



INDIANA UNIVERSITY KOKOMO

SCHOOL OF EDUCATION

Unit Assessment System Beginning-Year Report Fall 2012

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DoE Faculty, Staff, and Stakeholders:

What follows is the Unit Assessment System Beginning-Year Report for Fall 2012. 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 will be presented for program improvement at the Spring 2013 Program Improvement Meeting.

Respectfully submitted,

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

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Fall 2012
School of Education
Beginning-Year Data Report

Elementary (K-6) Fall 2012 Benchmark 5

N=29

Metastandard 1	1.1	1.2	1.3	1.4				
	2.85	2.75	2.88	3				
Metastandard 2	2.1	2.2	2.3	2.4	2.5	2.6		
	2.95	3	2.93	3.06	3	2.78		
Metastandard 3	3.1	3.2	3.3	3.4	3.5			
	3.18	2.93	2.89	3.22	3.11			
Metastandard 4	4.1	4.2	4.3	4.4	4.5	4.6		
	3.03	3.31	2.93	2.62	3	3.03		
Metastandard 5	5.1	5.2	5.3	5.4				
	3.17	3.21	3.39	3.32				
Metastandard 6	6.1	6.2	6.3	6.4				
	3.37	3.19	3.26	3				
Metastandard 7	7.1	7.2	7.3	7.4	7.5	7.6		
	3.39	2.92	3.67	3.25	Not observed	2.5		

*Inconsistencies in the data throughout the last 5 years have prompted the School of Education to pilot a new field evaluation system. Preliminary data from the pilot will be reported within this report.

Elementary (K-6) Fall 2012 Benchmark 6

N=33

Metastandard 1	1.1	1.2	1.3	1.4				
	3.64	3.79	3.81	3.82				
Metastandard 2	2.1	2.2	2.3	2.4	2.5	2.6		
	3.73	3.8	3.74	3.76	3.77	3.72		
Metastandard 3	3.1	3.2	3.3	3.4	3.5			
	3.67	3.67	3.58	3.76	3.64			
Metastandard 4	4.1	4.2	4.3	4.4	4.5	4.6		
	3.72	3.73	3.7	3.67	3.64	3.75		
Metastandard 5	5.1	5.2	5.3	5.4				
	3.55	3.67	3.63	3.61				
Metastandard 6	6.1	6.2	6.3	6.4				
	3.7	3.75	3.79	3.78				
Metastandard 7	7.1	7.2	7.3	7.4	7.5	7.6		
	3.64	3.74	3.46	3.67	3.67	3.69		

Secondary (5-12) Fall 2012 Benchmark 5

N=3

Metastandard 1	1.1	1.2	1.3	1.4				
	3	3	3	2.5				
Metastandard 2	2.1	2.2	2.3	2.4	2.5	2.6		
	2.5	2.5	2.5	2	2.33	2.67		
Metastandard 3	3.1	3.2	3.3	3.4	3.5			
	2.67	2.67	2.67	3	3			
Metastandard 4	4.1	4.2	4.3	4.4	4.5	4.6		
	2.67	2.33	2.5	2	2	2.33		
Metastandard 5	5.1	5.2	5.3	5.4				
	2	2.5	2.5	2				
Metastandard 6	6.1	6.2	6.3	6.4				
	3.5	3	2.67	3				
Metastandard 7	7.1	7.2	7.3	7.4	7.5	7.6		
	3	3	Not observed	x	x	x		

X = data did not align when transferred

*Inconsistencies in the data throughout the last 5 years have prompted the School of Education to pilot a new field evaluation system. Preliminary data from the pilot will be reported within this report.

Secondary (5-12) Fall 2012 Benchmark 6

N=23

Metastandard 1	1.1	1.2	1.3	1.4				
	3.1	3.13	3.23	3.43				
Metastandard 2	2.1	2.2	2.3	2.4	2.5	2.6		
	3.43	3.61	3.48	3.26	3.35	3.35		
Metastandard 3	3.1	3.2	3.3	3.4	3.5			
	3.3	3.17	3.22	3.35	3.26			
Metastandard 4	4.1	4.2	4.3	4.4	4.5	4.6		
	3.22	3.09	3.35	2.87	3.14	3.43		
Metastandard 5	5.1	5.2	5.3	5.4				
	3	3.17	3.33	3.29				
Metastandard 6	6.1	6.2	6.3	6.4				
	3.61	3.17	3.61	3.45				
Metastandard 7	7.1	7.2	7.3	7.4	7.5	7.6		
	3.45	3.22	3.12	x	x	x		

**Elementary
Movement A and B
Fall 2012 n = 18**

RISE Field and Clinical Evaluation Statements		Mean Score
1	Candidate designs and implements developmentally appropriate and challenging learning experiences	3.33
2	Candidate displays a basic understanding of the diverse set of learners within the classroom setting.	3.44
3	Candidate displays a respect for cultural diversity exhibited by the interaction with students	3.39
4	Candidate delivers content that is factually correct.	3.56
5	Candidate uses developmentally appropriate language and expectations	3.56
6	Candidate can identify content standards that students will master in each unit.	3.35
7	Candidate effectively engages prior knowledge of students in connecting to the lesson.	3.41
8	Candidate start class on-time	3.59
9	Candidate ensure students are respectful of their teachers and peers	3.53
10	Candidate ensures students are given opportunities to collaborate and support each other in the learning process.	3.35
11	Candidate celebrates and praises academic work.	3.65
12	Candidate ensures the classroom is a safe place to take on challenges and risk failures.	3.59
13	Candidate doesn't allow students to "opt-out" of checks for understanding and cycles back to these students.	3.38
14	Candidate uses daily checks for understanding for additional data points on student progress	3.31
15	Candidate will seek out and participate in regular opportunities to work with and learn from others	3.56
16	Candidate will welcome constructive feedback to improve practices	3.65
17	Candidate demonstrated a pattern of attendance	3.61
18	Candidate demonstrates a pattern early or on-time arrivals	3.61
19	Candidate demonstrates a pattern of following university, state, corporation, and school policies and procedures	3.61
20	Candidate demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner	3.56

**First Year (F205)
Fall 2012 n = 6**

First Year Field Evaluation Statements		Mean Score
1	Candidate demonstrates a pattern of attendance and early or on-time arrivals	4.00
2	Candidate demonstrates a pattern of following university, state, corporation, and school policies and procedures	3.83
3	Candidate demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner	3.83
4	Candidate participates in regular opportunities to work with and learn from their host teachers	3.67
5	Candidate welcomes constructive feedback to improve their professionalism from their host teachers	3.67

Second Year (P251/P255/K205)

Fall 2012 n = 35

Second Year Field Evaluation Statements		Mean Score
1	Candidate demonstrates high standards in both the classroom and general school and professional settings including responsibility in meeting deadlines, managing time, following procedures and rules	3.51
2	Candidate displays ethical behaviors such as honesty, fairness, and integrity	3.77
3	Candidate communicates through clear, fluent, grammatically correct spoken and written language	3.69
4	Candidate communicates through appropriate affect, emotions, and interpersonal skills	3.57
5	Candidate demonstrates behaviors consistent with equity and the belief that all students can learn	3.63
6	Candidate displays tolerance for all individuals regardless of diverse backgrounds	3.69
7	Candidate is developing skills necessary to maintain a safe and engaging classroom	3.46
8	Candidate is a reflective practitioner able to accept feedback, analyze practices, and modify practices as appropriate	3.49