



# INDIANA UNIVERSITY KOKOMO

DIVISION OF EDUCATION

## *Initial Program – Assessment Summary*

The Division of Education at Indiana University Kokomo serves an [eleven-county area in north central Indiana](#), which includes Carroll, Cass, Clinton, Fulton, Grant, Hamilton, Howard, Madison, Miami, Tipton, and Wabash counties. The **mission** of the Division of Education at Indiana University Kokomo is to prepare successful teachers for the classroom who must master both a body of content and pedagogical knowledge and effective teaching skills. As a result, our Teacher Education Programs offer a balance of broad liberal arts education and specialized knowledge in professional education and concentrated areas. The Indiana University Kokomo Teacher Education Programs are based on the **Professional Educator Model**, which 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 (DPS) and other current teacher education literature including best practices, in the belief that the prospective teacher candidate develops, over time, from a novice in to a skilled educator. The successful teacher, therefore, must master both a body of content and pedagogical knowledge and effective teaching skills.

The **purpose** of our Teacher Education Programs, therefore, is threefold:

1. To prepare candidates to serve as effective members and leaders of the profession.
2. To assist candidates in meeting Indiana licensure requirements for public school personnel.
3. To provide program completers with the requisite knowledge, skills and dispositions needed to become highly qualified professionals.

### **Shared Vision**

This past year, Indiana University Kokomo unveiled a new Mission Statement that clearly expresses the goals of the campus, as follows:

*The mission of Indiana University Kokomo, a regional campus of Indiana University, is to enhance the educational and professional attainment of the residents of North Central Indiana by providing a wide range of bachelor's*

*degrees, and a limited number of master’s and associate degrees. Indiana University Kokomo is further dedicated to enhancing research, creative work, and other scholarly activity, promoting diversity, and strengthening the economic and cultural vitality of the region and the state through a variety of partnerships and programs.*

Consistent with the goals expressed above, the Mission Statement of the Division of Education is as follows:

*The mission of the Division of Education at Indiana University Kokomo, a regional campus of Indiana University, is to enhance the educational and professional attainment of the teacher candidates and practicing teachers within our three baccalaureate degree programs – Early Childhood, Elementary, and Secondary Education – aligned with state (Division of Professional Standards, DPS) and national (Interstate New Teacher Assessment and Support Consortium, INTASC) standards and with our graduate degree program aligned with the National Board for Professional Teaching Standards (NBPTS). The Division of Education has further made a commitment to enhance the knowledge, skills and dispositions of these teacher candidates and practicing teachers by incorporating experiences within both the collegiate classroom and P-12 classroom, integrating technology across the curriculum, and affirming a multicultural and global perspective throughout each program.*

*The Division of Education is further dedicated to strengthening the region and the state through a variety of partnerships and programs with professional and civic organizations, P-12 schools, and other colleges and universities.*

As part of the Indiana University Kokomo mission and vision for the campus, the University contributes to its students and to the region through the affirmation of particular values they refer to as *Statement of Commitments*. Below are listed the specific statement of commitments of Indiana University Kokomo and the shared commitments of the Division of Education.

<b>Statement of Values</b>	
<b>Indiana University Kokomo</b>	<b>Division of Education</b>
<b><i>Commitment to Student Learning</i></b>	
The campus community provides a learner-centered environment grounded in the liberal arts and sciences and linked to the professional schools. We are committed to open and free inquiry, high quality instruction and academic support services, experiences that foster students’ development, opportunities for experiential	The Division of Education is committed to student learning at all stages of development. We provide an enriching, standards-based curriculum for initial teacher education candidates, as well as for practicing teachers. Additionally, we are committed to ensuring that P-12 students benefit (i.e., student

<p>learning, and the enhancement of skills in the areas of civic engagement, diversity, and global awareness and involvement.</p>	<p>learning is positively impacted) from the interactions they have with candidates and practitioners in our programs.</p>
<p><b><i>Commitment to Regional Engagement</i></b></p>	
<p>The campus community works with regional partners, including other educational institutions, to enhance the vitality of the region by promoting community engagement opportunities as a key campus strategy and by valuing service as a core component of faculty, student, and staff responsibilities and experiences.</p>	<p>The Division of Education engages in multiple activities with stakeholders in the community. These stakeholders include teachers, staff, and administrators from P-12 school systems in the eleven-county region as well as directors from accredited childcare centers, Head Start and Early Head Start facilities. We advocate a vast array of partnerships with local school systems and continue to develop articulation agreements with many post secondary institutions in the region.</p>
<p><b><i>Commitment to Diversity</i></b></p>	
<p>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.</p>	<p>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.</p>
<p><b><i>Commitment to Innovation</i></b></p>	
<p>As a community of learners, the campus embraces innovation and creativity in its pursuit of best practices in teaching and learning, student development, institutional stewardship, and scholarly activity.</p>	<p>The Division of Education embraces technology and innovation in multiple ways, from the integration of technology in the development of curriculum, and modeling best practices in teaching and learning, to the creation of e-Portfolios, and the advancement of candidate knowledge and understanding of current research and scholarship at all program levels.</p>
<p><b><i>Commitment to Assessment</i></b></p>	
<p>The campus community embraces a culture of assessment, actively seeking evidence for improving current practices while providing an atmosphere in which new initiatives can develop as the campus strives for excellence in all of its work.</p>	<p>The Division of Education is committed to program improvement and believes that effective, efficient, purposeful assessment is the means by which this improvement can be achieved. To this end, the Division strongly supports fair, accurate, and consistent assessment that avoids bias and promotes student learning at all levels.</p>

## Assessment Methods

Assessment decision points or benchmarks are specified within the Benchmark Sequence Documents for each program – Early Childhood, Elementary, and Secondary 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

<b>Purpose of Evaluation</b>	<b>Frequency of Evaluation</b>	<b>Evaluator</b>
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