



INDIANA UNIVERSITY KOKOMO

DIVISION OF EDUCATION

**Assessment Report
Fall 2009**

www.iuk.edu/education

NCATE

The Standard of Excellence
in Teacher Preparation

**Assessment Report
Division of Education
Fall 2009**

I. Summary of Assessment Plan

The Division of Education’s Unit Assessment System (UAS) was revised in 2007 to better measure teacher candidate knowledge, dispositions, and performances as delineated in the INTASC principles (initial licensure), the NBPTS core propositions (advanced preparation), appropriate professional organization standards (NCTE, NCTM, NCSS, NAEYC, etc.), the Indiana teacher standards, and the DoE Metastandards. The system measures teacher candidate performance, program effectiveness, appropriateness of the Division’s mission and vision, and effectiveness of the system itself. The UAS is a requirement for NCATE accreditation.

The Assessment Plan 2009-2011 focused on improving the Division’s approach to Diversity in its programs and its teacher candidate performance. Assessment data will be specifically disaggregated with a focus on diversity for the 07-08, 08-09, and 09-10 academic years. The concept of Diversity is defined as “differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area” (NCATE Professional Standards, 86).

The Division’s goal was to review programs, policies, and procedures to attain IU Kokomo’s *Commitment to Diversity* and NCATE’s *Standard 4 Diversity in Curriculum, Faculty, Candidates, P-12 Students*.

IU Kokomo Commitment to Diversity	
The campus community demonstrates its commitment to diversity by providing a safe, welcoming, and inclusive environment that promotes integrity and respect among all members of the campus community and by valuing shared governance and open, civil discourse.	The Division of Education is committed to enhancing diversity in both our student body and among our faculty. In addition, the Division is dedicated to ensuring all candidates and practicing teachers enrolled in our programs are engaging in meaningful experiences with diverse groups of P-12 students, teachers, and administrators.

NCATE Standard 4: Diversity
The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools. (NCATE Professional Standards, 34)

Student learning outcomes, components of the outcomes, and performance criteria are documented in the Division's *Metastandards*. Teacher candidates are expected to demonstrate minimum proficiency of 3.0 on a 4 point scale or 4.0 on a 5 point scale on criteria specified in Division rubrics aligned to the indicators that follow. The Division has also established a criterion that requires 90% of students to meet expectations. If the 90% level is not reached, an automatic program review is initiated.

The Division of Education is committed to enhancing diversity in both the student body and among the faculty. In addition, the Division is dedicated to ensuring all candidates and practicing teachers enrolled in our programs are engaging in meaningful experiences with diverse groups of P-12 students, teachers, and administrators.

i. Early Childhood Program

- 2.1 Candidate demonstrates acceptable to advanced familiarity with the various influences on children's development and behavior.
- 2.2 Candidate understands the differences and tensions between ascribed and asserted identities, especially in light of unequal power relations between groups.
- 2.3 Candidate utilizes best practice to incorporate into the curriculum the values, virtues, and ethical codes shared by various cultural groups and individuals.
- 2.4 Candidate understands the complex characteristics of cultures and groups and attempts to work with all students to meet their education needs.
- 2.5 Candidate applies multiple culturally sensitive techniques to assess complex cognitive and social skills.
- 2.6 Candidate provides multiple perspectives to help students develop strategies and skills to engage with those who are not like themselves.
- 2.7 Candidate creates curriculum that affords children with exceptionalities the opportunity to participate in the overall community of life within the regular classroom. Candidate work collaboratively with special education teachers and staff.

ii. Elementary

- 2.1 Candidate understands the differences and tensions between these identities and can incorporate their diverse identities into the curriculum.
- 2.2 Candidate utilizes best practice to incorporate a variety of curriculum that addresses the values, virtues, and ethical codes shared by various cultural groups and individuals.
- 2.3 Candidate makes use of a variety of curricular and instructional techniques to demonstrate the complex characteristics of cultures and groups in an attempt to meet the educational needs of students.
- 2.4 Candidate can build upon many culturally sensitive techniques to address complex cognitive and social skills.
- 2.5 Candidate provides multiple perspectives for students to help develop strategies and skills to engage with those who are not like themselves.
- 2.6 Candidate creates curriculum that affords children with exceptionalities the opportunity to participate in the overall community of life within the regular classroom.

iii. Secondary

- 2.1 Candidate understands the differences and tensions between these identities and can incorporate their diverse identities into the curriculum.
- 2.2 Candidate utilizes best practice to incorporate a variety of curriculum that addresses the values, virtues, and ethical codes shared by various cultural groups and individuals.
- 2.3 Candidate makes use of a variety of curricular and instructional techniques to demonstrate the complex characteristics of cultures and groups in an attempt to meet the educational needs of students.
- 2.4 Candidate can build upon many culturally sensitive techniques to address complex cognitive and social skills.
- 2.5 Candidate provides multiple perspectives for students to help develop strategies and skills to engage with those who are not like themselves.
- 2.6 Candidate creates curriculum that affords children with exceptionalities the opportunity to participate in the overall community of life within the regular classroom.

- iv. Master of Science in Education
 - 3.1 Teachers understand how all students develop and learn.
 - 3.2 Teachers can create safe, secure, and tolerant learning environments.
 - 3.3 Teachers respect the cultural and family differences students bring to the classroom.
 - 3.4 Teachers treat students equitably and address individual differences in their practices.

II. Assessment Methods

Student knowledge, dispositions, and performances are demonstrated through program course work, e-portfolios, student teacher evaluations, program completer surveys, and administrator surveys. These assessments are conducted by the Division’s faculty, P-12 field practitioners, host teachers, university supervisors, program completers, and principals respectively.

Assessment decision points or benchmarks (gates) are specified within the Benchmark Sequence Documents for each program – Early Childhood, Elementary, Secondary Education, and MS in Education. Candidates in all programs are evaluated using a variety of assessment methods across the benchmark sequence, as identified below.

Early Childhood (P – 3) Program

Purpose of Evaluation	Frequency of Evaluation	Evaluator
Field Experience Assessment (Dispositions)	8 x within program	Host teachers
Completion of academic coursework aligned with standards (GPA)	10x within program	Faculty
Field Experience Assessment (Metastandards and Dispositions)	6 x within program	Host Teachers
Formative and Summative e-Portfolio Review (Metastandards Rubrics)	2 x within program	Faculty Host Teachers
Clinical Practice (Metastandards and Dispositions)	2 x within program (Student teaching: midterm and final)	Host Teachers and University Supervisors

Elementary (K – 6) Program

Purpose of Evaluation	Frequency of Evaluation	Evaluator
Field Experience Assessment (Dispositions)	8 x within program	Host teachers
Completion of academic coursework aligned with standards (GPA)	10x within program	Faculty
Field Experience Assessment (Metastandards and Dispositions)	6 x within program	Host Teachers
Formative and Summative e-Portfolio Review (Metastandards Rubrics)	2 x within program	Faculty Host Teachers
Clinical Practice (Metastandards and Dispositions)	2 x within program (Student teaching: midterm and final)	Host Teachers and University Supervisors

Secondary (5 – 12) Program

Purpose of Evaluation	Frequency of Evaluation	Evaluator
Field Experience Assessment (Dispositions)	8 x within program	Host teachers
Completion of academic coursework aligned with standards (GPA)	10x within program	Faculty
Field Experience Assessment (Metastandards and Dispositions)	6 x within program	Host Teachers
Formative and Summative e-Portfolio Review (Metastandards Rubrics)	2 x within program	Faculty Host Teachers
Clinical Practice (Metastandards and Dispositions)	2 x within program (Student teaching: midterm and final)	Host Teachers and University Supervisors

M.S. in Education

Purpose of Evaluation	Frequency of Evaluation	Evaluator
Program Experience Assessment (Metastandards and Dispositions)	8 x within program	Faculty Initial Program candidates Mentors
Completion of academic coursework aligned with standards (GPA)	6 x within program	Faculty
Formative and Summative Portfolio Review (Metastandards Rubrics)	2 x within program	Graduate Council members

III. Description of Assessment Results

The developmental nature of program requirements and candidate performance expectations is the guiding philosophy of the Division of Education. As documented below, teacher candidate performance is expected to increase toward mastery as each student progresses through the Benchmarks (Gates). Scores are reported as cohort means.

Division of Education Benchmark Meeting Data:

Metastandard 2: Diversity				
	Fall 2007		Spring 2008	
	Benchmark (Gate)	Mean Score	Benchmark (Gate)	Mean Score
Initial Programs				
Early Childhood	3	2.75	N/A	N/A
	5	3.77	4	2.00
Elementary Ed	3	3.54	3	3.06
	4	3.05	4	2.77
	5	3.38	5	3.61
Secondary Ed	4	3.09	3	3.08

Advanced Program	Benchmark (Gate)	Mean Score	Benchmark (Gate)	Mean Score
MS in Education	5	N/A	5	N/A
Metastandard 2: Diversity				
	Fall 2008		Spring 2009	
Initial Programs	Benchmark (Gate)	Mean Score	Benchmark (Gate)	Mean Score
Early Childhood	3	3.49	4	2.92
	5	2.79	6	3.40
	6	3.00		
Elementary Ed	3	2.67	4	2.37
	4	3.14	5	3.51
	5	3.85	6	3.89
	6	3.71		
Secondary Ed	4	2.75	4	2.98
	5	3.42	5/6	3.76
	6	3.39		
Advanced Program	Benchmark (Gate)	Mean Score	Benchmark (Gate)	Mean Score
MS in Education	5	N/A	5	Exceeded

e-Portfolio:

May 2008 e-Portfolio – Metastandard 2: Diversity			
Program	Rater	Artifact	Reflection
Fall 2004 baseline mean scores Artifacts – 1.71 Reflections – 1.54			
Early Childhood	Rater	Artifact	Reflection
(N=6)	1	3.167	3.167
	2	2.833	2.667
Comment: How will the artifact work in the general classroom			
Elementary Education	Rater	Artifact	Reflection
(N=17)	1	2.562	2.332
	2	2.667	2.224
Comment: Artifacts evaluate teaching, not diversity; unclear how lesson applies to diversity			
Secondary Education	Rater	Artifact	Reflection
(N=4)	1	2.500	3.000
	2	2.250	2.500
Comments: Limited understanding of diversity and lesson plan development			

December 2008 e-Portfolio – Metastandard 2: Diversity			
Elementary Education	Rater	Artifact	Reflection
	1	2.68	2.79
	2	2.58	2.63

May 2009 e-Portfolio – Metastandard 2: Diversity		
Program	Artifact	Reflection
Early Childhood	2.90	2.65
Elementary Education	2.59	2.96
Secondary Education	2.90	3.05
MS in Education	Satisfactory	Satisfactory

Student Teacher Evaluations:

Clinical Performance - Metastandard 2: Diversity				
	Fall 2007		Spring 2008	
Program	Host Teacher	IUK Supervisor	Host Teacher	IUK Supervisor
Early Childhood	4.00	4.00	3.55	4.00
Elementary Ed	3.70	3.68	3.66	3.68
Secondary Ed	3.50	3.50	3.60	3.67

Data not aggregated in this way for 08-09 academic year. Metastandard results are recorded in the first table under Benchmark 6 data.

Graduate & Graduate Employer Survey Results: Data are unavailable disaggregated by program.

Survey Results - Metastandard 2: Diversity				
(5.0 scale)	Fall 2007		Spring 2008	
Survey Item	Program Completer	Administrator	Program Completer	Administrator
2 Understand how students' social, emotional, physical, and cognitive development influences learning	4.25	3.75	4.50	3.55
3 Understands how different students in the classroom are learning	4.10	3.50	4.50	3.75
4 Identifies and obtains materials to create a multicultural curriculum	3.30	3.15	4.00	3.00
5 Chooses teaching strategies to meet different student needs	4.00	3.40	4.40	3.75
6 Understands how students' family and cultural backgrounds may influence learning	3.60	3.15	4.10	3.35
9 Evaluates curriculum materials for their usefulness and appropriateness for students	3.75	3.75	4.30	3.45
19 Works with families to better understand students and support their learning	3.50	3.75	4.00	3.15
20 Understands how factors in the students' environment outside of school may influence	3.70	4.10	4.25	4.40

their life and learning			
Survey Results - Metastandard 2: Diversity			
(5.0 scale)	Fall 2008	Spring 2009	
Survey Item	Administered only once this academic year	Program Completer	Administrator
2 Understand how students' social, emotional, physical, and cognitive development influences learning		3.33	3.36
3 Understands how different students in the classroom are learning		3.50	3.18
4 Identifies and obtains materials to create a multicultural curriculum		3.17	3.55
5 Chooses teaching strategies to meet different student needs		3.50	3.18
6 Understands how students' family and cultural backgrounds may influence learning		3.76	3.27
9 Evaluates curriculum materials for their usefulness and appropriateness for students		3.50	3.36
19 Works with families to better understand students and support their learning		2.83	3.91
20 Understands how factors in the students' environment outside of school may influence their life and learning		3.50	3.91

IV. Using Assessment for Program Improvement

Preliminary work to improve the Division's attention to Diversity issues began during the summer of 2007. Faculty developed a diversity statement and a policy that are now included as part of the conceptual framework and meet all NCATE expectations. This Diversity statement, aligned to the IU Kokomo Diversity statement, has played a major role in the redevelopment of field experiences and clinical practice.

After reviewing the fall 2007 student performance data, faculty noted a disparity between e-portfolio and field evaluation scores for Metastandard 2. A discussion concerning the value of classroom- and field-based artifacts and their ability to measure teacher candidate performance indicated the superiority of field-based artifacts. Field experience and clinical practice assessment rubrics were revised to intentionally address Diversity in its many forms.

After reviewing teacher candidate performance during the 2007-2008 academic year, faculty decided to re-establish M 300 Teaching in a Pluralistic Society as a requirement for all programs (May, 2008). The effect of these additions and attention to Diversity in the Division will be the focus once the 09-10 data is recorded. The three-year cycle should give the Division a trend in the Diversity-related data that can then provide the evidence needed for program improvement.

V. Dissemination of Results

The Division serves stakeholders in an eleven-county region of North Central Indiana. The Division's web page has been developed to provide a vehicle for information dissemination (conceptual framework, assessment system, handbooks, and other TEP resources), data collection, and assessment reports. Faculty, staff, students, parents, and other higher education institutions visit the website on a routine basis. Persons can view the data, make comments, and ask questions, all of which are discussed at the monthly Division meetings.

In addition, Division faculty and staff, IU Kokomo administration, and other decision makers have access to program and student information on the following web pages: <http://www.iuk.edu/~koeduc/> Benchmarks (gates) by program and <http://www.iuk.edu/~koeduc/assessment/> Student performance data reports.

The Division of Education's Advisory Committee is being reformed. This advisory group is composed of DoE faculty, SOAS faculty whose content areas are part of the Secondary Education licensure program, area teachers and administrators, parents, students, and business persons.