



Indiana University Kokomo
School of Education

**Unit Assessment System
Continuing-Year Report
Spring 2011**

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NCATE

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in Teacher Preparation

May 6, 2011

DoE Faculty, Staff, and Stakeholders:

What follows is the Unit Assessment System Continuing-Year Report for Spring 2011. This document encompasses all assessments administered by the School of Education, on candidates enrolled in all initial programs offered in the School 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 Assessment and Accreditation

Table of Contents

Document Name	Page #
Elementary Field Experience MetaStandards and Dispositions	5
Secondary Field Experience Metastandards and Dispositions	13
F205 Field Experience Dispositions	18
K205 Field Experience Dispositions	19
Program Completer Survey	20

Spring 2011
School of Education
Continuing-Year Data Report

Elementary (K-6) Spring 2011 Benchmark 3

N=14

Metastandard 1	1.1	1.2	1.3	1.4				
	2.80	2.58	2.58	2.85				
Metastandard 2	2.1	2.2	2.3	2.4	2.5	2.6		
	2.70	2.87	2.91	2.77	2.67	2.65		
Metastandard 3	3.1	3.2	3.3	3.4	3.5			
	2.85	2.85	2.69	2.73	2.73			
Metastandard 4	4.1	4.2	4.3	4.4	4.5	4.6		
	2.62	2.62	2.69	2.60	2.65	2.69		
Metastandard 5	5.1	5.2	5.3	5.4				
	2.70	2.63	2.64	2.61				
Metastandard 6	6.1	6.2	6.3	6.4				
	2.58	2.65	2.81	3.00				
Metastandard 7	7.1	7.2	7.3	7.4	7.5	7.6		
	2.74	2.75	2.75	2.76	3.00	3.00		

Elementary (K-6) Benchmark 3

N=14

PROFESSIONAL DISPOSITIONS	Acceptable	Unacceptable	Not Observed	No data
RESPONSIBILITY -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	14	0	0	0
COMMUNICATION -Communicates through clear, fluent, grammatically correct spoken and written language -Communicates through appropriate affect, emotions, and interpersonal skills	14	0	0	0
DIVERSITY -Demonstrates behaviors consistent with equity and the belief that all students can learn -Displays tolerance for all individuals regardless of diverse backgrounds	14	0	0	0
CLASSROOM CONDUCT -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	14	0	0	0

Elementary (K-6) Spring 2011 Benchmark 4

N=18

Metastandard 1	1.1	1.2	1.3	1.4				
	2.93	3.11	3.03	3.14				
Metastandard 2	2.1	2.2	2.3	2.4	2.5	2.6		
	3.00	3.06	3.00	2.94	3.09	3.03		
Metastandard 3	3.1	3.2	3.3	3.4	3.5			
	3.18	3.11	3.16	3.24	3.22			
Metastandard 4	4.1	4.2	4.3	4.4	4.5	4.6		
	3.12	3.22	3.20	3.17	3.09	3.05		
Metastandard 5	5.1	5.2	5.3	5.4				
	3.05	3.07	3.07	3.03				
Metastandard 6	6.1	6.2	6.3	6.4				
	3.09	2.97	3.11	3.11				
Metastandard 7	7.1	7.2	7.3	7.4	7.5	7.6		
	3.10	3.03	2.92	3.13	3.04	3.00		

Elementary (K-6) Benchmark 4

N=18

PROFESSIONAL DISPOSITIONS	Acceptable	Unacceptable	Not Observed	No data
RESPONSIBILITY -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
COMMUNICATION -Communicates through clear, fluent, grammatically correct spoken and written language -Communicates through appropriate affect, emotions, and interpersonal skills	18	0	0	0
DIVERSITY -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
CLASSROOM CONDUCT -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) Spring 2011 Benchmark 5

N=11

Metastandard 1	1.1	1.2	1.3	1.4				
	2.82	3.00	2.82	3.00				
Metastandard 2	2.1	2.2	2.3	2.4	2.5	2.6		
	3.16	3.25	3.25	3.13	3.00	3.11		
Metastandard 3	3.1	3.2	3.3	3.4	3.5			
	3.18	2.73	2.70	3.09	3.30			
Metastandard 4	4.1	4.2	4.3	4.4	4.5	4.6		
	3.00	3.20	2.90	3.00	3.11	3.10		
Metastandard 5	5.1	5.2	5.3	5.4				
	3.10	3.30	3.10	3.15				
Metastandard 6	6.1	6.2	6.3	6.4				
	3.14	2.90	2.63	3.00				
Metastandard 7	7.1	7.2	7.3	7.4	7.5	7.6		
	2.88	2.89	3.00	3.00	2.75	2.75		

Elementary (K-6) Benchmark 5

N=11

PROFESSIONAL DISPOSITIONS	Acceptable	Unacceptable	Not Observed	No data
RESPONSIBILITY -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	9	2	0	0
COMMUNICATION -Communicates through clear, fluent, grammatically correct spoken and written language -Communicates through appropriate affect, emotions, and interpersonal skills	8	3	0	0
DIVERSITY -Demonstrates behaviors consistent with equity and the belief that all students can learn -Displays tolerance for all individuals regardless of diverse backgrounds	9	2	0	0
CLASSROOM CONDUCT -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	8	3	0	0

Elementary (K-6) Spring 2011 Benchmark 6

N=18

Metastandard 1	1.1	1.2	1.3	1.4				
	3.73	3.79	3.67	3.85				
Metastandard 2	2.1	2.2	2.3	2.4	2.5	2.6		
	3.69	3.85	3.58	3.77	3.70	3.76		
Metastandard 3	3.1	3.2	3.3	3.4	3.5			
	3.82	3.82	3.79	3.79	3.76			
Metastandard 4	4.1	4.2	4.3	4.4	4.5	4.6		
	3.79	3.73	3.76	3.73	3.82	3.82		
Metastandard 5	5.1	5.2	5.3	5.4				
	3.76	3.79	3.82	3.79				
Metastandard 6	6.1	6.2	6.3	6.4				
	3.73	3.82	3.85	3.84				
Metastandard 7	7.1	7.2	7.3	7.4	7.5	7.6		
	3.77	3.79	3.73	3.71	3.69	3.69		

Elementary (K-6) Benchmark 6

N=17

PROFESSIONAL DISPOSITIONS	Acceptable	Unacceptable	Not Observed	No data
RESPONSIBILITY -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	0
COMMUNICATION -Communicates through clear, fluent, grammatically correct spoken and written language -Communicates through appropriate affect, emotions, and interpersonal skills	17	0	0	0
DIVERSITY -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	0
CLASSROOM CONDUCT -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	0

Secondary (5-12) Spring 2011 Benchmark 3

N=9

Metastandard 1	1.1	1.2	1.3	1.4				
	3.00	3.00	3.00	3.20				
Metastandard 2	2.1	2.2	2.3	2.4	2.5	2.6		
	2.70	3.20	3.00	3.00	3.00	3.22		
Metastandard 3	3.1	3.2	3.3	3.4	3.5			
	2.75	2.67	2.60	2.83	2.70			
Metastandard 4	4.1	4.2	4.3	4.4	4.5	4.6		
	3.00	2.92	2.67	2.75	2.91	2.60		
Metastandard 5	5.1	5.2	5.3	5.4				
	2.82	2.91	3.00	3.00				
Metastandard 6	6.1	6.2	6.3	6.4				
	2.91	2.91	2.78	3.20				
Metastandard 7	7.1	7.2	7.3	7.4	7.5	7.6		
	3.17	3.00	3.50	###	###	###		

Secondary (5-12) Spring 2011 Benchmark 4

N=26

Metastandard 1	1.1	1.2	1.3	1.4				
	3.12	2.97	3.00	3.27				
Metastandard 2	2.1	2.2	2.3	2.4	2.5	2.6		
	3.21	3.22	2.94	3.20	3.12	3.00		
Metastandard 3	3.1	3.2	3.3	3.4	3.5			
	3.23	3.26	2.84	3.32	3.11			
Metastandard 4	4.1	4.2	4.3	4.4	4.5	4.6		
	3.29	3.11	3.22	2.78	2.97	3.03		
Metastandard 5	5.1	5.2	5.3	5.4				
	3.09	3.12	3.06	3.13				
Metastandard 6	6.1	6.2	6.3	6.4				
	3.41	3.19	3.41	3.17				
Metastandard 7	7.1	7.2	7.3	7.4	7.5	7.6		
	3.38	3.33	3.29	###	###	###		

Secondary (5-12) Benchmark 3 & 4

N=17

PROFESSIONAL DISPOSITIONS	Acceptable	Unacceptable	Not Observed	No data
RESPONSIBILITY -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	0
COMMUNICATION -Communicates through clear, fluent, grammatically correct spoken and written language -Communicates through appropriate affect, emotions, and interpersonal skills	17	0	0	0
DIVERSITY -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	0
CLASSROOM CONDUCT -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	16	1	0	0

Secondary (5-12) Spring 2011 Benchmark 6

N=16

Metastandard 1	1.1	1.2	1.3	1.4				
	3.69	3.70	3.74	3.80				
Metastandard 2	2.1	2.2	2.3	2.4	2.5	2.6		
	3.67	3.70	3.59	3.69	3.71	3.70		
Metastandard 3	3.1	3.2	3.3	3.4	3.5			
	3.78	3.76	3.59	3.70	3.70			
Metastandard 4	4.1	4.2	4.3	4.4	4.5	4.6		
	3.65	3.70	3.70	3.67	3.57	3.65		
Metastandard 5	5.1	5.2	5.3	5.4				
	3.70	3.74	3.65	3.76				
Metastandard 6	6.1	6.2	6.3	6.4				
	3.76	3.70	3.70	3.69				
Metastandard 7	7.1	7.2	7.3	7.4	7.5	7.6		
	3.65	3.61	3.69	###	###	###		

Secondary (5-12) Benchmark 6

N=14

PROFESSIONAL DISPOSITIONS	Acceptable	Unacceptable	Not Observed	No data
RESPONSIBILITY -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	14	0	0	0
COMMUNICATION -Communicates through clear, fluent, grammatically correct spoken and written language -Communicates through appropriate affect, emotions, and interpersonal skills	14	0	0	0
DIVERSITY -Demonstrates behaviors consistent with equity and the belief that all students can learn -Displays tolerance for all individuals regardless of diverse backgrounds	14	0	0	0
CLASSROOM CONDUCT -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	14	0	0	0

F205 Field Experience

N=26

PROFESSIONAL DISPOSITIONS	Acceptable	Unacceptable	Not Observed	No data
RESPONSIBILITY -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	26	0	0	0
COMMUNICATION -Communicates through clear, fluent, grammatically correct spoken and written language -Communicates through appropriate affect, emotions, and interpersonal skills	25	1	0	0
DIVERSITY -Demonstrates behaviors consistent with equity and the belief that all students can learn -Displays tolerance for all individuals regardless of diverse backgrounds	26	0	0	0
CLASSROOM CONDUCT -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	26	1	0	0

K205 Field Experience

N=19

PROFESSIONAL DISPOSITIONS	*Average
RESPONSIBILITY -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	1.118 (.332) 1.059n (.243)
COMMUNICATION -Communicates through clear, fluent, grammatically correct spoken and written language -Communicates through appropriate affect, emotions, and interpersonal skills	1.059 (.243) 1.059 (.243)
DIVERSITY -Demonstrates behaviors consistent with equity and the belief that all students can learn -Displays tolerance for all individuals regardless of diverse backgrounds	1.059 (.243) 1.111 (.323)
CLASSROOM CONDUCT -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	1.333 (.352) 1.142 (.363)

*Score of 1: Acceptable; Score of 2: Unacceptable

Program Completer Survey Spring 2011

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.

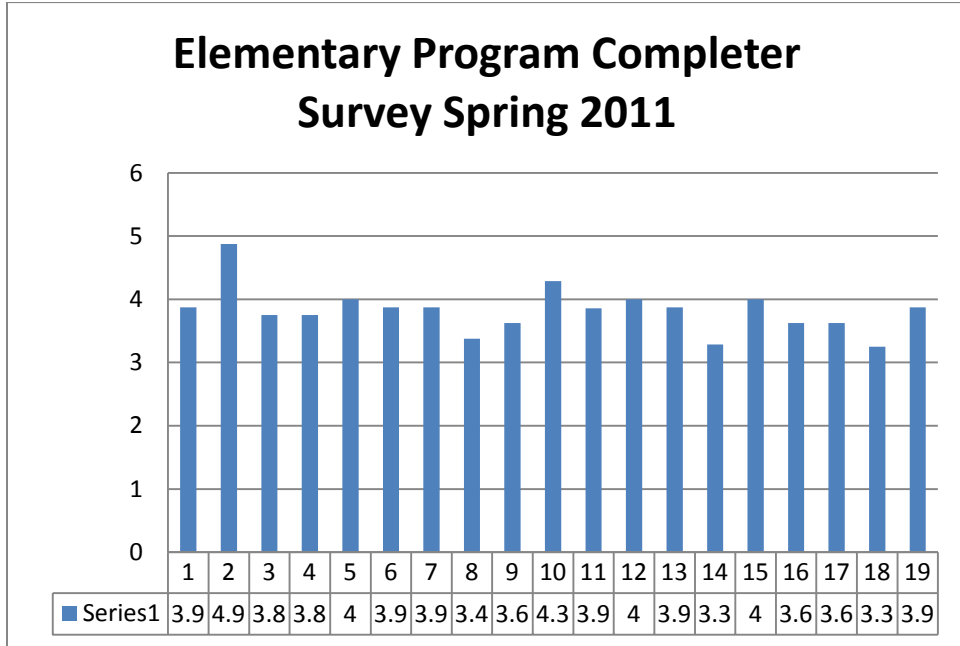
17. Plan and solve problems with colleagues.

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.

Elementary
N=8



Secondary N=12

Secondary Spring 2011	Not at all Prepared	Poorly Prepared	Adequately Prepared	Well Prepared	Extremely Well Prepared
Q: 1	0	0	0	6	6
Q: 2	0	0	3	4	5
Q: 3	0	0	2	7	3
Q: 4	0	0	3	5	4
Q: 5	0	0	1	6	5
Q: 6	0	0	1	6	5
Q: 7	0	0	1	5	6
Q: 8	0	0	2	4	6
Q: 9	0	1	1	4	6
Q: 10	0	0	0	4	8
Q: 11	0	0	1	5	6
Q: 12	0	0	1	6	5
Q: 13	0	0	0	6	6
Q: 14	0	0	1	4	7
Q: 15	0	0	1	3	8
Q: 16	0	0	1	3	8
Q: 17	0	0	2	4	6
Q: 18	0	0	1	6	5
Q: 19	0	0	4	5	3
Q: 20	0	0	2	5	5

