



# INDIANA UNIVERSITY KOKOMO

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DIVISION OF EDUCATION

## Unit Assessment System Beginning-Year Report Fall 2010

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**NCATE**

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in Teacher Preparation

January 4, 2011

DoE Faculty, Staff, and Stakeholders:

What follows is the Unit Assessment System Beginning-Year Report for Fall 2010. This document encompasses all assessments administered by the Division of Education, on candidates enrolled in all initial programs offered in the Division during the academic year that were presented for program improvement at the Spring 2011 Program Improvement Meeting.

Respectfully submitted,

Julie Saam, Ph.D.  
Assistant Dean for the School of Education

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**Fall 2010**  
**Division of Education**  
**Beginning-Year Data Report**

## Early Childhood (P-3) Fall 2010 Benchmark 6

N=1

<b>Metastandard 1</b>	1.1	1.2	1.3	1.4	1.5			
	3.5	4	4	4	4			
<b>Metastandard 2</b>	2.1	2.2	2.3	2.4	2.5	2.6	2.7	
	4	3	4	3	4	4	4	
<b>Metastandard 3</b>	3.1	3.2	3.3	3.4	3.5	3.6	3.7	
	3.5	4	3.5	3.5	3.5	4	4	
<b>Metastandard 4</b>	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8
	4	4	4	4	3.5	3.5	4	4
<b>Metastandard 5</b>	5.1	5.2	5.3	5.4	5.5	5.6		
	4	3.5	4	3.5	4	4		
<b>Metastandard 6</b>	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8
	3.5	4	4	4	4	4	4	4
<b>Metastandard 7</b>	7.1	7.2	7.3	7.4	7.5			
	4	3	4	3	3.5			

# Early Childhood (P-3) Benchmark 6

N=1

<b>PROFESSIONAL DISPOSITIONS</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Not Observed</b>	<b>No data</b>
<b>RESPONSIBILITY</b> -Demonstrates high standards in both the classroom and general school and professional settings including responsibility in meeting deadlines, managing time, following procedures and rules  -Displays ethical behaviors such as honesty, fairness, integrity	1	0	0	0
<b>COMMUNICATION</b> -Communicates through clear, fluent, grammatically correct spoken and written language  -Communicates through appropriate affect, emotions, and interpersonal skills	1	0	0	0
<b>DIVERSITY</b> -Demonstrates behaviors consistent with equity and the belief that all students can learn  -Displays tolerance for all individuals regardless of diverse backgrounds	1	0	0	0
<b>CLASSROOM CONDUCT</b> -Developing skills necessary to maintain a safe and engaging classroom  -Is a reflective practitioner able to accept feedback, analyze practices, and modify practices as appropriate	1	0	0	0

# Elementary (K-6) Fall 2010

## Benchmark 3

N=19

<b>Metastandard 1</b>	1.1	1.2	1.3	1.4				
	2.3	2.8	2.9	3.1				
<b>Metastandard 2</b>	2.1	2.2	2.3	2.4	2.5	2.6		
	2.5	2.5	3	2.5	2.5	2.6		
<b>Metastandard 3</b>	3.1	3.2	3.3	3.4	3.5			
	2.8	2.8	2.8	3.1	3			
<b>Metastandard 4</b>	4.1	4.2	4.3	4.4	4.5	4.6		
	2.9	2.4	2.9	2.4	2.9	2.4		
<b>Metastandard 5</b>	5.1	5.2	5.3	5.4				
	2.9	2.4	2.4	2.4				
<b>Metastandard 6</b>	6.1	6.2	6.3	6.4				
	2.9	2.3	3	2.9				
<b>Metastandard 7</b>	7.1	7.2	7.3	7.4	7.5	7.6		
	3.1	2.3	2.1	2.2	3	2.9		

# Elementary (K-6) Benchmark 3

N=18

<b>PROFESSIONAL DISPOSITIONS</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Not Observed</b>	<b>No data</b>
<b>RESPONSIBILITY</b> -Demonstrates high standards in both the classroom and general school and professional settings including responsibility in meeting deadlines, managing time, following procedures and rules  -Displays ethical behaviors such as honesty, fairness, integrity	18	0	0	0
<b>COMMUNICATION</b> -Communicates through clear, fluent, grammatically correct spoken and written language  -Communicates through appropriate affect, emotions, and interpersonal skills	18	0	0	0
<b>DIVERSITY</b> -Demonstrates behaviors consistent with equity and the belief that all students can learn  -Displays tolerance for all individuals regardless of diverse backgrounds	18	0	0	0
<b>CLASSROOM CONDUCT</b> -Developing skills necessary to maintain a safe and engaging classroom  -Is a reflective practitioner able to accept feedback, analyze practices, and modify practices as appropriate	18	0	0	0



## Elementary (K-6) Fall 2010 Benchmark 4

N=12

<b>Metastandard 1</b>	1.1	1.2	1.3	1.4				
	<b>3</b>	<b>3.2</b>	<b>3.2</b>	<b>3.4</b>				
<b>Metastandard 2</b>	2.1	2.2	2.3	2.4	2.5	2.6		
	<b>3</b>	<b>3.1</b>	<b>3.1</b>	<b>3.2</b>	<b>3.1</b>	<b>3.2</b>		
<b>Metastandard 3</b>	3.1	3.2	3.3	3.4	3.5			
	<b>3.2</b>	<b>3.2</b>	<b>3</b>	<b>3.3</b>	<b>3.3</b>			
<b>Metastandard 4</b>	4.1	4.2	4.3	4.4	4.5	4.6		
	<b>3.2</b>	<b>3.4</b>	<b>3.2</b>	<b>3</b>	<b>3.2</b>	<b>3.3</b>		
<b>Metastandard 5</b>	5.1	5.2	5.3	5.4				
	<b>3.3</b>	<b>3.2</b>	<b>2.8</b>	<b>3</b>				
<b>Metastandard 6</b>	6.1	6.2	6.3	6.4				
	<b>3.3</b>	<b>3.1</b>	<b>3.4</b>	<b>3.4</b>				
<b>Metastandard 7</b>	7.1	7.2	7.3	7.4	7.5	7.6		
	<b>3.3</b>	<b>3.2</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>	<b>3</b>		

# Elementary (K-6) Benchmark 4

N=23

<b>PROFESSIONAL DISPOSITIONS</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Not Observed</b>	<b>No data</b>
<b>RESPONSIBILITY</b> -Demonstrates high standards in both the classroom and general school and professional settings including responsibility in meeting deadlines, managing time, following procedures and rules  -Displays ethical behaviors such as honesty, fairness, integrity	21	1	0	1
<b>COMMUNICATION</b> -Communicates through clear, fluent, grammatically correct spoken and written language  -Communicates through appropriate affect, emotions, and interpersonal skills	22	0	0	1
<b>DIVERSITY</b> -Demonstrates behaviors consistent with equity and the belief that all students can learn  -Displays tolerance for all individuals regardless of diverse backgrounds	22	0	0	1
<b>CLASSROOM CONDUCT</b> -Developing skills necessary to maintain a safe and engaging classroom  -Is a reflective practitioner able to accept feedback, analyze practices, and modify practices as appropriate	21	1	0	1

## Elementary (K-6) Fall 2010 Benchmark 5

N=16

<b>Metastandard 1</b>	1.1	1.2	1.3	1.4				
	<b>3.3</b>	<b>3.4</b>	<b>3.5</b>	<b>3.6</b>				
<b>Metastandard 2</b>	2.1	2.2	2.3	2.4	2.5	2.6		
	<b>3.5</b>	<b>3.5</b>	<b>3.5</b>	<b>3.5</b>	<b>3.5</b>	<b>3.5</b>		
<b>Metastandard 3</b>	3.1	3.2	3.3	3.4	3.5			
	<b>3.6</b>	<b>3.6</b>	<b>3.4</b>	<b>3.5</b>	<b>3.5</b>			
<b>Metastandard 4</b>	4.1	4.2	4.3	4.4	4.5	4.6		
	<b>3.3</b>	<b>3.5</b>	<b>3.4</b>	<b>3.4</b>	<b>3.3</b>	<b>3.5</b>		
<b>Metastandard 5</b>	5.1	5.2	5.3	5.4				
	<b>3.3</b>	<b>3.4</b>	<b>3.5</b>	<b>3.5</b>				
<b>Metastandard 6</b>	6.1	6.2	6.3	6.4				
	<b>3.4</b>	<b>3.4</b>	<b>3.5</b>	<b>3.6</b>				
<b>Metastandard 7</b>	7.1	7.2	7.3	7.4	7.5	7.6		
	<b>3.5</b>	<b>3.5</b>	<b>3.6</b>	<b>3.6</b>	<b>3.7</b>	<b>3.6</b>		

# Elementary (K-6) Benchmark 5

N=15

<b>PROFESSIONAL DISPOSITIONS</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Not Observed</b>	<b>No data</b>
<b>RESPONSIBILITY</b> -Demonstrates high standards in both the classroom and general school and professional settings including responsibility in meeting deadlines, managing time, following procedures and rules  -Displays ethical behaviors such as honesty, fairness, integrity	15	0	0	0
<b>COMMUNICATION</b> -Communicates through clear, fluent, grammatically correct spoken and written language  -Communicates through appropriate affect, emotions, and interpersonal skills	15	0	0	0
<b>DIVERSITY</b> -Demonstrates behaviors consistent with equity and the belief that all students can learn  -Displays tolerance for all individuals regardless of diverse backgrounds	15	0	0	0
<b>CLASSROOM CONDUCT</b> -Developing skills necessary to maintain a safe and engaging classroom  -Is a reflective practitioner able to accept feedback, analyze practices, and modify practices as appropriate	15	0	0	0

## Elementary (K-6) Fall 2010 Benchmark 6

N=12

<b>Metastandard 1</b>	1.1	1.2	1.3	1.4				
	<b>3.8</b>	<b>3.7</b>	<b>3.7</b>	<b>3.7</b>				
<b>Metastandard 2</b>	2.1	2.2	2.3	2.4	2.5	2.6		
	<b>3.7</b>	<b>3.8</b>	<b>3.6</b>	<b>3.7</b>	<b>3.7</b>	<b>3.7</b>		
<b>Metastandard 3</b>	3.1	3.2	3.3	3.4	3.5			
	<b>3.9</b>	<b>3.8</b>	<b>3.7</b>	<b>3.8</b>	<b>3.8</b>			
<b>Metastandard 4</b>	4.1	4.2	4.3	4.4	4.5	4.6		
	<b>3.7</b>	<b>3.8</b>	<b>3.8</b>	<b>3.6</b>	<b>3.6</b>	<b>3.7</b>		
<b>Metastandard 5</b>	5.1	5.2	5.3	5.4				
	<b>3.8</b>	<b>3.8</b>	<b>3.8</b>	<b>3.8</b>				
<b>Metastandard 6</b>	6.1	6.2	6.3	6.4				
	<b>3.8</b>	<b>3.8</b>	<b>3.6</b>	<b>3.8</b>				
<b>Metastandard 7</b>	7.1	7.2	7.3	7.4	7.5	7.6		
	<b>3.6</b>	<b>3.7</b>	<b>3.7</b>	<b>3.7</b>	<b>3.7</b>	<b>3.7</b>		

# Elementary (K-6) Benchmark 6

N=13

<b>PROFESSIONAL DISPOSITIONS</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Not Observed</b>	<b>No data</b>
<b>RESPONSIBILITY</b> -Demonstrates high standards in both the classroom and general school and professional settings including responsibility in meeting deadlines, managing time, following procedures and rules  -Displays ethical behaviors such as honesty, fairness, integrity	13	0	0	0
<b>COMMUNICATION</b> -Communicates through clear, fluent, grammatically correct spoken and written language  -Communicates through appropriate affect, emotions, and interpersonal skills	13	0	0	0
<b>DIVERSITY</b> -Demonstrates behaviors consistent with equity and the belief that all students can learn  -Displays tolerance for all individuals regardless of diverse backgrounds	13	0	0	0
<b>CLASSROOM CONDUCT</b> -Developing skills necessary to maintain a safe and engaging classroom  -Is a reflective practitioner able to accept feedback, analyze practices, and modify practices as appropriate	13	0	0	0

## Secondary (5-12) Fall 2010 Benchmark 3

N=22

<b>Metastandard 1</b>	1.1	1.2	1.3	1.4				
	2.2	2.4	2.3	2.5				
<b>Metastandard 2</b>	2.1	2.2	2.3	2.4	2.5	2.6		
	2.2	2.7	2.3	2.5	2.4	2.3		
<b>Metastandard 3</b>	3.1	3.2	3.3	3.4	3.5			
	2.5	2.5	2.2	2.6	2.6			
<b>Metastandard 4</b>	4.1	4.2	4.3	4.4	4.5	4.6		
	2.3	2.4	2.3	2.4	2.3	2.5		
<b>Metastandard 5</b>	5.1	5.2	5.3	5.4				
	2.1	2.1	2	2				
<b>Metastandard 6</b>	6.1	6.2	6.3	6.4				
	2.6	2.5	2.7	2.6				
<b>Metastandard 7</b>	7.1	7.2	7.3	7.4	7.5	7.6		
	2.8	2.3	2	x	x	x		

x-data did not align when transferred

## Secondary (5-12) Benchmark 3

N=29

<b>PROFESSIONAL DISPOSITIONS</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Not Observed</b>	<b>No data</b>
<b>RESPONSIBILITY</b> -Demonstrates high standards in both the classroom and general school and professional settings including responsibility in meeting deadlines, managing time, following procedures and rules  -Displays ethical behaviors such as honesty, fairness, integrity	19	0	0	10
<b>COMMUNICATION</b> -Communicates through clear, fluent, grammatically correct spoken and written language  -Communicates through appropriate affect, emotions, and interpersonal skills	19	0	0	10
<b>DIVERSITY</b> -Demonstrates behaviors consistent with equity and the belief that all students can learn  -Displays tolerance for all individuals regardless of diverse backgrounds	19	0	0	10
<b>CLASSROOM CONDUCT</b> -Developing skills necessary to maintain a safe and engaging classroom  -Is a reflective practitioner able to accept feedback, analyze practices, and modify practices as appropriate	19	0	0	10



## Secondary (5-12) Fall 2010 Benchmark 5

N=11

<b>Metastandard 1</b>	1.1	1.2	1.3	1.4				
	<b>3.4</b>	<b>3.2</b>	<b>3.3</b>	<b>3.3</b>				
<b>Metastandard 2</b>	2.1	2.2	2.3	2.4	2.5	2.6		
	<b>3.3</b>	<b>3.1</b>	<b>3.1</b>	<b>3.1</b>	<b>3.2</b>	<b>3.1</b>		
<b>Metastandard 3</b>	3.1	3.2	3.3	3.4	3.5			
	<b>3.6</b>	<b>3.2</b>	<b>2.8</b>	<b>3.4</b>	<b>3.4</b>			
<b>Metastandard 4</b>	4.1	4.2	4.3	4.4	4.5	4.6		
	<b>3.3</b>	<b>3.2</b>	<b>3.5</b>	<b>2.9</b>	<b>2.7</b>	<b>3.2</b>		
<b>Metastandard 5</b>	5.1	5.2	5.3	5.4				
	<b>3.3</b>	<b>3.3</b>	<b>3.3</b>	<b>3.3</b>				
<b>Metastandard 6</b>	6.1	6.2	6.3	6.4				
	<b>3.2</b>	<b>3.1</b>	<b>3.5</b>	<b>3.5</b>				
<b>Metastandard 7</b>	7.1	7.2	7.3	7.4	7.5	7.6		
	<b>3.5</b>	<b>3.1</b>	<b>4</b>	<b>x</b>	<b>x</b>	<b>x</b>		

X = data did not align when transferred

Metastandard 3.3 – Knowledge of students’ misconceptions about content

Mastery Level (3) – Candidate creates curricula that promote conceptual understanding

## Secondary (5-12) Benchmark 5

N=18

<b>PROFESSIONAL DISPOSITIONS</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Not Observed</b>	<b>No data</b>
<b>RESPONSIBILITY</b> -Demonstrates high standards in both the classroom and general school and professional settings including responsibility in meeting deadlines, managing time, following procedures and rules  -Displays ethical behaviors such as honesty, fairness, integrity	17	0	0	1
<b>COMMUNICATION</b> -Communicates through clear, fluent, grammatically correct spoken and written language  -Communicates through appropriate affect, emotions, and interpersonal skills	17	0	0	1
<b>DIVERSITY</b> -Demonstrates behaviors consistent with equity and the belief that all students can learn  -Displays tolerance for all individuals regardless of diverse backgrounds	17	0	0	1
<b>CLASSROOM CONDUCT</b> -Developing skills necessary to maintain a safe and engaging classroom  -Is a reflective practitioner able to accept feedback, analyze practices, and modify practices as appropriate	17	0	0	1

# K205 Field Experience

N=35

<b>PROFESSIONAL DISPOSITIONS</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Not Observed</b>	<b>No data</b>
<b>RESPONSIBILITY</b> -Demonstrates high standards in both the classroom and general school and professional settings including responsibility in meeting deadlines, managing time, following procedures and rules  -Displays ethical behaviors such as honesty, fairness, integrity	35	0	0	0
<b>COMMUNICATION</b> -Communicates through clear, fluent, grammatically correct spoken and written language  -Communicates through appropriate affect, emotions, and interpersonal skills	35	0	0	0
<b>DIVERSITY</b> -Demonstrates behaviors consistent with equity and the belief that all students can learn  -Displays tolerance for all individuals regardless of diverse backgrounds	35	0	0	0
<b>CLASSROOM CONDUCT</b> -Developing skills necessary to maintain a safe and engaging classroom  -Is a reflective practitioner able to accept feedback, analyze practices, and modify practices as appropriate	35	0	0	0

# M101 Field Experience

N=45

<b>PROFESSIONAL DISPOSITIONS</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Not Observed</b>	<b>No data</b>
<b>RESPONSIBILITY</b> -Demonstrates high standards in both the classroom and general school and professional settings including responsibility in meeting deadlines, managing time, following procedures and rules  -Displays ethical behaviors such as honesty, fairness, integrity	38	1	0	6
<b>COMMUNICATION</b> -Communicates through clear, fluent, grammatically correct spoken and written language  -Communicates through appropriate affect, emotions, and interpersonal skills	38	1	0	6
<b>DIVERSITY</b> -Demonstrates behaviors consistent with equity and the belief that all students can learn  -Displays tolerance for all individuals regardless of diverse backgrounds	39	0	0	6
<b>CLASSROOM CONDUCT</b> -Developing skills necessary to maintain a safe and engaging classroom  -Is a reflective practitioner able to accept feedback, analyze practices, and modify practices as appropriate	38	1	0	6

# F205 Field Experience

N=27

<b>PROFESSIONAL DISPOSITIONS</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Not Observed</b>	<b>No data</b>
<b>RESPONSIBILITY</b> -Demonstrates high standards in both the classroom and general school and professional settings including responsibility in meeting deadlines, managing time, following procedures and rules  -Displays ethical behaviors such as honesty, fairness, integrity	19	0	2	6
<b>COMMUNICATION</b> -Communicates through clear, fluent, grammatically correct spoken and written language  -Communicates through appropriate affect, emotions, and interpersonal skills	21	0	0	6
<b>DIVERSITY</b> -Demonstrates behaviors consistent with equity and the belief that all students can learn  -Displays tolerance for all individuals regardless of diverse backgrounds	19	0	2	6
<b>CLASSROOM CONDUCT</b> -Developing skills necessary to maintain a safe and engaging classroom  -Is a reflective practitioner able to accept feedback, analyze practices, and modify practices as appropriate	20	0	1	6

# Program Completer Survey Fall 2010

*After completing the Teacher Education Program at Indiana University Kokomo, how prepared are you to do the following:*

1. Set challenging and appropriate expectations of learning and performance for students.

*1=Not at all Prepare 2=Poorly Prepared 3=Adequately Prepared 4=Well Prepared 5=Extremely Well Prepared*

2. Understand how students' social, emotional, physical, and cognitive development influences learning.

3. Understand how different students in the classroom are learning.

4. Identify and obtain materials and use community resources to create a multicultural curriculum.

5. Choose teaching strategies to meet different student needs.

6. Understand how students' family and cultural backgrounds may influence learning.

7. Help all children achieve high academic standards.

8. Develop a curriculum that builds on students' experiences, interests, and abilities.

9. Evaluate curriculum materials for their usefulness and appropriateness for students.

10. Use technology in the classroom.

11. Teach subject matter concepts, knowledge and skills in ways that enable students to learn.

12. Choose teaching strategies for different instructional purposes.

13. Maintain an orderly and purposeful learning environment to improve student learning and performance.

14. Use a variety of assessment to determine student strengths and learning needs.

15. Assess and tracks student achievement in order to evaluate student learning.

16. Evaluate and reflect on your practice to improve instruction.

17. Plan and solve problems with colleagues.

18. Assume leadership responsibilities at school.

19. Work with parents/guardians and families to better understand students and to support their learning.

20. Understand how factors in the students' environment outside of school may influence their life and learning.

