INDIANA UNIVERSITY KOKOMO

DIVISION OF EDUCATION

Advanced Program – Assessment Summary

Introduction

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. Specifically, our Advanced Teacher Education Program, the Master of Science in Education degree is designed to enhance practicing teachers' knowledge, skills and dispositions, regardless of where they received their initial teacher training, to become *master teachers.* The program prepares them to become not only highly qualified in their content areas, but also well-versed in research, adept at technology integration in P-12 teaching and learning, cognizant of the needs of teaching in a diverse and global society, while still maintaining compassion and concern for the students they interact with every day. The graduate faculty of the Division of Education believe, as reflected in the following quote from *Teaching with Fire*:

> *…if schools are to be places that promote academic, social, and personal development for students, everything hinges on the presence of intelligent, passionate, caring teachers. Teachers have a colossal influence on what happens in our schools, because day after day they are the ultimate decision makers and tone setters. They shape the world of the classroom. Thus we need educators who can each and every day teach with fire* (Intrator and Scribner, 2003).

To this end, the **purpose** of our graduate teacher education program is to advance the practicing teacher's knowledge, skills, and dispositions in four primary ways:

1. Support the **foundational knowledge** of teachers through advanced study and professional endeavors to add currency and relevancy concerning best practice.
2. Advance the **content knowledge** and content pedagogy of practicing teachers in order to allow for advanced conceptualization and competence.

3. Develop the **technological expertise** of teachers so that that may be able to operationalize technology within their classroom.
4. Establish the sense of **inquiry** for teachers in everyday practice within the classroom to support the creation, interpretation, critique and evaluation of educational research.

To achieve these goals, the Division of Education has developed a single, comprehensive masters program to serve the areas' professional educators and educational leaders.

<div align="center">

Shared Vision

</div>

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.

Statement of Values	
Indiana University Kokomo	**Division of Education**
Commitment to Student Learning	
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 learning, and the enhancement of skills in the areas of civic engagement, diversity, and global awareness and involvement.	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 learning is positively impacted) from the interactions they have with candidates and practitioners in our programs.
Commitment to Regional Engagement	
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.	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.
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.
Commitment to Innovation	
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.	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.
Commitment to Assessment	
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.	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.

Assessment Methods

The Advanced UAS data collection system for the Division of Education is almost entirely in digital form and Web-based. However, as there are multiple data collection points and a variety of forms of data collected it is important to identify them systematically. Below is a table demonstrating the specific data points collected at each benchmark within the program. All data – DPS Mentor, Metastandards, e-Portfolio, and Dispositional – are collected in real-time via the online data collection system that simultaneous sends an e-mail report to the Data Manager in a secure data management e-mail account, forwards a copy of the scores to the individual who submitted the report (for recordation purposes) and then sends the raw data to a database in a secure file outside of the world wide web. These data are then aggregated and disaggregated as needed by the Data Manager along with the Associate Dean for Assessment and Accreditation.

M.S. in Education
Benchmark Data Collection

Benchmark 1		
SOURCE	Activity/Evidence and Expectation	UAS Data Collected
B.S. Degree Completion	Minimum GPA 2.75	Advanced Candidate Database
Initial Program Completion	Minimum GPA 2.75	Advanced Candidate Database
GRE	Minimum 900 quantitative/ verbal Minimum 3.5 analytic/ writing	Advanced Candidate Database
Letters of Recommendation	Reference #1 Reference #2	Advanced Candidate Database (scanned documents)
Field Participation Agreement	Verification of corporation support for field work	Advanced Candidate Database (scanned documents)
Professional Goals and Commitment Statement	Electronic submission Agreement to participate in mentoring and portfolio review Agreement to P-12 classroom field and action research	Advanced Candidate Database
Teaching Status Verification	2 years teaching experience Current employment as P-12 teacher	Advanced Candidate Database (scanned documents)
Benchmark 2		
Courses	W505 Portfolios (Part 1) W505 Multimedia P503 Research J500 Curriculum	Advanced Candidate Database Candidate Transcripts (Recorded as part of GPA)

e-Portfolio	Artifacts and reflective statements for 2 of 7 Metastandards Minimum score for each Metastandard is satisfactory	Electronic Submission Online Scoring Rubrics Aggregate UAS Database
GPA	Minimum 3.0	Advanced Candidate Database Individual Transcripts
Dispositions	Satisfactory ratings in all dispositional areas	Electronic Submission Online Scoring Rubrics Aggregate UAS Database

Benchmark 3		
Courses	K505 Special Education W505 Portfolios (Part 2) P514 Lifespan Development H520 Education and Social Issues	Advanced Candidate Database Individual Transcripts (Recorded as part of GPA)
e-Portfolio	Artifacts and reflective statements 5 of 7 Metastandards Minimum score for each Metastandard is satisfactory Successfully pass the formative portfolio evaluation	Electronic Submission Online Scoring Rubrics Aggregate UAS Database
GPA	Minimum 3.0	Advanced Candidate Database Individual Transcripts
Dispositions	Satisfactory ratings in all dispositional areas	Electronic Submission Online Scoring Rubrics Aggregate UAS Database
Program Experiences	Minimum of 1 portfolio experience (total) Minimum of 1 mentoring experience (total) Pass formative mentoring evaluation	Electronic Submission Online Scoring Rubrics Aggregate UAS Database

Benchmark 4		
Courses	W505 Portfolios (Part 3) P507 Assessment E590 Individual Research Area Concentration Complete	Advanced Candidate Database Individual Transcripts (Recorded as part of GPA)
e-Portfolio	Artifacts and reflective statements for 7 Metastandards Minimum score for each Metastandard is satisfactory	Electronic Submission Online Scoring Rubrics Aggregate UAS Database
GPA	Minimum 3.0	Advanced Candidate Database Individual Transcripts
Dispositions	Satisfactory ratings in all dispositional areas	Electronic Submission Online Scoring Rubrics Aggregate UAS Database
Program Experiences	Minimum of 2 portfolio experiences (total) Minimum of 2 mentoring experiences (total)	Electronic Submission Online Scoring Rubrics Aggregate UAS Database

Benchmark 5		
e-Portfolio	Successfully pass the summative portfolio evaluation	Electronic Submission Online Scoring Rubrics Aggregate UAS Database
Program Credit Hour Requirements	Minimum 30 hours graduate level coursework Maximum 12 hours of workshop credit applied to program Minimum 24 hours completed at IU Kokomo Maximum 6 hours transfer credit	Advanced Candidate Database Individual Transcripts
GPA	Minimum 3.0	Advanced Candidate Database Individual Transcripts (Recorded as part of GPA)
Dispositions	Satisfactory ratings in all dispositional areas	Electronic Submission Online Scoring Rubrics Aggregate UAS Database
Program Experiences	Pass summative mentoring evaluation	Electronic Submission Online Scoring Rubrics Aggregate UAS Database