



INDIANA UNIVERSITY KOKOMO

SCHOOL OF EDUCATION

Unit Assessment System Continuing-Year Report Spring 2013

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DoE Faculty, Staff, and Stakeholders:

What follows is the Unit Assessment System Continuing-Year Report for Spring 2013. This document encompasses all field 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 Program Improvement Meeting.

Respectfully submitted,

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Assistant Dean for the School of Education

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Spring 2013
School of Education
Continuing-Year Data Report

Elementary (K-6) Spring 2013 Benchmark 6

N=27

Metastandard 1	1.1	1.2	1.3	1.4				
	3.62	3.72	3.70	3.77				
Metastandard 2	2.1	2.2	2.3	2.4	2.5	2.6		
	3.58	3.69	3.67	3.71	3.71	3.64		
Metastandard 3	3.1	3.2	3.3	3.4	3.5			
	3.67	3.74	3.67	3.70	3.58			
Metastandard 4	4.1	4.2	4.3	4.4	4.5	4.6		
	3.62	3.65	3.63	3.57	3.67	3.72		
Metastandard 5	5.1	5.2	5.3	5.4				
	3.65	3.63	3.67	3.73				
Metastandard 6	6.1	6.2	6.3	6.4				
	3.65	3.61	3.67	3.69				
Metastandard 7	7.1	7.2	7.3	7.4	7.5	7.6		
	3.60	3.63	3.46	3.68	3.60	3.55		

*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. This is the last time data will be reported from this evaluation in this format.

Secondary (5-12) Spring 2013 Benchmark 6

N=19

Metastandard 1	1.1	1.2	1.3	1.4				
	3.43	3.60	3.53	3.73				
Metastandard 2	2.1	2.2	2.3	2.4	2.5	2.6		
	3.64	3.71	3.57	3.59	3.67	3.59		
Metastandard 3	3.1	3.2	3.3	3.4	3.5			
	3.72	3.72	3.48	3.72	3.64			
Metastandard 4	4.1	4.2	4.3	4.4	4.5	4.6		
	3.69	3.68	3.60	3.54	3.59	3.74		
Metastandard 5	5.1	5.2	5.3	5.4				
	3.59	3.65	3.55	3.62				
Metastandard 6	6.1	6.2	6.3	6.4				
	3.71	3.64	3.67	3.76				
Metastandard 7	7.1	7.2	7.3	7.4	7.5	7.6		
	3.55	3.57	3.46	3.48	3.48	3.57		

*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. This is the last time data will be reported from this evaluation in this format.

**Elementary
Movement A and B
Spring 2013 n = 23**

RISE Field and Clinical Evaluation Statements		Mean Score
1	Candidate designs and implements developmentally appropriate and challenging learning experiences	3.22
2	Candidate displays a basic understanding of the diverse set of learners within the classroom setting.	3.30
3	Candidate displays a respect for cultural diversity exhibited by the interaction with students	3.39
4	Candidate delivers content that is factually correct.	3.30
5	Candidate uses developmentally appropriate language and expectations	3.35
6	Candidate can identify content standards that students will master in each unit.	3.30
7	Candidate effectively engages prior knowledge of students in connecting to the lesson.	3.30
8	Candidate start class on-time	3.57
9	Candidate ensure students are respectful of their teachers and peers	3.57
10	Candidate ensures students are given opportunities to collaborate and support each other in the learning process.	3.30
11	Candidate celebrates and praises academic work.	3.43
12	Candidate ensures the classroom is a safe place to take on challenges and risk failures.	3.43
13	Candidate doesn't allow students to "opt-out" of checks for understanding and cycles back to these students.	3.30
14	Candidate uses daily checks for understanding for additional data points on student progress	3.22
15	Candidate will seek out and participate in regular opportunities to work with and learn from others	3.39
16	Candidate will welcome constructive feedback to improve practices	3.52
17	Candidate demonstrated a pattern of attendance	3.70
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	3.43
20	Candidate demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner	3.48

**Elementary
Movement C
Spring 2013 n = 8**

RISE Field and Clinical Evaluation Statements		Mean Score
1	Candidate demonstrates the ability to provide instruction that is responsive to student differences	3.63
2	Candidate incorporates culturally relevant resources into their curriculum.	3.63
3	Candidate uses a variety of instructional techniques to cater to the needs of the diverse body of learners within the classroom	3.63
4	Candidate provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective	3.75
5	Candidate emphasizes key points or main ideas in content	3.63
6	Candidate plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction	3.63
7	Candidates allow students to participate in each other's learning of content through collaboration during the lesson	3.63
8	Candidates lesson objective(s) are specific, measurable, and aligned to standards	3.75
9	Candidates lessons are accessible and challenging to students	3.88
10	Candidate ensures students are engaged in meaningful work most of the time	3.88
11	Candidate sets high expectations for students of all levels	3.88
12	Candidate effectively integrates technology to deliver instruction on academic content	3.88
13	Candidate checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)	3.50
14	Candidate uses wait time effectively both after posing a question and before helping students think through a response	3.50
15	Candidate uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding	3.88
16	Candidate responds to misunderstandings with effective scaffolding techniques	3.75
17	Candidate will regularly share newly learned knowledge and practices with others	3.88
18	Candidate will ask for assistance, when needed, to work with and learn from others	3.88

**First Year (F205)
Spring 2013 n=40**

First Year Field Evaluation Statements		Mean Score
1	Candidate demonstrates a pattern of attendance and early or on-time arrivals	3.70
2	Candidate demonstrates a pattern of following university, state, corporation, and school policies and procedures	3.75
3	Candidate demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner	3.68
4	Candidate participates in regular opportunities to work with and learn from their host teachers	3.60
5	Candidate welcomes constructive feedback to improve their professionalism from their host teachers	3.64

**Second Year (P251/P255/K205)
Spring 2013 n=7**

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	3.67
2	Candidate displays ethical behaviors such as honesty, fairness, and integrity	4.00
3	Candidate communicates through clear, fluent, grammatically correct spoken and written language	3.57
4	Candidate communicates through appropriate affect, emotions, and interpersonal skills	3.83
5	Candidate demonstrates behaviors consistent with equity and the belief that all students can learn	3.86
6	Candidate displays tolerance for all individuals regardless of diverse backgrounds	4.00
7	Candidate is developing skills necessary to maintain a safe and engaging classroom	3.67
8	Candidate is a reflective practitioner able to accept feedback, analyze practices, and modify practices as appropriate	3.67

**Special Education
K495 A
Spring 2013 n = 15**

RISE Field and Clinical Evaluation Statements		Mean Score
1	Candidate abides by ethical guidelines related to the education of students with mild exceptional needs	3.60
2	Candidate recognizes the effects of medical conditions, physical and health needs, and common medications (e.g., stimulant, antidepressant, antiepileptic) on students with mild exceptional needs	3.53
3	Candidate recognizes educational implications of mild disabilities	3.60
4	Candidate displays a basic understanding of the diverse set of learners within the classroom setting.	3.67
5	Candidate displays a respect for cultural diversity exhibited by the interaction with students	3.53
6	Candidate supports the communication skills of English Learners	3.55
7	Candidate uses appropriate behavioral interventions and reinforcement techniques based upon types, characteristics, strengths, and limitations	3.40
8	Candidate plans strategies for integrating affective, social, and life skills with academic curricula	3.36
9	Candidate plans strategies for preparing students with mild exceptional needs to live harmoniously and productively in a culturally diverse world	3.36
10	Candidate recognizes the continuum of services for students with mild exceptional needs and types of supports needed to facilitate students' inclusion in various settings	3.54
11	Candidate works effectively with general education teachers and support staff in providing student support services as well as in communicating relevant issues affecting students' learning environment	3.55
12	Candidate recognizes the types and transmission routes of infectious diseases and uses universal precautions to maintain a safe and healthy learning environment	3.42
13	Candidate prepares lesson plans, prepares and organizes materials to implement daily lesson plans, provides instructional accommodations and modifications, differentiates instruction, and makes responsive adjustments to instruction based on ongoing observations and other assessment data	3.14
14	Candidate applies the principles of universal design for learning (UDL) in regard to the assessment of students with mild exceptional needs	3.30
15	Candidate selects, adapts, and modifies assessments to accommodate students with mild exceptional needs, including students who are nonverbal or English Learners	3.27
16	Candidate practices within the Council for Exceptional Children (CEC) Code of Ethics, federal and state laws, and other standards of the profession, including legal and ethical guidelines for using digital information and technologies	3.54
17	Candidate uses digital tools and resources to collaborate and communicate with others effectively and for teaching students with mild exceptional needs to use technology to achieve desired learning outcomes	3.38

**Special Education
K495 B
Spring 2013 n = 19**

RISE Field and Clinical Evaluation Statements		Mean Score
1	Candidate creates learning plans abiding by state and federal laws and policies related to the field of special education, including Indiana's Article 7, Rules 32–47	3.32
2	Candidate interacts with the family systems and understands the roles families play in supporting learning and development	3.44
3	Candidate incorporates culturally relevant resources into their curriculum.	3.26
4	Candidate uses a variety of instructional techniques to cater to the needs of the diverse body of learners within the classroom.	3.39
5	Candidate plans and implements strategies for supporting and enhancing the communication skills of students with mild exceptional needs, including students from various cultural and linguistic backgrounds and students who use augmentative and alternative communication (AAC) systems	3.38
6	Candidate plans strategies for increasing students' self-awareness, self-management, self-control, self-reliance, self-esteem, self-efficacy, and self-advocacy skills	3.28
7	Candidate applies principles of positive behavioral interventions and supports for students with mild exceptional needs	3.42
8	Candidate uses the results of functional behavioral assessments to develop behavioral support plans	3.31
9	Candidate selects, administers, and interprets transition assessments	3.31
10	Candidate designs and implements instructional programs to address independent living skills, career education, and medical self-management procedures for students with mild exceptional needs	3.33
11	Candidate uses assessment information to make eligibility, program, and placement decisions for students with mild exceptional needs, including students from culturally and/or linguistically diverse backgrounds and students referred for interventions through the Response to Instruction (RtI) process	3.35
12	Candidate incorporates and implements differentiated instruction, transition assessments, and assistive technology into IEPs to facilitate student learning	3.28
13	Candidate creates a safe, positive, equitable, and supportive classroom climate that fosters respect for diversity and positive interactions among all students	3.58
14	Candidate designs various learning environments to encourage students' active participation, meaningful engagement, and independence in individual and group activities	3.41
15	Candidate uses and maintains educational and assistive technologies for facilitating student learning	3.41
16	Candidate applies research-supported strategies for selecting, adapting, and applying instructional strategies and materials according to the characteristics of students with mild exceptional needs	3.33
17	Candidate applies research-supported strategies for providing specially designed reading instruction to students with mild exceptional needs, including strategies for providing explicit and systematic instruction and	3.29

	strategies for using technology to support students' reading skills	
18	Candidate applies research-supported strategies for providing specially designed written language instruction to students with mild exceptional needs, including strategies for providing explicit and systematic instruction and strategies for using technology to support various aspects of the writing process	3.33
19	Candidate applies research-supported strategies for providing specially designed mathematics instruction to students with mild exceptional needs, including strategies for providing explicit and systematic instruction and strategies for using technology to engage students in solving authentic, real-world problems	3.33
20	Candidate applies research-supported strategies for providing specially designed science and social studies instruction to students with mild exceptional needs, including strategies for providing explicit and systematic instruction, strategies for using technology to support students' learning, and strategies for incorporating inquiry-based instruction	3.36
21	Candidate follows referral and classification procedures	3.38
22	Candidate applies strategies and procedures for administering assessments, including strategies for using technology, strategies for collaborating with families and other stakeholders in the assessment process, and procedures to avoid bias during the assessment process	3.33
23	Candidate communicates, collaborates, and consults with general education teachers, related services providers, other school staff members, representatives of community agencies, and other stakeholders to provide learning opportunities for students with mild exceptional needs	3.53
24	Candidate engages in professional development activities and professional organizations relevant to teaching students with mild exceptional needs, and uses knowledge of professional resources, organizations, and publications for enhancing one's professional skills and for engaging in lifelong professional development	3.38