

**School of Education
Indiana University South Bend
Assessment Plan
Revised June 2005**



I. Educational Goals

The School of Education (SOE) at IUSB is comprised of undergraduate and graduate programs in early childhood education, counseling and human services, elementary education, secondary education, school leadership, and special education. The SOE's mission and vision statements presented below provide a philosophical foundation for the unit's assessment plan. The IUSB SOE standards and dispositions outline the general learning goals our students are expected to achieve.

SOE Mission Statement

Through our programs in the School of Education at Indiana University South Bend and our active engagement in the community, we prepare teachers and other school personnel to be competent, ethical, and reflective practitioners. Our candidates and faculty are professionals dedicated to continuous learning in order to address the needs of diverse individuals and prepare them for the complexities of a rapidly changing world. As part of a public comprehensive university and through our service to schools we strive to make a positive difference in the community within and beyond north central Indiana. Faculty in the SOE have adopted the above mission statement and the guiding themes of competent professionals, ethical and professional dispositions, reflective practitioners, diverse individuals, and a rapidly changing world. Our mission statement can be summarized by the phrase Education for a Changing World.

Connection to Indiana University South Bend Mission Statement

The SOE mission is linked to the mission statement that guides all Indiana University South Bend academic units and programs. This larger mission was approved by the Faculty Senate on April 15, 2005 and reads as follows:

Indiana University South Bend is the comprehensive undergraduate and graduate regional campus of Indiana University that is committed to serving north central Indiana and southwest Michigan. Its mission is to create, disseminate, preserve, and apply knowledge. The campus is committed to excellence in teaching, learning, research, and creative activity; to strong liberal arts and sciences programs and professional disciplines, and acclaimed programs in the arts and nursing/health professions; and to diversity, civic engagement, and a global perspective. IU South Bend supports student learning, access and success for a diverse residential and non-residential student body that includes under-

represented and international students. The campus fosters student-faculty collaboration in research and learning. Committed to the economic development of its region and state, Indiana University South Bend meets the changing educational and research needs of the community and serves as a vibrant cultural source.

As part of the process of strategic planning, IUSB has identified six priorities for planning and development. These include:

- Foster student learning, access, and success
- Encourage and maintain academic excellence
- Enhance diversity
- Strengthen partnerships
- Reflect a global perspective; and
- Heighten recognition and accomplishments

The SOE's mission statement affirms the first two IUSB goals by ensuring that teacher candidates successfully complete rigorous programs and are competent in their fields before they are recommended for licensure. At advanced levels, candidates explore research relevant to their disciplines, become more adept at translating research into practice, and sometimes become researchers themselves in their school settings. Next, the School of Education strives to strengthen partnerships by working closely with area schools and educators as we place our candidates in field and clinical experiences, engage in meaningful dialogue, and reflect collectively at advisory board meetings. In addition, the School of Education also takes systematic steps to insure a broad representation of diversity among our faculty, students, and curriculum. We support the School of Education's Center for Global Education and believe it serves as a model for reflecting and expanding all programs on our campus. Finally, through a variety of professional development activities, faculty and students in the School of Education share IUSB's resources and achievements with others in different forums in our local community, the nation, and the world.

SOE Vision Statement

The SOE mission statement includes who we serve, what services we provide, and how these services are provided. In addition, the SOE developed a vision statement that articulates what we strive for in the future. It builds upon our current mission to create the following vision.

IUSB School of Education faculty, staff, and candidates form an educational community of lifelong learners who are competent, caring professionals. As a result of these commitments and dispositions we make positive differences in student learning. Through our responsive, reflective, and active engagement, we will be the progressive program of choice providing resources to the educational community, and known by our contributions to the greater community as well.

This vision also informs programmatic and curricular decisions and serves as the basis for establishing SOE priorities.

IUSB SOE Standards

The IUSB SOE standards and dispositions outline the general learning goals our students are expected to achieve. Our candidates demonstrate their professional competence, ethical dispositions, and commitment to reflection by attaining the following standards articulated by INTASC, the National Board for Professional Teaching Standards, and the Indiana Professional Standards Board.

Standard One: **Content Knowledge**

Teacher candidates will understand the subject(s) taught including the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and is able to create learning experiences that make these aspects of subject matter meaningful to students. At advanced levels, candidates are expected to develop an in-depth understanding of their fields and to apply this understanding to real-world situations.

Standard Two: **Growth & Development**

Teacher candidates will understand how children and youth learn and develop and can provide learning opportunities and support their intellectual, social, and personal development. At advanced levels, candidates understand and apply current learning theories. They make a commitment to students beyond the classroom.

Standard Three: **Diverse Learners**

Teacher candidates will understand how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities. At advanced levels, candidates provide equitable opportunities for all students and commit to implementing practices that support the well-being of all students.

Standard Four: **Instruction and Curriculum**

Teacher candidates will understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. 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.

Standard Five: **Learning Environment**

Teacher candidates will use 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. At advanced levels, candidates are able to orchestrate learning and maximize student engagement using creativity and knowledge of best practice.

Standard Six: **Communication**

Teacher candidates will use 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 Principle Two).

Standard Seven: **Instructional Planning**

Teacher candidates plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. At advanced levels candidates are expected to motivate and mobilize various human resources to support learning.

Standard Eight: **Assessment**

Teacher candidates understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of learners. At advanced levels, candidates are meticulous about monitoring student learning and adjusting instruction accordingly.

Standard Nine: Professionalism

Teacher candidates are 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. At advanced levels, candidates reflect to ensure equity for all students and to continuously evaluate decisions.

Standard Ten: Collaboration

Teacher candidates communicate and interact with parents/guardians, families, school colleagues, and the community to support the students’ learning and well-being. At advanced levels, candidates consult with sources of research and scholarship and participate in a larger learning community.

Candidate Proficiencies for Other School Personnel

The School of Education at IUSB offers two advanced programs for other school personnel. These include a School Counseling Program and an Educational Leadership Program for school principals. These advanced programs are respectively aligned with the CACREP /IPSB standards and ISLLC/IPSB Standards. The following table illustrates this alignment.

School Counseling		Educational Leadership	
CACREP Standards	IPSB Standards	ISLLC Standards	IPSB Standards
Standard A. Foundations of School Counseling	1. IPSB School Counseling Standard 1, 2, 3	1. Vision of Learning	1. Vision of Learning
Standard B. Contextual Dimensions of School Counseling	1. IPSB School Counseling Standard 1, 2, 3	2. School Culture and Instructional Program	2. School Culture and Instructional Program
Standard C. Knowledge and Skill Requirements	1. IPSB Core Standards for School Services Professionals	3. Management of the Organization	3. Management
Standard D. Clinical Instruction	1. IPSB School Counseling Standard 1, 2, 3	4. Collaborating with Diverse Families and Community Members	4. Collaboration with Families and Community
		5. Acting with Integrity, Fairness, and in an Ethical Manner	5. Acting with Integrity and Fairness and in an Ethical Manner
		6. Influencing the Larger Political, Social, Legal, Cultural Context	6. Political, Social, Legal, Cultural Context

IUSB SOE Dispositions

The main themes of our mission statement: competent professionals, ethical dispositions, and reflective practitioners are integrated throughout the ten IUSB SOE 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 IUSB candidates. These identified dispositions include:

Professionalism – Indicators of the disposition might include how well the student:

- Conforms to ethical standards of a profession
- Appreciates constructive feedback
- Reliably attends class, other professional functions, and meets deadlines
- Shows responsibility for self and actions
- Shows respect for teaching and learning
- Demonstrates proficient oral and written literacy

Care and Compassion - Indicators of the disposition might include how well the student:

- Treats all students and colleagues fairly and equitably
- Shows concern for all aspects of a student's well being
- Shows an awareness of impact on others
- Shows sensitivity to others including families
- Shows a willingness to consider different strategies to support students

Collaboration - Indicators of the disposition might include how well the student:

- Consults with others regarding well-being of students
- Communicates effectively with others
- Willingly consults with others
- Recognizes professional responsibility to support self and others
- Shows appropriate problem-solving and conflict resolution skills

Lifelong Learners - Indicators of the disposition might include how well the student:

- Commits to continually learning new and refining current practices
- Engages enthusiastically in professional development

Integrity and Respect - Indicators of the disposition might include how well the student:

- Serves as a role model for students and others
- Demonstrates honesty when interacting with others
- Acts as an advocate for students and families
- Maintains privacy and confidentiality

Habits of Mind - Indicators of the disposition might include how well the student:

- Demonstrates curiosity about teaching and learning
- Demonstrates enthusiasm and commitment to content

Commitment to Technology - Indicators of the disposition might include how well the student:

- Is open to new technologies
- Uses technology to facilitate student learning

Respect for Diversity - Indicators of the disposition might include how well the student:

- Shows sensitivity to community and cultural norms
- Commits to addressing needs of individual students
- Is flexible and able to view issues from different perspectives

Work Ethic - Indicators of the disposition might include how well the student:

- Is proactive in engaging in activities beyond those that are required
- Engages in careful planning and preparation of learning activities
- Seeks resources to support the continuous development of all students

Commitment to Reflection - Indicators of the disposition might include how well the student:

- Engages in reflective practices on an ongoing basis

II. Methodology for Measuring the Attainment of Educational Goals

The UAS includes an interrelated set of measures which assess individual candidates to determine if they meet the IUSB SOE standards and dispositions. This is done through the use of program checkpoints. Checkpoint assessments include both internal and external data. Internal data include subject area GPA and overall GPA, evaluations of performance-based artifacts from classes, field experience evaluations, student teaching evaluations, course and capstone projects, research projects, and dispositional assessments from faculty. External data include scores from PRAXIS I and II.

Candidates submit designated artifacts at three checkpoints in their programs for faculty to review. After faculty have reviewed the artifacts, scores are assigned using rubrics, and decisions are made on an individual basis as to whether candidates are ready to proceed to the next checkpoint or need additional support before continuing in the program. Checkpoint artifacts submitted by candidates are assessed using a rubric aligned with the ten IUSB SOE standards.

All coursework and checkpoint requirements for advance teacher education candidates are aligned with the National Board for Professional Teaching core propositions and the IUSB SOE standards. All coursework and checkpoint requirements in the school counseling program are aligned with CACREP standards. Coursework and checkpoint requirements in the educational leadership program are aligned with ISLLC standards and IPSB standards.

III. Process for using assessment information to improve programs

The SOE UAS is designed to continuously evaluate students, programs, and the unit as a whole. Faculty review assessment artifacts included in individual candidate checkpoints. Aggregated data is reviewed annually by individual departments and the SOE as a unit. This work is conducted at annual fall assessment retreats. The UAS is also evaluated yearly to determine which data are critical to making checkpoint decisions and how to improve the process.

IV. Participation of all constituencies

The SOE actively encourages and solicits participation from various constituent stakeholders. All full-time faculty members participate in the analysis and discussion of assessment data. They also participate in revising the assessment plan and procedures. Annual surveys of program completers, as well as, school administrators and classroom supervising teachers who interact with IUSB teacher candidates and recent graduates are conducted. Data from these sources provide the SOE with vital information and longitudinal comparisons that is used to inform SOE program improvements.

V. Record Keeping

Candidates in initial and advance programs submit assessment artifacts to LiveText, a suite of web-based tools that serves as a repository for teacher candidate portfolios as well as artifacts required for program checkpoints. Once individual candidates are reviewed, data is then aggregated by program area within LiveText.