IU

INDIANA UNIVERSITY KOKOMO

DIVISION OF EDUCATION

Assessment Report
AY 2004-2005

I.   Brief Summary of the Assessment Plan

   a.   The IUK Teacher Education Program is based upon the Professional Educator Model 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 Division of Professional Standards, 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 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 every step of the way.

   b.   The Division of Professional Standards has taken INTASC principles and further expanded on them through their developmental and content standards for both Elementary and Secondary teachers. Our program summarizes these standards into *Meta-Standards*. These meta-standards do not in any way dilute the power of the individual standards, but indeed serve as a vehicle for ensure compliance with all standards in an effective manner. Included in the matrix below are the IPSB Standards and INTASC principles which serve to guide all that we do within our program

   c.   Integrating the developmental model (conceptual framework) along with the meta-standards has allowed the division to create a rubric that looks at student learning outcomes across their individual levels. Attached are the meta-standards rubrics for the K-6 and 5-12 initial program students. Host teachers at the practicum or student teaching site evaluate students. This occurs at the end of the semester.

   d.   For students to progress in the program, they must achieve a minimum score across the standards based on their current developmental level within the program. For example, students in the pre-professional level must achieve a *basic* level across the standards, while practicum students within the teacher education program should achieve at least a *mastery* level across the standards. As can be noted, criteria for *basic, proficient, mastery and exemplary* criteria is annotated on the rubric. Each candidate meets a benchmark at the end of a particular period of time. Several groups or cohorts are brought forward to the benchmark meeting even though they are at different points in the program.

e. Listed are the student outcomes for the program completers, which are assessed by university supervisors and host teachers. Eighty-percent is the criteria established by the Division of Professional Standards for colleges and university as the lower limit for program completers passing Praxis II. We have adopted this criterion for our meta-standards for program completers as well.

Child Development
- Candidates will be able to create developmentally appropriate curricula and implement with all children sound theory-based instructional strategies.
    - o 80% of students who are identified as program completers will obtain this outcome.

Diversity
- Candidates will integrate diverse instructional opportunities into supportive environment
    - o 80% of students who are identified as program completers will obtain this outcome.

Curriculum
- Candidates will be able to develop and adapt quality, age appropriate curriculum utilizing content area information and specific key strategies for each.
    - o 80% of students who are identified as program completers will obtain this outcome.

Instruction
- Candidates will be able to implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community
    - o 80% of students who are identified as program completers will obtain this outcome.

Professionalism
- Candidates will be able to reflect on practices in accurate ways and discuss continuing efforts in their professional development.
    - o 80% of students who are identified as program completers will obtain this outcome.

Community and Family
- Candidates develop and maintain positive working relationships with school and community connections.
    - o 80% of students who are identified as program completers will obtain this outcome.

II. Description of Assessment Results
    Child Development
    - Candidates will be able to create developmentally appropriate curricula and implement with all children sound theory-based instructional strategies.
        - 100% of students obtained this outcome (host teachers).
        - 95.4% of students obtained this outcome (university supervisors).

    Diversity
    - Candidates will integrate diverse instructional opportunities into supportive environment
        - 100% of students obtained this outcome (host teachers).
        - 100% of students obtained this outcome (university supervisors).

    Curriculum Efforts
    - Candidates will be able to develop and adapt quality, age appropriate curriculum utilizing content area information and specific key strategies for each.
        - 92.3% of students obtained this outcome (host teachers).
        - 100% of students obtained this outcome (university supervisors).

    Instruction
    - Candidates will be able to implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community
        - 96.1% of students obtained this outcome (host teachers).
        - 95.4% of students obtained this outcome (university supervisors).

    Assessment
    - Candidates will be able to develop, implement, and utilize curriculum which encompass a variety of assessment methods
        - 100% of students obtained this outcome (host teachers).
        - 90.9% of students obtained this outcome (university supervisors).

    Professionalism
    - Candidates will be able to reflect on practices in accurate ways and discuss continuing efforts in their professional development.
        - 100% of students obtained this outcome (host teachers).
        - 90.9% of students obtained this outcome (university supervisors).

    Community and Family
    - Candidates develop and maintain positive working relationships with school and community connections.
        - 92.3% of students obtained this outcome (host teachers).
        - 90.9% of students obtained this outcome (university supervisors).

A. At this time, the expectations of the unit have been met. For all seven meta-standards, the performance outcome of 80% has been met and exceeded by program completers.

B. It is important in educational assessment, to evaluate student outcomes based on information outside of the courses grades. These host teacher and university supervisor evaluations allow us to evaluate the specific learning outcomes of students (teacher candidates). For our division, this is a demonstration of a teacher candidates' ability to synthesize the information from across the Division of Education curriculum. Although this is an assessment of program completers, faculty will continue to monitor the students in all cohorts. We additionally monitor and assess learning outcomes at all levels of our program across meta-standards, and it is our overall program goal to evaluate outcomes at all levels.

II. Although these results are positive and meet program goals, we continually assess best practice, evaluate research recommendations and implement program improvements to all areas of the curriculum.
   a. We are assessing the current Professional Development School agreements to ensure that our stakeholders in our program are fully invested in the student learning outcomes assessed by the division.
   b. We are contacting Educational Testing Service to determine how to best utilize PRAXIS II scores for additional evaluation of student outcomes.
   c. We are developing a rubric and expectations for student outcomes related to the newly developed student teaching seminar. This will eventually become a part of our annual assessment.
   d. We are developing a rubric and expectations for student outcomes related to the end of program portfolio. This will eventually become a part of our annual assessment.

III. As part of our Unit Assessment System, all students are evaluated by the Division of Education, and are also stakeholders in the program as well. To whit, all students are given (as part of the syllabi and on the website) a description of the meta-standards rubric, evaluation forms, program assessment information and other relevant materials. In addition, students complete self-evaluations as part of their student teaching program, which will eventually be used in the overall program assessment. Students have an opportunity to respond to and discuss a variety of assessment issues in both formal and informal settings. Organizations such as EdSac and MESHed allow for a forum to communicate program expectations, data collected and programmatic changes.   Faculty hold frequent assessment meetings to discuss and evaluate data collected.