

## School of Education –Annual Assessment Report – Undergraduate Education

**Program Name:** Elementary (Undergraduate Program)

**Who is the current assessment contact for your program?**

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**Program Name:** Secondary Education (Undergraduate Program)

**Who is the current assessment contact for your program?**

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**Program Name:** Special Education (Undergraduate Program)

**Who is the current assessment contact for your program?**

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**Should assessment information be sent to anyone else in your department?** Assessment Information should be sent to Karen Clark, Assistant Dean, NCATE Coordinator at [kbclark@iusb.edu](mailto:kbclark@iusb.edu).

**1. What are the program's educational goals? (Please take goals directly from your program's assessment plan, and highlight any changes made this year.)**

The School of Education adopted the following standards for all teacher education programs. These standards apply to those candidates seeking initial licensure at the undergraduate level.

**Standard One: Content Knowledge**

The teacher understands the subject(s) taught including the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students (adopted from INTASC Principle One).

**Standard Two: Growth & Development**

The teacher understands how children and youth learn and develop and can provide learning opportunities and support their intellectual, social, and personal development (adopted from INTASC Principle Two).

**Standard Three: Diverse Learners**

The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities (adopted from INTASC Principle Three).

**Standard Four: Instruction and Curriculum**

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills (adopted from INTASC Principle Four).

**Standard Five: Learning Environment**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social actions, active engagement in learning, and self-motivation (adopted from INTASC Principle Five).

**Standard Six: Communication**

The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active learning, collaboration, and to support interaction in the classroom (adopted from INTASC Principle Six).

**Standard Seven: Instructional Planning**

The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals (adopted from INTASC Principle Seven).

**Standard Eight: Assessment**

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of learners (adopted from INTASC Principle Eight).

**Standard Nine: Professionalism**

The teacher is a reflective practitioner who continuously evaluates the effects of his or her choices and action on others (students, parents, and other professionals in the community) and who actively seeks out opportunities to grow professionally (adopted from INTASC Principle Nine).

**Standard Ten: Collaboration**

The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being (adopted from INTASC Principle Ten and IPSB Standards).

**The five themes of our mission statement: competent professionals, ethical dispositions, reflective practitioners, diverse learners, and rapidly changing world, are integrated throughout these ten standards. In an attempt to clearly articulate our belief in the importance of professional and ethical**

**dispositions, faculty and other stakeholders have identified specific dispositions for all IU South Bend candidates. These dispositions were revised and approved by faculty in 2008-2009. The current list follows.**

#### **Professionalism**

- Attends class reliably.
- Submits work according to established deadlines.
- Completes careful planning and preparation for class and field-based assignments.
- Demonstrates correct and respectful oral communication skills.
- Demonstrates correct and respectful written communication skills.

#### **Fairness**

- Includes all students in classroom activities.
- Expresses interest in the well-being of all students.
- Provides opportunities for respectful discussions on diverse perspectives.

#### **Collaboration**

- Consults with others in order to promote student learning or the well-being of all students.
- Demonstrates appropriate problem-solving or conflict resolution skills.
- Communicates effectively with families and other professionals to achieve student and professional goals.

#### **Lifelong learning**

- Seeks and Participates in a variety of professional development activities.
- Integrates technology to facilitate student learning.

#### **Integrity and Respect**

- Maintains appropriate privacy and confidentiality when discussing students and colleagues.
- Advocates for students, professionals, and families in appropriate ways.
- Demonstrates honesty when interacting with students, families, and professionals.

#### **Reflection**

- Reflections are thoughtful, respectful, and used for professional growth.
- Reflects on student learning and integrates it into instructional activities.

Although these goals and dispositions are consistently assessed in all undergraduate programs, the new accreditation using the Specialized Professional Association (SPA) has played a major part in the discussions at elementary meetings this year. The new elementary education assessment plan has been devised and is depicted in the following chart. Gathering data using the new assessment plan will be implemented in stages, starting in the fall 2009 semester.

Name of Assessment <sup>1</sup>	Type or Form of Assessment <sup>2</sup>	When the Assessment Is Administered <sup>3</sup>
1 [Licensure assessment, or other content-based assessment]	State License Exam - PRAXIS I/GPA	Checkpoint 1
2 [Assessment of content knowledge in elementary education]	State License Exam - PRAXIS II	Checkpoint 3
3 [Assessment of candidate ability to plan instruction]	Rubric for Culminating Student Project- Unit plans and reflections	Checkpoints 2 and 3
4 [Assessment of teaching]	Evaluations from University Supervisor and Classroom Teacher	Checkpoint 3
5 [Assessment of candidate effect on student learning]	Rubric for Culminating Student Project – Student A and Student B and whole class	Checkpoints 2 and 3
6 Additional assessment that addresses ACEI standards ( <i>required</i> ) ]	Rubric – Integrated Unit	Block 2

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Secondary and special education faculty have also discussed the requirements for assessing student learning and the specialized professional association standards. New assessment plans are in the process of being revised for these programs.

**2. What assessment techniques did the program use? (Please take assessment techniques directly from your program’s assessment plan and highlight any changes made this year.)**

Currently, the School of Education relies on the following data sources to measure progress of undergraduate candidates and to determine the success of our programs:

- Performance-based artifacts posted by individual students. Student post artifacts in either LiveText (a web-based, subscription-based portfolio/assessment system that is being phased out) or in the Drop Box of an Oncourse site prepared especially for the collection of these artifacts.
- PRAXIS I and II test scores (initial certification students only)
- Student teaching assessments
- Follow-up and exit surveys
- IMAP results from the Indiana Department of Education

**Performance-Based Artifacts:** Candidates were required to submit designated artifacts in LiveText/Oncourse. Once artifacts are submitted, a member of the faculty reviews the artifacts and scores the work using a common rubric. Students can view the rubric to see how well they did in relation to the standards. Once individual artifacts are scored, data are aggregated across program areas and across the unit as a whole. Data for the current year will be aggregated and shared during the first fall department meetings and with community stakeholders.

**PRAXIS I and II Scores:** In addition to submitting required artifacts, candidates completing programs to earn an initial teaching license must take PRAXIS I and PRAXIS II standardized tests. The data in this table reflect scores from all students taking the test, not just scores for program completers. In nearly all areas, students met or exceeded state averages.

**Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2007-2008**

Institution Name: Indiana University South Bend					
Academic year: 2007-2008					
Number of program completers: 80					
Type of Assessment	Assessment Code Number	# Taking Assess.	# Passing Assess.	Institut. Pass Rate	Statewide Pass Rate
<i>Basic Skills</i>					
PPST READING	710	10	10	100%	99%
PPST WRITING	720	10	10	100%	100%
PPST MATHEMATICS	730	10	10	100%	99%

Computerized PPST Reading	5710	66	65	98%	100%
Computerized PPST Writing	5720	65	64	98%	100%
Computerized PPST Mathematics	5730	65	65	100%	100%
<i>Academic Content Area – content knowledge exams</i>					
ELEMENTARY EDUCATION STUDENTS CURRICULUM, INSTRUCTION, ASSESSMENT	353	43	43	100%	100%
Eng Language/Literature	041	7	7	100%	100%
Mathematics	061	4	4	100%	95%
Social Studies	081	10	10	100%	96%
Spanish	191	1	1	100%	97%
Biology	235	3	3	100%	100%
Chemistry	245	1	1	100%	100%
Earth Science	571	1	1	100%	100%
EDC. EXCEPTIONAL STUDENTS: CK	353	6	6	100%	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	6	6	100%	100%




Student Teaching assessments were shared with the Elementary, Secondary & Foundations, and Professional Education Services faculty from the fall 2008 semester. Results from spring 2009 student teaching evaluations is currently being analyzed. Data from exit surveys are being analyzed and will be shared in the fall 2009 semester along with IMAP results. Results from surveys completed by the state department of education include student evaluations from principals, university supervisors, and classroom teachers. Results indicated that students are performing at a “proficient” or “outstanding” level in all areas.

The special education faculty reviewed the following specific data from LiveText assessments and IMAP survey results.

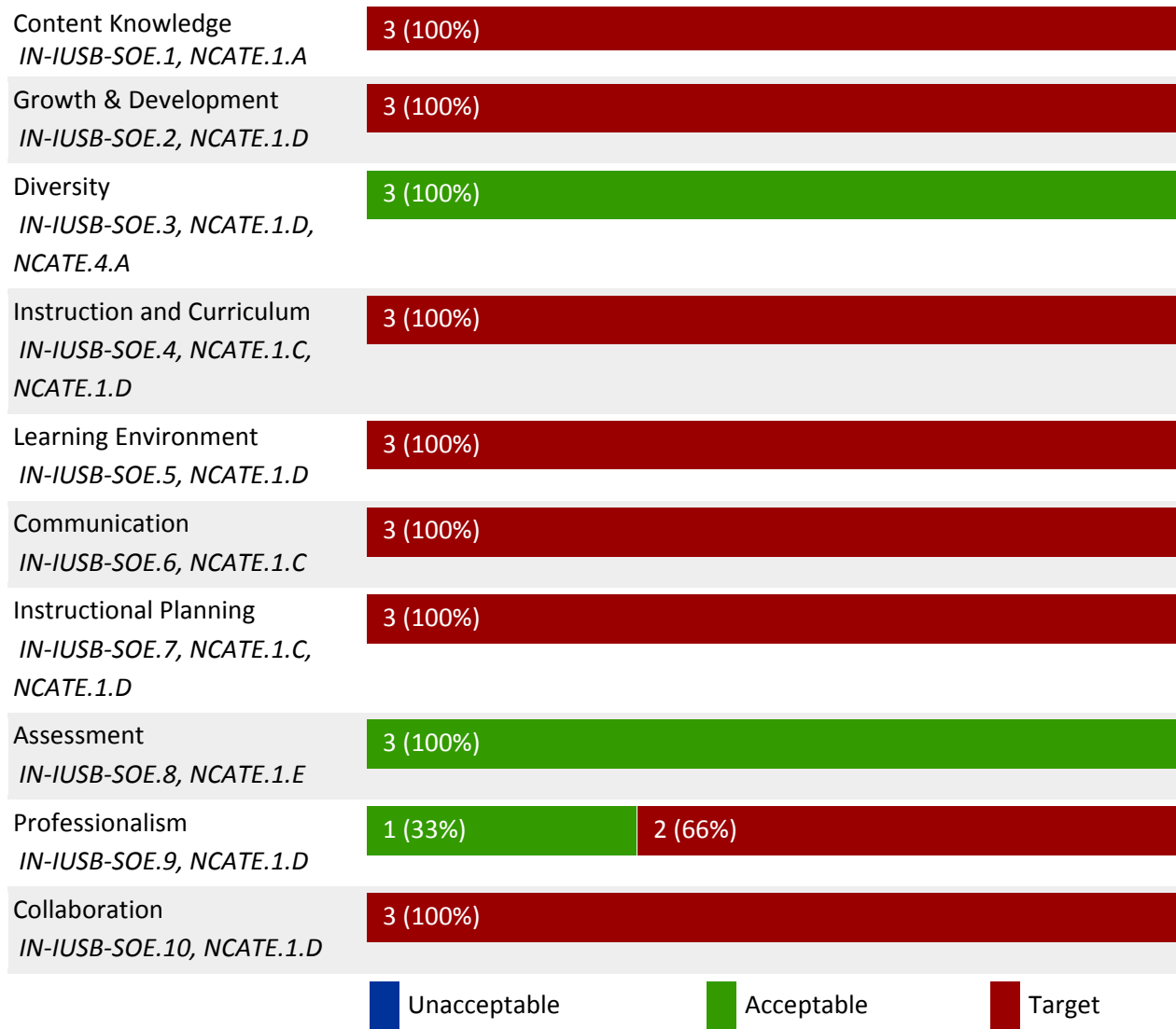
**Table 1: LiveText Assessments**  
**Undergraduate Level-Mild Interventions – Checkpoint 3**  
**Fall 2008**

Content Knowledge <i>IN-IUSB-SOE.1, NCATE.1.A</i>	2 (100%)	
Growth & Development <i>IN-IUSB-SOE.2, NCATE.1.D</i>	2 (100%)	
Diversity <i>IN-IUSB-SOE.3, NCATE.1.D, NCATE.4.A</i>	1 (50%)	1 (50%)
Instruction and Curriculum <i>IN-IUSB-SOE.4, NCATE.1.C, NCATE.1.D</i>	2 (100%)	
Learning Environment <i>IN-IUSB-SOE.5, NCATE.1.D</i>	1 (50%)	1 (50%)
Communication <i>IN-IUSB-SOE.6, NCATE.1.C</i>	2 (100%)	
Instructional Planning <i>IN-IUSB-SOE.7, NCATE.1.C, NCATE.1.D</i>	1 (50%)	1 (50%)
Assessment <i>IN-IUSB-SOE.8, NCATE.1.E</i>	1 (50%)	1 (50%)
Professionalism <i>IN-IUSB-SOE.9, NCATE.1.D</i>	2 (100%)	
Collaboration <i>IN-IUSB-SOE.10, NCATE.1.D</i>	2 (100%)	

**Table 2: LiveText Assessments**  
**Undergraduate Level - Mild Interventions - Elementary– Checkpoint 3**  
**Spring 2009**

Content Knowledge <i>IN-IUSB-SOE.1, NCATE.1.A</i>	4 (100%)		
Growth & Development <i>IN-IUSB-SOE.2, NCATE.1.D</i>	3 (75%)	1 (25%)	
Diversity <i>IN-IUSB-SOE.3, NCATE.1.D, NCATE.4.A</i>	4 (100%)		
Instruction and Curriculum <i>IN-IUSB-SOE.4, NCATE.1.C, NCATE.1.D</i>	2 (50%)	2 (50%)	
Learning Environment <i>IN-IUSB-SOE.5, NCATE.1.D</i>	1 (25%)	3 (75%)	
Communication <i>IN-IUSB-SOE.6, NCATE.1.C</i>	4 (100%)		
Instructional Planning <i>IN-IUSB-SOE.7, NCATE.1.C, NCATE.1.D</i>	2 (50%)	2 (50%)	
Assessment <i>IN-IUSB-SOE.8, NCATE.1.E</i>	4 (100%)		
Professionalism <i>IN-IUSB-SOE.9, NCATE.1.D</i>	3 (75%)	1 (25%)	
Collaboration <i>IN-IUSB-SOE.10, NCATE.1.D</i>	3 (75%)	1 (25%)	
	 Unacceptable	 Acceptable	 Target

**Table 3: LiveText Assessments**  
**Undergraduate Level - Mild Interventions - Secondary– Checkpoint 3**  
**Spring 2009**



**Indiana Mentorship and Assessment Program (IMAP):** After receiving an Initial Practitioner License, beginning teachers participated in a two-year period of mentorship. The culmination of this mentorship period is the submission of an Indiana Mentorship and Assessment Program (IMAP) portfolio, which includes evidence regarding lesson planning, student work and assessment, and teaching. These data were collected from an entire unit or topic of instruction. The beginning teacher portfolio is uniquely designed to equip teachers for teaching practice by providing instruction and reflective inquiry that relates to student learning. The portfolio focuses on teachers’ abilities to effect growth within learners and calls upon the teacher’s reasoning and judgment to link the success of the learner to their instructional practice. The results of the Teacher Response Survey indicate that most respondents “agreed” that candidates completing the program were competent in all INTASC principles. The only

area of concern was Principle 9 in which the respondents “somewhat agreed” that candidate were competent. Principle 9 states that the teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Data were not available for the Principal Response Survey due to lack of respondents.

**Table 4**  
**Indiana Mentorship and Assessment Program**  
**Teacher Response Survey – Spring 2008**

**Exceptional Needs by Principle**

INTASC Principle	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6	Total Responses	Mean Rating
Principle 1	0	0	0	6	6	8	20	5.10
Principle 2	0	0	0	2	12	4	18	5.11
Principle 3	0	1	0	0	4	7	12	5.33
Principle 4	0	0	0	1	13	10	24	5.38
Principle 5	0	0	0	2	12	4	18	5.11
Principle 6	0	0	0	2	11	13	26	5.42
Principle 7	0	0	0	0	11	7	18	5.39
Principle 8	0	0	0	2	6	8	16	5.38
Principle 9	0	0	0	3	10	1	14	4.86
Principle 10	0	0	0	0	9	5	14	5.36

**3. What has your program done with assessment information this year? (i.e. communicated results to faculty, staff, alumni and students, made changes in the curriculum, made changes in the budget, added new courses. . .)**

Assessment information was shared with the elementary and secondary/foundations education faculty members for the fall semester and spring information will be shared at the September departmental meetings. This information will also be shared with members of the Secondary and Elementary Education Advisory Boards. In addition, assessment information was shared with the Professional Education Services faculty.

A national trend is the assessment of pre-k – 12 student learning continues as a focal point of our changes. In elementary education, faculty have made an intentional modification to the curriculum to introduce assessment to our students in a prescribed progression of experiences from the first method’s class in the foundation block through to student teaching. The Secondary & Foundations faculty changed all Secondary Education teaching programs to include EDUC-P407 Psychological Assessment in the Schools.

A new culminating project with a heavy emphasis on student learning has been added to the student teaching final checkpoint 3 for both elementary and secondary students. Students in student teaching will be responsible for submitting the project in lieu of the previously defined unit plan, assessment, and diversity statement.

In response to the current and previous assessments, the faculty members of the Department of Professional Services have developed a new dual major program for undergraduate candidates. The Bachelor of Science in Education (BS) with a dual major in Elementary Education and Special Education in the School of Education at Indiana University South Bend is designed to prepare individuals seeking initial licensure in mild interventions (early childhood/middle childhood, EC/MC) and elementary education for careers teaching children with disabilities at the elementary level. This proposed program emphasizes the knowledge, dispositions, and skills required of elementary education teachers and special education teachers, and incorporates the performance standards of the Council for Exceptional Children (CEC) and the Association for Childhood Education International (ACEI). The program is designed to meet the licensure requirements of the state of Indiana, achieve national recognition from CEC, and address the standards of the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC) and the Association for Childhood Education International (ACEI). The proposed program will allow candidates to earn a degree and licensure in elementary education and special education in mild interventions (EC/MC) simultaneously, with fewer total credit hours than the current program, and within a four-year time frame. The BS degree is designed to meet the unique needs of candidates seeking an initial licensure in elementary and special education in mild interventions (EC/MC). At this time, the department, the SOE Curriculum and Standards Committee, and the SOE faculty have approved the program.

**After reflecting on assessment activities in your unit, what are two issues you would like to address?**

Secondary/foundations faculty indicate that the first issue will be to look at the results of both the new artifacts for student learning in the methods classes and the culminating project and revise as necessary. The second issue is to align Secondary Education programs in the 5 major areas with the Specialized Professional Association (SPA) standards.

- English Language Arts Education – National Council of Teachers of English
- World Languages Education – American Council on the Teaching of Foreign Languages
- Mathematics Education – National Council of Teachers of Mathematics
- Science Education – National Science Teachers Association
- Social Studies Education – National Council for the Social Studies

Elementary education faculty indicate that the first issue will be to look at the results of both the new artifacts for student learning in the methods classes and the culminating project and revise as necessary. The second issue is to align the new Specialized Professional Assessment (SPA) standards for the Association for Childhood Education International (ACEI) to with appropriately revised artifacts in courses.

The special education faculty will meet to discuss strategies to improve student performance in Diversity, Assessment, Collaboration, and Professionalism. Additionally, the proposed Bachelor of Science in Education with a major in Elementary Education and a major in Special Education has been designed to meet these concerns. The special education faculty will continue to align the program and courses to CEC standards. Application for CEC specialized program association recognition during the 2009-2010 academic year.