

Indiana University Kokomo - School of Education Five Year Assessment Plan

Assessment plans for academic programs should contain the following information:

I. Mission statement

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

II. Student learning outcomes

Goal 1: Teacher candidates will develop and implement effective instructional strategies in order to engage all learners in a classroom.

Outcome 1: Candidates will develop appropriate strategies which push learners to think critically and creatively.

Outcome 2: Candidates will sequence learning experiences which build on learners' existing knowledge.

Outcome 3: Candidates will utilize multiple instructional strategies to ensure accessibility for all learners.

Outcome 4: Candidates will utilize technology as a tool to enhance their instruction.

Goal 2: Teacher candidates will utilize all types of assessment to inform instruction and ensure learners have met the goals and objectives of each lesson.

Outcome 1: Candidates modify their instruction based appropriately based on informal assessments.

Outcome 2: Candidates develop and/or select assessments appropriate for a given lesson's learning objectives.

Outcome 3: Candidates utilize technology appropriately as part of both informal and formal assessments.

Outcome 4: Candidates provide meaningful feedback to all learners based on the analysis of formative and summative assessment data.

Goal 3: Teacher candidates will manage the learning environment with strategies promoting respect and which support all learners in a classroom.

Outcome 1: Candidates create a learning environment which actively engages all learners.

Outcome 2: Candidates respond appropriately to desired and undesired student behavior with strategies which minimally disrupts the learning environment.

Outcome 3: Candidates manage the learning environment through the use of mutual respect and by promoting learners to be responsible for their own behavior

Goal 4: Teacher candidates will develop a deeper understanding of student diversity and inclusive practices in order to provide all learners with an opportunity to grow and excel.

Outcome 1: Candidates develop appropriate learning experiences based on an understanding of how learners grow and develop cognitively, linguistically, socially, emotionally, and physically.

Outcome 2: Candidates develop relevant and accessible instruction for all learners based on an understanding of how language and culture influence learning.

Outcome 3: Candidates reflect on his or her personal biases to deepen their understanding of cultural, ethnic, gender, and learning differences in order to create more relevant learning experiences.

III. Curriculum maps

Elementary Education

	M300	M311	E324	E325	E328	E339	E340	E341	E343	P320	F401	M425
Goal 1 Outcome 1		X	X	X	X	X	X	X	X			X
Goal 1 Outcome 2		X	X	X	X	X	X	X	X			X
Goal 1 Outcome 3		X	X	X	X	X	X	X	X			X
Goal 1 Outcome 4		X	X	X	X	X	X	X	X			X
Goal 2 Outcome 1			X	X	X	X	X	X	X	X		X
Goal 2 Outcome 2			X	X	X	X	X	X	X	X		X
Goal 2 Outcome 3			X	X	X	X	X	X	X	X		X
Goal 2 Outcome 4			X	X	X	X	X	X	X	X		X
Goal 3 Outcome 1			X	X	X	X	X	X	X		X	X
Goal 3 Outcome 2		X	X	X	X	X	X	X	X		X	X
Goal 3 Outcome 3			X	X	X	X	X	X	X		X	X
Goal 4 Outcome 1	X	X	X	X	X	X	X	X	X		X	X
Goal 4 Outcome 2	X	X	X	X	X	X	X	X	X		X	X
Goal 4 Outcome 3	X	X									X	X

Secondary Education

	M300	M313	M430	M441	M446	M452	M457	M464	P320	F401	M480
Goal 1 Outcome 1		X	X	X	X	X	X	X			X
Goal 1 Outcome 2		X	X	X	X	X	X	X			X
Goal 1 Outcome 3		X	X	X	X	X	X	X			X
Goal 1 Outcome 4		X	X	X	X	X	X	X			X
Goal 2 Outcome 1			X	X	X	X	X	X	X		X
Goal 2 Outcome 2			X	X	X	X	X	X	X		X
Goal 2 Outcome 3			X	X	X	X	X	X	X		X
Goal 2 Outcome 4			X	X	X	X	X	X	X		X
Goal 3 Outcome 1			X	X	X	X	X	X		X	X
Goal 3 Outcome 2		X	X	X	X	X	X	X		X	X
Goal 3 Outcome 3			X	X	X	X	X	X		X	X
Goal 4 Outcome 1	X	X	X	X	X	X	X	X		X	X
Goal 4 Outcome 2	X	X	X	X	X	X	X	X		X	X
Goal 4 Outcome 3	X	X								X	X

Transition to Teaching

	M430	M441	M446	M452	M457	P507	S503	M550
Goal 1 Outcome 1	X	X	X	X	X		X	X
Goal 1 Outcome 2	X	X	X	X	X		X	X
Goal 1 Outcome 3	X	X	X	X	X		X	X
Goal 1 Outcome 4	X	X	X	X	X		X	X
Goal 2 Outcome 1	X	X	X	X	X	X		X
Goal 2 Outcome 2	X	X	X	X	X	X		X
Goal 2 Outcome 3	X	X	X	X	X	X		X
Goal 2 Outcome 4	X	X	X	X	X	X		X
Goal 3 Outcome 1	X	X	X	X	X			X
Goal 3 Outcome 2	X	X	X	X	X			X
Goal 3 Outcome 3	X	X	X	X	X			X
Goal 4 Outcome 1	X	X	X	X	X			X
Goal 4 Outcome 2	X	X	X	X	X			X
Goal 4 Outcome 3								X

IV. Assessment Plan

A plan that documents which outcomes will be assessed, the measures used to assess them, and the target achievement level for those measures. (Academic Years: 2020-2025)

Academic Year	
Student Learning Outcomes	Which outcomes are being assessed this academic year? (All outcomes can be assessed each year.)
Measure Description	What assessment tools will be used? Why these tools? When/where will the assessments take place? How does this time and place align with the outcomes? What students are being assessed? Why these students?
Benchmark/Target	What level of performance will be considered acceptable? What performance criteria is used to determine mastery?

Academic Year 2020-2021

Student Learning Outcomes

Which outcomes are being assessed this academic year? (All outcomes can be assessed each year.)

Goal 1: Outcome 1, Outcome 2, Outcome 3, Outcome 4

Goal 2: Outcome 1, Outcome 2, Outcome 3, Outcome 4

Goal 3: Outcome 1, Outcome 2, Outcome 3

Goal 4: Outcome 1, Outcome 2, Outcome 3

Measure Description

What assessment tools will be used? Why these tools? When/where will the assessments take place? How does this time and place align with the outcomes? What students are being assessed? Why these students?

The School of Education will utilize the common lesson plan rubric, field evaluation rubric, learning outcomes reflection, and student teaching capstone assessment component as the primary tools to assess candidates.

The lesson plan rubric will be used to measure teacher candidate ability to effectively plan and implement effective instructional and assessment strategies. The lesson plan rubric will be used because it assesses candidates on their ability to plan, differentiate, and scaffold instruction. The lesson plan rubric is introduced to all teacher candidates in M311/313. All undergraduate candidates take this course in their first semester after entry into the teacher education program to establish a foundation for how to incorporate instructional and assessment strategies into their lesson planning. Candidates are assessed using this rubric in each of their teaching methods courses. This assessment aligns with outcomes from Goals 1, 2, and 4.

The field evaluation rubric will be used to measure a teacher candidate's ability to apply their knowledge and understanding of instructional, assessment, and classroom management strategies in a field setting. The field evaluation will be used because it assesses the whole of a candidate's performance during all of their field placements. In these field placements, candidates work with a cooperating teacher to teach lessons and support student learning. Field placements are integrated into all teaching methods courses, and all candidates in those teaching methods courses are assessed using the field evaluation rubric by their cooperating teacher. Student teachers are assessed using the field evaluation rubric by both their cooperating teacher and university supervisor at least twice during their placement. This assessment aligns with outcomes from all goals.

The learning outcomes reflection will be used to measure a teacher candidate's ability to reflect upon and apply their knowledge of cultural awareness and ethnic diversity. The outcomes reflection will be used because it requires candidates to analyze the sociological and multicultural concepts which will be encountered in schools. This assessment is embedded within M300, which is required to be completed by all candidates prior to their admission into the teacher education program.

The student teaching capstone assessment component will be used to measure a student teacher's ability analyze pre- and post-assessment data to inform instruction and measure student growth over the course of a lesson. All candidates in a student teaching placement are required to complete the assessment during their student teaching placement. This assessment aligns with outcomes from Goals 1 and 2.

Benchmark/Target	What level of performance will be considered acceptable? What performance criteria is used to determine mastery?
<p>Lesson Plan Rubric: The lesson plan rubric consists of five performance levels. Acceptable performance is currently placed at the Effective performance level.</p> <p>Field Evaluation: The field evaluation rubric consists of six performance levels. During elementary Movement A and secondary junior year, acceptable performance is at the Transitional Knowledge performance level. During elementary Movement B and secondary Movement I, acceptable performance is at the Initial Practice performance level. During elementary Movement C, secondary movement II, and student teaching, acceptable performance is at the Emerging Practice performance level.</p> <p>Learning Outcomes Reflection: The learning outcomes reflection is assessed twice per semester at the midterm and final. Acceptable performance is currently based on a candidate’s ability to develop a rich reflection supported by concrete examples which can be tied back to the course’s essential questions and learning outcomes.</p> <p>Student Teaching Capstone Assessment Component: The student teaching capstone rubric consists of five performance levels. Acceptable performance is currently placed at the Effective performance level.</p>	

Academic Year 2021-2022	
Student Learning Outcomes	Which outcomes are being assessed this academic year? (All outcomes can be assessed each year.)
<p><u>Goal 1</u>: Outcome 1, Outcome 2, Outcome 3, Outcome 4</p> <p><u>Goal 2</u>: Outcome 1, Outcome 2, Outcome 3, Outcome 4</p> <p><u>Goal 3</u>: Outcome 1, Outcome 2, Outcome 3</p> <p><u>Goal 4</u>: Outcome 1, Outcome 2, Outcome 3</p>	
Measure Description	What assessment tools will be used? Why these tools? When/where will the assessments take place? How does this time and place align with the outcomes? What students are being assessed? Why these students?
<p>The School of Education will utilize the common lesson plan rubric, field evaluation rubric, learning outcomes reflection, and student teaching capstone assessment component as the primary tools to assess candidates.</p> <p>The lesson plan rubric will be used to measure teacher candidate ability to effectively plan and implement effective instructional and assessment strategies. The lesson plan rubric will be used because it assesses candidates on their ability to plan, differentiate, and scaffold instruction. The lesson plan rubric is introduced to all teacher candidates in M311/313. All undergraduate candidates take this course in their first semester after entry into the teacher education program to establish a foundation for how to incorporate instructional and assessment strategies into their lesson planning. Candidates are assessed using this rubric in each of their teaching methods courses. This assessment aligns with outcomes from Goals 1, 2, and 4.</p> <p>The field evaluation rubric will be used to measure a teacher candidate’s ability to apply their knowledge and understanding of instructional, assessment, and classroom management strategies in a field setting. The field evaluation will be used because it assesses the whole of a candidate’s performance during all of their field placements. In these field placements, candidates work with a cooperating teacher to teach lessons and support student learning. Field placements are integrated into all teaching methods courses, and all candidates in those teaching methods courses are assessed using the field evaluation rubric by their cooperating teacher. Student teachers are assessed using the field evaluation rubric by both their cooperating teacher and university supervisor at least twice during their placement. This assessment aligns with outcomes from all goals.</p> <p>The learning outcomes reflection will be used to measure a teacher candidate’s ability to reflect upon and apply their knowledge of cultural awareness and ethnic diversity. The outcomes reflection will be used because it requires candidates to analyze the sociological and multicultural concepts which will be encountered in schools. This assessment is embedded within M300, which is required to be completed by all candidates prior to their admission into the teacher education program.</p> <p>The student teaching capstone assessment component will be used to measure a student teacher’s ability analyze pre- and post-assessment data to inform instruction and measure student growth over the course of a lesson. All candidates in a student teaching placement are required to complete the assessment during their student teaching placement. This assessment aligns with outcomes from Goals 1 and 2.</p>	
Benchmark/Target	What level of performance will be considered acceptable? What performance criteria is used to determine mastery?

Lesson Plan Rubric:

The lesson plan rubric consists of five performance levels. Acceptable performance is currently placed at the Effective performance level.

Field Evaluation:

The field evaluation rubric consists of six performance levels. During elementary Movement A and secondary junior year, acceptable performance is at the Transitional Knowledge performance level. During elementary Movement B and secondary Movement I, acceptable performance is at the Initial Practice performance level. During elementary Movement C, secondary movement II, and student teaching, acceptable performance is at the Emerging Practice performance level.

Learning Outcomes Reflection:

The learning outcomes reflection is assessed twice per semester at the midterm and final. Acceptable performance is currently based on a candidate's ability to develop a rich reflection supported by concrete examples which can be tied back to the course's essential questions and learning outcomes.

Student Teaching Capstone Assessment Component:

The student teaching capstone rubric consists of five performance levels. Acceptable performance is currently placed at the Effective performance level.

Academic Year 2022-2023

Student Learning Outcomes

Which outcomes are being assessed this academic year? (All outcomes can be assessed each year.)

Goal 1: Outcome 1, Outcome 2, Outcome 3, Outcome 4

Goal 2: Outcome 1, Outcome 2, Outcome 3, Outcome 4

Goal 3: Outcome 1, Outcome 2, Outcome 3

Goal 4: Outcome 1, Outcome 2, Outcome 3

Measure Description

What assessment tools will be used? Why these tools? When/where will the assessments take place? How does this time and place align with the outcomes? What students are being assessed? Why these students?

The School of Education will utilize the common lesson plan rubric, field evaluation rubric, cultural autobiography, and student teaching capstone assessment component as the primary tools to assess candidates.

The lesson plan rubric will be used to measure teacher candidate ability to effectively plan and implement effective instructional and assessment strategies. The lesson plan rubric will be used because it assesses candidates on their ability to plan, differentiate, and scaffold instruction. The lesson plan rubric is introduced to all teacher candidates in M311/313. All undergraduate candidates take this course in their first semester after entry into the teacher education program to establish a foundation for how to incorporate instructional and assessment strategies into their lesson planning. Candidates are assessed using this rubric in each of their teaching methods courses. This assessment aligns with outcomes from Goals 1, 2, and 4.

The field evaluation rubric will be used to measure a teacher candidate's ability to apply their knowledge and understanding of instructional, assessment, and classroom management strategies in a field setting. The field evaluation will be used because it assesses the whole of a candidate's performance during all of their field placements. In these field placements, candidates work with a cooperating teacher to teach lessons and support student learning. Field placements are integrated into all teaching methods courses, and all candidates in those teaching methods courses are assessed using the field evaluation rubric by their cooperating teacher. Student teachers are assessed using the field evaluation rubric by both their cooperating teacher and university supervisor at least twice during their placement. This assessment aligns with outcomes from all goals.

M300 Assessment - TBD

The student teaching capstone assessment component will be used to measure a student teacher's ability analyze pre- and post-assessment data to inform instruction and measure student growth over the course of a lesson. All candidates in a student teaching placement are required to complete the assessment during their student teaching placement. This assessment aligns with outcomes from Goals 1 and 2.

Benchmark/Target

What level of performance will be considered acceptable? What performance criteria is used to determine mastery?

Lesson Plan Rubric:

The lesson plan rubric consists of five performance levels. Acceptable performance is currently placed at the Effective performance level.

Field Evaluation:

The field evaluation rubric consists of six performance levels. During elementary Movement A and secondary junior year, acceptable performance is at the Transitional Knowledge performance level. During elementary Movement B and secondary Movement I, acceptable performance is at the Initial Practice performance level. During elementary Movement C, secondary movement II, and student teaching, acceptable performance is at the Emerging Practice performance level.

Learning Outcomes Reflection:

The learning outcomes reflection is assessed twice per semester at the midterm and final. Acceptable performance is currently based on a candidate's ability to develop a rich reflection supported by concrete examples which can be tied back to the course's essential questions and learning outcomes.

Student Teaching Capstone Assessment Component:

The student teaching capstone rubric consists of five performance levels. Acceptable performance is currently placed at the Effective performance level.

Academic Year 2023-2024	
Student Learning Outcomes	Which outcomes are being assessed this academic year? (All outcomes can be assessed each year.)
<p><u>Goal 1:</u> Outcome 1, Outcome 2, Outcome 3, Outcome 4</p> <p><u>Goal 2:</u> Outcome 1, Outcome 2, Outcome 3, Outcome 4</p> <p><u>Goal 3:</u> Outcome 1, Outcome 2, Outcome 3</p> <p><u>Goal 4:</u> Outcome 1, Outcome 2, Outcome 3</p>	
Measure Description	What assessment tools will be used? Why these tools? When/where will the assessments take place? How does this time and place align with the outcomes? What students are being assessed? Why these students?
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Benchmark/Target	What level of performance will be considered acceptable? What performance criteria is used to determine mastery?

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Field Evaluation:

The field evaluation rubric consists of six performance levels. During elementary Movement A and secondary junior year, acceptable performance is at the Transitional Knowledge performance level. During elementary Movement B and secondary Movement I, acceptable performance is at the Initial Practice performance level. During elementary Movement C, secondary movement II, and student teaching, acceptable performance is at the Emerging Practice performance level.

Learning Outcomes Reflection:

The learning outcomes reflection is assessed twice per semester at the midterm and final. Acceptable performance is currently based on a candidate's ability to develop a rich reflection supported by concrete examples which can be tied back to the course's essential questions and learning outcomes.

Student Teaching Capstone Assessment Component:

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Academic Year 2024-2025

Student Learning Outcomes	Which outcomes are being assessed this academic year? (All outcomes can be assessed each year.)
<p><u>Goal 1</u>: Outcome 1, Outcome 2, Outcome 3, Outcome 4</p> <p><u>Goal 2</u>: Outcome 1, Outcome 2, Outcome 3, Outcome 4</p> <p><u>Goal 3</u>: Outcome 1, Outcome 2, Outcome 3</p> <p><u>Goal 4</u>: Outcome 1, Outcome 2, Outcome 3</p>	
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Benchmark/Target	What level of performance will be considered acceptable? What performance criteria is used to determine mastery?

Lesson Plan Rubric:

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Field Evaluation:

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Learning Outcomes Reflection:

The learning outcomes reflection is assessed twice per semester at the midterm and final. Acceptable performance is currently based on a candidate's ability to develop a rich reflection supported by concrete examples which can be tied back to the course's essential questions and learning outcomes.

Student Teaching Capstone Assessment Component:

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