

Annual Assessment Report for Graduate Programs in the School of Education

Program Name: Elementary (Graduate Program)

Report Prepared by: Susan W. Cress, Department Head

Who is the current assessment contact for your program?

Susan W. Cress

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Program Name: Secondary Education (Graduate Program)

Report Prepared by: Dr. Bruce Spitzer, Department Head

Who is the current assessment contact for your program?

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Program Name: Special Education (Graduate Program)

Report Prepared by: Terry L. Shepherd, Department Head

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.

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 Transition to Teaching candidates seeking initial licensure at the graduate 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). At advanced levels, candidates are expected to develop an in-depth understanding of their fields and to apply this understanding to real-world situations (adopted from National Board Core Proposition Two).

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 Standards). At advanced levels, candidates understand and apply current learning theories. They make a commitment to students beyond the classroom (adopted from National Board Core Proposition One).

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). At advanced levels, candidates provide equitable opportunities for all students and commit to implementing practices that support the well-being of all students (adopted from National Board Core Proposition One).

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). At advanced levels, candidates are expected to be adept at conveying their subject matter to students and to realize the importance of merging a commitment to students and knowledge (adopted from National Board Core Proposition Two and Three).

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). At advanced levels, candidates are able to orchestrate learning and maximize student engagement using creativity and knowledge of best practice (adopted from National Board Core Proposition Three).

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). At advanced levels candidates are expected to create multiple paths for understanding (adopted from National Board Core Proposition Two).

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). At advanced levels candidates are expected to motivate and mobilize various human resources to support learning (adopted from National Board Core Proposition Three).

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). At advanced levels, candidates are meticulous about monitoring student learning and adjusting instruction accordingly (adopted from National Board Core Proposition Three).

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). At advanced levels, candidates reflect to ensure equity for all students and to continuously evaluate decisions (adopted from National Board Core Proposition Four).

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). At advanced levels, candidates consult with sources of research and scholarship and participate in a larger learning community (adopted from National Board Core Proposition Five).

The curriculum in traditional graduate programs is aligned with the core propositions defined by the National Board for Professional Teaching Standards. These core propositions are listed below.

Proposition 1: Teachers are Committed to Students and Learning

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

Proposition 5: Teachers are Members of Learning Communities.

All School of Education students follow the five themes of the mission statement. 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, as well as the five core propositions. 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 the faculty in 2008-2009. The revised 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 standards remain consistent, the national review of programs using the Specialized Professional Associations (SPA) has played a major part in the discussions at elementary meetings this year. Our new assessment plans for Transition to Teaching and for typical graduate programs have been revised and are depicted in the following charts. Gathering data using the new assessment plan will be implemented in stages, beginning in the fall 2009 semester.

Assessments to be used for graduate students working towards initial licensure in the Transition to Teaching program.

	Name of Assessment ¹	Type or Form of Assessment ²	When the Assessment Is Administered ³
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	Second Semester

Traditional Graduate Student Assessments

	Name of Assessment ⁴	Type or Form of Assessment ⁵	When the Assessment Is Administered ⁶
1	[Licensure assessment, or other content-based assessment]	GPA	Checkpoints 1,2,3
2	[Assessment of content knowledge in elementary education]	Artifact from E535	Checkpoint 2
3	[Assessment of candidate ability to plan instruction]	Rubric from Integrated Unit	Checkpoints 3
4	[Assessment of teaching]	Rubric of analysis of videotape	Checkpoint 3
5	[Assessment of candidate effect on student learning]	Rubric of analysis of student learning on unit	Checkpoint 3
6	Additional assessment that addresses ACEI standards (<i>required</i>)	Exit project	Checkpoint 3

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 graduate candidates and to determine the success of our programs:

- Performance based artifacts posted by individual students in LiveText or Oncourse
- Student Teaching Evaluations

- PRAXIS I and II test scores (initial certification students only)

Performance-Based Artifacts: Candidates in elementary, secondary, and special education are required to submit designated artifacts in LiveText or Oncourse. Once artifacts are submitted, a member of the faculty reviews the artifacts and scores them, 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 can be aggregated across program areas and across the unit as a whole. Data for the current year will be aggregated and shared during fall 2009 departmental and advisory council meetings.

All students earning initial licensure and advanced degrees in special education scored in the “acceptable”, or “target” range on performance artifacts. While in acceptable or target, areas for improvement include Diversity, Assessment, and Professionalism. These areas will be discussed at the professional education services departmental meeting in September 2009. This information will also be disseminated to members of the Special Education Advisory Board at the October 2009 meeting. The following graphs provide examples of performance-based artifact assessment for the special education program.

Table 1
Graduate Level/Mild Interventions – Checkpoint 3 (Initial License)
Fall 2008

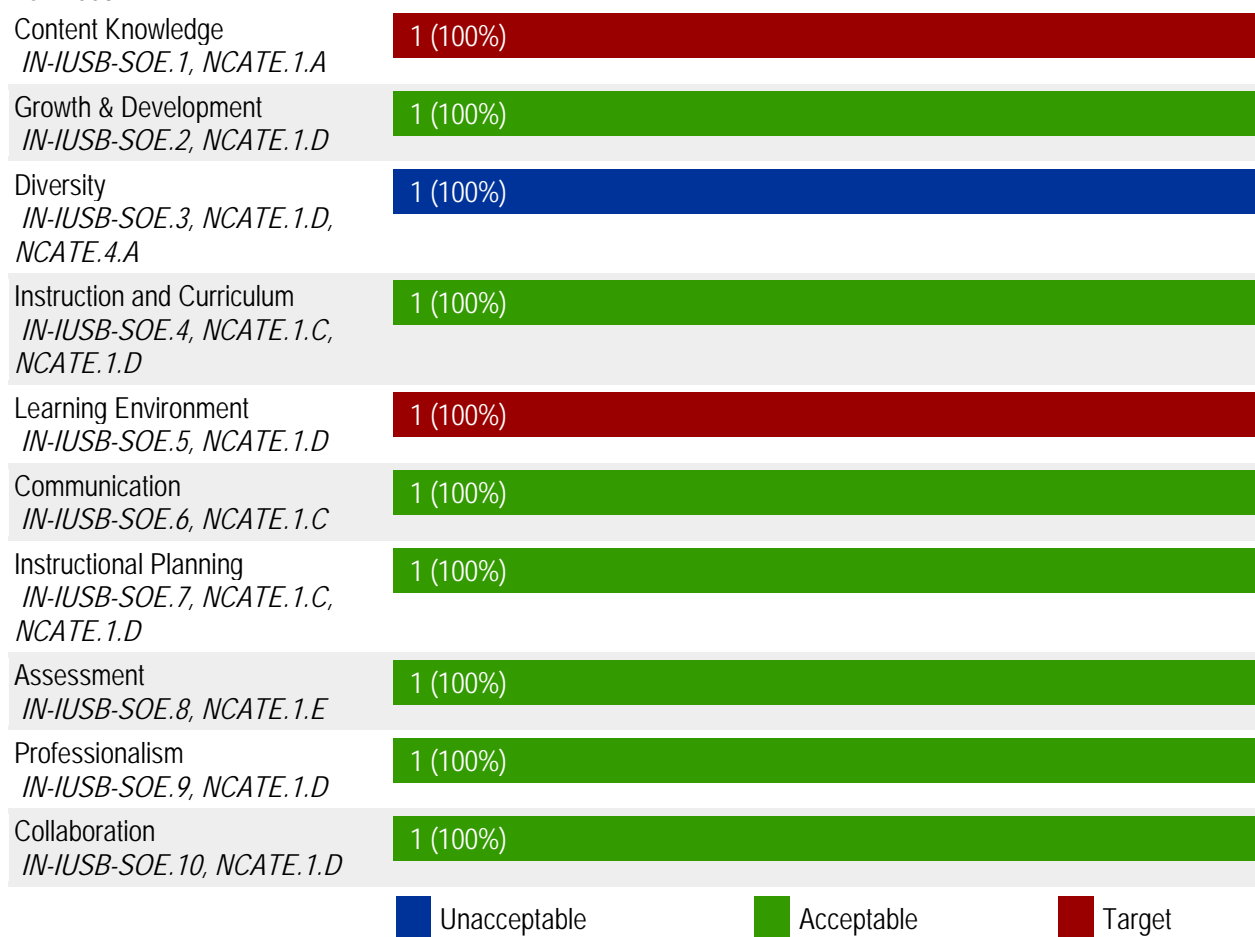


Table 2
Graduate Level/Mild Interventions – Checkpoint 3 (Initial License)
Fall 2009

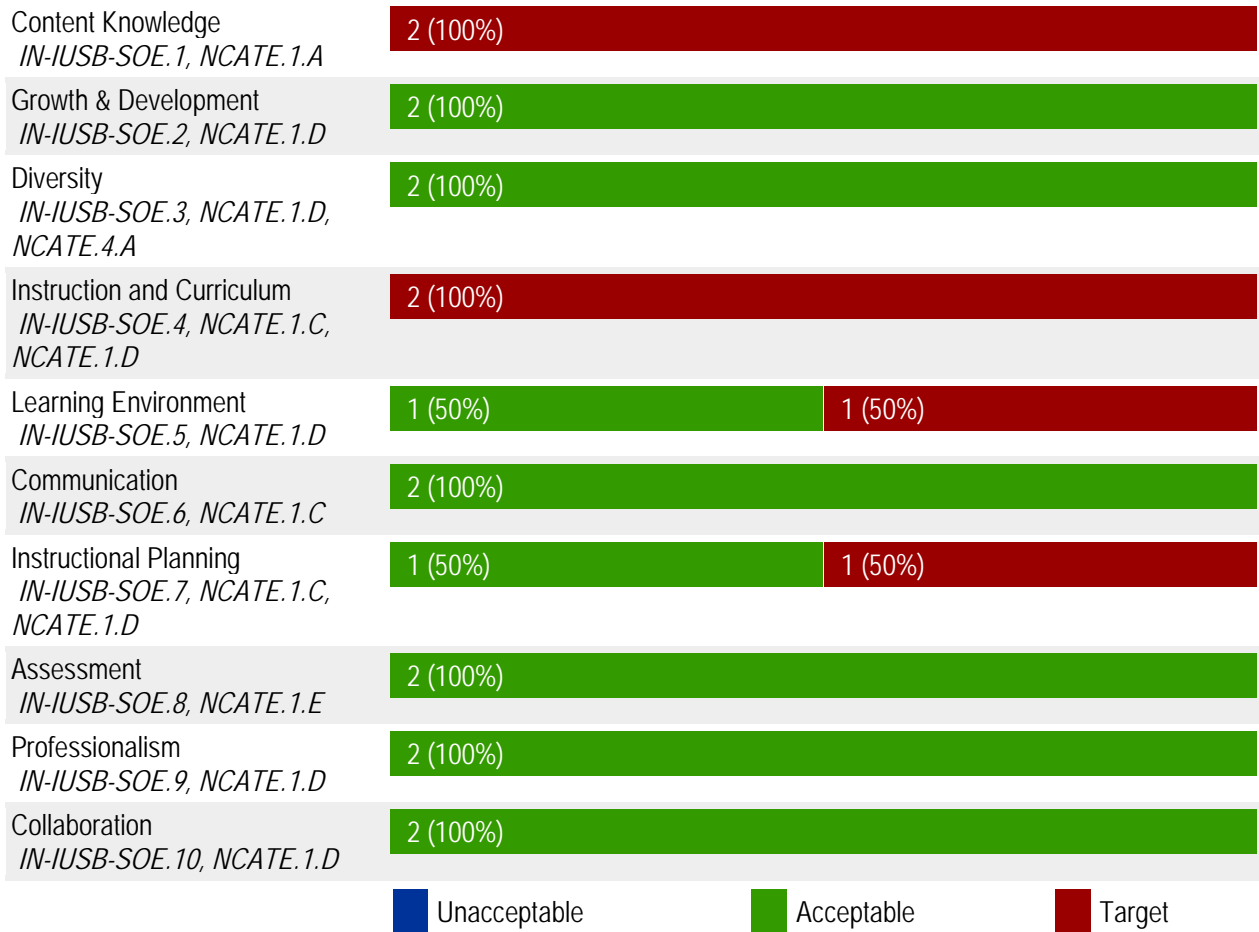


Table 3
Graduate Level-Mild Interventions – Checkpoint 3 (Advance Degree)
Fall 2008

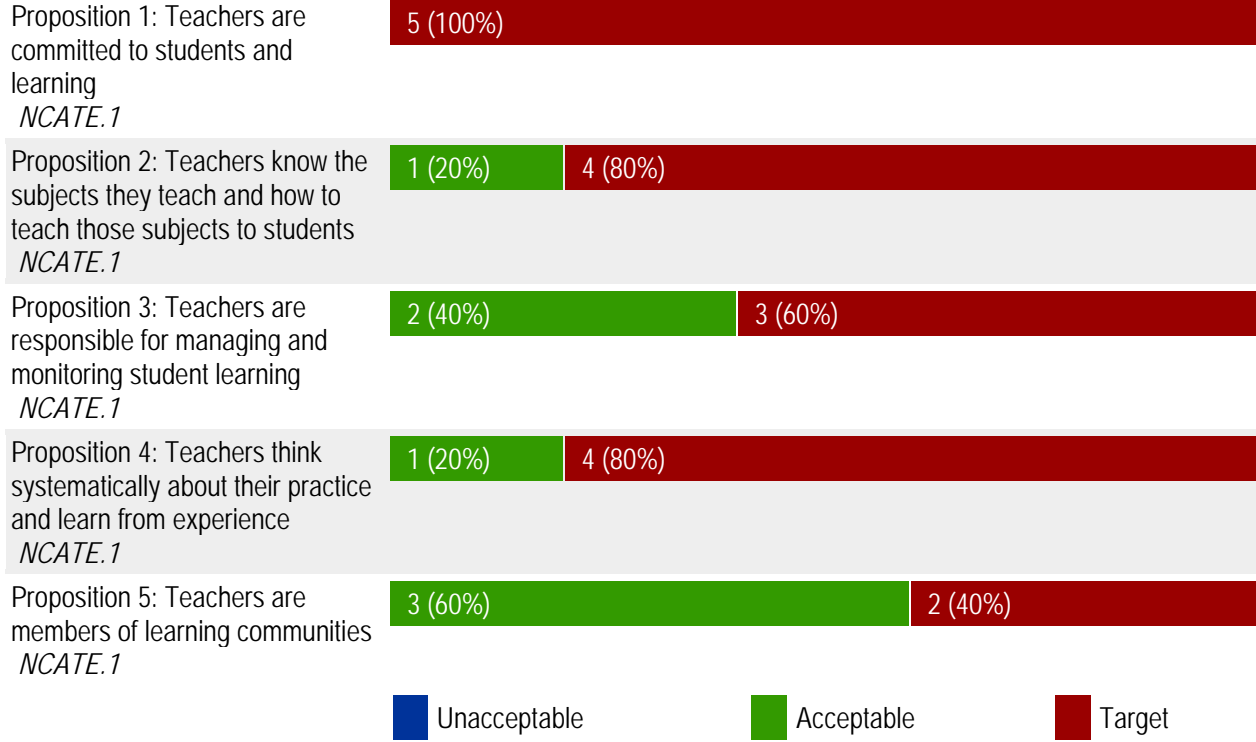
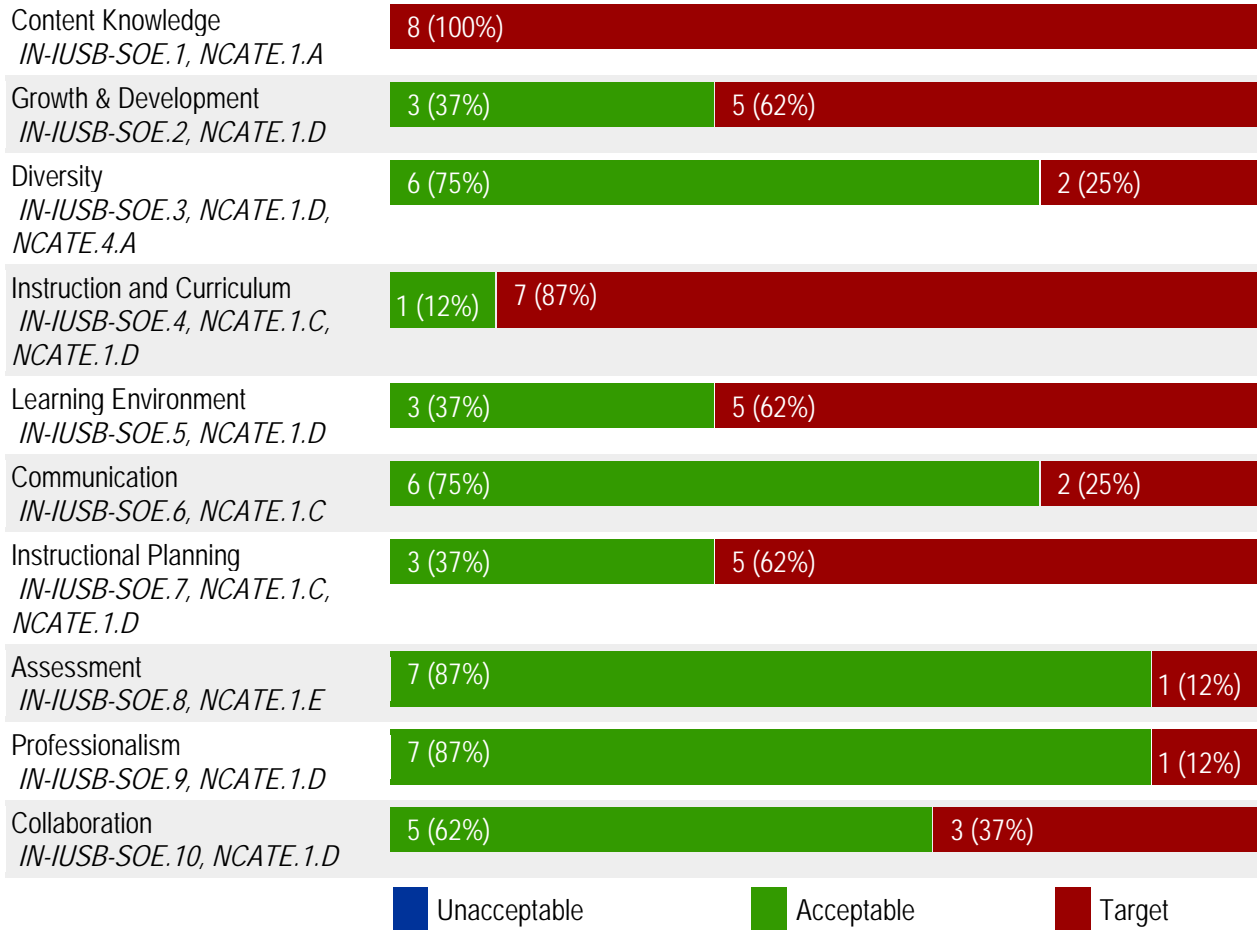
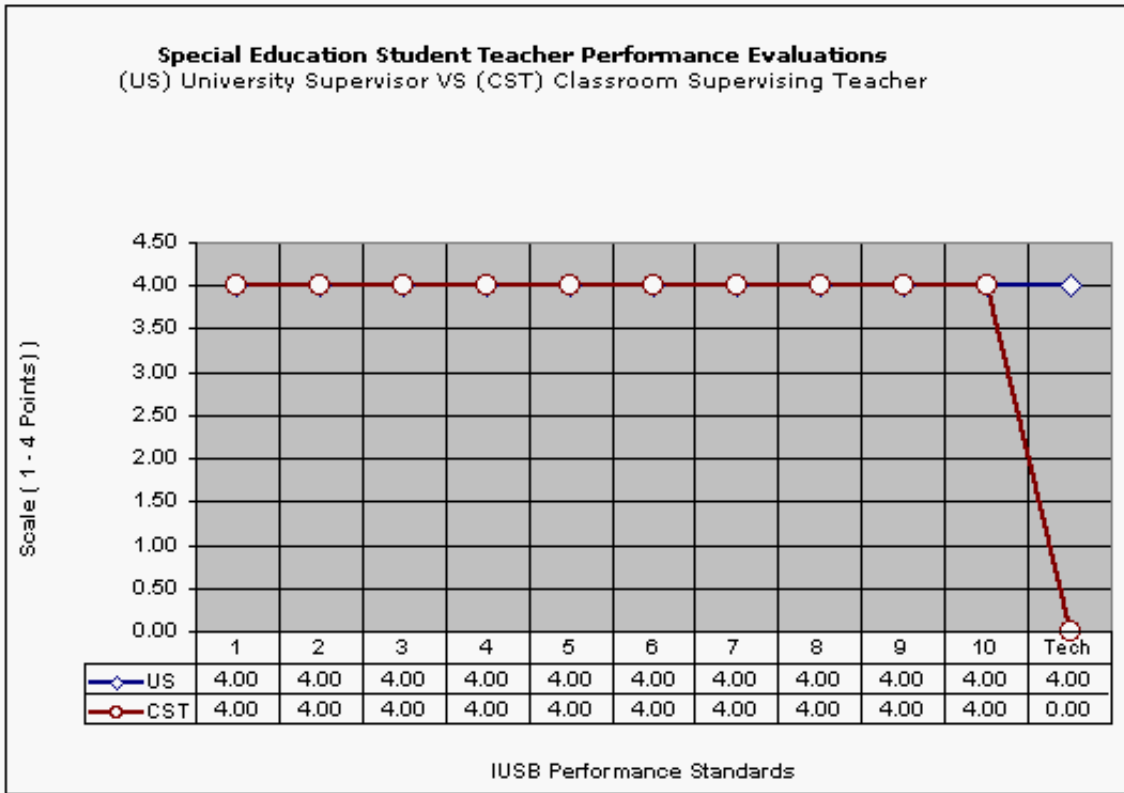


Table 3
Graduate Level-Mild Interventions – Checkpoint 3 (Advance Degree)
Spring 2009



Student Teaching Data: Data from student teaching evaluations have been aggregated from the fall 2008 semester. Data are currently being analyzed from the spring 2009 semester. Data for one candidate in special education was available. Both the University Supervisor (UB) and the Classroom Supervising Teacher (CST) rated this candidate as outstanding in every area except for Technology. The University Supervisor did not rate the candidate in this area. Faculty will review this data at the department meeting in September 2009.

Table 5



PRAXIS I and II Scores: In addition to submitting required artifacts, Transition to Teaching candidates completing programs to earn an initial teaching license must take PRAXIS I and PRAXIS II standardized tests. The data in this table reflects scores from all students taking the test, not just scores for graduate 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%
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%

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 2009 departmental meetings. This information will also be shared with members of the Elementary Education Advisory Board, Secondary Education Advisory Board, and Special Education Advisory Board.

A national trend is the assessment of pre-k – 12 student learning. This continues as a focal point of our changes. We have made an intentional modification to the curriculum to introduce assessment to our students in a prescribed progression of experiences from the beginning of the program to the end.

For the initial licensure in our Transition to Teaching programs, students will be required to complete a new culminating project with a heavy emphasis on student learning. This has been added to the student teaching final checkpoint 3. Students in student teaching will be responsible for submitting the project in lieu of the previously defined unit plan, assessment, and diversity statement.

For students in the traditional graduate program the proposed integrated unit and exit project will also be geared towards an emphasis on student learning.

A change to the secondary Transition to Teaching admission requirements will be implemented beginning with the cohort of students admitted in February 2010 to begin in Summer 2010. Students will be required to submit passing PRAXIS I and II scores prior to admission to the program. In the past, students were only required to submit passing PRAXIS I scores and were required to submit passing PRAXIS II scores before beginning student teaching. Some students were unable to pass PRAXIS II successfully and did not complete the T-to-T program, but were obligated to pay tuition, fees, books, etc. up to the point where they were unable to pass the standardized exam. Moving the requirement to the admission process rather than pre-student teaching assures that students accepted to the program are content ready and alleviates the obligation to pay tuition and fees prior to PRAXIS II testing.

Secondary & Foundations faculty also determined that a change in the Master of Science in Education, Secondary Education was necessary to place more emphasis on students demonstrating proficiency with the National Board for Professional Teaching Standards core propositions. The faculty added a course (EDUC-C511 Capstone Seminar) to the MEd program (removing one of the 4 elective slots). This course will be taken at the conclusion of a student's program of study and lead to the creation of a portfolio demonstrating proficiency with all NBPTS propositions.

In response to the current and previous assessments, the faculty members of the Department of Professional Education Services have developed a new Master of Arts in Teaching with a major in Special Education, and have revised the Master of Science in Education with a major in Special Education to meet the needs of the candidates.

The Master of Arts in Teaching (MAT) with a major in Special Education is designed to prepare individuals seeking initial licensure in K-12 mild interventions for careers teaching children with disabilities in the public schools. This proposed program emphasizes the knowledge, dispositions, and skills required of special education teachers, and incorporates the performance standards of the Council for Exceptional Children (CEC). 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) and the Interstate New Teacher Assessment and Support Consortium (INTASC). Currently, candidates seeking an initial license in special education at the graduate level are taking classes with candidates with a degree in education and earning an advance degree.

These candidates have different needs and the current program is not meeting those needs. The MAT is designed to meet the unique needs of candidates seeking an initial licensure in special education. At this time, the department, the SoE Curriculum and Standards Committee, and the SoE faculty have approved the program.

The Master of Science in Education (MS) with a major in Special Education is designed to strengthen an individual's competencies in the field of special education. This advance Master's degree program emphasizes the knowledge, dispositions, and skills required of special education teachers in the classroom, provides licenses in specific areas of interest, and prepares individuals for leadership roles in special education. This proposed program is designed to meet the licensure requirements of the state of Indiana, achieve national recognition from Council for Exceptional Children (CEC), and address the standards of the National Council for Accreditation of Teacher Education (NCATE). The MS degree is designed to meet the unique needs of candidates seeking an advance degree in special education or seeking additional licensure in K-12 mild intervention and K-12 intense interventions (under Rules 2002); K-12 seriously emotionally handicapped or K-12 mild disabilities (under Rule 46-47); or seriously emotional handicapped, mildly mental handicapped, learning disabilities, severe disabilities, and English as a new language at the middle school, junior high, and high school setting (advance degree licensure). 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, as a result of assessment what are two issues you would like to address?

For Transition to Teaching initial certification students:

In elementary education, the first issue will be to look at the results of both the new artifacts for student learning in the method's classes (Transition to Teaching Students) along with the culminating project and revise as necessary.

The second issue for elementary education is to align the new Specialized Professional Association (SPA) standards for the Association for Childhood Education International (ACEI) with appropriately revised artifacts in courses for the initial T to T students. Secondary Education faculty will align programs in the 5 major areas in which IU South Bend School of Education recommends for licensure 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

The special education faculty will continue to align the program and courses to CEC standards. Application for CEC specialized program association recognition will commence during the 2009-2010 academic year.

For students in the traditional graduate program:

The first issue for elementary education will be to devise an artifact for the Elementary Curriculum Class, which all students take, which will assess pedagogical content knowledge. The second issue will be to implement and assess the new checkpoint artifacts as an integral part of the program.

The first issue for secondary education will be to devise an appropriate syllabus for EDUC-C511 that allows candidates to demonstrate proficiency with NBPTS propositions. The second issue will be to implement and assess the new course as an integral part of the program.

The special education faculty will meet to discuss strategies to improve student performance in Diversity, Assessment, and Professionalism. Additionally, the proposed Master of Arts in Teaching with a major in Special

Education and the revised Master of Science in Education with a major in Special Education has been designed to meet these concerns. The development of these separate programs should address the needs of candidates seeking certification and/or advanced degrees in special education. These programs will be aligned with Council for Exceptional Children (CEC) standards.