



**Indiana University Kokomo
School of Education**

ASSESSMENT PLAN 2011-2012

I. Program Mission:

- a. The IU Kokomo Initial Teacher Education Program is guided by a conceptual framework that was created and designed using standards from the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), the Indiana Department of Education-Division of Professional Standards (IDOE-DPS), and other current teacher education documents and best practices in the belief that the prospective teacher education candidate develops, over time, from a novice to a skilled educator. The successful teacher must master both a body of content knowledge and effective teaching skills. The Division of Education's conceptual framework uses Bloom's Taxonomy as a way of depicting the higher level of thinking required as the candidate moves through the program, grounded in the standards throughout. Programs offered include a bachelor's degree in Elementary Education, Early Childhood Education, and Secondary Education. The Division's programs and strategic plan align with the mission and strategic plan of IU Kokomo by providing candidates the opportunity to earn a degree and attain a professional license simultaneously. Indiana professional licensure standards are embedded within each program and therefore ensure that graduates from IU Kokomo teacher education programs are eligible for licensure.
- b. The IU Kokomo Division of Education implemented the redesigned M.S. in Education program and admitted the first cohort of new program students in the fall 2007. The conceptual framework for the redesigned M.S. in Education program is fully aligned with and grounded in National Board for Professional Teaching Standards (NBPTS) and Indiana Department of Education-Division of Professional Standard (IDOE-DPS) Standards for Mentors as well as other current teacher education documents and best practices. More specifically, this program is guided by seven Metastandards, which are further defined by thirty-two Components (i.e. knowledge, skills and dispositions).

II. Program Goals and Outcomes

The School of Education is in the process of revising all Program Goals and Outcomes, i.e our Metastandards; therefore, we choose not to include any here. Newly revised Metastandards will be available Fall 2011.

III. Curriculum Maps

Since the School of Education is revising our Metastandards, matrices are not available that align the curriculum.

IV. Assessment Activities planned for the following year

The following assessment activity is not the conventional activity that can respond to the four questions on the assessment template. We feel certain that once our new Metastandards are complete, we will be in a position again to respond thoroughly to this item. In the meantime, we would like to share the School of Education’s research initiative.

The School of Education has indicated in our 2009 Strategic Analysis Plan some key concepts that we would like to investigate. (Diversity, Technology, Field/Partnerships, Service Learning, Inquiry, 21st Century Skills, Sequencing, Portfolio). This year we are investigating Technology. Dr. Grabner-Hagen and Dr. Glick are co-principal investigators of this project. TK Jeong, Shirley Aamidor, Julie Saam and Christopher Wolfe are also involved in the project. After securing approval from IRB, the investigators have developed a research plan, performed a literature search, written surveys, and obtained subjects. Data collection and some analysis have begun. The original methodological plan is located in the table below:

Methodological Planning		
Technology Concepts/Issues	Stakeholders	Data Collection Methods
Updated Technology to compare with P-12 technology materials Personal Knowledge and application in the field Utilizing correct application of Technology Methods of using Technology Placement of Technology course, W200, in the program Content of W200 Diverse needs in Technology course, Students at multiple levels of Technology knowledge Survey Technology knowledge of students prior, advise students to take C100 prior Intentional technology Theory-based / Purposeful Modeling Technology	Classroom Teachers P-12 School Corporations – Administrators National Surveys Current Faculty – Resident and Adjunct Students – undergraduate and graduate P-12 students Parents Metastandards – Content Analysis Center for Teaching, Learning and Assessment – IU Kokomo Student Standards for Technology	Survey Classroom Teachers Interview IT Focus Groups with Students Survey Graduates (recent) Partnership School – electronic focus group with parents (representative population) Interview/survey New Tech High Schools (Rochester, Peru, and Taylor)

V. Ongoing Assessment

- a. Assessment is an ongoing process within the School of Education. As every year results in the aggregation of data that will inform multiple aspects of the programs, changes needed in each program are identified in a timely, routine, and systematic manner. Due to the new REPA rules and new Program Review process through NCATE, we will be revising our entire Unit Assessment System. The School of Education faculty have been meeting once each month for our Re-conceptualization meetings to develop new initial and graduate

programs as well as new ways to assess student learning to meet the new standards, rules and assessment guidelines.

- b. The new Unit Assessment System will be in place Fall 2011.
- c. We will be utilizing a new assessment system, titled, iRubric. This is used on the IUPUI campus and the IU Northwest campus in their Schools of Education. We would appreciate hands-on training on this new technology, either by sending us to those campuses for hands-on training or bringing some of the key faculty to our campus for discussion. We have access to the iRubric system on an Oncourse project site; however, we are in need of a more conceptual understanding of its uses, practical examples, and hands-on exposure.