

## **Assessing Student Outcomes in the School of Education: Teacher Education Programs**

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**Educational goals for Students:** Students in the School of Education are measured according to faculty developed standards. The School of Education faculty has conceptualized their standards around the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC), teacher preparation standards of the state, and standards of various professional associations. Graduate teacher education programs also focus program and course goals in propositions of the National Board for Professional Teaching Standards (NBCT). The current study was intended to measure program satisfaction and curricular quality for participants and program completers in the three teacher education programs in the School of Education: the secondary education program, the elementary education program, and the special education program.

The following ten standards are used in initial teacher preparation programs in the School of Education:

### 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 Two and IPSB 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 following National Board for Professional Teaching Standards Core Propositions form the basis of standards for advanced (graduate) programs:

1. Teachers are committed to students and their learning.

- Teachers recognize individual differences in their students and adjust their practice accordingly
  - Teachers have an understanding of how students develop and learn
  - Teachers treat students equitably
2. Teachers know the subjects they teach and how to teach those subjects to students.
    - Teachers appreciate how knowledge in their subjects is created, organized and linked to other disciplines
    - Teachers command specialized knowledge of how to convey a subject to students
    - Teachers generate multiple paths to knowledge
  3. Teachers are responsible for managing and monitoring student learning.
    - Teachers call on multiple methods to meet their goals
    - Teachers orchestrate learning in group settings
    - Teachers place a premium on student engagement
    - Teachers regularly assess student progress
    - Teachers are mindful of their principal objectives
  4. Teachers think systematically about their practice and learn from experience.
    - Teachers are continually making difficult choices that test their judgment
    - Teachers seek the advice of others and draw on education research and scholarship to improve their practice
  5. Teachers are members of learning communities.
    - Teachers contribute to school effectiveness by collaborating with other professionals
    - Teachers work collaboratively with parents
    - Teachers take advantage of community resources

## Method

A questionnaire was utilized to measure the perceptions of the degree and quality leading to attainment of these goals for program completers or student teachers. The assessment project described in this brief summary assessed satisfaction of candidate quality. Alumni (program completers), employers, and student teacher supervisors were the respondents.

The survey was constructed to conceptually measure aspects of the ten INTASC standards. Content analysis was conducted by the co-investigators and graduate students to ensure that all potential items were correctly aligned with the pertinent standards. A working version of the revised survey was then drafted and selected members of the SOE faculty reviewed the document. A Likert scale was utilized as the response format. The Likert scale used an 8-point scale with three anchors and two intermediate continuums. The anchors provided clear points of reference for respondents of where *unsatisfactory*, *satisfactory*, and *exceptional* ratings occurred on the scale. The scale also included intermediate continuums to encourage better discrimination for respondents' ratings in the *developing (4 and below)* and *proficient (5 or above)* categories. The Likert scale presentation on the surveys included visual cues that both assisted respondents in making accurate ratings as well as providing finer discrimination points. The questionnaires are available from the author of this report.

## Results

Tables A, B, C, and D and Figure one provide a synopsis of the descriptive data from three groups of people: 1) program alumni; 2) employers, and; 3) supervisors of or administrators in schools where student teachers were placed. Further description of each group is provided.

**Alumni Teacher Education Program Completers.** Table A contains data from teacher education program alumni at both the undergraduate and advanced levels a Master's Degree who were listed on the Indiana Department of Education web site as being employed in Indiana or were part of the IUSB alumni data base. Four hundred sixty-nine (469) persons were surveyed and 80 responded. All were graduates in 2002 or 2004. The response rate was 17%.

**Advanced Programs Alumni:** Table B contains data from program alumni who reported having a Master's Degree and was disaggregated from data provided by the same respondents as in Table A. Respondents were 53 alumni of Indiana University South Bend School of Education that reported having a Master's degree or higher. They reported working an average of 8.11 years in the field of education, and an average of 6.99 years in Indiana. Forty-nine percent reported their primary worksite as an urban setting, 26% as a rural setting, 13% as a suburban setting, and 8% as a combination of two or more settings. Nearly 85% reported their primary work place as a public education setting, and about 8% as a private or faith-based school. Forty-three percent of the respondents indicated their primary work-site was an elementary school; 23% a high school; 28% a middle school, and about 2% as an early childhood and elementary setting.

**Employer's Sample Description:** Table C contains information from employers. From a population of 161 principals or site supervisors identified as employers of School of Education alumni who graduated in 2002 or 2004, 25 responded to the survey. The respondents reported working an average of 28.9 years in the field of education, and an average of 23.7 years in Indiana. Fifty-two percent reported their primary worksite as an urban setting, 28% as a rural setting, 4% as a suburban setting, 4% as a combination of two or more settings, and 12% did not respond to the item. Seventy-six percent indicated their primary work place as a public education setting, 20% as a private or faith-based school, and 4% as an alternative educational setting. Forty percent of the respondents indicated their primary work-site was an elementary school; 24% a high school; 12% a middle school; 4%, as an early childhood setting; 8% as a combination early childhood and elementary setting, and; 12% as a combination of grade levels.

**Supervising teachers or administrators.** Table D includes data from 33 returned survey instruments sent to 89 possible participants; twenty of the surveys were completed by classroom supervising teachers, while 13 were returned by school administrators. This study had a 37% response rate. This is a survey of the Fall 2004 student teacher supervisors and principals of schools. Figure one disaggregates the data and provides a comparison of the ratings of supervising teachers and administrators.

Aggregated responses across the various surveyed populations indicate that most people felt the students were in the qualitatively described proficient range. Most all categories had median scores of 5 or 6, and the most common modes were 6 or 7.

## Discussion

The use of follow-up data is required by the School of Education's accreditation body: the National Council for Accreditation of Teacher Education (NCATE). As part of a comprehensive system to measure student learning and achievement, the School of Education must systematically measure the application of the knowledge, skills,

and dispositions of program completers as they apply skills in the field. The development and implementation of the follow-up evaluation is intended to explicitly provide quantitative and qualitative data that measure student outcomes. The current data measures the alumni's self perception of their knowledge and application of the curricular concepts, knowledge, and taught in the teacher education program. The current data also reflects ratings of supervising teachers from the internship settings, school administrators in those settings, and employers of students who have graduated.

Data has been shared with faculty and program and school advisory groups. Program improvements, changes to curricular emphases, class projects, and assignments have been discussed. There is a commitment to yearly evaluation of the program candidates (students) through performance evaluation and, also, through evaluation of program completers throughout five years after graduation. These activities are documented to meet the NCATE accreditation standards. In the next five years, the State and NCATE will also begin to evaluate programs on specialty standards that are germane to specific fields and the initial development of this instrument was an important step in this future task.

In a dynamic and continuous manner, the School of education continues to utilize the developed instrument and to share results with its constituents. Presently, the survey format is being utilized to measure perceptions of skills and knowledge of teachers who graduated in 2002/03 school year who have also completed the state of Indiana's first year teacher program. Plans are being generated for further dissemination to local school district personnel to enhance the mechanisms for curricular feedback and change.

**Budget expenditure in the Assessment Grant:** Budget expenditures were used primarily for materials and personnel. Two graduate students worked extensively on these surveys. The School of Education matched much of the funding that was utilized for postage and handling.

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**Scroll down for tables.**

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**References and Resources:**

**National Board Standards:** <http://www.nbpts.org/about/coreprops.cfm#prop1>

Some information has been paraphrased from Standards Alignment and Accountability: The Redesign and Pilot of a Follow-up Survey by Jenny Dakins, Colleen New, Randall Davies and R. Lee Smith (2005).

**Table A: Responses from Survey of Alumni Teacher Education Program Completers  
(n=80)**

<b><u>Item Concept</u></b>	<b>n</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
Content Area General Knowledge	74	5.74	6.00	6
Science	55	5.24	5.00	5,6
History or Social Science	57	4.72	4.00	5,6
Mathematics	54	5.69	6.00	6
Literature/ Reading	65	5.74	6.00	6
English/ Written Language	63	5.43	6.00	6
Special Education	69	5.72	6.00	7
Use of Technology	75	5.59	6.00	6
<b><u>Growth and Development</u></b>				
Understands child and adolescent development and characteristics	80	5.80	6.00	6
Creates & implements meaningful learning experiences	80	5.78	6.00	6
Designs and adapts teaching activities based on students' capabilities	79	6.84	6.00	6
<b><u>Diversity</u></b>				
Interacts with school community appropriately based on uniqueness	80	5.45	6.00	6
Differentiates instruction for students' learning needs	80	5.51	6.00	6
Creates a learning environment where differences are respected	80	5.90	6.00	6
<b><u>Collaboration</u></b>				
Collaborative relationships with all members of the community	80	5.34	6.00	6
Works well with others to have a positive environment for students	80	5.58	6.00	5,6
Participates appropriately in activities in the school community	79	5.09	5.00	5
<b><u>Instructional Planning</u></b>				
Plans and makes arrangements for classroom learning activities	80	5.81	6.00	6
Plans effective lessons based on standards and curricular goals	80	5.84	6.00	6
Lesson plans effectively use instructional technologies and resources	80	5.78	6.00	6
Appropriately applies knowledge of learning theory and subject	80	5.51	6.00	6
Creates interdisciplinary learning experiences	80	5.30	6.00	6
<b><u>Instruction</u></b>				
Instruction and lesson concepts are accurately presented	79	5.94	6.00	6
Monitors and adjusts instruction in response to learner feedback	80	5.73	6.00	6
Enhances students' access to curriculum using a variety of materials	80	5.70	6.00	6
Uses a variety of strategies for critical thinking & problem solving	80	5.71	6.00	6
Assist individual students to meet standards in math and language arts	79	5.41	5.00	5
Teaches appropriate reading skills and strategies in content area classes-	79	5.53	6.00	6
Meets the needs of students learning English as a New Language	77	3.82	4.00	1

**Cont.** Table A: Responses from Survey of Alumni Teacher Education Program Completers

<b>Concept</b>	<b>n</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
<b><u>Learning Environments</u></b>				
Applies knowledge of classroom management techniques	80	5.23	6.00	6
Encourage positive social interactions conducive to learning.	80	5.49	6.00	7
Motivates students to maximize learning	80	5.29	5.00	6
Understands and effectively implements discipline practices	80	5.26	6.00	6
Reflects on problems that occur and implements solutions	80	5.29	5.50	6
<b><u>Communication</u></b>				
Communication is clear, consistent, and appropriate	80	5.89	6.00	6
Communicates effectively with parents, teachers, administrators, staff	80	5.81	6.00	6
Listens and responds appropriately to feedback	80	5.54	6.00	6
<b><u>Assessment</u></b>				
Uses a variety of formal and informal assessment to evaluate progress	80	5.56	6.00	6
Maintains well-organized records of student work and performance	80	5.26	6.00	6
Uses assessment data information to guide instruction	80	5.04	5.00	6
Helps students become aware of their own strengths and needs	80	5.15	5.00	6
<b><u>Professionalism</u></b>				
Displays professional and ethical behavior in interactions	80	6.11	7.00	7
Reflectively self-evaluates his or her own teaching	80	6.03	6.00	7
Participates actively in available professional development activities	79	5.61	6.00	7
Is aware of school issues and contributes positively to the school	79	5.34	6.00	6,7

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*Responses were generated on a Likert scale ranging from 1 to 8. A “1” indicated satisfactory and an “8” indicated excellent. Scores of or below a 4 indicated “developing” and at or above a “5” indicated proficient. A derived score of 4.5 would indicate satisfactory.*

**Table B: Results of the Survey of Alumni Program Completers who have a Master’s degree or Master’s plus (n=53)**

<u>Item Concept</u>	<u>n</u>	<u>Mean</u>	<u>Median</u>	<u>Mode</u>	<u>s.d.</u>
<b><u>Content Area</u></b>					
General Knowledge (overall)	49	5.84	6.00	6	1.16
Science	32	5.44	5.50	5,6	1.41
History or Social Science	33	5.12	5.00	5	1.45
Mathematics	30	5.67	6.00	6	1.40
Literature/ Reading	40	5.83	6.00	6	1.31
English/ Written Language	39	5.54	6.00	6	1.48
Special Education	47	6.15	6.00	7	1.68
Use of Technology	49	5.61	6.00	6	1.43
<b><u>Growth and Development</u></b>					
Understands child and adolescent development and characteristics	53	5.91	6.00	6	1.64
Creates & implements meaningful learning experiences	53	5.89	6.00	6	1.48
Designs and adapts teaching activities based on students' capabilities	53	6.02	6.00	6	1.54
<b><u>Diversity</u></b>					
Interacts with school community appropriately based on uniqueness	53	5.53	6.00	6	1.82
Differentiates instruction for students’ learning needs	53	5.72	6.00	6	1.69
Creates a learning environment where differences are respected	53	6.06	6.00	6	1.52
<b><u>Collaboration</u></b>					
Collaborative relationships with all members of the community	53	5.43	6.00	6	1.64
Works well with others to have a positive environment for students	53	5.55	6.00	5	1.50
Participates appropriately in activities in the school community	52	5.25	5.00	5	1.51
<b><u>Instructional Planning</u></b>					
Plans and makes arrangements for classroom learning activities	53	5.79	6.00	6	1.47
Plans effective lessons based on standards and curricular goals	53	5.64	6.00	6	1.51
Lesson plans effectively use instructional technologies and resources	53	5.62	6.00	6	1.44
Appropriately applies knowledge of learning theory and subject	53	5.49	6.00	6	1.50
Creates interdisciplinary learning experiences	53	5.34	6.00	7	1.74
<b><u>Instruction</u></b>					
Instruction and lesson concepts are accurately presented	52	5.98	6.00	6	1.28
Monitors and adjusts instruction in response to learner feedback	53	5.75	6.00	6	1.33
Enhances students' access to curriculum using a variety of materials	53	5.70	6.00	6	1.38
Uses a variety of strategies for critical thinking & problem solving	53	5.74	6.00	6	1.48
Assist individual students to meet standards in math and language arts	52	5.40	5.50	5	1.64
Teaches appropriate reading skills and strategies in content area classes	52	5.60	6.00	6	1.65
Meets the needs of students learning English as a New Language	51	4.02	4.00	4	2.02
<b><u>more</u></b>					

Cont. Results of the Survey of Alumni Program Completers who have a Master's degree or Master's plus (n=53)

<b>Item Concept</b>	<b>n</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>s.d.</b>
<b><u>Learning Environments</u></b>					
Applies knowledge of classroom management techniques	53	5.53	6.00	6	1.65
Encourage positive social interactions conducive to learning.	53	5.72	6.00	7	1.56
Motivates students to maximize learning	53	5.55	6.00	6	1.71
Understands and effectively implements discipline practices	53	5.36	6.00	6	1.74
Reflects on problems that occur and implements solutions	53	5.49	6.00	6	1.67
<b><u>Communication</u></b>					
Communication is clear, consistent, and appropriate	53	6.00	6.00	6	1.29
Communicates effectively with parents, teachers, administrators, staff	53	5.60	6.00	6	1.63
Listens and responds appropriately to feedback	53	5.54	6.00	6	1.59
<b><u>Assessment</u></b>					
Uses a variety of formal and informal assessment to evaluate progress	53	5.57	6.00	6	1.58
Maintains well-organized records of student work and performance	53	5.53	6.00	6	1.73
Uses assessment data information to guide instruction	53	5.23	5.00	5,6	1.71
Helps students become aware of their own strengths and needs	53	5.25	5.00	6	1.72
<b><u>Professionalism</u></b>					
Displays professional and ethical behavior in interactions	53	6.19	7.00	7	1.61
Reflectively self-evaluates his or her own teaching	53	6.00	6.00	6	1.49
Participates actively in available professional development activities	52	5.69	6.00	6,7	1.84
Is aware of school issues and contributes positively to the school	52	5.48	6.00	6	1.81

**Table C: Results of the Survey of Employers of Indiana University South Bend School of Education Graduates (n=25).**

<b>Item Concept</b>	<b>n</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>s.d.</b>
<b><u>Content Knowledge</u></b>					
Content Area General Knowledge	24	5.75	6.00	6	1.19
Science	17	4.82	5.00	5	1.51
History or Social Science	20	5.65	6.00	5	1.53
Mathematics	23	5.70	6.00	6	1.26
Literature/ Reading	21	5.38	6.00	6	1.16
English/ Written Language	22	5.41	6.00	6	1.47
Special Education	19	4.74	5.00	5,6	1.70
Use of Technology	23	5.61	6.00	6	0.89
<b><u>Growth and Development</u></b>					
Understands child and adolescent development and characteristics	24	5.13	5.00	5	1.68
Creates & implements meaningful learning experiences	24	5.25	5.00	6	1.75
Designs and adapts teaching activities based on students' capabilities	24	5.21	5.50	6	1.73
<b><u>Diversity</u></b>					
Interacts with school community appropriately based on uniqueness	24	5.29	5.00	5	1.73
Differentiates instruction for students' learning needs	24	4.92	5.00	5,6	1.86
Creates a learning environment where differences are respected	24	5.21	5.00	6	1.89
<b><u>Collaboration</u></b>					
Collaborative relationships with all members of the community	24	5.29	5.50	6	1.76
Works well with others to have a positive environment for students	24	5.46	5.50	5	1.45
Participates appropriately in activities in the school community	24	5.29	5.00	5	1.40
<b><u>Instructional Planning</u></b>					
Plans and makes arrangements for classroom learning activities	24	5.29	5.00	5	1.40
Plans effective lessons based on standards and curricular goals	24	5.17	5.50	6	1.66
Lesson plans effectively use instructional technologies and resources	24	5.21	5.00	4	1.64
Appropriately applies knowledge of learning theory and subject	24	5.13	5.00	6	1.60
Creates interdisciplinary learning experiences	24	4.88	5.00	4	1.60

An 8 point Likert system was utilized. The response system indicated key markers as “1” meaning unsatisfactory, as “4” meaning Satisfactory, and “8” as exceptional. Scores above 4.5 were considered “*proficient*” and below 4.5 as “*developing*.”

**more**

Results of the Survey of Employers

<b>Item Concept</b>	<b>n</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>s.d.</b>
<b><u>Instruction</u></b>					
Instruction and lesson concepts are accurately presented	24	5.00	5.00	6	1.64
Monitors and adjusts instruction in response to learner feedback	24	5.00	5.00	6	1.75
Enhances students' access to curriculum using a variety of materials	24	5.08	5.00	6	1.35
Uses a variety of strategies for critical thinking & problem solving	24	4.71	5.00	5	1.55
Assist individual students to meet standards in math and language arts	24	5.17	6.00	6	1.83
Teaches appropriate reading skills and strategies in content area classes	24	5.04	5.00	6	1.73
Meets the needs of students learning English as a New Language	24	4.65	5.00	5	2.61
<b><u>Learning Environments</u></b>					
Applies knowledge of classroom management techniques	24	4.88	5.00	5	1.60
Encourage positive social interactions conducive to learning.	24	5.04	5.50	7	2.01
Motivates students to maximize learning	24	4.88	5.00	6	1.78
Understands and effectively implements discipline practices	24	4.96	5.00	5	1.71
Reflects on problems that occur and implements solutions	24	5.04	5.00	6	1.78
<b><u>Communication</u></b>					
Communication is clear, consistent, and appropriate	24	5.21	5.50	6	1.72
Communicates effectively with parents, teachers, administrators, staff	24	5.21	5.00	5	1.93
Listens and responds appropriately to feedback	24	5.17	5.00	5	1.86
<b><u>Assessment</u></b>					
Uses a variety of formal and informal assessment to evaluate progress	24	5.00	5.00	4	1.22
Maintains well-organized records of student work and performance	24	5.21	5.00	4,5	1.62
Uses assessment data information to guide instruction	24	4.71	5.00	6	1.64
Helps students become aware of their own strengths and needs	24	4.83	5.00	6	1.83
<b><u>Professionalism</u></b>					
Displays professional and ethical behavior in interactions	24	5.38	6.00	6	1.88
Reflectively self-evaluates his or her own teaching	24	5.04	5.00	4,5	1.78
Participates actively in available professional development activities	24	5.25	5.50	6	1.62
Is aware of school issues and contributes positively to the school	24	5.17	5.00	5,6	1.85

\*An 8 point Likert system was utilized. The response system indicated key markers as “1” meaning unsatisfactory, as “4” meaning Satisfactory, and “8” as exceptional. Scores above 4.5 were considered *proficient* and below 4.5 as *developing*.

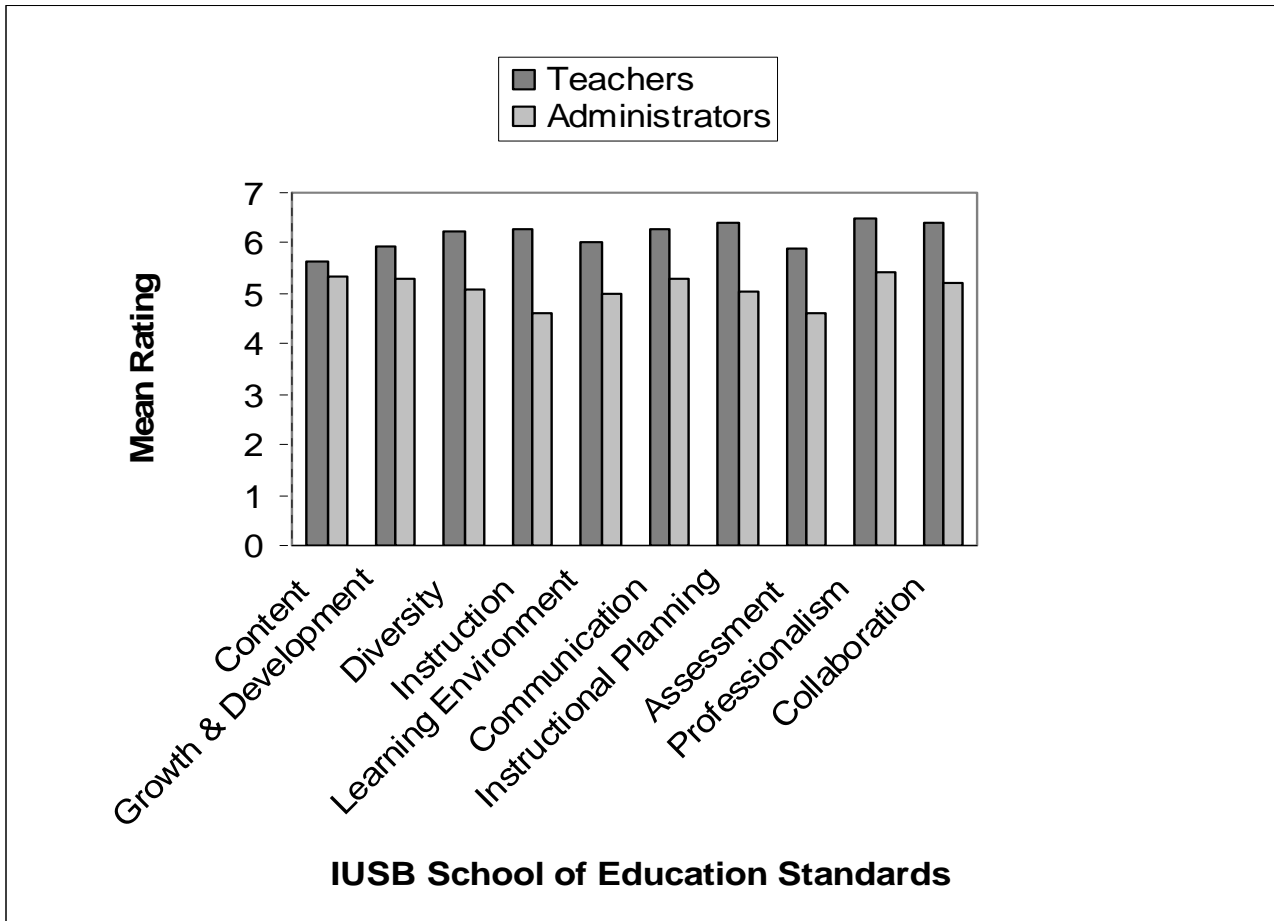
**Table D: Supervising teachers or administrators ratings of IUSB Student Teachers by IUSB School of Education Standard**

Standards	Valid Responses	Minimum	Maximum	Mean	Standard Deviation
1 Content	15	4.1	7.1	5.50	.885
2 Growth & Development	33	4.0	7.0	5.69	.957
3 Diversity	31	2.3	7.7	5.75	1.308
4 Instruction	33	2.3	7.8	5.62	1.405
5 Learning Environment	32	2.5	7.8	5.58	1.369
6 Communication	33	2.7	8.0	5.89	1.268
7 Instructional Planning	33	3.0	7.8	5.86	1.231
8 Assessment	33	2.8	7.0	5.39	1.327
9 Professionalism	33	3.0	8.0	6.07	1.296
10 Collaboration	33	3.0	8.0	5.94	1.418

*Note.* Ratings were made on an 8-point scale (1 = *unsatisfactory*, 8 = *exceptional*). Respondent population includes both school administrators and classroom supervising teachers.

Respondents: Eighty-nine (89) survey instruments were sent to participants; 33 were returned. Twenty of the surveys were completed by classroom supervising teachers, while 13 were returned by school administrators. This study had a 37% response rate. This is a survey of the Fall 2004 student teacher supervisors and principals of schools.

**Figure 1: A comparison of mean scores of supervising teachers and administrators ratings of IUSB Student Teachers by IUSB School of Education Standard**



Note: Analysis of the disaggregated results revealed differences between various groups of respondents. For example, school administrators consistently rated IUSB student teachers lower on each of the standards than did the supervising classroom teachers (see Figure 1). The greatest discrepancy between the ratings of school administrators and classroom supervising teachers occurred within the standard of Instruction. For that standard, classroom supervising teachers yielded a mean score of 6.28, while the school administrators’ mean score was 4.58. This is a total mean difference of 1.70. The rating scores of the two respondent groups were most similar on the standard of Content with a mean difference of .32. However, both groups provided ratings of IUSB students teachers that fell within the *satisfactory* range for all ten of the IUSB School of Education standards.