implemented during the professional education stage of the program (i.e., Block 1, Block 2, and during student teaching). The key assessment system is designed to
monitor several factors, including: 1) content subject matter competency; 2) pedagogy; 3)
awareness of cultural factors; and 4) self-analysis. As key assessments are aligned with InTASC
standards, CAEP expectations for teacher competency, and Specialized Professional Association
(SPA) expectations for content matter competency, they vary by content areas. Data for the key
assessments are stored primarily in three systems: Banner (Assessments #1 and #2), Qualtrics
(Assessment #4), and Taskstream (remaining 5 assessments). These data, when examined
individually and holistically, allow faculty to monitor the acquisition of content knowledge,
pedagogical content knowledge, and professional dispositions for each candidate and the
program.

Candidates are required to maintain an active Taskstream account through which five key
assessment assignments are submitted and scored. Candidates must complete all key assessments
and submit them to Taskstream to receive credit in the affiliated course. Students may be
requested to revise and resubmit their work in order to demonstrate their proficiency toward
standards (see policy section below). It is expected that candidates view both course assessments
and key assessments as opportunities to check their learning against standard criteria, for it is
through that approach that they can determine areas for personal improvement. Meaningful
feedback is provided to candidates as a means to assist self-assessment of their professional
growth.

All program data are regularly reviewed by program faculty and shared with the CEPP
Assessment Team, other Education Unit faculty, the Teacher Education Council, and the
Education Unit Advisory Council members. Data are used to inform and monitor improvements
to the program.

**Key Assessments: Secondary/Middle School Education Program**

<table>
<thead>
<tr>
<th>Decision Making Point</th>
<th>Purpose</th>
<th>Tool</th>
<th>Criteria</th>
<th>Communication</th>
<th>Appeals Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block I</td>
<td>Measure SPA standards</td>
<td>Middle School Philosophy</td>
<td>Assessment rubrics scored by faculty</td>
<td>Handbook, Taskstream, course instructor</td>
<td>Resubmit assessments per policy</td>
</tr>
<tr>
<td>Block II</td>
<td>Measure SPA standards</td>
<td>Content Area Unit Plan, Integrated Lesson Plan, Key assessment varies by content area</td>
<td>Assessment rubrics scored by faculty</td>
<td>Handbook, Taskstream, course instructor</td>
<td>Resubmit assessments per policy</td>
</tr>
</tbody>
</table>

Department chair
| Completion of clinical practice – student teaching | Measure SPA standards | **Student Teaching Performance Evaluation** | Rubric; no more than 2 scores at unacceptable level | ST Handbook, website, student teaching seminars | Repeat student teaching experience |
| Program assessments | ☑ Video and Analysis | ☑ Impact on Student Learning | Assessment rubrics scored by faculty | Taskstream, student teaching seminars | |
| Licensure | Measure content and pedagogical content knowledge | ☑ Pass CORE content area exam | Pass at state requirement | Website, handbook, program sheets | Retake exam |
| | | ☑ Pass CORE pedagogy exam | | | |

**Additional Assessments:**

**Grades in Content Courses:** Grades in select courses will be used to provide evidence of candidate's content knowledge.

**Program Completer Survey:** Approximately six months after the last IPFW course, each program completer is encouraged to respond to a survey on the content, instructional delivery model, and support for the secondary/middle School Education program. Data remain anonymous and are used for program improvement.

**Employer Survey:** Principals are asked to complete a survey on the knowledge, skills, and dispositions of the IPFW secondary/middle school education graduates they employ.
Policy on Expected Levels of Performance (approved February 20, 2013)

Performance on the eight (8) key assessments will combine for all students in the program to be used as summative assessments of our program. In this way, the faculty can use each snapshot of performance to determine at specific points in the program what our candidates know and do not know. This will allow us to better determine the strengths and weaknesses of our programs. The primary function of these assessments, therefore, is to understand how our program is preparing candidates for their future roles as teachers. However, an acceptable level of performance has been set on each assessment; so a secondary function is to insure that each candidate possesses the knowledge and skills measured in our system.

Specifically, each candidate can have one criterion area on the rubric evaluated as “U” and still be considered as “passing” the assessment during Blocks 1 & 2. When students have 2 or more criteria evaluated as “U,” they will have one opportunity during the current semester to redo the assessment for their personal learning (i.e., the data will not be entered into Taskstream). Instructors will assist students regarding those areas deemed unacceptable. If they do not improve their performance to meet the “passing” criteria described previously, they will not be able to move on the program until that assessment is remediated during the next semester (this is in accordance with the May 2012 120-credit program plan). This may or may not mean retaking the entire course or block of courses, depending on how they performed in the course(s) overall.

For the Impact on 5-12 Student Learning and the Video & Analysis key assessments during student teaching (clinical), candidates can pass the assessments with one criterion area on the rubric evaluated as “U” on each assessment. Having 2 or more criteria evaluated as “U” on the assessments mean that candidate would have one opportunity to redo the assessment during the current semester. If performance is not improved to meet the “passing” criteria, they will receive an “F” in M501 and would need to remediate and resubmit the assessments during the next semester.

Because the Final Conceptual Framework and Final CT/US Standard-based Evaluations are based upon observations of classroom performance, they cannot be redone. Thus, if having 2 or more criteria evaluated as “U” on the assessments would mean that candidates would have one opportunity to remediate and be evaluated again during the current semester. If performance is not improved to meet the “passing” criteria, they will receive an “F” in M501 and would need to remediate and be evaluated again during the next semester.

Support for Your Work

Education Faculty

Each full-time faculty member in the Department of Educational Studies is required to hold office hours each week. Schedule a time to meet with your course instructor about a key assessment. This is not an inconvenience, but rather part of each faculty member’s teaching responsibility. Faculty members are all available to assist – remember, our collective goal is to
ensure that all candidates possess the knowledge and skills measured in our system. The program benefits from helping you reach your fullest potential.

**Website and Resources**

The CEPP website has resources that can be beneficial to you. When enrolling in Taskstream you will need to have a Taskstream Self-Enrollment Code; this can be found on the CEPP website. In addition, important information regarding the completion of key assessments, especially the Video and Analysis, can be found there as well.

Studio M at IPFW is a multimedia resource. This center has video cameras and tripods to loan to students. In addition, the center personnel can assist you with downloading, editing, splicing, and compressing your video. Read more about this valuable resource at Studio M.

**Taskstream**

The program faculty in education selected Taskstream as an electronic system for organizing, storing, and providing reports on our key assessments. It was selected for its ease of use for both students and faculty. This electronic system allows you to upload and submit your work in a way that is similar to sending an attachment in email.

To access Taskstream and start your work, you will need to purchase an account directly from Taskstream. The cost of accounts varies depending on the number of semesters you purchase access to the system. You have to enroll in one or more program, using a Taskstream Self-enrollment Code provided on the CEPP website (see above), in order to upload your work. You will work in a DRF – a Directed Response Folio. In other words, the program faculty has specified exactly what you need to upload and where it should be uploaded. The secondary education DRFs are organized by content areas (e.g., science has a DRF that is separate from English/language arts). Then, each DRF is organized by key assessments. When you click on a key assessment, it will provide you with directions for completing it and the grading rubric.

If you are seeking Dual-Licensure in English as a New Language or Special Education, you will need to enroll in two programs. You will select the DRF that reflects the key assessment you are trying to upload.

If you experience problems with actions such as getting enrolled, uploading documents, or submitting your work, please contact Taskstream directly. Their Mentoring Services department hires persons who are very skilled at answering questions. Instead of getting frustrated and not working productively, contact them to get your questions answered quickly and accurately at 1-800-311-5656 or help@taskstream.com.