

PRAC Report

School of Education

2002-2003

The school has developed a Unit Assessment System Schematic to reflect the elements of the UAS and the timeline for their implementation. In the schematic, the center section denotes the initial programs including the Transition to Teaching Programs and the elementary program offered on the Columbus campus. The sources of the data that will be used to assess individual candidates appear at the top of the schematic. The schematic denotes at what time during the program the assessments will occur and the color of the assessment indicates whether it is fully implemented (green), being piloted (blue) or in the planning stages (red). The sources of data for programmatic assessment are listed at the bottom of the schematic.

While the chair of teacher education coordinates candidate assessment, all data are aggregated and reported to the school's Evaluation Committee whose charge is to oversee the UAS. Candidates are assessed at six points throughout the program with multiple assessments occurring at each point. These assessment points are: (1) Application to Teacher Education, (2) Block I, (3) Block II, (4) Block III, (5) Block IV and (6) Beginning Teacher Induction Program. Candidate assessments also occur within courses throughout the programs.

The candidate assessments occurring at these six points are:

- Application to Teacher Education -- All candidates must meet minimum criteria to be considered for admission to the teacher education programs. These include PRAXIS I scores, GPA, criminal history check, grades in pre-requisite courses, and a written essay. The school plans to require recommendations from Learning Community Faculty and school faculty who teach prerequisite courses starting spring 2003. In addition, the school will pilot Content Area Portfolios during the fall 2003 semester.
- Block I - The school piloted the Benchmark I Rubric during the spring 2002 semester for all candidates in initial programs. The Assistant Dean for Student Services monitors GPA and course grade requirements at the end of each block, and candidates are not allowed to continue to the next block if these requirements are not met. The school will pilot a form to receive feedback from field experience mentor teachers at the end of Block I during spring 2003.
- Block II -- Benchmark II has been piloted with two different groups of candidates and will be fully implemented during fall 2002. The school will use the same field experience mentor teacher and self-assessment instruments from Block I at the end of Block II. The monitoring of GPA and course grade requirements continues as with Block I (see Benchmark II).
- Block III - During fall 2002 the school will pilot Benchmark III for elementary majors at the end of the block. A cohort of candidates will be doing their student teaching in 8-week experiences during Block III and Block IV. Traditionally, student teaching has occurred entirely during the Block IV semester. Cohorts of elementary candidates have experimented with this new structure for student teaching and the school has found it rewarding and beneficial to the candidates. All candidates entering the elementary program starting fall 2002 will do student teaching assignments at the end of Block III and Block IV. The Student Teaching Mentor Survey will be used at this time also. A Student Teaching Audit is conducted prior to the start of the student teaching experience to check the candidate's eligibility to student teach. The Block III Self Assessment, piloted by some instructors during Block III, will be used for all Block III candidates starting fall 2002. It will be used in Block I, II, and IV during spring 2003.

- Block IV -- Because of scheduling problems with the content area schools, the secondary/middle school and all-grade candidates will continue to do 16 weeks during Block IV. Secondary and All-grade candidates will complete the Student Teaching Portfolio and will be assessed by their mentor teachers (see Benchmark III Information). Candidates must meet all requirements for graduation by the end of the block. In addition, candidates must take and pass the appropriate PRAXIS II test(s) to be eligible for licensure in the state of Indiana (see Title II Report 1999-2000 and Title II Report 2000-2001 and Praxis Results Comparison). Elementary candidates must also take the Reading Specialist test.
- Beginning Teacher Induction -- The state of Indiana planned to implement the Beginning Teacher Induction portfolio project starting fall 2002. Because of funding issues, this has been delayed. The school will assess candidates once the project is implemented through the evaluation of the portfolio project.

Data is collected for programmatic assessment at the same six points, at the end of the first year of teaching, and two years after graduation.

- Application to Teacher Education -- The school's Evaluation Committee reviews the demographics of candidates applying to the teacher education program.
- Block I -- The school aggregates data on individual candidate assessment occurring during Block I as well the demographics of continuing candidates. Data on probationary candidates resulting from the Block I Rubric will be available for fall 2002. Candidates complete a Student Program Evaluation Survey and Student Services Survey at the end of this block. The Field Experience Evaluation form to be completed by instructors will be re-piloted during the fall 2002 semester.
- Block II, III & IV-- The same surveys and demographic data are collected as during Block I. The Evaluation Committee will also review Title II reports for program completers.
- During the spring semester, a survey is sent to the principals of schools where program completers are employed for their first year of teaching (see Employer Survey). The beginning teacher's supervisor is asked to complete the survey that is grounded in the Principles of Teacher Education. This was piloted during the spring 2002 semester.
- IUPUI surveys alumni two years after their graduation. The school's Evaluation Committee was allowed to design specific questions relevant to the school's programs to be included in the survey..

As part of the overall UAS, the school has developed a plan for the use of individual benchmark data. This plan addresses how the school will evaluate candidates and, if necessary, mentor those who do not successfully complete a given benchmark assessment.

The Plan for Evaluating the UAS itself incorporates a Program Review and Assessment Committee (PRAC) Self-Study that is required of all units on the IUPUI campus. The Evaluation Committee will be in charge of the UAS review process during the 3rd year of the 5-year NCATE cycle.

The Five-Year Summative Program Evaluation Plan lays out a plan for programmatic changes based on the data collected by the Evaluation Committee. The Data for Programmatic Assessment Chart addresses the frequency, timing, participants, means of administration, and use of the programmatic assessment data. This table also shows what Principles of Teacher Education are addressed by each assessment.

During 1999-2000, there was considerable effort to increase the informed involvement of colleagues in the Schools of Liberal Arts and Science in teacher education. Two factors in particular focused attention on the general education of future teachers: (1) the Standards-based Teacher Education Project "STEP" which operates under the aegis of ACE and AACTE; and (2)

IU President Myles Brand's "21st Century Teachers Project" initiative. STEP provided modest funding to support collaboration around several topics related to the UAS (e.g., admission to Teacher Education, university attention to P-12 academic standards, alignment of secondary majors to the new IPSB license framework, Liberal Arts and Science faculty involvement in student teaching and scoring the Benchmark III Portfolio). Teams representing IUPUI has since attended the 2000, 2001 and 2002 STEP conferences in Washington D.C. and the Regional Conferences on Teacher Quality sponsored by the USDOE in Denver in July.

The core campus "21st Century Teachers Project" brought together teams of content specialists from the Arts and Sciences, Education and local P-12 schools during summer 2002. These teams worked together to design new integrator courses, to revise syllabi for existing course in Arts and Sciences as well as in Education, and to develop more meaningful field experiences in P-12 schools. While each of the five IUPUI teams developed a plan to meet the needs associated with a specific content area, the overall goal was the preparation of future teachers who could support diverse learners in meeting high standards.

In fall 2000, the Committee on Teacher Education (COTE) was created to serve as a forum for facilitating collaboration among representatives from Education, the Arts and Sciences, and P-12 teacher practitioners. The council provides a broader audience for the reports of the UAS and serves as a vehicle to coordinate the various campus and university initiatives that involve teacher education.

During 2001-2002, additional meetings with content area departments were held to develop standard-based programs. Funding to continue the collaboration during summer 2002 was provided by the 21st Century Teacher Project Initiative, and five content area teams developed plans for curriculum and assessment development. Candidates piloted the Benchmark III assessment-the Student Teaching Portfolio--in the fall, and stakeholders from departments throughout the university and from PDS partnership schools participated in reviews of these assessments.

The unit assessment system and information about the individual assessments are shared with the candidate during the Teacher Education Induction. The Assistant Dean for Student Services conducts the induction session with each cohort of candidates at the beginning of Block I.

Both the initial programs and the unit assessment system are grounded in the Principles of Teacher Education. The school, in collaboration with the Arts and Science faculty and P-12 stakeholders, has documented the relationship of the Principles of Teacher Education to the INTASC Standards, IPSB content and developmental standards, Indiana P-12 Academic Standards and professional organization standards. Candidate and programmatic assessments have been designed to reflect these standards.

A set of pilot Benchmark II tasks were scored during spring 2001. A scorers' reliability test was conducted on the results. A report was generated and shared with the school. As a result, the school plans to do more training of scorers prior to full implementation of the assessment.

Advanced Programs: The development of a UAS for the advanced program is in its infancy. The initial plan for UAS for Advanced Programs was developed by the Evaluation Committee and has been modified several times by the graduate faculty over the last academic year. The development of this system has paralleled that of the UAS for the initial programs up to this point.

Candidate assessment occurs at five points in the advanced programs (1) Application to the Program, (2) EDUC J500/L500, (3) EDUC H520/530, (4) EDUC Y520 and (5) Program Completion.

- Application to Program - Applicants must submit a complete application file including transcripts, letters of recommendations, GRE scores, and for students whose first language is not English, TOEFL scores. A baccalaureate degree requiring four years of full-time study, or equivalent from a college or university holding full regional or national accreditation is required for admission to all advanced programs. The minimum acceptable undergraduate GPA of 2.5 or higher is required of all advanced licensure programs. All licensure programs require that candidates maintain a minimum GPA of 3.00 in graduate course work. Letters of recommendation from professors or instructors who know the applicant's academic and intellectual skills are preferred. The unit is planning to have all candidates complete a self-assessment at the start of their programs.
- EDUC J500/L500 - The school piloted a portfolio in L500 for advanced master's programs during the spring 2002 semester. Candidates were asked to document their growth in each area defined by the five NBPTS core propositions for their portfolio. They had to provide specific examples of how their thinking has changed as a result of their work in the course and address how their teaching had improved. Artifacts that demonstrate some of the new things they and their students were doing along with a description of the context for each artifact were required. The same assessment will be used in J500 during the spring 2003 semester.
- EDUC H520/530 -- The school is involved in designing a Philosophy Statement or Reflection current candidate assessment. Some instructors currently require candidates to write a philosophy statement but the school intends to build on this by creating an assessment that better addresses the conceptual framework for the advanced programs.
- EDUC Y520 -- Candidates in advanced programs either complete a thesis or a classroom-based action--research project.
- Completion of Program -- The school uses standard assessments at completion of the program, such as GPA, completion of courses, and grades in courses. A Self-Assessment similar to the one administered at the beginning of the program and a Reflection Paper are in the design stage.

The UAS for the advanced programs denotes collection of data for programmatic changes at the same five points as the candidate assessment. The school piloted the Master's in Education Survey during the spring 2002 semester ([see Masters Survey Data](#))

. The return rate was so low that the data did not provide valid information about the programs. However, the data will be used to redesign the survey and address ways to increase the return rate during the spring 2003 semester.

Data Collection, Analysis and Evaluation

Initial: The school collects the following candidate and programmatic data:

- Reports of demographic data for candidates as they enter the program have been generated. As the UAS Database is implemented, the sophistication of the results will improve.
- The collection of data from Benchmarks I and II was piloted during the spring 2002 semester. Teams of instructors entered data for each candidate into the school's UAS Database at the end of the semester. The database was used to generate individual and aggregated reports for both benchmarks.
- During the spring 2002 semester, all candidates in Block I-III of the elementary and secondary/middle school programs completed a [Student Program Evaluation](#) and a [Student Services Survey](#). The aggregated data from both surveys were reviewed by the Evaluation Committee and then shared with the school and other stakeholders.
- Over the past 2-3 years the school has collected feedback from student teaching mentor teachers on the Student Teaching Framework. Data from these frameworks are being aggregated and the results will be available to the team at the time of the visit.

- During the spring 2002 semester, student teachers and their mentor teachers completed the Student Teacher Survey and Student Teaching Mentor Survey respectively. The data was aggregated and a report for both Indianapolis and Columbus was created.
- Title II data has been reviewed and compared to national data (see Praxis Results Comparison).
- The Evaluation Committee attempted to collect data from the field experience sites with the Field Experience Evaluation Instrument. During the fall 2001 semester, feedback was used to modify and improve the instrument. The committee tried to pilot the instrument during the spring 2002 semester but did not receive a significant enough number of responses to facilitate the use of the data for programmatic changes.
- The school in conjunction with the university continues to receive data from the IUPUI Student Satisfaction Survey.
- Early in the development of the Learning to Teach/Teaching to Learn programs the school created "Cohort" programs to pilot programmatic changes and candidate assessments. Assessment Reports from these cohort programs provided data that aided in the development and design of the new programs that start fall 2002.

Advanced Programs: The school has collected and analyzed data for its advanced programs in the following ways:

- The school piloted a portfolio in L500 for advanced master's programs during the spring 2002 semester. Candidates were asked to document their growth in each area defined by the five NBPTS core propositions for their portfolio. They had to provide specific examples of how their thinking has changed as a result of their work in the course and address how their teaching had improved. Artifacts demonstrated some of the new activities they and their students were doing, along with a description of the context for each artifact, was required.
- A survey of candidates completing advanced programs was piloted during the spring 2002 semester (see Masters Survey Data). Feedback from this survey will be used to re-design the instrument before use during the 2002-2003 academic year.

Use of Data for Program Improvement

Initial: The Evaluation Committee was given the charge to oversee the design and implementation of the UAS. They have met on a continuous basis since prior to the last NCATE visit. The committee has designed, piloted and re-designed the programmatic assessments in conjunction with the school's faculty. The Chair of Teacher Education, who is a member of the committee, has guided the development of the candidate assessments of the UAS. The candidate assessments have been collaboratively designed and evaluated with Arts and Science Faculty and P-12 Stakeholders.

Although the UAS is still a work-in-progress, there have been programmatic changes implemented as a result of data from the assessments.

Early in the development of the Learning to Teach/Teaching to Learn Program, new and innovative ideas were piloted with groups of elementary and secondary cohorts. The assessments resulting from these pilots guided the faculty in the design and implementation of the new programs that all candidates will complete.

As a result of piloting the Benchmark II assessment for elementary candidates, the faculty redesigned the elementary program. Early data indicated that candidates were not performing well on Benchmark II. At Teacher Education Meetings, faculty discussed the implications of this data. They discussed whether the assessment had appropriate expectations for candidates at this stage of professional development. After a lengthy discussion, the decision was made that the assessment was a good performance-task measure and that candidates should have the skills and knowledge at this point in the program to successfully complete the benchmark. The faculty then turned their attention to the elementary program and looked closely at the professional education courses dealing with mathematical pedagogy. It was decided that having only one professional education course that addressed mathematics did not satisfactorily prepare

candidates to teach mathematics in the elementary setting. It was offered for the first time fall 2002.

The school has developed a plan to systematically study the effect of any changes and to evaluate the UAS itself. Completed rubrics are shared with candidates and individuals, and aggregated data are shared with school faculty and other stakeholders via the Committee on Teacher Education (COTE).

Advanced Programs: The school has used candidate performance in coursework and projects to assess the advanced programs in the past. The results of these assessments are routinely shared with the candidates. As a result of the need to take a more systematic approach to candidate and programmatic assessment, the school has developed a Unit Assessment System for Advanced Programs.

Faculty discussion surrounding the development of the UAS for advanced programs have resulted in a subcommittee being formed to investigate the re-design of the advanced programs offered by the Indianapolis units. The committee is revising the current requirements and adding some requirements. The committee is designing the programs in relation to the Certificate in Community Building & Urban Education that the school offers.

Unit Assessment System Schematic Initial Programs

Freshman – Sophomore Years

Junior - Senior Years

Beginning Teacher
Induction Program

Continuing Professional
Development

Data for Individual Student Assessment

- *PRAXIS I
- *GPA
- *Criminal History Check
- *Grades In Prerequisite Courses
- *Written Essay (Fa 03)
- *Recommendations from "Learning Community" Faculty (Sp 03) (Fa 03)
- *Recommendations from Q200, W200, & E495 (Sp 03) (Fa 03)
- *Content Area Portfolios (Fa 03) (Sp 05)

- *Benchmark I Rubric
- *GPA Requirement
- *"C" or higher in Block Courses
- *Student Self-Assessment (Sp 03) (Fa 03)
- *Feedback from Mentor Teachers (Sp 03) (Fa 03)

- *GPA Requirement
- *"C" or higher in Block Courses
- *Benchmark II Assessment (Fa 02)
- *Feedback from Mentor Teachers (Fa 03) (Sp 03)
- *Student Self-Assessment (Sp 03) (Fa 03)

- *GPA Requirement
- *"C" or higher in Block Courses
- *Benchmark III/ EI Student Teaching Portfolio (Fa 04)
- *Feedback from Mentor Teachers (Sp 03)
- *Student Self-Assessment (Fa 02)

- *GPA Requirement
- *Mentor Teacher Evaluation
- *Benchmark III/ Sec & All-grade Student Teaching Portfolio (Fa 05)
- *Student Self-Assessment (Fa 03) (Fa 04)

- *Induction Portfolio

Initial Programs

General Education

Application to Teacher Education

I A
I B

II A
II B

III A
III B

IV A
IV B

Provisional License

Year 1

Year 2

Proficient Practitioner License

Data for Programmatic Assessment

- *Percent of Applicants Admitted
- *Demographics of Accepted Students
- *Demographics of Denied Students
- *Mean GPAs, PRAXIS Scores

- *Demographics of continuing students
- *Results of Students' Program Evaluation Survey
- *Student Services Survey
- *Summary of Benchmark I Rubrics (Fa 02)
- *Summary of Evaluation of Field Experience Sites (F-02)
- *Demographics of Probationary Students (Fa 02) (Fa 03)

- *Demographics of continuing students
- *Results of Students' Program Evaluation Survey
- *Student Services Survey
- *Summary of Benchmark II assessments (Fa 02)
- *Summary of Evaluation of Field Experience Sites (F-02)
- *Demographics of Probationary/Stopped Students (Sp 03) (Sp 04)

- *Demographics of continuing students
- *Results of Students' Program Evaluation Survey
- *Student Services Survey
- *Summary of Evaluation of Field Experience Sites (F-02)
- *Demographics of Probationary/Stopped Students (Fa 03) (Fa 04)

- *Demographics of Program Completers
- * Summary of Student Teaching Mentor Teacher Survey
- *Summary of Student Teacher Survey
- *Analysis of Ratings on Framework (Sp 03)
- *Results of Portfolios Assessment (Fa 05) (Fa 06)
- *Demographics of Students With Unsatisfactory Portfolios (Fa 05) (Fa 06)

- *PRAXIS II
- *Reading Specialist Test (Elementary only)

- *Summary of PRAXIS II Scores
- *Summary of Reading Specialist Test (Elementary only)

- *Summary of Employer Survey

- *Summary of Alumni Survey
- *Summary of Graduates Ratings on Induction Portfolio (Sp 05) (Sp 06)
- *Demographics of Induction Completers/non-completers (Sp 05) (Sp 06)

- *Summary of Alumni Survey (Fa 02)
- *Summary of Employer Survey (5 years out) (Sp 05) (Sp 06)
- *# of Graduates Completing National Board Certification (Sp 05) (Sp 06)
- *# of Graduates Completing a Master's Degree (Sp 04) (Sp 05)

KEY
Assessment Implementation Status

- Green – Implemented
- Blue- Pilot Stage
- Red – Planning Stage
- () – Projected Semester and Year of Next Stage

*Summary of Mentor Teacher Survey – End of each fall semester (F-02)

**IUPUI Learning to Teach/Teaching to Learn
Benchmark I RUBRIC**

Semester: Fall Spring

Year: 200__

Student: _____

Knowledge and Habits of Mind

Positive Indicators		Negative Indicators Personal Development Plan Required	
	Demonstrates understanding of the central concepts and content taught in the block.		Demonstrates some gaps or misconceptions about central concepts and content of the block.
	Has good foundation of prerequisite knowledge		Lacks essential prerequisite knowledge.
	Engages in critical thinking and personal inquiry.		Avoids or lacks development as a critical thinker. Shows little depth in reflections.
	Attentive and active during class activities and discussions.		Frequently inattentive or overly self-centered in class.
	Respectful of peers and instructors.		Disrespectful of peers or instructors.
	Diligent in fulfilling assignments and preparing for class.		Careless about assignments and preparation for class.
	Efficacy guided by conscientious self-assessments. Willing to take risks.		Misjudges personal strengths or weaknesses when self-assessing.

COMMENTS:

Written and Oral Communication

	Competent writing. <ul style="list-style-type: none"> ➤ Insightful, solid content. ➤ Appropriate language. ➤ Good organization. ➤ Fluent. ➤ Concise. ➤ Few mechanical errors. 		Writing may show improvement, but the quality is still an area of serious concern. <ul style="list-style-type: none"> ➤ Underdeveloped content. ➤ Language problems. ➤ Underdeveloped organization. ➤ Requires rereading and filling in gaps. ➤ Many mechanics errors. 	
	Speaks clearly and models Standard English.		Speaks in a nonstandard dialect when it would be more appropriate to model Standard English	

COMMENTS:

Interactions with Teachers and Students

Positive Indicators		Negative Indicators Personal Development Plan Required	
	Establishes good rapport with teachers and students.		Shows little aptitude for building rapport with teachers and students.
	Comes to field placement experiences prepared with plans and resources.		Comes to field placement experiences unprepared.
	Takes the initiative to ask questions and help where needed in the classroom or school.		Takes little initiative to become involved in the classroom or school.
	Demonstrates enthusiasm for teaching and seeks success for all students.		Very tentative about teaching and easily frustrated by students.

COMMENTS:

Disposition and Professional Behavior

	Focuses on the positive		Complains. Blames problems on others.
	Makes adjustments as necessary.		Struggles with interruptions and changes.
	Works well with different personalities and cultural backgrounds.		Occasionally displays negative attitude, bias and/or prejudice.
	Appreciates multiple perspectives.		Prioritizes personal perspective.
	Willing to give and receive help.		Not attuned to the needs of others or open to constructive feedback.
	Commits to being in class. Takes responsibility for making up work.		Misses 3 or more days worth of classes. Makes little effort to make-up work.
	Commits to being on time.		Not consistent about being on time.
	Meets deadlines.		Turns in late assignments.
	Has good organization.		Lacks effective organization
	Neatly, appropriately dressed.		Grooming or dress is often inappropriate.

COMMENTS:

OVERALL COMMENTS AND/OR RECOMMENDATIONS:

EVALUATOR 1:

EVALUATOR 3:

EVALUATOR 2:

EVALUATOR 4:

**Rubric for Elementary Benchmark II
Performance Task**

	1	2	3	4	5
<u>Principle 1</u>					
Conceptual Understanding	Poor choice of concept with little or misconstrued explanation. Choice of task, questions, and responses to the child reflect confusion about the math concept.	Sensible choice of concept with unarticulated connections to children's mathematical development. Choice of task, questions, and responses to the child reflect a beginning understanding of math concept.		Sensible choice of concept supported by clear knowledge of children's mathematical development. Choice of task, questions, and responses to the child reflect thorough understanding of math concept.	
Quality of Written Report	Requires rereading and filling in gaps. Multiple errors.	Conveys the ideas. Minor errors.		Easy to read. Relatively error free.	

<p><u>Principle 2</u></p> <p>Assessment of Learner's Development and Knowledge</p>	<p>Leads, more than follows, the learner's thinking.</p> <p>Does not recognize strengths and weaknesses present in the learner's thinking.</p> <p>Makes unwarranted statements about what the learner knows. Has little sense of what to do next.</p>	<p>Follows more than leads the learner's thinking.</p> <p>Recognizes some strengths and weaknesses in the learner's thinking.</p> <p>Makes statements supported by evidence of some sort. Has reasonable ideas for instructional follow-up.</p>	<p>Purposefully invites and probes the learner's thinking.</p> <p>Demonstrates a highly developed sense of how to analyze the learner's thinking.</p> <p>Accurate, insightful analysis of the learner. Suggests good instructional follow-up.</p>
<p>Self-Evaluation of the Task Selection And Interview</p>	<p>Generalizes rather than reflects on personal performance.</p> <p>May make invalid statements, fail to recognize weaknesses, or fail to set goals for improvement.</p>	<p>Reflects on personal performance, but reflection is limited by lack of knowledge.</p> <p>Makes valid observations, but misses key weaknesses or strengths. Has some sense of how to make improvements in next assessment interaction.</p>	<p>Reflects meaningfully on personal performance from informed perspectives.</p> <p>Accurate about what is working, what needs to be improved, and how to improve it.</p>
<p>Overall Effectiveness of the Reflective Cycle of Teaching</p>	<p>The performance raises concern about the intern's ability to conduct reflective practice.</p>	<p>The performance provides evidence that the intern is learning the concept of reflective practice.</p>	<p>The performance provides a convincing demonstration that the intern understands and can implement reflective practice.</p>



Indiana University Purdue University Indianapolis
Student Teaching
Mentor Teacher Survey

In this questionnaire, you are asked about the strengths and weaknesses of your student teacher. Please be assured that your responses will not be shared with your student teacher nor will your identity or that of your student teacher be reported in any presentation of the results of this survey.

Data Analysis: Mentor Teacher Survey

The Mentor Teacher Survey reveals some important information regarding the preparation of our student teachers. Mentor teachers who hosted our student teachers during the Spring 2002 were asked to evaluate the teaching skills of the student teacher placed in their classroom. Overall, mentor teachers rated our student teachers highly on all ten skills. On a scale of 1 – 5 (with 1 = poor and 5 = excellent) the average rating for all programs ranged from a rating of 4.10 to a rating of 4.34.

Furthermore, 50% of all student teachers were ranked as in the **Top 25%** when compared to student teachers in the mentors' past experiences. 37% of the mentors reported this student teacher as the first one they had ever worked with. The remaining 13% were considered to rank in the Upper Middle 25% (9% of the student teachers), in the Lower Middle 25% (3% of the student teachers), and in the Lower 25% (1 % of the student teachers). Overall the findings suggest that Mentor teachers are satisfied with the quality of the student teachers with whom they are working.

Please complete the following information as it pertains to your student teacher:

Return Rate 72% (96/133) Elementary (38/50) Secondary (16/35) All Grade (PE 4/5 & Art 1/2)
 Columbus (28/30) Special Education (7/8) Tech (1/2)

Gender of student teacher: 23 Male 73 Female School Corporation: 13% Urban 48% Township 21% Rural
 1% Private 17% no response

All – All programs **EI – Elementary** **Sec – Secondary** **AG – all-grade**
Col – Columbus **S Ed – Special Education** **Com – computers**

For each statement below, please indicate the degree to which you feel your student teacher has been prepared to address each of the teaching skills below in comparison to other student teachers. Rate your response along a scale from 1 to 5 where

1 = Poor, 3 = Adequate, and 5 = Excellent.

<i>Teaching Skills</i>	<u>Averages</u>						
	All	EI	Sec	AG	Col	S Ed	Com
Can create learning experiences that make the subject matter meaningful to students.	4.29	4.24	4.69	4.20	4.24	3.57	5.00
Can provide learning opportunities that support students' intellectual, social, and personal development.	4.25	4.29	4.44	4.40	4.25	4.00	5.00
Can create instructional opportunities that are adapted to diverse learners.	4.10	4.13	4.50	4.20	4.11	3.43	5.00
Uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.	4.19	4.29	4.25	4.20	4.36	3.29	5.00
Can create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	4.24	4.29	4.44	4.40	4.29	3.71	5.00
Uses effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	4.18	4.21	4.50	4.00	4.29	3.57	4.00

<i>Teaching Skills</i>	Averages						
	1 = Poor, 3 = Adequate, and 5 = Excellent						
	All	EI	Sec	AG	CoI	S Ed	Com
Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	4.33	4.41	4.69	4.40	4.32	3.71	4.00
Uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of learners.	4.23	4.34	4.37	4.25	4.37	3.29	5.00
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.	4.34	4.34	4.56	4.20	4.46	4.14	5.00
Fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	4.28	4.24	4.44	4.60	4.32	4.40	5.00

Based on your experiences with student teachers receiving their preparation through IUPUI, what features of our education program do you recommend that we strengthen?

- I feel that my student teacher was well prepared in all areas. -EI
- Perhaps more field experience prior to student teaching –EL
- Through conversation with the student teacher I learned that she would have like to gain experience with children earlier in her college classes. Sp Ed
- Longer term or length of time for teacher in classroom. EI
- I am not that familiar with student teacher from IUPUI. – AG-PE
- Try to give the student teachers practical information about time management and classroom management; that way the transition to the actual classroom is better. Sec – English
- I think it is fine. Sec – Math
- My first experience was very positive. We shared ideas. He learned from me and I learned from him. There was a personality problems not IUPUI's problem with my second experience. AG-Art
- I would recommend that student teachers have a better knowledge base of inclusion classrooms and special education. I would also recommend more technology courses for all education students. EI
- My student teacher was excellent in areas of planning, presenting material and in discipline procedures. He will become an excellent teacher. As good as he was his performance could have been better if IUPUI had made a greater use of the INTASC standards. Sec-math
- Dealing with discipline problems remains the #1 problem for student teachers. They come to the classroom full of enthusiasm and very knowledgeable. Sec-math
- This is my first experience with a student teacher and it was very positive. She came in the first semester to get acquainted with us, which I think is a good idea. IF that isn't required, I would like you to consider it. My student teacher was also weak in history but we worked on that in my room. – EI
- Communication skills with co-workers –ENL
- Students should receive more preparation in the areas of psychology and individual/group counseling. Before children can be taught, their issues must be addressed and attended to. All elementary schools don't have counselors on staff and teachers must be prepared to help students emotional development. – EI
- Development of IEP's. Writing goals & objectives, development of exams from IEP goals, learning about different disabilities & how they affect learning – Sp Ed
- Less paperwork for mentor teachers – Sp Ed
- Align your student teaching curriculum/program with that at Franklin College – Sec – Spanish
- All student teachers that I've had from IUPUI have needed strength in the material itself- history, economics, government, geography. The only way to truly be able to teach the material is to have daily and monthly experience with it. Sec – Social Studies
- Few student teachers know how to handle discipline problems. They need to know various ways of assessments. They need opportunities to discuss their ideas because many come and just teach from teachers edition page by page. EI
- Strategies for disruptive classroom behavior- Sec – Social studies
- My only suggestion is that more contact was use prior to student teacher's arrival. Contact from university to supervising teachers so he/she would better know how IUPUI wants student teacher evaluated. Book is nice, but human touch would be better. Sp Ed
- None. The program is great. Please put the paperwork on a link to the university, as typewriters are hard to come by. – EI

- The reading methods classes. Future teachers need to be taught strategies on how to teach reading. This has been a continuous problem at IUPUI. I didn't learn anything on how to teach reading from my reading methods classes, and it sounds like not much has changed in the past 10 years. – EI
- This is my first experience with a student teacher, and therefore, I do not feel I can compare or discuss any preparation features of IUPUI. – Sec – Social Studies
- Basing curriculum on Indiana Standards- Reading strategies that can be used-Working with special needs students- adapting curriculum for accelerated learners – EI
- Just through my own college experience, I think colleges should offer more training on classroom management. – EI
- Your program seems to prepare student teachers well! I do think that student teaching should be do in the fall. I realize that it's difficult to get a job mid-year, but the experience you get from setting up an environment from the beginning is worth it. – Spec Ed
- Class room mobility & management – require a first day of school & last day of school lesson plans-these are the most difficult days to teach – also before holidays – how to modify for special ed – EI
- This was my first experience with a student teacher from IUPUI – EI
- My student teacher has had a great variety of experiences in several different settings. I am not sure if that is a result of her efforts or IUPUI's but it is a definite asset – Be sure to encourage this! Sec – Science
- Have weekly meetings – while student teacher is teaching with other student teachers to collectively reflect over their experiences – Sec – math
- Practicle application Many of your classes/instructors/curriculum do not have practicle application in the class. – Sec-math
- I would include more observations in various classrooms and school systems. – Sec – Social Studies
- The student teacher is excellent and well versed in subject area. However, there have been other who were very weak in subject area (science) – Sec –science
- Through my communication with my student teacher she said that prior to student teaching they had done a lot of observing in classrooms. She feels that they need more hinds-on experience. EI
- Prior to student teaching, student teachers need to experience being in schools often to see how discipline is handled. Discipline is best learned through experiences. All student teachers should work with the upper grades (5-6) at least part of the time, despite their preference for younger grades. – EI
- My student teacher was well-prepared for the classroom. She is definitely ready to be on her own. – EI
- This is minor, but there had been no familiarity with handwriting instruction and evaluation. She had not had any work in assessing handwriting. She caught on well after I explained and showed her assessment techniques. – EI
- Planning of placement times. She was placed in my room one week before Spring Break. It would have been more beneficial to have 8 consistent weeks. It was difficult for her to form bonds with the students who were only thinking of spring break or for those who left early. The week back was like staring over again. – EI
- He needed to plan enough to keep students busy working during down times. Maybe planning lesson should be a focus – EI
- The experience from their observations during their methods courses helps prepare them for their student teaching – EI
- Student teachers should have time to discuss and reflect with their peers. –EI
- Although this is my third experience having a student teacher, A__ was my first from IUPUI. Miss ___ has been, by far, the most effective student teacher I have worked with. It is very apparent that she was well-prepared through IUPUI to step foot into a classroom and excel – as she had a very successful, hands-on student teaching experience. – EI
- I feel that L__ was well prepared for student teaching. It appears that IUPUI prepares students fro the classroom. EI
- Providing more opportunities for dealing with behavior prior to student teaching would be helpful – EI
- Have more experience with software used in classrooms. Also multi-media projects. – EI
- I feel that a 16 week program would be more beneficial to the student teacher. The 8 week program does not allow enough time for the student teacher to observe, phase-in, completely take over (plan, create units and lessons, gather resources and materials, teach the lessons, and assess the students' learning), and phase-out. –EI
- It would be beneficial for student teachers to have the option of a 16 week student teaching experience. More hours in the classroom actually teaching would prepare them to be better teachers. – EI
- There are several areas that could be strengthened: Classroom management – parent teacher interaction- educational law- field trip organization- time management – EI
- None I feel like IUPUI teachers are always well prepared – EI
- The features of IUPUI's student teachers' program are excellent. This program allowed my student teacher the freedom and flexibility needed, but yet provided the direction necessary for a wonderful learning experience Thank you! – EI
- Discipline techniques – Techniques for grading/recording effectively – missing work – late work what do you do? – EI
- I believe student teachers need more experience earlier in their college education. Many may find after 4 years of college that they are not cut out to be a teacher. They also need more information/help in dealing with parents who may be angry or upset. It would be helpful if student teacher could be provided with a variety of class management strategies to help them get started. More technology information. – EI
- Teachers need to be working toward on-going assessment strategies for students. Proficiencies are requiring teachers to assess students often then design our curriculum to meet needs individually. Student teachers need opportunities to create their won assessments and follow-up by deigning lessons based on outcomes. – EI
- I've had several student teachers through IUPUI and I've been pleased with them all. IUPUI, so far, has sent cooperative and well-prepared students to our school. –EI

- My student teacher is not sure that she wants to teach. Perhaps more field experiences or sessions when the students would have opportunities to discuss teaching and see teachers in action. – Spec Ed
- I do feel the following to be very important – much background in special ed – classroom management – transitions (time on task) (How to eliminate wasted down time) – school law – Indiana Standards – EI
- Encourage students in P.E. to have a minor teaching areas – AG – PE
- I have had 3 student teachers from IUPUI and I have been pleased with them all. They are well-prepared content wise, and they all seem to have the confidence, organization, and flexibility that a teacher needs. – EI
- Classroom management procedures – EI
- I would like the final “profile” to be graded on a scale (rubric). There could be couple of short answer options at the end. I feel that with this type of assessment, more area of performance could be evaluated with less time being consumed by the supervising teacher. – EI
- Add a required course on classroom management - how to best utilize & incorporate technology into every subject areas (done in methods classes) – EI
- None that I know of – EI
- This has been a wonderful opportunity and experience for our class and myself. Mrs. ____ came to our room knowledgeable, competent and very prepared. In my opinion, IUPUI has a great education program.
- More exposure to special needs students. I had so many labeled children and children with behavioral issues that planning and dealing with these individual cases was overwhelming. EI
- Based on this particular student teacher, I cannot find any weaknesses with IUPUI. This student is well prepared – EI
- I believe that the program works very well. However, in the computer endorsement, if the students are wanting to be in the classroom, they should have a classroom assignment. If the student is assigned to full technical support they should not get the endorsement in teaching. These are two separate areas and should not both be available when getting a teaching endorsement. – Computers
- I would like to see you work on more classroom preparation Have more mock presentations within your classes. This would prepare them with class managements. Have all your P.E. instructors, instruct in a classroom setting as well. –AG –PE
- Student teachers should concentrate exclusively on school and classroom activities. The classroom is a major challenge with very diverse activities. There should be no competition for the student teachers’ attention to allow them to participate in the total school program including extra curricular functions. University activities should be minimal. – Sec – English
- Classroom management pertaining to when/how to safely and legally restrain a student – Spec Ed
- Your program is excellent. You have an exemplary organization and Helen Daley is a wonderful teacher advocate. The students are well-prepared and very capable when they enter the classroom. I have been very impressed with the responsibilities given them. Not all emphasis has been on lesson planning. This allows the student teacher to do other things in the classroom. Continue what you are doing. –EI
- If M____ is an example of the IUPUI program, you are doing things right. I felt he was well prepared and could find no weakness. His approach was professional and his teaching was excellent. I think M____ will make a very good teacher – Sec –Social Studies
- Student teachers from IUUI need more “teaching time.” Two 8-week experiences do not provide the continuity with one group of children to dot his. Student teachers don’t have sufficient time with one group of children. – EI
- This has been my fist opportunity working with a student teacher - EI
- Great thought process in the lesson planning - EI

In terms of student teachers you have worked with in the past, how would you rate this student teacher from IUPUI?

_____ Top 25%	All 50% (47/94) Secondary 73% (11/15) All Grade 40%(2/5)	Elementary 47% (18/38) Columbus 46% (13/28) Special Ed 29% (2/7) Tech 100% (1/1)
_____ Upper Middle 25%	All 9% (8/94) Secondary 0% (0/15) All Grade 40%(2/5) Tech 0% (0/1)	Elementary 37% (4/38) Columbus 4% (2/28) Special Education 0% (0/7)
_____ Lower Middle 25%	All 3% (3/94) Secondary 0% (0/15) All Grade 0% (0/5) Tech 0% (0/1)	Elementary 3% (1/38) Columbus 0% (0/28) Special Education 14% (1/7)
_____ Lower 25%	All 1% (1/94) Secondary 0% (0/15) All Grade 0% (0/5) Tech 0% (0/1)	Elementary 5% (2/38) Columbus 0% (0/28) Special Education 0% (0/7)
_____ Not Applicable (My First Student Teacher)	All 37% (35/94) Secondary 27% (4/15)	Elementary (13/38) Columbus 46% (13/28)

All Grade 20%(1/5) Special Education 57% (4/7)
Tech 9% (0/1)

Additional Comments:

- I have thoroughly enjoyed the time I have had a student teacher. The students have also. She will make a wonderful addition to any school staff – EI
- I have had student teachers from Ball State, Purdue, Indiana State and Butler. I have been impressed by the variety of skills and experiences this current student teacher brings. She appears to be prepared in a variety of ways. - Sp Ed
- Jane McClelland was wonderful to work with because she made clear expectations and made both student teacher and me feel comfortable with eh process. Very helpful. –EI
- This student came well prepared in the teaching area – AG-PE
- I really felt my student teacher should have been more open to constructive criticism. - AG – art
- This is my first time to have a student teacher. The overall experience has been wonderful and have felt blessed to have such a good student teacher. I would definitely recommend IUPUI as a college that prepares young teachers. – EL
- As a department chairperson, I am involved with interviewing the prospective math teachers. Those from Franklin C., Butler U., Ball State and U of I all have had impressive portfolios. My daughter, who graduates from Franklin College, was trained to create a professional portfolio as part of her elementary education training. According to my student teacher, IUPUI offered no such training. Learning how to create an attractive complete, professional portfolio should be a mandatory requirement of the school. Sec-math
- I enjoyed the experience and hope to get to do it again. – EI
- This student teacher should have more practicum experiences in the variety of ESL programs. ENL
- This is only my 2nd student teacher. I have been very happy with the student teachers from IUPUI. Both have been well-prepared and excited about the teaching profession. –Sp Ed
- I enjoy working with IUPUI and the student teaching program. Katie D___ was well prepared for her teaching experience. – EI
- M___ was a pleasure to have in my classroom. She showed a great deal of growth from the beginning of her st. teaching experience to the end. She developed a very positive rapport with both staff & students. WE will truly miss her. – Sp Ed
-
- K___ will be an excellent teachers as she ahs already demonstrated. She is hard working and dedicated and will be an asset wherever she teaches. Sec – Spanish
- S___ is more involved with the students and their lives than the first 2 student teachers I've had. She has a great desire to run her own class and be a teacher in the future. She has been able to reach a few students who had given up for me and the other team teachers. I think hat the overall student teaching experience has been positive for both of us. She is a hard working and determined person. I hope that she finds a job. Sec – Social Studies
- Mr. _____ organizational skills are exceptional. He has an exceptional understanding of academic standards and their correlation to the curriculum. He established a rapport with the students that allowed him to be both sensitive and an affective disciplinarian. He would be a welcomed addition to any staff. – EI
- He acted professionally. He interacted well with students and other adults. He was very well prepared, perhaps as much from real life experiences as from classes in education. – Computers
- She did an excellent job. She had wonderful control of the classroom from the moment she walked in the door. I feel that good classroom management is 80% of being and an effective teacher. J___ had a very good command of how to handle a classroom of kids. – EI
- I have seen A___ grow in the 4 years I have known him. His willingness to do what was best for students was evident. – EI
- She is a great addition to the profession – EI
- N___ was a pleasure to have in our room. She did a great job! – EI
- This was my first experience with a student teacher, and it was wonderful. I gave her a lot of lee way. This was her chance to fly, to try new ideas. We felt comfortable with each other from day one and have become very good friends. We're both disappointed that we won't be able to team teach next year. – Spec Ed
- I think we were fortunate that the experience was very positive. The supervision from IUPUI was very sub-standard. Fist meeting with supervisor was after 2 weeks of teaching. Very few interactions with student teacher. – Sec – math
- K___ is great. I find that she is teaching me as well – Sec – science
- C___ was excellent. I thoroughly enjoyed working with her. Sec – Social studies
- This student teacher was superbly prepared – EI
- Only my 2nd student teacher, the other was from IU. Both were good. I did not feel good about the 8 week program. It was too hard to move into the difficult content of 6th grade in a short time. She had already established a good rapport with another teacher and class, then had to start from scratch. The student teacher handled the transition admirably, but I felt as if I couldn't evaluate properly in such a short time while allowing her time alone to handle "solo" class management. – EI
- Young student teachers sometimes don't realize that they need to connect with kids on a personal level to earn their trust for a teacher/student relationship. Teaching is not only instruction. – EI
- I used the progressive log and framework. I felt that it was useful but many of levels were much too difficult for a student teacher to obtain. Eight weeks is a short time and I feel that this log is a bit ambitious for an eight week

assignment. I also feel that with interview day, portfolios, job applications, etc. that student teachers in the spring semester have too much to do. Student teaching is important and very difficult and demanding. Student Teachers should not be asked to do so much. – EI

- He did a great job! – EI
- L____ has been such a pleasure to work with: She asked tons of questions which show she is always thinking. I loved her enthusiasm and willingness to go beyond the normal requirements! She will be a wonderful teacher! – EI
- Our teachers are in the 4th year with Saxon Math Company. We absolutely love this program and are seeing the students increase tremendously. It is brain compatible – repeating the skills. What we don't practice we lose. They only introduce a small skill each day. Brain compatible again The teachers do not appreciate the negative comment made by your professors in regards to this. Come out to the building and observe! WE LOVE SAXON MATH! I really feel too you need to update your final profile. Typewriters are hard to come by – put on internet to download. It would e far easier – EI
- Great teacher – EI
- Well prepared academically –EI
- T_____ was a very hard working student teacher. He will do well in a middle school environment. – AG – PE
- I don't think the Framework from Beginning Teacher Professional Practice is attainable for student teachers. It does not give them something to shoot for. I have been teaching 13 years and I'm not sure I would score very well in all of the domains. – EI
- I had a wonderful experience with my student teacher! I hope the experience was valuable for her. I would love to do it again! – EI
- B_____ is exceptional! She combines her professional experience from teaching preschool with her personal experiences as a mother to create a wonderful learning environment for the students. She is creative and flexible in her lesson plans and instructional methods. She is friendly and fair with the students. I have learned from her! She will be a fantastic teacher! – EI
- I have been very pleased with this experience. –EI
- I think the PE dept. does a fine job with preparing their students – AG –PE
- N_____ is a teacher who will be an asset to any system. Her enthusiasm is priceless and rare. Sec – English
- I have worked with 2 previous IUPUI student teachers. 2 of the 3 have been outstanding and the third would be considered average. – EI
- Fantastic teacher – totally prepared – Sec –English
- This is one of the best! You helped to prepare her well! – EI
- The student teaching progressive log was extremely time-taking and a bit confusing and verbose. There needs to be a more efficient way to do mid-tem evaluations. – EI
- Although she has been my first student teacher, I feel confident that she would easily be aligned with the top 25%. After setting in a teacher team meeting she developed a behavior rubric based on teacher dialogue. Letters to parents were devised explaining upcoming activities, field trips, etc. She worked beyond the teacher day with extra-curricular activities. (school drama production). Dialogue/communications was observed as she spoke with parents in regard to their child' strengths & weaknesses with daily activities taught by herself. Efficiency & effectiveness with computer related activities and projects were utilized & incorporated with lesson plans and grade programs reporting classroom management & maintaining a positive relationship with kids has been consistently great. I've also had the opportunity to work with other teachers who have had student teacher & have had to work with my resource students. - EI
- I feel that my student teacher was well prepared when she entered my classroom. She worked well with students and all school personnel. She was willing to try new ideas, was very flexible, and personable. We had a very positive experience. – EI
- Very well prepared! - EI

Thank you for assisting us. **Please return your completed questionnaire to the university supervisor in the envelope provided.**

The Student Teaching Portfolio

A GRADUATION
REQUIREMENT
OF THE IUPUI
SCHOOL OF
EDUCATION

INTRODUCTION

The Student Teaching Portfolio gives you the opportunity to assemble convincing evidence that you understand and practice the *Principles of Teacher Education*. Your portfolio will include your personal philosophy about teaching as well as artifacts that show you can plan for, invite, and assess students' learning.

The contents of your portfolio will come directly from the preparation and teaching you do as a student teacher. It is important to keep the requirements of the portfolio in mind as you embark on your student teaching experiences as you will include a videotape of your teaching and samples of students' work.

This booklet explains the purpose of each part of the portfolio and provides guidelines that will help you develop professional quality entries. Teachers and principals from local schools help to evaluate these portfolios, and they are anxious to see conscientious and effective new teachers.

This portfolio is a rite of passage into a profession with new standards for beginning teachers, new licensing requirements, and new professional development expectations. It is the most important of the multiple performance assessments required in the *Learning to Teach/Teaching to Learn* program. When you successfully complete this portfolio, you will have demonstrated that you have the habits of mind and the practical strategies needed to be a successful teacher and learner.

DRAFT DRAFT DRAFT DRAFT DRAFT

Your portfolio should include:

- Your Philosophy of Education
- Integrated Unit of Study
- Analysis of Community, School, and Students
- Lesson Plan
- Video of Your Teaching
- Analysis of Student Learning
- Final Reflection

Your Philosophy of Education

Our democracy is founded on the notion that all students have a right to equal education. Schools are the institution wherein students learn to live as productive citizens in a democracy. When you become a teacher, you assume an important role in developing, nurturing, and protecting the habits of democracy. It is critical that you understand the importance of valuing all voices and multiple perspectives. Your teaching practice should demonstrate fairness and equity and empower students to weigh options and solve problems. Students need equal access to knowledge and experiences as well as opportunities to express their learning in multiple genres and media.

As a teacher, you will continually make decisions about what to teach and how to teach. You will need a clear set of beliefs to guide your teaching, commonly called your philosophy of education. Reflect on all that you have learned in the *Learning to Teach, Teaching to Learn* program and articulate the beliefs that are most critical to you at this time in your development as a teacher. List those and explain briefly what they mean to you and why they are important.

You can use this Philosophy of Education as part of your job search packet, so format it in a way that makes it easy for an administrator or principal to read. Be organized and concise.

An Integrated Unit of Study/A Focused Study

Plan a unit of study for your student teaching or future classroom that will span four to ten weeks and integrate knowledge so that students are learning significant content and concepts. Include the following components:

1) An introduction and rationale section that explains the central ideas underlying the unit. Explain what the unit is designed to teach and why this is important. Discuss in a narrative or show with a semantic map or web the related concepts, knowledge, and skills that may be taught during the unit. Demonstrate that you have thought about the unit from multiple perspectives and can break the deeper understanding you seek to teach into manageable chunks.

2) A Goals and Standards Statement that outlines the standards and learning goals for the unit. These should reflect your knowledge of the Indiana Academic Standards and the goals of the curriculum at the grade level you will be teaching. (one page)

3) Components of the Unit of Study

You may choose to use the following “focused study” framework to organize the presentation of your unit plan. There are some sample focused studies in the appendix. This unit planning is planning-to-plan rather than a series of completed lesson plans. Describe the learning engagements in brief, but clear summaries. Be specific about resources and texts to be used. Describe the steps you anticipate taking with the students in the cycles and inquiry processes.

Initiating Experiences: Experiences that set the stage for the unit.

Connectors: Engagements that involve recording analyzing, and evaluating information, thought, and insights across the span of the unit.

Cycles: Going through a learning cycle that includes dialogue, reflection, and revision.

Discipline-based Inquiry: Learning the logic and content of discipline-based knowledge by asking the questions and using the tools of a specific field of study.

Culminating Experiences: Events that mark the end of the study and provide the students with an opportunity to consolidate and share what they learned.

4) An Assessment Plan that articulates how you plan to assess students during the study.

An Analysis of Community, School, and Students

Teachers must be able to build a comprehensive understanding of the characteristics of the schools and communities wherein they teach. They need an awareness of the unique features of the school in the context of the community and the ability to design learning experiences that build on strengths and bridge differences.

Describe the important features of the school, students, and community where you will be student teaching.

Collect data 1) through personal observations about people, their life-styles, and the environments in which they live and work; 2) using SAVI or similar databases.

Write a profile that describes the cultural characteristics of the school context and students. Note the strengths and assets, as well as the social vulnerabilities of the community. Discuss how you as a teacher will respond to the specific qualities of this teaching environment. What challenges will you face and what will you do to meet them?

A Lesson Plan and Analysis

Select a lesson from your teaching to submit that demonstrates your ability to:

- set standards-based goals
- choose tasks that reflect the range of students' abilities and experiences
- engage students in meaningful learning experiences
- assess student learning
- reflect and modify your teaching to meet the needs of the learners

Include the following:

1. **Background Information about the Lesson:** Write a narrative that explains how this lesson fits with other learning experiences. Was this lesson part of a series of connected lessons? Where does it fall in the sequence? What concept is under development? What have the students done prior to this lesson? What do you believe you know about the students' grasp of the content and ideas being explored? How is this lesson likely to be responsive to the students? Are there particular students who need modifications? How familiar are the students with the resources or procedures being used?
2. **Lesson Plan Form (Appendix):** Use the form as a guideline for writing the lesson plan. The plan should be for one class session of 40 minutes or more. Provide copies of any materials or assessment used with the lesson plan.
3. **Analysis of Teaching:** Write a reflection about the lesson that analyzes its strengths and weaknesses. What did you want the students to learn? How did you elicit student thinking and promote students' participation? What adjustments, if any, will you make for your next lesson? What impact did your teaching have on the students?
4. **Assessment of Student Learning:** Include samples of work or homework from at least three students to show how you evaluated the students' learning. Explain what the work communicates. Did the students learn what you expected them to learn? What criteria did you use to judge the quality of the work? What feedback did you provide to the students?

A Video of Your Teaching

It is impossible to evaluate your teaching without seeing the interaction between you and the students in your classroom. Your video tape must document the lesson plan you submit.

You are strongly encouraged to tape as many lessons as possible. This will lead to greater comfort on the part of the students and yourself. You can use the tapes to reflect and improve upon your teaching. You can also discuss segments of tapes with your cooperating teacher or students and get significant feedback.

Submit a video tape of your complete lesson session that is clearly labeled. Choose a 5 minute segment of the video that you believe shows your ability to teach. Set the tape so that those 5 minutes are ready to play. (It is important that the reviewers can hear and understand the voices of the students and teacher. The reviewers may choose to watch other segments of the lesson as well.)

A Final Reflection

In this entry, you should reflect on your work in this portfolio and your own professional growth.

ANNUAL INSTITUTIONAL REPORT ON TEACHER
PREPARATION

ACADEMIC YEAR: 1999 - 2000

INDIANA UNIVERSITY SCHOOL OF EDUCATION
AT IUPUI

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INDIANA UNIVERSITY SCHOOL OF EDUCATION AT IUPUI

Mission

IUPUI offers the most comprehensive range of academic programs of any campus in Indiana and is the state's principal site for graduate professional education. IUPUI is an urban research university created as a partnership by and between Indiana and Purdue Universities in 1969. It is the home campus for statewide programs in medicine, dentistry, nursing, allied health and social work and extends its program offerings through IUPUI Columbus.

The Indiana University School of Education is a "core campus" comprising faculty based in Indianapolis and Bloomington. Teacher education programs at IUPUI are distinct from those at IUB and are distinguished by their strong field base and collaboration with schools in the metropolitan area.

"Learning to Teach/Teaching to Learn" -- IUPUI's program leading to initial licensure -- is organized around six Principles of Teacher Education. Those principles emphasize the need for a deep understanding of subject matter, inquiry oriented practice, teaching to support the school success of diverse learners, an understanding of schools in the context of society and culture, and ongoing membership in a community of learners.

Student Demographic Characteristics

More than 60 percent of the undergraduate students at IUPUI are the first in their families to attend college. Nearly 65 percent of new freshmen require a remedial math course while 15 percent require a remedial writing course. IUPUI is a "destination" campus for transfers. Of the students "new" to the IUPUI campus each year, 55 percent enter as freshmen while fully 45 percent are transfer students.

Eighty-three percent of undergraduate students enrolled at IUPUI are employed, working an average of 32 hours per week. In the SOE, 85 percent of the students demonstrate financial need. Nearly 30 percent of the students have children. Of the candidates, about three-fourths are female. Ten percent are minority with eight percent African American. Virtually all are Indiana residents. About two-thirds of the students attend on a full-time basis.

Type of Institution

All students enter IUPUI through University College. Students who declare an interest in Education may be jointly admitted to University College and the School of Education. Admission to Teacher Education [TE] per se is a separate process than admission to the School and typically occurs at the end of the sophomore year.

The 1999-2000 program completers began the program between 1988 and 1997. At that time, admission to Teacher Education required students to have completed required courses in oral and written communications and information technology with a grade of "C" or higher, completed 75 percent of their general education coursework and achieved a minimum overall GPA of 2.5.

Applicants had to pass a basic skills test in reading, writing and mathematics, but at a level lower than the state later established for licensure. Exceptions were made to admit some minority candidates who did not achieve passing scores. The 1999-2000 program completers could also be admitted if they had achieved qualifying scores on the SAT. For this cohort of program completers, neither admission to Student Teaching nor graduation required that candidates pass the Praxis II specialty exam.

For the 1999-2000 program completers, IUPUI was a Licensure Institution.

It is important to note that the expectations of students admitted to Teacher Education prior to Fall 1999 are different from those of students admitted to Teacher Education beginning Fall 1999. [See **Contextual Information** below]

Program Completer

For the 1999-2000 cohort at IUPUI, a program completer was a student admitted to Teacher Education who had completed all degree requirements; they were not required to take an NTE or Praxis II specialty test to complete the program.

Teacher Preparation Programs

IUPUI is a combination program offering both a baccalaureate program leading to a teaching license in any of 10 areas and four graduate-level programs leading to initial licensure.

Accreditation

IUPUI is accredited by the North Central Association of Colleges and Schools, and the School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE). All of the university's teacher preparation programs are accredited by the Indiana Professional Standards Board (IPSB).

Contextual information

Unique Program Characteristics

IUPUI collaborates with 20 "professional development schools" that reflect the rich cultural and linguistic diversity of the metropolitan area. Students are based in one of these professional development school sites for the three semesters prior to student teaching when they complete 120 hours of supervised field experience. The fieldwork is closely associated with coursework, carefully integrated with the overall curriculum and supervised by course instructors and mentor teachers. Typically teacher education courses are taught on-location at the school site.

Many candidates have additional practical experience through service learning components of general education courses.

Learning to Teach/Teaching to Learn is a carefully articulated program rather than simply a collection of isolated courses. The program has cohort structure for both full-time and part-time students. There is explicit attention to making connections across content areas. Issues related to supporting all learners are addressed across the curriculum.

Faculty members who teach in the program demonstrate the collaboration, technology integration and other best practices that are the hallmark of good teaching. They take seriously the responsibility to serve as models for future teachers.

Notable Features and Accomplishments

In 1997, Learning to Teach/Teaching to Learn was recognized by the Association for Teacher Educators as one of three "Distinguished Programs in Teacher Education."

At IUPUI, undergraduate students in Teacher Education have many opportunities to work closely with faculty and mentor teachers on research that addresses real problems of teaching and learning. During the 1999-2000 academic year, 17 students or former students were co-authors with faculty on publications, and 41 students were involved in presentations to state or national professional

conferences. Five undergraduates made *independent* conference presentations and secured grants to support their travel.

As of Fall 1999, IUPUI modified the application to Teacher Education to require a writing sample, a 2.5 GPA, completion of prerequisite courses *and* passing scores on PRAXIS 1 at the new higher level established by IPSB for program completers. With that change, IUPUI became a Gatekeeper institution for Praxis 1 (basic skills).

After Spring 2002, candidates will be required to pass the Praxis II specialty test as a condition of graduation, and at that point, IUPUI will be an Exit institution.

Section II. PROGRAM INFORMATION

Table 1: Single-Assessment Pass-Rate Data: Academic Year: 1999-2000
Testing Period: 9/95-8/00 **Number of Program Completers: 242**

Type of Assessment	Code #	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Basic Skills					
<i>Communication Skills</i>	500	11	10	91%	99%
<i>General Knowledge</i>	510	21	20	95%	94%
<i>Professional Knowledge</i>	520	19	19	100%	98%
<i>PPST Reading</i>	710	61	58	95%	95%
<i>CBT Reading</i>	711	160	153	96%	97%
<i>PPST Writing</i>	720	67	64	96%	98%
<i>CBT Writing</i>	721	154	152	99%	98%
<i>PPST Mathematics</i>	730	63	55	87%	91%
<i>CBT Mathematics</i>	731	156	142	91%	93%
Academic Content Areas					
Elementary Education	010	28	28	100%	100%
Elementary Education	011	79	78	99%	99%
English Language	040	4	4	100%	100%
English Language	041	27	25	93%	94%
Mathematics	060	6	6	100%	99%
Physical Education	090	17	15	88%	96%
Art Education	130	13	13	100%	99%
Spanish	190	7	7	100%	93%
Biology	230	6	6	100%	98%
Chemistry	240	2	2	100%	83%
Physics	260	1	1	100%	
General Science	430	3	3	100%	100%
Earth/Space Science	570	2	2	100%	100%
Economics	910	1	1	100%	91%
Geography	920	11	11	100%	100%
Other Content Areas					
Speech Communication	220	1	1	100%	100%
Psychology	390	12	12	100%	100%
Sociology	950	4	4	100%	100%
Teaching Special Populations					
Severe Disabilities	380	1	1	100%	100%

1. Total number of students admitted into teacher preparation, all specializations, in academic year 1999-2000	550*
2. Number of students in supervised student teaching in academic year 1999-2000	249
3. Number of faculty members who supervised student teachers:	
a. Full-time faculty in professional education	6
b. Part-time faculty in professional education but full-time in the institution	6
c. Part-time faculty in professional education, not otherwise employed by the institution	21
Total faculty student teaching supervisors	33
4. Student teacher/faculty ratio	8:1
5.a. The average number of student teaching hours per week required	40
5.b. The total number of weeks of supervised student teaching required	16
5.c. Average total number of hours required	640**

* This number includes 60 candidates at Columbus.
Almost 800 additional undergraduate students indicate interest in an Education major but are not admitted to Teacher Education.

** See *Contextual Information/Unique Program Characteristics* above.

Table 2: Aggregate Institution-Level Pass-Rate Data: Academic Year: 1999-2000

Type of Assessment	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
<i>Basic Skills</i>	236	212	90%	92%
<i>Academic Content Areas</i>	207	202	98%	98%
<i>Other Content Areas</i>	17	17	100%	100%
<i>Teaching Special Populations</i>	1	1	100%	100%
Summary Totals and Pass Rates	242	217	90%	92%

Testing Period: 9/95-8/00
 Number of
 Program Completers:
242

Certification

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions in the Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation.

 Barbara Wilcox
 Executive Associate Dean for
 Indianapolis

 Gerardo M. Gonzalez
 University Dean

Certification of review of submission:

 William Plater
 Executive Vice Chancellor and Dean of the Faculties

ANNUAL INSTITUTIONAL REPORT ON TEACHER
PREPARATION

ACADEMIC YEAR: 2000 - 2001

INDIANA UNIVERSITY SCHOOL OF EDUCATION
AT IUPUI

Submitted by

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University Dean of Education

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INDIANA UNIVERSITY SCHOOL OF EDUCATION AT IUPUI

Mission

IUPUI offers the most comprehensive range of academic programs of any campus in Indiana and is the state's principal site for graduate professional education. Founded in 1969 by Indiana University and Purdue University, IUPUI has become Indiana's most comprehensive campus. IUPUI offers 180 Indiana University and Purdue University degrees, and it does so on an urban, engaged, and energized campus that is unlike any other in the state. It is the home campus for statewide programs in medicine, dentistry, nursing, allied health and social work and extends its program offerings through IUPUI Columbus.

The Indiana University School of Education is a "core campus" comprising faculty based in Indianapolis and Bloomington. Teacher education programs at IUPUI are distinct from those at IUB and are distinguished by their strong field base and collaboration with schools in the metropolitan area.

"Learning to Teach/Teaching to Learn" -- IUPUI's program leading to initial licensure -- is organized around six Principles of Teacher Education. Those principles emphasize the need for a deep understanding of subject matter, inquiry oriented practice, teaching to support the school success of diverse learners, an understanding of schools in the context of society and culture, and ongoing membership in a community of learners.

Student Demographic Characteristics

More than 60 percent of the undergraduate students at IUPUI are the first in their families to attend college. IUPUI is a "destination" campus for transfers. Of the students "new" to the IUPUI campus each year, 55 percent enter as freshmen while fully 45 percent are transfer students.

Sixty percent of undergraduate full-time students enrolled at IUPUI are employed, working more than 15 hours a week. In the SOE, nearly 30 percent of the students have children. Of the candidates, about three-fourths are female. Ten percent are minority with eight percent African American. Virtually all are Indiana residents. About two-thirds of the students attend on a full-time basis.

Type of Institution

All students enter IUPUI through University College. Students who declare an interest in Education may be jointly admitted to University College and the School of Education. Admission to Teacher Education is a separate process than admission to the School and typically occurs at the end of the sophomore year.

The 2000-2001 program completers were required to complete courses in oral and written communications and information technology with a grade of "C" or higher, completed 75 percent of their general education coursework and achieved a minimum overall GPA of 2.5 and in their major (secondary and all-grade program) prior to admission to Teacher Education.

As part of the application process to Teacher Education, students were required to provide a writing sample and most students were required to achieve passing scores on PRAXIS 1 at the levels established by IPSB for program completers. All completers had to pass a basic skills test in reading, writing and mathematics, but some may have entered the program at a time when admission scores were at a level lower than the state later established for licensure. Some 2000-2001 program completers also could have been admitted if they had achieved qualifying scores on the SAT. Exceptions were made to admit some minority candidates who did not achieve passing scores.

For the 2000-2001 program completers, IUPUI was a Licensure Institution.

Program Completer

For the 2000-2001 cohort at IUPUI, a program completer was a student admitted to Teacher Education who had completed all degree requirements; they were not required to pass their Praxis II specialty test(s) to complete the program.

Teacher Preparation Programs

IUPUI is a combination program offering both a baccalaureate program leading to a teaching license in any of 10 areas and four graduate-level programs leading to initial licensure.

Accreditation

IUPUI is accredited by the North Central Association of Colleges and Schools, and the School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE). All of the university's teacher preparation programs are accredited by the Indiana Professional Standards Board (IPSB).

Contextual information

Unique Program Characteristics

IUPUI collaborates with 20 "professional development schools" that reflect the rich cultural and linguistic diversity of the metropolitan area. Students are based in one of these professional development school sites for the three semesters prior to student teaching when they complete 120 hours of supervised field experience. The fieldwork is closely associated with coursework, carefully integrated with the overall curriculum and supervised by course instructors and mentor teachers. Typically teacher education courses are taught on-location at the school site.

Many candidates have additional practical experience through service learning components of general education courses.

Learning to Teach/Teaching to Learn is a carefully articulated program rather than simply a collection of isolated courses. The program has cohort structure for both full-time and part-time students. There is explicit attention to making connections across content areas. Issues related to supporting all learners are addressed across the curriculum.

Faculty members who teach in the program demonstrate the collaboration, technology integration and other best practices that are the hallmark of good teaching. They take seriously the responsibility to serve as models for future teachers.

Notable Features and Accomplishments

In 1997, Learning to Teach/Teaching to Learn was recognized by the Association for Teacher Educators as one of three "Distinguished Programs in Teacher Education."

At IUPUI, undergraduate students in Teacher Education have many opportunities to work closely with faculty and mentor teachers on research that addresses real problems of teaching and learning. During the 2000-2001 academic year, 8 students or former students were co-authors with faculty on publications, and 5 students were involved in presentations to state or national professional conferences.

Section II. PROGRAM INFORMATION

Table 1: Single-Assessment Pass-Rate Data: Academic Year: 2000-2001
Testing Period: 9/96-8/01 **Number of Program Completers: 219**

Type of Assessment	Code #	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Basic Skills					
<i>Communication Skills</i>	500	2	2	100%	100%
<i>General Knowledge</i>	510	3	3	100%	100%
<i>Professional Knowledge</i>	520	3	3	100%	100%
<i>PPST Reading</i>	710	46	46	100%	98%
<i>CBT Reading</i>	711	162	157	97%	98%
<i>PPST Writing</i>	720	50	50	100%	99%
<i>CBT Writing</i>	721	157	154	98%	99%
<i>PPST Mathematics</i>	730	48	42	88%	96%
<i>CBT Mathematics</i>	731	160	152	95%	96%
Academic Content Areas					
Elementary Education	010	2	2	100%	100%
Elementary Education	011	121	119	98%	100%
English Language	041	22	22	100%	97%
Mathematics	060	8	8	100%	100%
Social Studies	081	22	20	91%	97%
Physical Education	090	11	11	100%	96%
Art Education	130	10	10	100%	100%
Biology	230	3	3	100%	99%
Physics	260	1	1	100%	
Reading Specialist	300	2	2	100%	100%
General Science	430	1	1	100%	100%
Earth/Space Science	570	2	2	100%	100%
Teaching Special Populations					
Mental Retardation	320	1	1	100%	100%
Learning Disabilities	380	1	1	100%	99%

1. Total number of students admitted into teacher preparation, all specializations, in academic year 2000-2001	2734
2. Number of students in supervised student teaching in academic year 2000-2001	248
3. Number of faculty members who supervised student teachers:	
a. Full-time faculty in professional education	6
b. Part-time faculty in professional education but full-time in the institution	6
c. Part-time faculty in professional education, not otherwise employed by the institution	17
Total faculty student teaching supervisors	29
4. Student teacher/faculty ratio	9:1
5.a. The average number of student teaching hours per week required	40
5.b. The total number of weeks of supervised student teaching required	16
5.c. Average total number of hours required	640**

* This number includes 60 candidates at Columbus.

Type of Assessment	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Basic Skills	212	195	92%	95%
Academic Content Areas	203	199	98%	99%
Other Content Areas				
Teaching Special Populations	2	2	100%	100%
Summary Totals and Pass Rates	219	201	92%	95%

Table 2: Aggregate Institution-Level Pass-Rate Data: Academic Year: 2000-2001 Testing Period: 9/96-8/01 Number of Program Completers: 219

Certification

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions in the Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation.

 Khaula Murtadha
 Executive Associate Dean for
 Indianapolis

 Gerardo M. Gonzalez
 University Dean

Certification of review of submission:

 William Plater
 Executive Vice Chancellor and Dean of the Faculties

PRAXIS RESULTS

INTRODUCTION

The following document presents the PRAXIS results of teacher education candidates at Indiana University –Indianapolis (IUPUI). This information will provide a quick comparison of IUPUI students to the national norm. From this data, faculty and administrators can determine the degree of competency of current and exiting teacher education candidates.

INSTRUMENT

The Praxis Series: Professional Assessments for Beginning Teachers® is a set of rigorous and carefully validated assessments that provides accurate, reliable information for use by state education agencies in making licensing decisions. Colleges and universities also use the basic academic skills assessments to qualify individuals for entry into teacher education programs. The three categories of assessments in The Praxis Series correspond to the three milestones in teacher development:

- Entering a teacher training program
Praxis I: Academic Skills Assessments
- Licensure for entering the profession
Praxis II: Subject Assessments
- The first year of teaching
Praxis III: Classroom Performance Assessments

The Teacher Education program at Indiana University-Indianapolis administers only PRAXIS I and PRAXIS II.

PRAXIS I: Academic Skills Assessments are taken early in a candidate's career to measure reading, writing and mathematic skills. Two formats are available to examinees, each measuring the same skills: paper and pencil and computer-based methods. The paper and pencil exam in Reading and Mathematics are each one-hour multiple choice tests. The Writing test includes a 30-minute multiple-choice and a 30-minute essay section. The computer-based test (CBT) covers the same material but is tailored to each candidate's performance level. They also offer a wider range of question types, provide immediate scores in reading and mathematics and are available on demand throughout the year by appointment, eliminating the need to register in advance.

PRAXIS II: Subject Assessments measure a candidate's knowledge of the subject(s) in which they are seeking certification. These tests are only offered in the paper and pencil format.

METHOD

The following data is in bar graph format. Information is limited to the percentage of students who passed each exam. Results are presented across four years of testing (1997-2001), comparing the scores of IUPUI students to all those who took the exams throughout the nation. Notes are provided to explain missing information. The results of the Reading, Writing and Mathematic basic skills can be compared between testing formats (paper and pencil versus CBT). The results of each subject area are also provided.

RESULTS

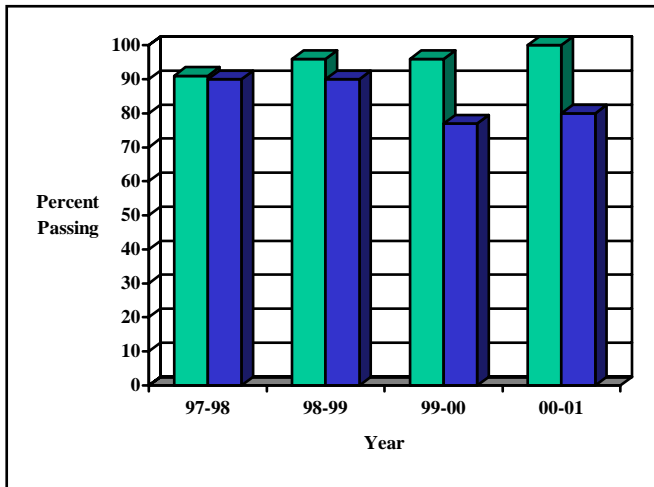
Several conclusions can be drawn from the following data:

- Teacher Education candidates at Indiana University - Indianapolis routinely achieve higher passing rates on both basic skills and subject area testing than the national average.
- An overwhelming majority of IUPUI candidates pass their subject area exams.

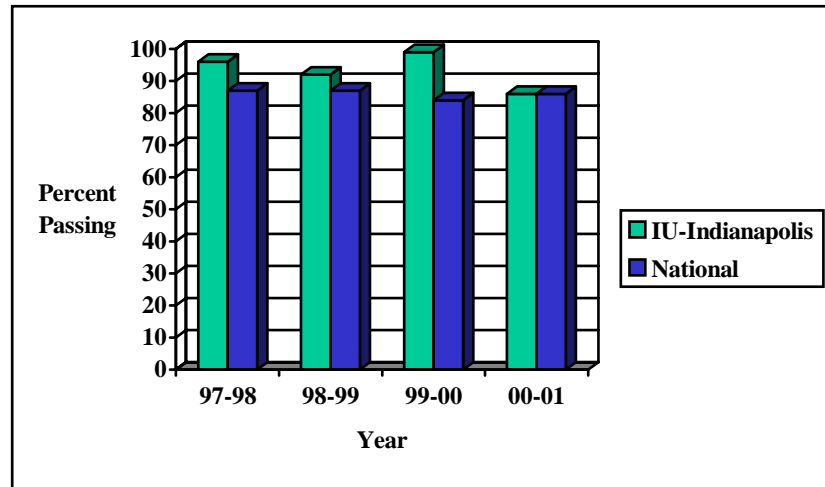
- Candidates perform significantly higher on the CBT format of the basic Reading skills test compared to the pencil and paper format.

Basic Skills

PPST Writing



Paper & Pencil Test

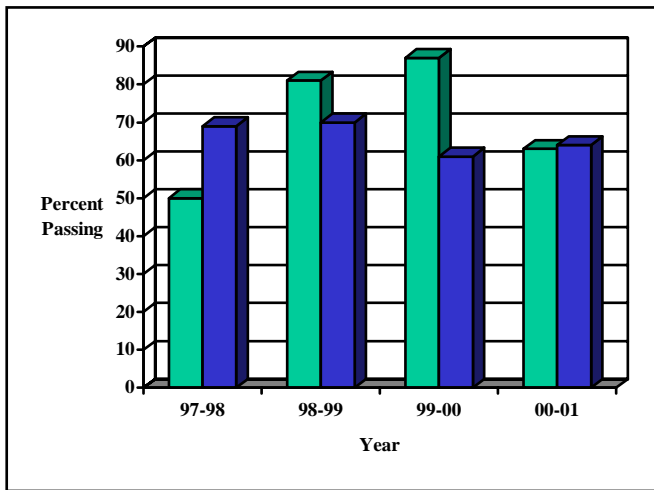


Computer-Based Test (CBT)

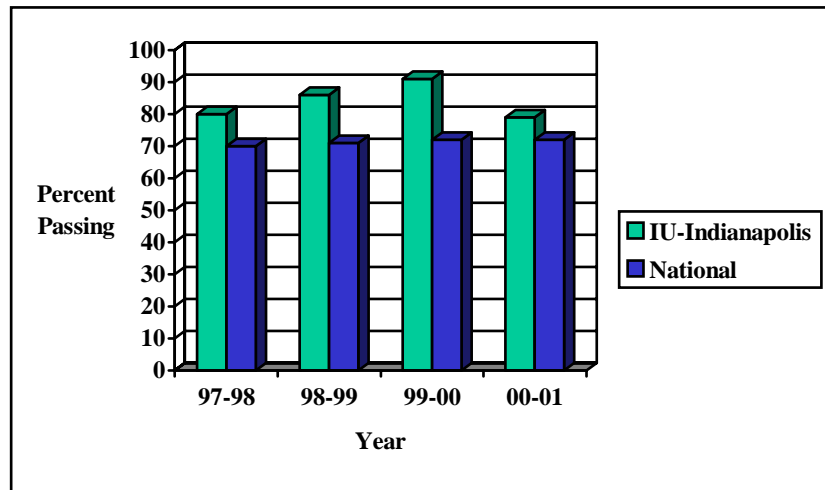
	Exam Year	Number of Examinees
Paper & Pencil Test	97-98	77
	98-99	45
	99-00	67
	00-01	85
Computer-Based Test	97-98	123
	98-99	260
	99-00	154
	00-01	311

Basic Skills

PPST Mathematics



Paper & Pencil Test

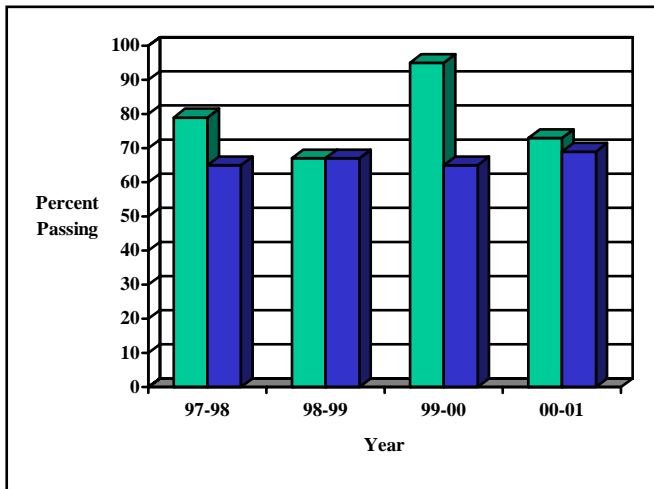


Computer-Based Test (CBT)

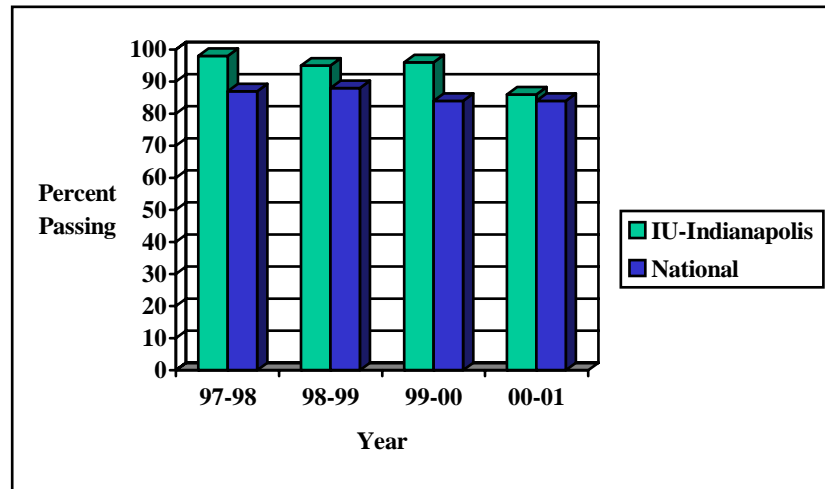
	Exam Year	Number of Examinees
Paper & Pencil Test	97-98	70
	98-99	47
	99-00	63
	00-01	108
Computer-Based Test	97-98	116
	98-99	265
	99-00	156
	00-01	360

Basic Skills

PPST Reading



Paper & Pencil Test

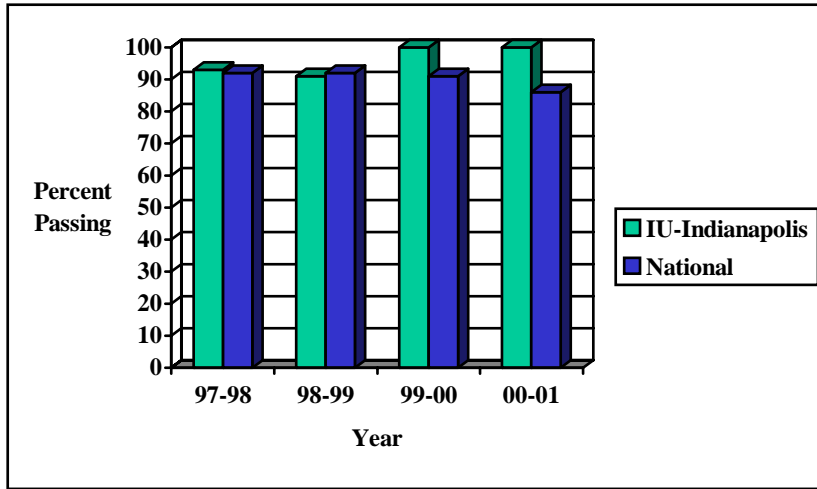


Computer-Based Test (CBT)

	Exam Year	Number of Examinees
Paper & Pencil Test	97-98	75
	98-99	48
	99-00	61
	00-01	89
Computer-Based Test	97-98	122
	98-99	95
	99-00	160
	00-01	335

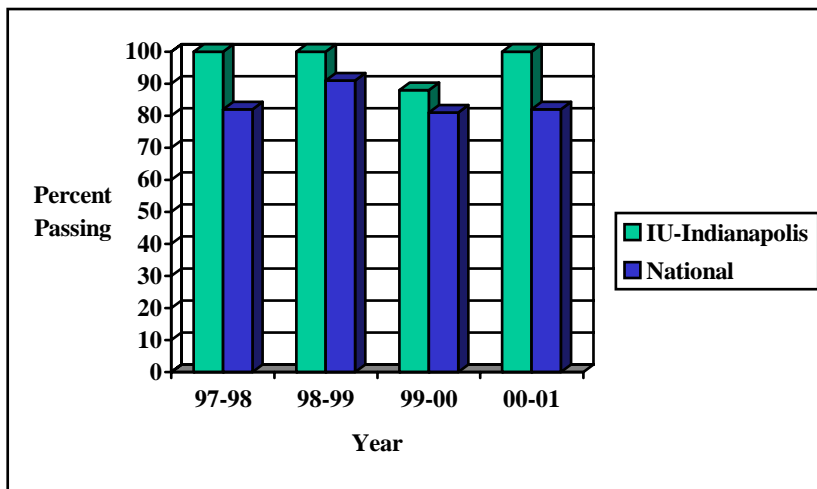
Subject Areas

Art Education



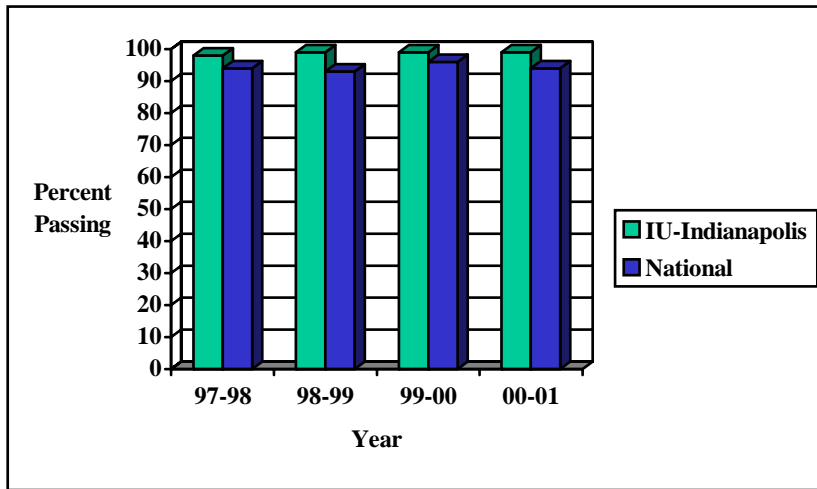
Exam Year	Number of Examinees
97-98	15
98-99	11
99-00	13
00-01	10

Physical Education



Exam Year	Number of Examinees
97-98	14
98-99	14
99-00	17
00-01	14

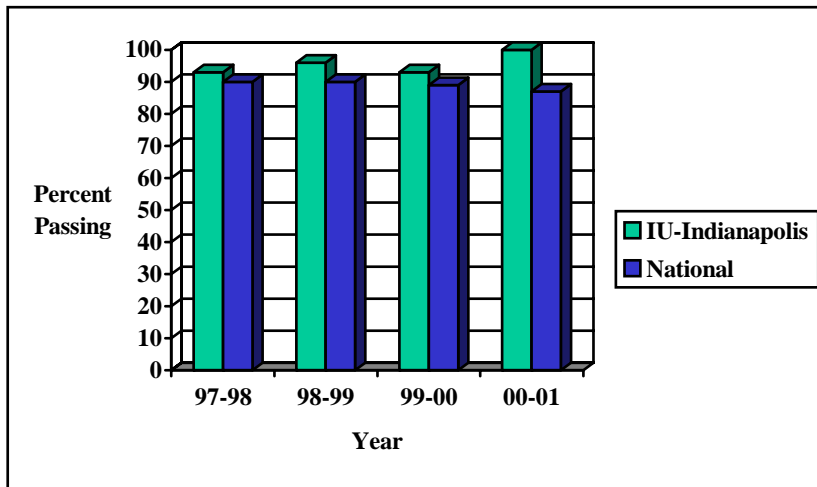
Education in the Elementary School



Exam Year	Number of Examinees
97-98	163
98-99	141
99-00	28/79
00-01	168

State required test changed in 99-00 Combined data reported

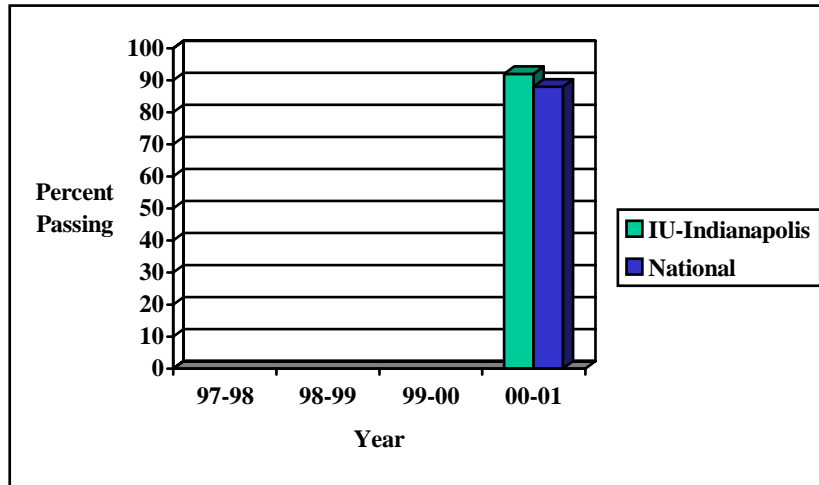
English Language, Literature & Composition



Exam Year	Number of Examinees
97-98	45
98-99	27
99-00	4/27
00-01	28

State required Test changed in 99-00 Combined data reported

Social Studies Education

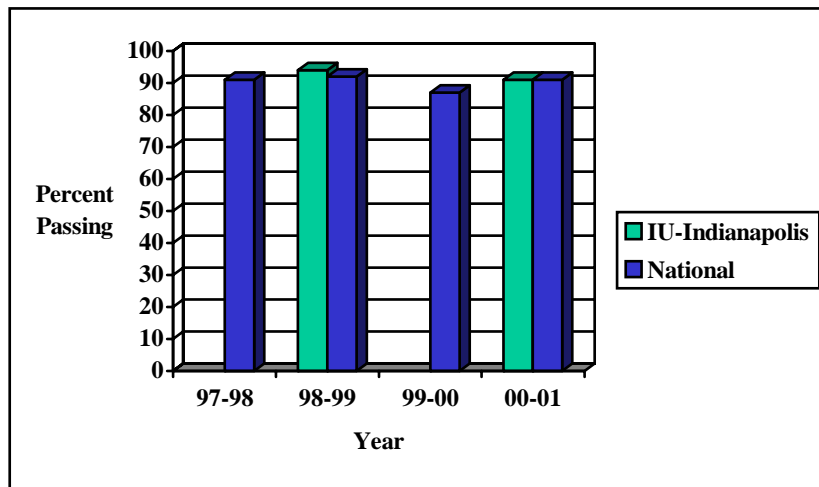


Exam Year	Number of Examinees
00-01	26

00-01	26
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Test not required prior to 200-2001 academic year

Biology Education



Exam Year	Number of Examinees
97-98	3
98-99	16
99-00	6
00-01	11

97-98	3
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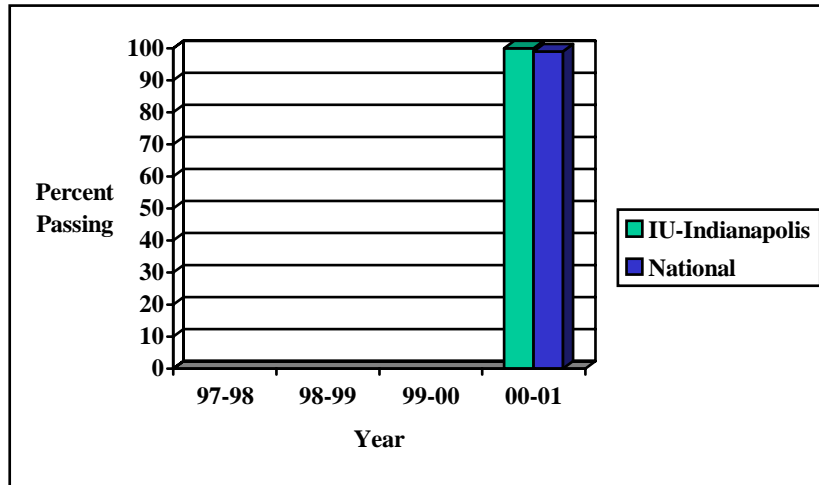
98-99	16
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99-00	6
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00-01	11
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Scores not reported for tests with an n<10

Reading Specialist



Exam Year	Number of Examinees
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00-01	21
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Test required for elementary majors after July 2002



IUPUI Teacher Education Student Program Evaluation Survey

Semester: Spring
Year: 2002

Summary: Candidates in the elementary program consistently had stronger positive perceptions of their program than the secondary candidates. They felt the most positive about their experiences with respect to multiple approaches to learning, collaboration with peers, and teaching through reflective practice. The secondary candidates also rated the blocks the highest in these areas. Elementary candidates expressed the most concern about the connection of material within a block, assessment of their work, solving real-life problems and their own motivation. The secondary candidates noted difficulty with the connection of material between each class and with field experiences. They also expressed concern about solving real-life problems and their own motivation. It was difficult for candidates to complete the survey without being influenced by their feelings for individual instructors even though they had been instructed to evaluate the block as a whole.

As part of the evaluation of our teacher education program, *we are collecting information from students who are currently enrolled in our program.* We hope that you will assist us by responding to this short questionnaire. We are interested in your opinions about the strengths and weaknesses of our teacher education program.

Please place check marks next to the program and block(s) in which you are enrolled:

Elementary Education * <u>138</u>	Block 1 Opt 1 <u>29</u>
	Block 1 Opt 2 <u>21</u>
	Block 2 Opt 1 <u>23</u>
	Block 2 Opt 2 <u>22</u>
	Block 3 Opt 1 <u>23</u>
	Block 3 Opt 2 <u>21</u>
Secondary Education * <u>52</u>	Block 2 <u>25</u>
	Block 3 <u>27</u>

Please list the instructor(s) in the block(s) in which you are currently enrolled:

Elementary

- Block I Option I- K Lee, J Smedley, L Bush
- Block I Option II - R. Gajewski, L Bush, M Medina, K Lee
- Block II Option I – M Stainbrook, V Walker, M Cohen, B Pickard, N Schmidt
- Block II Option II – M Stainbrook, V Walker, M Cohen, B Pickard, L Eldridge
- Block III Option I – R Gajewski, N Barman, A Ocejka, D Silk
- Block III Option II – B Osgood, C Damin, R Gajewski,

Secondary

- Block II Option I – S Jaminson, Specialty Methods
- Block III Option I – J Rosario, M Tate

Please indicate to what extent you agree or disagree with the following statements about *the block(s) in which you are currently enrolled*. If you strongly agree with the statement, circle the number 6; if you strongly disagree with the statement, circle the number 1. If you agree or disagree to some extent, find the number that best describes your agreement with the statement and circle that number. Use the number 9 when you cannot answer the question because there was too much discrepancy within the block(s).

Strongly Disagree 1	Disagree 2	Mildly Disagree 3	Mildly Agree 4	Agree 5	Strongly Agree 6	Can't Assess 9
---------------------------	---------------	-------------------------	----------------------	------------	------------------------	----------------------

In the block(s), my instructor(s) . . .

1. have done an excellent job making connections between the field experience and the material discussed during class meetings.

	Avg.	Strongly Disagree 1	Disagree 2	Mildly Disagree 3	Mildly Agree 4	Agree 5	Strongly Agree 6	Can't Assess	No Response
Elementary	4.8	3/138	2/138	6/138	28/138	70/138	29/138	0/138	0/138
Block I Option I	4.8	2%	1%	4%	20%	51%	21%	0%	0%
Block I Option II	4.8								
Block II Option I	5.0								
Block II Option II	5.2								
Block III Option I	4.4								
Block III Option II	4.6								
Secondary	3.7	5/52	5/52	7/52	17/52	11/52	5/52	0/52	2/52
Block II Option I	4.3	10%	10%	13%	33%	21%	10%	0%	4%
Block III Option I	3.3								

2. have done an excellent job making connections between the material discussed in each of the courses within the block.

	Avg.	Strongly Disagree 1	Disagree 2	Mildly Disagree 3	Mildly Agree 4	Agree 5	Strongly Agree 6	Can't Assess	No Response
Elementary	4.4	4/138	3/138	9/138	51/138	57/138	14/138	0/138	0/138
Block I Option I	4.4	3%	2%	7%	37%	41%	10%	0%	0%
Block I Option II	4.5								
Block II Option I	4.4								
Block II Option I	4.8								
Block III Option I	4.0								
Block III Option II	4.3								
Secondary	3.7	1/52	10/52	8/52	14/52	9/52	5/52	3/52	2/52
Block II Option I	4.1	2%	19%	15%	27%	17%	10%	6%	4%
Block III Option I	3.4								

3. encourage us to use a variety of media and technology.

	Avg.	Strongly Disagree 1	Disagree 2	Mildly Disagree 3	Mildly Agree 4	Agree 5	Strongly Agree 6	Can't Assess	No Response
Elementary	4.9	1/138 1%	4/138 3%	8/138 6%	25/138 18%	51/138 37%	49/138 36%	0/138 0%	0/138 0%
Block I Option I	5.0								
Block I Option II	5.2								
Block II Option I	5.1								
Block II Option II	5.0								
Block III Option I	4.5								
Block III Option II	4.8								
Secondary	4.0	3/52 6%	7/52 13%	7/52 13%	11/52 21%	13/52 25%	8/52 15%	2/52 4%	1/52 2%
Block II Option I	4.4								
Block III Option I	3.6								

4. encourage us to use multiple approaches, solutions, and diverse pathways when thinking about student learning.

	Avg.	Strongly Disagree 1	Disagree 2	Mildly Disagree 3	Mildly Agree 4	Agree 5	Strongly Agree 6	Can't Assess	No Response
Elementary	5.2	0/138 0%	1/138 1%	5/138 4%	12/138 9%	65/138 47%	55/138 40%	0/138 0%	0/138 0%
Block I Option I	5.0								
Block I Option II	5.2								
Block II Option I	5.4								
Block II Option II	5.4								
Block III Option I	5.2								
Block III Option II	5.0								
Secondary	4.6	2/52 4%	1/52 2%	7/52 13%	8/52 15%	19/52 37%	13/51 25%	2/52 4%	0/52 0%
Block II Option I	4.8								
Block III Option I	4.4								

5. frequently interact with us, providing accurate and in-depth information.

	Avg.	Strongly Disagree 1	Disagree 2	Mildly Disagree 3	Mildly Agree 4	Agree 5	Strongly Agree 6	Can't Assess	No Response
Elementary	4.8	2/138 1%	5/138 4%	8/138 6%	26/138 19%	65/138 47%	31/138 22%	0/138 0%	1/138 1%
Block I Option I	4.7								
Block I Option II	4.6								
Block II Option I	5.0								
Block II Option II	5.3								
Block III Option I	4.2								
Block III Option II	4.7								
Secondary	4.3	1/52 2%	2/52 4%	9/52 17%	17/52 33%	14/52 27%	8/52 15%	1/52 2%	0/52 0%
Block II Option I	4.4								
Block III Option I	4.2								

6. model effective communication and problem-solving.

	Avg.	Strongly Disagree 1	Disagree 2	Mildly Disagree 3	Mildly Agree 4	Agree 5	Strongly Agree 6	Can't Assess	No Response
Elementary	4.5	3/138 2%	5/138 4%	18/138 13%	27/138 20%	54/138 39%	28/138 20%	0/138 0%	3/138 2%
Block I Option I	4.5								
Block I Option II	3.7								
Block II Option I	5.1								
Block II Option II	5.1								
Block III Option I	4.0								
Block III Option II	4.6								
Secondary	4.0	3/52 6%	4/52 8%	9/52 17%	15/52 29%	13/52 25%	7/52 13%	1/52 2%	0/52 0%
Block II Option I	4.4								
Block III Option I	3.7								

7. use multiple instructional strategies that engage us in active learning.

	Avg.	Strongly Disagree 1	Disagree 2	Mildly Disagree 3	Mildly Agree 4	Agree 5	Strongly Agree 6	Can't Assess	No Response
Elementary	4.7	4/138 3%	2/138 1%	9/138 7%	29/138 21%	60/138 43%	34/138 25%	0/138 0%	0/138 0%
Block I Option I	5.0								
Block I Option II	4.7								
Block II Option I	4.9								
Block II Option II	5.3								
Block III Option I	3.9								
Block III Option II	4.7								
Secondary	4.2	3/52 6%	4/52 8%	7/52 13%	11/52 21%	20/52 38%	6/52 12%	1/52 2%	0/52 0%
Block II Option I	4.4								
Block III Option I	3.7								

8. have created a supportive learning environment.

	Avg.	Strongly Disagree 1	Disagree 2	Mildly Disagree 3	Mildly Agree 4	Agree 5	Strongly Agree 6	Can't Assess	No Response
Elementary	4.8	3/138 2%	1/138 1%	10/138 7%	31/138 22%	58/138 42%	35/138 25%	0/138 0%	0/138 0%
Block I Option I	4.7								
Block I Option II	4.2								
Block II Option I	5.3								
Block II Option II	5.1								
Block III Option I	4.5								
Block III Option II	4.9								
Secondary	4.2	2/52 4%	3/52 6%	7/52 13%	17/52 33%	14/52 27%	7/52 13%	0/52 0%	2/52 4%
Block II Option I	4.4								
Block III Option I	4.0								

9. ask us to work collaboratively with our peers to enhance our learning.

	Avg.	Strongly Disagree 1	Disagree 2	Mildly Disagree 3	Mildly Agree 4	Agree 5	Strongly Agree 6	Can't Assess	No Response
Elementary	5.5	1/138	0/138	1/138	11/138	46/138	79/138	0/138	0/138
Block I Option I	5.3								
Block I Option II	5.6								
Block II Option I	5.5								
Block II Option II	5.6								
Block III Option I	5.6								
Block III Option II	5.2								
Secondary	4.5	2/52	1/52	8/52	12/52	14/52	14/52	0/52	1/52
Block II Option I	4.6								
Block III Option I	4.4								

10. demonstrate teaching as an inquiry process by asking us to pose our own questions and use our knowledge to solve problems.

	Avg.	Strongly Disagree 1	Disagree 2	Mildly Disagree 3	Mildly Agree 4	Agree 5	Strongly Agree 6	Can't Assess	No Response
Elementary	5.1	0/138	2/138	2/138	22/138	65/138	47/138	0/138	0/138
Block I Option I	5.2								
Block I Option II	4.9								
Block II Option I	5.2								
Block II Option II	5.4								
Block III Option I	4.8								
Block III Option II	5.1								
Secondary	4.4	2/52	2/52	6/52	16/52	12/52	12/52	0/52	2/52
Block II Option I	4.3								
Block III Option I	4.5								

11. model how to communicate in ways that demonstrate a sensitivity to a broad range of diversity.

	Avg.	Strongly Disagree 1	Disagree 2	Mildly Disagree 3	Mildly Agree 4	Agree 5	Strongly Agree 6	Can't Assess	No Response
Elementary	4.9	0/138	3/138	3/138	34/138	57/138	41/138	0/138	0/138
Block I Option I	4.8								
Block I Option II	4.9								
Block II Option I	5.0								
Block II Option II	5.2								
Block III Option I	4.9								
Block III Option II	4.9								
Secondary	4.3	2/52	2/52	9/52	11/52	17/52	8/52	2/52	1/52
Block II Option I	4.4								
Block III Option I	4.2								

12. encourage us to learn about teaching through reflective practice.

	Avg.	Strongly Disagree 1	Disagree 2	Mildly Disagree 3	Mildly Agree 4	Agree 5	Strongly Agree 6	Can't Assess	No Response
Elementary	5.4	0/138	0/138	2/138	10/138	52/138	74/138	0/138	0/138
Block I Option I	5.3								
Block I Option II	5.4								
Block II Option I	5.3								
Block II Option II	5.6								
Block III Option I	5.6								
Block III Option II	5.2								
Secondary	4.6	2/52	1/52	5/52	13/52	14/52	14/52	1/52	2/52
Block II Option I	4.5								
Block III Option I	4.7								

13. encourage us to view student learning from diverse perspectives.

	Avg.	Strongly Disagree 1	Disagree 2	Mildly Disagree 3	Mildly Agree 4	Agree 5	Strongly Agree 6	Can't Assess	No Response
Elementary	5.2	0/138	0/138	2/138	19/138	64/138	53/138	0/138	0/138
Block I Option I	5.2								
Block I Option II	5.3								
Block II Option I	5.1								
Block II Option II	5.4								
Block III Option I	5.3								
Block III Option II	5.0								
Secondary	4.6	2/52	1/52	6/52	13/52	13/52	14/52	0/52	3/52
Block II Option I	4.9								
Block III Option I	4.3								

14. use assessment practices that are appropriate for what we are learning.

	Avg.	Strongly Disagree 1	Disagree 2	Mildly Disagree 3	Mildly Agree 4	Agree 5	Strongly Agree 6	Can't Assess	No Response
Elementary	4.4	4/138	7/138	10/138	40/138	58/138	17/138	0/138	2/138
Block I Option I	4.2								
Block I Option II	4.0								
Block II Option I	4.5								
Block II Option II	4.9								
Block III Option I	4.4								
Block III Option II	4.6								
Secondary	4.0	2/52	4/52	10/52	14/52	13/52	7/52	0/52	2/52
Block II Option I	4.4								
Block III Option I	3.8								

15. encourage us to self-assess our learning from multiple perspectives.

	Avg.	Strongly Disagree 1	Disagree 2	Mildly Disagree 3	Mildly Agree 4	Agree 5	Strongly Agree 6	Can't Assess	No Response
Elementary	4.7	1/138 1%	6/138 4%	6/138 4%	34/138 25%	64/138 46%	27/138 20%	0/138 0%	0/138 0%
Block I Option I	4.6								
Block I Option II	4.2								
Block II Option I	5.0								
Block II Option II	4.9								
Block III Option I	4.6								
Block III Option II	5.0								
Secondary	4.1	3/52 6%	2/52 4%	12/52 24%	8/52 16%	19/52 39%	5/52 10%	1/52 2%	2/52 4%
Block II Option I	4.5								
Block III Option I	3.8								

16. ask questions that promote critical thinking.

	Avg.	Strongly Disagree 1	Disagree 2	Mildly Disagree 3	Mildly Agree 4	Agree 5	Strongly Agree 6	Can't Assess	No Response
Elementary	4.9	0/138 0%	2/138 1%	9/138 7%	30/138 22%	59/138 43%	38/138 28%	0/138 0%	0/138 0%
Block I Option I	5.0								
Block I Option II	5.0								
Block II Option I	5.0								
Block II Option II	5.1								
Block III Option I	4.6								
Block III Option II	4.6								
Secondary	4.4	1/52 2%	2/52 4%	7/52 14%	14/52 28%	17/52 34%	8/52 18%	2/52 4%	1/52 2%
Block II Option I	4.6								
Block III Option I	4.3								

17. give us opportunities to solve real classroom problems.

	Avg.	Strongly Disagree 1	Disagree 2	Mildly Disagree 3	Mildly Agree 4	Agree 5	Strongly Agree 6	Can't Assess	No Response
Elementary	4.4	5/138 4%	6/138 4%	9/138 7%	41/138 30%	56/138 41%	20/138 14%	0/138 0%	1/138 1%
Block I Option I	4.7								
Block I Option II	4.6								
Block II Option I	4.0								
Block II Option II	4.6								
Block III Option I	4.0								
Block III Option II	4.7								
Secondary	3.6	7/52 14%	5/52 10%	9/52 18%	15/52 31%	5/52 10%	8/52 16%	1/52 2%	2/52 4%
Block II Option I	4.1								
Block III Option I	3.2								

18. motivate us to learn the material.

	Avg.	Strongly Disagree 1	Disagree 2	Mildly Disagree 3	Mildly Agree 4	Agree 5	Strongly Agree 6	Can't Assess	No Response
Elementary	4.4	4/138 3%	7/138 5%	14/138 10%	39/138 28%	55/138 40%	19/138 14%	0/138 0%	0/138 0%
Block I Option I	4.5								
Block I Option II	4.3								
Block II Option I	4.6								
Block II Option II	4.9								
Block III Option I	3.8								
Block III Option II	4.3								
Secondary	3.8	4/52 8%	6/52 12%	7/52 14%	16/52 33%	10/52 20%	6/52 12%	1/52 2%	2/52 4%
Block II Option I	4.2								
Block III Option I	3.5								

19. articulate ethical principles that guide the professional conduct of teachers.

	Avg.	Strongly Disagree 1	Disagree 2	Mildly Disagree 3	Mildly Agree 4	Agree 5	Strongly Agree 6	Can't Assess	No Response
Elementary	4.7	2/138 1%	3/138 2%	6/138 4%	31/138 22%	64/138 46%	30/138 22%	0/138 0%	2/138 1%
Block I Option I	4.7								
Block I Option II	4.6								
Block II Option I	4.7								
Block II Option II	5.0								
Block III Option I	5.1								
Block III Option II	4.7								
Secondary	4.3	1/52 2%	3/52 6%	6/52 12%	15/52 31%	16/52 33%	8/52 16%	1/52 2%	2/52 4%
Block II Option I	4.6								
Block III Option I	4.1								

20. provide current information on research on pedagogy.

	Avg.	Strongly Disagree 1	Disagree 2	Mildly Disagree 3	Mildly Agree 4	Agree 5	Strongly Agree 6	Can't Assess	No Response
Elementary	4.6	3/138 2%	6/138 4%	8/138 6%	26/138 19%	70/138 51%	22/138 16%	0/138 0%	3/138 2%
Block I Option I	4.3								
Block I Option II	4.8								
Block II Option I	4.6								
Block II Option II	4.8								
Block III Option I	5.0								
Block III Option II	4.4								
Secondary	4.3	1/52 2%	1/52 2%	8/52 16%	15/52 31%	20/52 41%	4/52 8%	1/52 2%	2/52 4%
Block II Option I	4.2								
Block III Option I	4.4								

21. promote positive attitudes toward teaching as a profession.

	Avg.	Strongly Disagree 1	Disagree 2	Mildly Disagree 3	Mildly Agree 4	Agree 5	Strongly Agree 6	Can't Assess	No Response
Elementary	5.1	3/138	3/138	2/138	15/138	67/138	48/138	0/138	0/138
Block I Option I	5.2								
Block I Option II	5.1								
Block II Option I	5.2								
Block II Option II	4.9								
Block III Option I	4.9								
Block III Option II	5.0								
Secondary	4.5	3/52	3/52	3/52	11/52	17/52	14/52	0/52	1/52
Block II Option I	4.6								
Block III Option I	4.5								

22. model professional interaction with children, teachers, and other school personnel.

	Avg.	Strongly Disagree 1	Disagree 2	Mildly Disagree 3	Mildly Agree 4	Agree 5	Strongly Agree 6	Can't Assess	No Response
Elementary	5.0	1/138	4/138	4/138	15/138	66/138	48/138	0/138	0/138
Block I Option I	5.1								
Block I Option II	4.8								
Block II Option I	5.2								
Block II Option II	5.4								
Block III Option I	4.8								
Block III Option II	5.1								
Secondary	4.3	1/52	5/52	5/52	14/52	13/52	10/52	1/52	3/52
Block II Option I	4.6								
Block III Option I	4.1								

Additional Comments:

Strongly Disagree	Disagree	Mildly Disagree	Mildly Agree	Agree	Strongly Agree
1	2	3	4	5	6

9. Have you requested help at the SOE Student Services window since classes started this fall?

Yes (136) no (71)

10. I was satisfied with that service. 1(14) 2(5) 3(13) 4(33) 5(62) 6(10)

11. Have you called or e-mailed the School of Education to request assistance from a SOE Student Services representative since classes started this fall?

Yes (79) no (129)

When I've spoken with a SOE Student Services representative on the phone, I was satisfied with the quality of the exchange and information I received.

1(5) 2(5) 3(8) 4(14) 5(28) 6(13)

When a SOE Student Services representative responded to my e-mail, I was satisfied with the quality of the exchange and information I received.

1(6) 2(2) 3(6) 4(6) 5(19) 6(15)

12. I have seen improvement in the quality of serve from the School of Education Student Services staff this year.

1(10) 2(11) 3(17) 4(47) 5(43) 6(11)



Indiana University Purdue University Indianapolis

Employer Survey of Beginning Teachers

In this questionnaire, you are asked about the strengths and weaknesses of your colleague, a recent IUPUI graduate. Please be assured that your responses will not be shared with your colleague nor will your identity or that of your colleague be reported in any presentation of the results of this survey.

Summary of “Employer Survey of Beginning Teachers”

The “Employer Survey” was sent to supervisors of first year teachers that are graduates of the IUPUI Teacher Education Program. A total of 99 surveys were sent and 63 were returned (64%). This survey asked the supervisors to rate the new teachers’ teaching skills in ten categories, each of which make-up the *IUPUI Principles of Teacher Education*. The employers rated the IUPUI graduates moderately to highly adequate in all ten categories. In addition, when asked how they would compare the IUPUI beginning teachers with the beginning teachers they have worked with in the past, they ranked 97% of the IUPUI teachers in the top 25% and upper middle 25% of the teachers they had previously supervised.

Return Rate 63/99 64%

Gender of IUPUI graduate: 12 Male 25 Female 25 Not Reported

School Corporation: 27 Urban 21 Township 15 Rural

For each statement below, please indicate the degree to which you feel your colleague has been prepared to address each of the teaching skills below in comparison to other beginning teachers. Rate your response along a scale from 1 to 5 where **1 = Poor, 3 = Adequate, and 5 = Excellent**.

<i>Teaching Skills</i>	Poor		Adequate		Excellent
1. Can create learning experiences that make the subject matter meaningful to students.	1	2	3	Mean 4.1	5
Response Data – Question #1 Number – Percentage	0-0%	1-2%	12-19%	31-49%	19-30%
2. Can provide learning opportunities that support students’ intellectual, social, and personal development.	1	2	3	Mean 4.1	5
Response Data – Question #2 Number – Percentage	0-0%	1-2%	11-17%	30-48%	21-33%

3. Can create instructional opportunities that are adapted to diverse learners.	1	2	3	Mean 4.0	5
Response Data – Question #3 Number – Percentage	0-0%	0-0%	16-25%	29-46%	18-29%
4. Uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.	1	2	3	Mean 4.2	5
Response Data – Question #4 Number – Percentage	0-0%	0-0%	16-25%	23-37%	24-38%
5. Can create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	1	2	3	Mean 4.2	5
Response Data – Question #5 Number – Percentage	0-0%	3-5%	5-8%	33-52%	22-35%
6. Uses effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	1	2	3	4.1	5
Response Data – Question #6 Number – Percentage No Response – 1-2%	0-0%	0-0%	14-22%	27-43%	21-33%
7. Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	1	2	3	4.1	5
Response Data – Question #7 Number – Percentage	0-0%	0-0%	13-21%	29-46%	21-33%
8. Uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of learners.	1	2	3	4.0	5

Response Data – Question #8 Number – Percentage	0-0%	1-2%	21-33%	19-30%	22-35%
9. 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	1	2	3	4.1	5
Response Data – Question #9 Number – Percentage	0-0%	2-3%	14-22%	23-37%	24-38%
10. Fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	1	2	3	4.2	5
Response Data – Question #10 Number – Percentage	0-0%	2-3%	11-18%	24-38%	26-41%

Based on your experiences with teachers receiving their preparation through IUPUI, what features of our education program do you recommend that we strengthen?

- Time on task to prevent discipline programs, lesson planning, creating lessons that the children can relate to (EL)
- Students must be aware of and be able to implement lessons for multiple intelligence and learning styles. Students also need to have strategies for improving academic performance for all children. (EL)
- Clearer explanation or more experience in dealing with students who have behavior problems and their parents (conference skills) (EL)
- Although Mrs. B___ is an exemplary teacher, experience tells me that classroom/behavior is an area in need of addressing. (EL)
- None (EL)
- Discipline-Assessment (EL)
- Curriculum development, legal issues, various assessments (EL)
- Lesson plans, preparation for instruction is critical, parent-teacher relationship, student-teacher relationship, organization demands beyond the classroom. (SEC-Science)
- Knowing how to write long and short term lesson plans matched to standards; using standards & curriculum frameworks as planning guides; classroom management (EL)
- Various types of teaching techniques & assessments (Sec –Social Studies)
- Students need more experiences dealing with classroom management skills, and lesson planning for a full day/week (EL)
- I felt that students need more experiences dealing with classroom management skills and lesson planning for a full day/week. (EL)
- Classroom management especially positive strategies. Focus on using the Indiana standards for planning. (EL)
- No area stands out (EL)
- More instruction with integrating technology into the classroom lessons. (Sec-Math)
- I question the value of a split primary and intermediate student teaching block. Provide more internships through all college years fro field experiences at a variety of grade levels. (EL)
- No suggestions (AG-Art)
- In-school, classroom experience is invaluable. Finding ways to accomplish this would strengthen all teacher prep. Programs. (Special Ed)
- The field experience(s) prior to actual student teaching (Special Ed)
- Field experiences prior to actual student teaching (EL)
- You should strengthen the students ability to plan an implement the use of multiple activities to teach a single skill or concept. (SEC-math)
- Implementation of Special Need Programming into general curriculum. Perhaps with new standards this will occur anyway. (Spec Ed)
- Your cadre program is outstanding – giving practical experience supported by rich curriculum, methods, and a variety of experiences. Nice blend of theory, research and practicality! (EL)
- Strategies for diversity and cultural awareness (EI)
- Understanding and educating students of the lower socio-economic level and diverse cultures. (Spec Ed)
- Classroom management and discipline (EL)
- None – (SEC-English)
- I feel that your graduates do a nice job. (EL)
- There is always a need to work on classroom management although this is not a problem for this teacher. (EL)
- There is always a need for classroom management (EL)
- She has mentioned that she is not as strong using manipulative in the area of mathematics (EL)
- Include the use of state standards when giving instruction on curriculum and lesson plans. (AG-PE)
- Diverse knowledge in classroom skills, time management skills and lesson plans are areas which need further exploration & in-depth study.(EL)
- Spelling, complete sentences, grammar, syntax (SEC-English)
- So far we are very pleased (EL)
- Give them aid in passing licensing exam (AG-Art)
- Varying instructional strategies (Sec-Spanish)
- Assessing the Indiana Academic Standards – guided reading & running records (EL)
- Mrs. T___ does an excellent job at ____-(EL)
- Classroom management/diversity (EL)
- You need to look at what is currently being used by school districts (PL221, four block, reading comprehension, best practices) (EL)
- Encourage students to organize their workload to quickly grade and return student work. Timely feedback fo 2-4 days is preferred. (Sec-English)

In terms of beginning teachers you have worked with in the past, how would you rate this graduate from IUPUI?

Responses- Percentage

Top 25%	43	66%
Upper Middle 25%	20	31%
Lower Middle 25%	1	2%
Lower 25%	1	2%

Additional Comments:

- I was impressed with A_____ when she did her student teaching here last year. I fought hard to get her on my staff. A_____ is creative and innovative. She has stronger classroom management skill than some of my more experienced teachers. (EL)
- The teacher I am working with now has done an excellent job. A general observation that you need to know is that many of the younger teachers are lacking in professionalism. Even though some things in our society are changing, I still believe this is important to the teaching profession and the image we give to parents and the public. (AG-PE)
- I was pleased with my student teacher and recommended her for a position at our school which she received. (EL)
- Good classroom management – Good, varied instructional activities (EL)
- Outstanding! IUPUI and IU 1st year teachers are excellent (Sec-Science)
- Strength: Professional readings Going through cohorts & inquiry programs are wonderful. But afterwards I don't want the graduate to see inquiry as "on top of everything else" or tell me they must have T guides in order to teach. (EL)
- He is doing an outstanding job! (Sec-Social Studies)
- We have been very pleased with the quality of your graduates from the Herron School of Art. Our current teacher took the place of another Herron graduate. Both are outstanding teachers. (AG-art)
- It's so nice to have her in the building as she really lends great support to best practice and current trends in education that are best for kids! (EL)
- Candidate was well-prepared – Had lots of experiences-Very reflective-Good communication (Spec –Ed0)
- Great first year teacher (Special Ed)
- She is wonderful with Classroom management. (EL)
- Very strong first year teacher (EL)
- I am very pleased with the depth of A_____ knowledge in his content area. Additionally I appreciate the challenging lessons he presents to his students. A_____ also hoes an excellent job of returning papers. He assigns lots of writing! (Sec-English)

1. What were you looking for in terms of qualifications when you last filled this or a similar position?

	Responses
Work experience only	12
Specific courses or training	35
Certification program or certificates	23
Associate's degree	0
Bachelor's degree	36

Comment for revision of survey: [List Four Dual Licensure Programs on next survey](#)

2. Have you supervised other IUPUI graduates?

Comment for revision of survey: [Ask about graduates of other institutions](#)

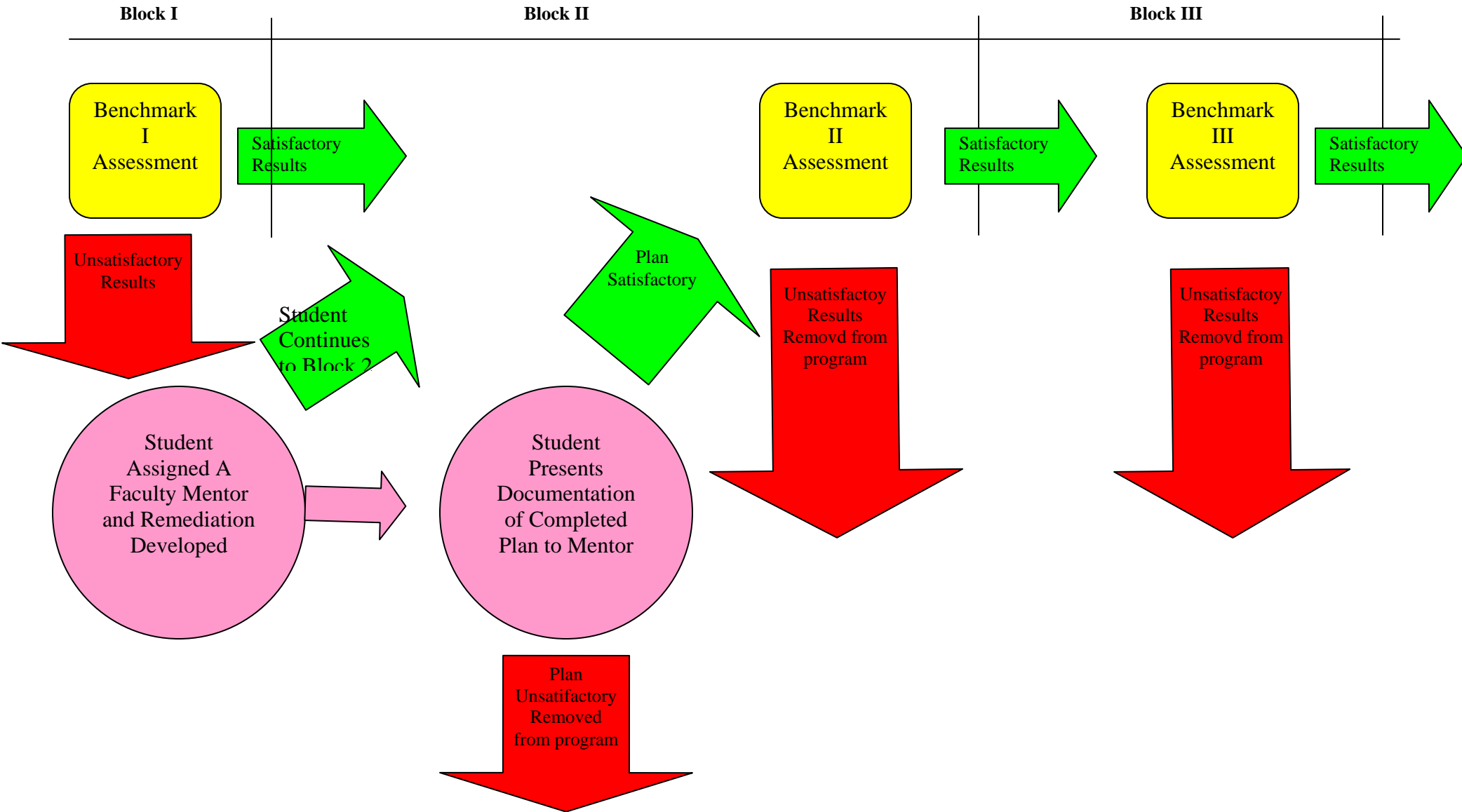
33 Yes (2b.) If yes, how many IUPUI graduates have you supervised? _____

(2c.) If yes, how would you rate the performance of IUPUI graduates compared to other college graduates you have supervised?

	Responses	Percentage
Not as qualified	3	9%
About the same	21	62%
Better	2	6%
Much Better	7	21%
Exceptional	1	3%

Thank you for assisting us. **Please remove the cover page and return your completed questionnaire in the enclosed postage-paid envelope.**

Plan for Use of Individual Candidate Benchmark Data



Assessment Plan for Unit Assessment System

Year 1

Year 3



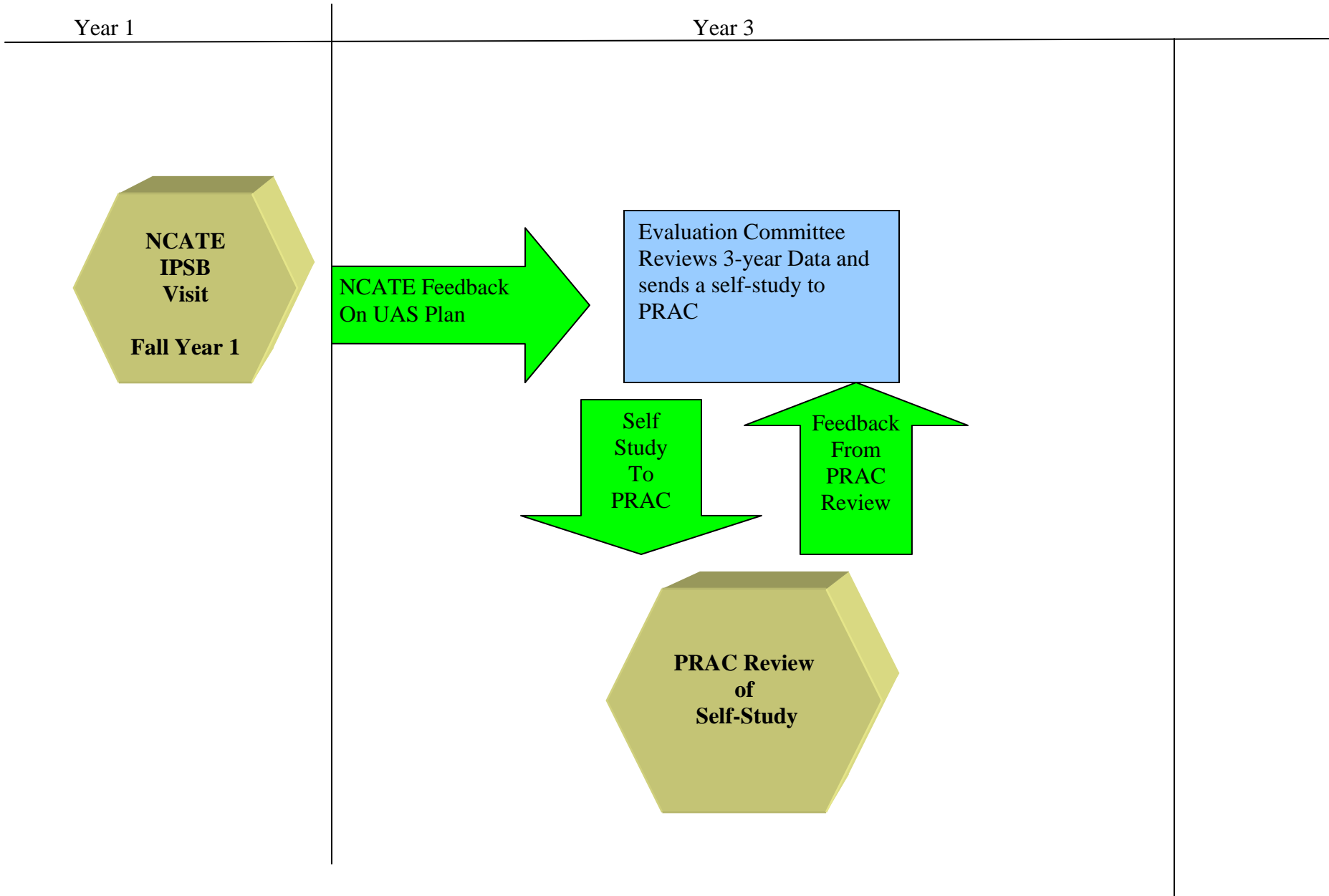
**NCATE Feedback
On UAS Plan**

**Evaluation Committee
Reviews 3-year Data and
sends a self-study to
PRAC**

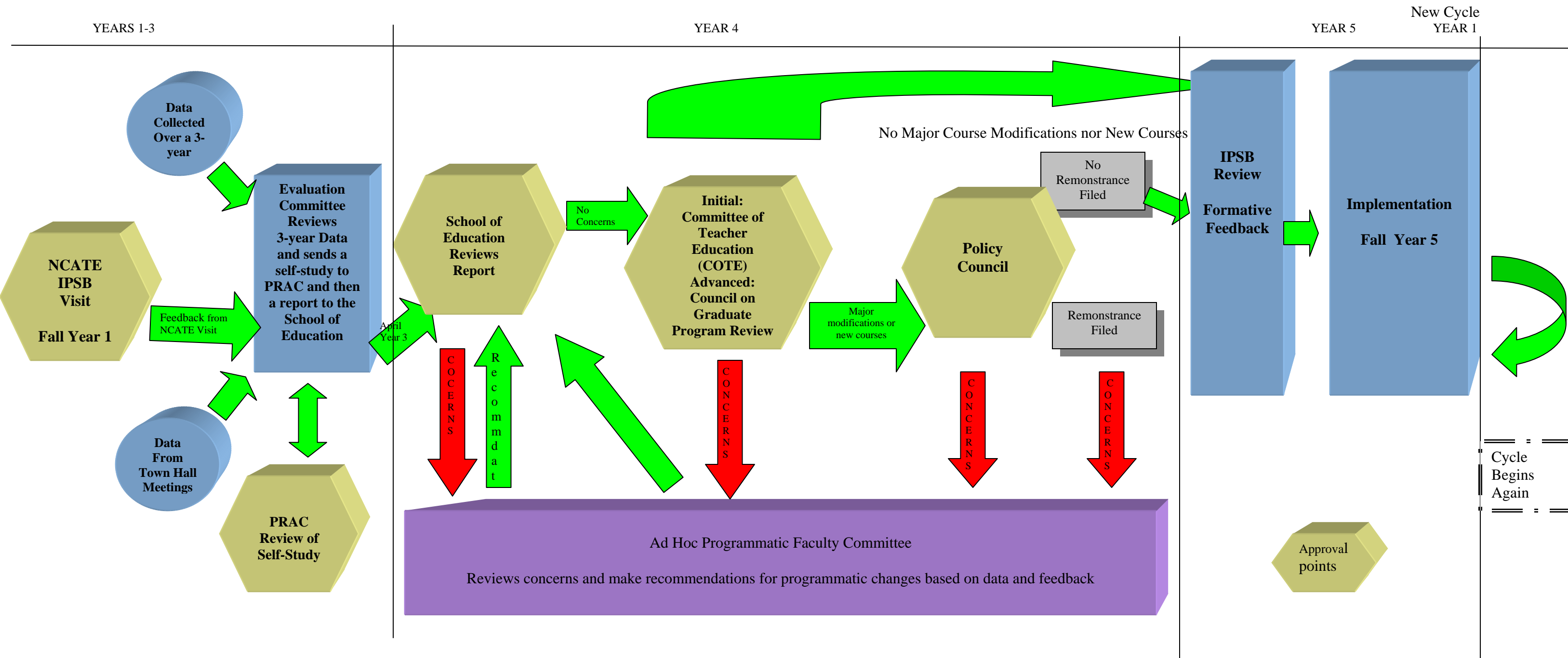
**Self
Study
To
PRAC**

**Feedback
From
PRAC
Review**

**PRAC Review
of
Self-Study**



Five-Year Summative Program Evaluation Plan



Data for Programmatic Assessment

Assessment	Frequency	Timing of Data Collection	Participants	Means of Administration	Action for Immediate Concerns	Use of Assessment Data	Principle(s) of Teacher Education Addressed
Demographics of Students Applying to Teacher Education Program	Each Semester	Mid-semester	All students applying to the Teacher Education Program that semester	UAS Database	Reported to Executive Associate Dean for action	Monitor diversity and quality of applicant pool and admitted cohort	Principle 1 Principle 5
Demographics of Continuing & Probationary Students	Each Semester	Beginning of semester	All students in Blocks I, II & III	UAS Database	Reported to Chair of Teacher Education for action	Monitor progress of admitted cohort and minority/non-traditional pool	Principle 1 Principle 5
Demographics of Graduates	Each Year	June	All students completing a Teacher Education Program in Dec or May	UAS Database	Reported to Chair of Teacher Education for action	Monitor success of admitted cohort and minority/non-traditional pool	Principle 1 Principle 5
Summaries of Benchmark Assessments	Each Year	June	All students completing a Benchmark Assessment	UAS Database	Reported to Teacher Education faculty for action	Track systematic difficulties of students	All Principles
Summaries of PRAXIS Data	Each Year	End of fall semester	All program completers for the academics year	Title II Report	Reported to Chair of Teacher Education for action	Compare passing rates of programs completers with other state institutions and national rates.	Principle 1 Principle 3
Mentor Teacher Survey	Once a year	End of fall semester	Mentor teachers of early field experience students Blocks 1-4 (EI) Blocks 1-3 (Sec)	Delivered by faculty liaison to each teacher Mailed to IUPUI (?)	Reported to Chair of Teacher Education for action	Assessment of field experiences/program from practitioner prospective	All Principles
Evaluation of Field Experiences	Every semester	End of semester	Instructors Blocks 1-3 University supervisors Block 4	Completed during teacher education meeting	Meeting with block instructors/visit to site	Monitor quality of field experiences	Principle 2 Principle 3 Principle 4 Principle 5
Students' Program Evaluation Survey	Every semester	End of semester	Students in Blocks 1-4	Completed during class with Student Services Survey	Reported to Chair of Teacher Education for action	Assess how well block instructors are working together	All Principles
Student Teacher Survey	Every semester	End of semester	Student teachers doing their final placement	Completed during seminar	Reported to Chair of Teacher Education for action	Assessment of students' perceptions of quality of program in preparing them for teaching	All Principles
Student Teaching Mentor Survey	Every semester	End of semester	Mentor teachers of student teachers completing Student Teacher Survey	Delivered by university supervisors – Mailed to IUPUI	Reported to Chair of Teacher Education for action	Assessment of practicing teachers' perceptions of quality of program in preparing teachers	All Principles
Student Services Survey	Every semester	End of semester	All students in Blocks 1-3	Completed during class along with Program Evaluation Survey	Reported to Assistant Dean for Student Services	Evaluation of Advising and Student Services for the past year	Principle 6
Alumni Survey	Every two years	Spring semester	Random sample of graduates 1-2 years out	Conducted university wide	Reported to Administrative Team	Graduates perceptions of quality of program in preparing them to teach.	All Principles
Employer Survey	Once a year	Early April	Principals/supervisors of IUPUI Beginning Teachers	Mailing	Reported to Administrative Team	Graduates perceptions of quality of program	All Principles

Unit Assessment System Schematic Advanced Programs

Data for Individual Student Assessment

- *GPA (3.0)
- *Letters of Recommendation (2)
- *Personal Goal Statement
- *GRE (select programs)
- *Self Assessment Against Standards

- *Entries in Portfolio

- *Philosophy Statement or Reflection

- *Educational Research Project

- *GPA (3.3 in program)
- *Credit Hours
- *Course Requirements
- *Self Assessment Against Standards
- *Reflection Paper

Application to Program

**J500
or
L500**

**H520
or
H530**

Y520

Completion of Program

Data for Programmatic Assessment

- *Percent of Applicants Admitted
- *Demographics of Admitted Students
- *Demographics of Denied Students

- *Demographics of continuing students
- *Demographics of Probationary Students
- *Summary of Portfolio Entries Assessment

- *Demographics of continuing students
- *Demographics of Probationary Students
- *Summary of Philosophy Statement Assessments

- *Demographics of continuing students
- *Demographics of Probationary/Stopped Students
- *Summary of Educational Research Project Assessment

- *Demographics of Program Completers
- *Masters In Education Survey (Sp 03)

Assessment Key
Green – Implemented
Blue - Pilot Stage
Red - Planned

Masters In Education Survey

Spring 2001 Results

Survey Sent – 195

Surveys returned – 26

Return Rate – 13% - This rate is not acceptable and the Evaluation Committee needs to address ways to increase the return rate for this survey.

I. General Information

MAJOR	Number Responding
<input type="checkbox"/> Elementary Education	5
<input type="checkbox"/> Secondary Education	4
<input type="checkbox"/> Special Education	6
<input type="checkbox"/> Language Education	4
School Counseling	4
	3 did not answer

These numbers are too small to break into smaller categories.

1. Are you currently employed as a full-time or part-time teacher? Yes - 17 No - 6

II. In this section, we would like to find out how well you think your program has helped you become a better teacher.

Please indicate whether you strongly agree (SA), agree (A), are undecided (U), disagree (D) or strongly disagree (SD) with these statements about your masters program.

For purposes of aggregating the data, a response of “SA” was assigned a value of 1, “A” a value of 2, “U” a value of 3, “D” a value of 4 and “SD” a value of 5. All data is the average of the responses to that question. Because of the low return rate, data was aggregated in its totality and not separated into programs. Data from future surveys should be categorized into programs.

3. My program helped me gain a better knowledge of the subject(s) I am teaching.

SA A (2.2) U D SD

4. My program helped me improve how I teach my subject to my students.

SA A (2.2) U D SD

5. My program helped me improve the way I manage and monitor student learning.

SA A (2.4) U D SD

6. My program has helped me think systematically about the practice of teaching.

SA A (2.1) U D SD

7. My program has informed me how to be a member of a learning community

SA A (2.1) U D SD

8. My program has made me more aware and able to deal with the needs of culturally, linguistically and cognitively diverse learners.

SA A (2.3) U D SD

9. My program has taught me how to conduct scholarly inquiry.

SA A (2.1) U D SD

III. Clinical Experiences

10. Did you complete a field experience/practicum/internship/clinical experience as part of your master's program? Yes – 19 No - 7

11. If you answered “No” to question 10, you can skip this question. If you answered “Yes,” please indicate (a) how many credit hours you received for fieldwork and (b) how many total hours you spent in the field.

(a) 6.1 avg. Credit Hours

(b) 499 avg. Total Hours



Indiana University Purdue University Indianapolis
Student Teacher Survey

In this questionnaire, you are asked about the strengths and weaknesses of your teacher preparation at IUPUI. Please be assured that your responses will not be shared nor will your identity be reported in any presentation of the results of this survey.

Please complete the following information as it pertains to your student teaching assignment(s).

Data Analysis: Student Teacher Survey

The Student Teacher Survey had a return rate of 68% overall, however, these rates varied considerably across different programs within teacher education. For example, the return rate for the elementary program at Columbus was 97% (29/30) and 80% (40/50) for the elementary program at IUPUI. The secondary education program at IUPUI had a return rate of 40% (14/35). The number of students who returned the questionnaire in the other programs (i.e., All Grade, Special Education, and Technology) was very small. Given the small number of students in these other programs, only the elementary programs at IUPUI and Columbus and the secondary education program are summarized in this report.

On a scale of 1 – 5 (with 1 = poor and 5 = excellent), the Columbus student teachers rated their teaching skills as *very good* with average scores between 3.66 and 4.17, while the IUPUI elementary education students rated their teaching skills slightly lower with average ratings between 3.45 and 3.85, but also within the range of very good. The student teachers in the secondary education program rated their teaching skills as adequate with average scores between 2.86 and 3.57. The differences between the elementary and secondary programs can be explained, in part, by differences in the nature of the programs and the student teaching placements. Furthermore, the variability in the scores across all programs may reflect the student teachers’ awareness that even though they have learned a great deal about teaching, there is still much more to learn.

Gender: 25 Males 90 Females Return Rate 68% (90/133)
 Columbus (29/30) IUPUI EI (40/50) All-grade PE (3/5)
 Art (0/2) Sec (14/35) Tech (3/3) Special Ed (1/8)

Placement #1:

School Corporation: 12% Urban 64% Township 24% Rural (77 responses)

Placement #2 (if applicable)

School Corporation: 14% Urban 61% Township 24% Rural 1% Private (93 responses)

All – All programs
 Col – Columbus

EI – Elementary
 S Ed – Special Education

Sec – Secondary

AG – all-grade
 Com – computers

For each statement below, please indicate the degree to which you feel the teacher preparation program at IUPUI prepares beginning teachers to address each of the teaching skills below. Rate your response along a scale from 1 to 5 where

1 = Poor, 3 = Adequate, and 5 = Excellent.

<i>Teaching Skills</i>	Average						
	All	EL	SEC	AG	COL	S ED	Tech
Can create learning experiences that make the subject matter meaningful to students.	3.68	3.70	3.14	4.00	3.86	4.00	3.67
Can provide learning opportunities that support students’ intellectual, social, and personal development.	3.82	3.80	3.50	4.33	3.93	4.00	4.00
Can create instructional opportunities that are adapted to diverse learners.	3.76	3.68	3.57	3.70	4.00	4.00	3.33
Uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.	3.69	3.55	3.43	4.33	3.90	4.00	4.00

	Average						
	1 = Poor, 3 = Adequate, and 5 = Excellent						
	All	EL	SEC	AG	COL	S ED	Tech
Can create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	3.70	3.75	3.29	4.33	3.79	4.00	4.00
Uses effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	3.72	3.48	2.98	4.33	3.66	3.00	4.00
Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	3.49	3.56	3.21	4.33	4.00	4.00	4.00
Uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of learners.	3.78	3.60	3.36	4.33	4.17	3.00	4.00
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.	3.87	3.85	2.93	4.67	3.97	4.00	4.00
Fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	3.51	3.45	2.86	4.33	3.83	4.00	3.33

Based on your experiences, what features of your education program do you recommend that we strengthen?

- Connecting with other computer education students would strengthen the program by giving students teachers more opportunities to ask questions and retain answers from a variety of perspectives. (Tech)
- Help students learn to handle disruptive students. Maybe show some films or take us to some actual examples. Critique the good and poor methods. Overall, I've really enjoyed my education at IUPUI and at my school placement (SEC)
- More experience with software & hardware. More classroom experience before practicum Split practicum in ½ ½ classroom ½ tech support. (TECH)
- The education program needs to be strengthened in many ways. First of all, there needs to be better communication between the science department and the department of education. There was a lot of miscommunication between the two. The education blocks need to be constructed better. I didn't feel like teachers knew exactly what they were to do, which meant that the students weren't led well. There are some things that students at other colleges are doing in the department of education that we were never shown. I know the students do electronic portfolios, which I find to be very beneficial. There are just opportunities that I feel I didn't get at IUPUI. (SEC-math)
- Methods training (content specific) Dynamics of diverse student populations Socio-economic factors in education State Standards (SEC – math)
- I feel that the School of Education was weak in preparing us for the job market. Many other student teachers were forced to teach to standards during their student teaching assignment, while we were just sent out to sink or swim. (SEC-math)
- There were many things about teaching math and teaching in general that I had to learn on my own. Many of these things could have been discussed at IUPUI. Instead of taking course on multiculturalism and literacy, I should have had classes on how to teach the Pythagorean Theorem or the quadratic equation. I could have taken courses that talked about adapting test for students at different levels. Or classes on how math is taught. I would write a huge lesson plan on congruent triangles for my high school geometry class, not realizing that the students have been discussing them since the sixth grade. (SEC-math)

- More classroom management strategies during block classes need to learn about different reading assessments aside from miscue analysis. (EL)
- I think that there should be more time spent in the field preparing for student teaching. The sites that are used for FE should be easily applied to a "real" classroom. (EL)
- More experiences in "real" schools. Teach more practical things such as how to do grade books, actual classroom management, how to deal with upset parents, etc. (EL)
- Lesson plans – developing Classroom management – reasonable suggestions (EL)
- Learn about classroom management strategies, how to keep a grade book & do a lesson book (EL)
- Specific resources – 4 blocking – Shirley Method – Saxon Math (EL)
- We need more time in field experience to adequately prepare us for student teaching. More time needs to be spent on classroom management techniques, dealing with parents & putting together portfolios (what to save). It would be nice to have an introduction to centers. (EL)
- I feel that we should have had more than 9 day with students in Block III. We received less and less time as the blocks went on. I would have liked to be at the same school throughout the experience. More information on portfolios given within the classroom would have been extremely helpful Mock interview something to prepare u more for getting g job. (EL)
- We need more time out in the classroom with students. Hands-on is stressed but yet we're not getting enough outside of the schools. I felt like I was thrown out in student teaching because there were so many things. I felt I wasn't prepared for due to not being in schools & classrooms enough Need more talk & work with grade books & assessment. Different ways to do science away from textbooks Social Studies ides, we dealt with nothing about that subject. (ELO)
- More time in field experience with more useful project and less busywork. (EL)
- Teaching reading strategies (EL)
- Provide assignments that are practical to today's classroom not just ideal. Give teaching assignments as soon as possible That way student teachers can meet their classes. Make Harry Wong's book a textbook for one of the classes. (EL)
- Four block, Shirley Method, Saxon Math, Portfolios (EL)
- Teaching content along with strategies (EL)
- Social studies methods was lacking in providing useful teaching strategies for social studies. Using area teachers, as guest speakers to share useful and effective methods would also be helpful. (EL-Col)
- In our social studies methods class, I felt that I learned only how to discuss current events. I have no strategies for social studies (EL-Col)
- I was more than satisfied with this education program. I would like to see the program emphasize the use of computers in the classroom. Teachers need to know how to use computers as a supplemental resource. (EL-Col)
- The social studies portion or anything _____ has ever taught need to be strengthened (EL-Col)
- Social Studies Methods History of Education (EL-Col)
- I think that all the experience of being in the classroom during methods classes helped me prepare for my student teaching experience. I have learned more in the classrooms than in some of the classes I took. (EL-Col)
- The Social Studies portion of the methods courses in Columbus need to be strengthened. If _____ were removed, the quality of education would be much stronger! Also, I think more technology classes would be beneficial!! (EL-Col)
- I felt the social studies methods could have been stronger. I feel that I did not learn much from this class. I also do not feel that the H340 class was important in our preparation for teaching. (EL-Col)
- Maybe check into the supervising teachers in the elementary school before we are placed. Change the social studies methods class. (EL-Col)
- Methods courses – science, social studies, a course on behavior management should be included (EL-Col)
- I feel the social studies methods need work (EL-Col)
- I really have been happy with the education I received. (EL-Col)
- The social studies methods! There should be individual academic advising available for all education students (EL-Col)
- The general field experiences could be better prepared so that the mentor teachers are expecting us as student teaching learners. I also feel that more time should be given to IUPUI student to do direct instruction both under observation and w/o observation (EL-Col)
- When placed into the classroom for observation experience, it would be sooo helpful to have the (us) college student actively participate and focus on ideas such as classroom management; lesson plans for a class, and effective discipline. When placed in a school, there has been way too much emphasis on grading papers and "kid watch projects" that we truly missed the opportunity to experience what teaching is all about! (EL)
- Classroom management; time management; crisis/anger management (EL)
- We need a class on behavior management IUPUI also needs to provide more hands on experience in the schools Need more experience planning lessons (EL)
- I recommend that the computer education also be strengthened. With newsletters, research projects and several other computer uses, we could really benefit from computer education. (ELO)
- More practical solutions/situation need to be addressed. Too much time is spent on "new" approaches/methods to teaching. I have not been able to utilize any of the methods of reading analysis or other new ideas that were taught at IUPUI. Discipline need to be addressed. We were not given any ideas or situations that may arise. (EI)
- More real world ideas about teaching. Too many class periods focused on ideals. (EL)
- More classroom time early on in program (EL)
- The teachers need to be more aware of and involved in the community (Schools) so that we know what is being used and taught in schools other than IPS! (EL)

- I do not feel that what we learned was practical for teaching in the schools. In a “perfect” world all of it was great. We had good ideas etc. but most of it can not be used on a day to day basis. (EL)
- I felt very unprepared when I began student teaching. WE need access to program used in school – such as Saxon, Shirley method, 4 Blocks!!! Etc. More practical education is needed. (EL)
- We need to learn what some of the other methods out there such as four blocks, Shirley, Basal Readers. We learned to be creative which was great but there also needs to be a balance of learning something solid. We know that worksheets can be over used but we also need to be shown how to go about teaching. (EL)
- Knowledge of subject material needs to be worked on. Teachers would explain how to do tasks differently but not follow the same format. Preparation of subjects. (ELO)
- More field experiences for teachers (EL)
- It would have been very helpful to learn more about how to develop a performance assessment, and who one was. (EL)
- More interaction with both supervising teachers before the student teaching experience begins. Quicker placements so that this will be an option. (SEC - Spanish)
- I feel that I learned a lot about educational theories – but no substantial practices to actually implement in the classroom. (SEC – English)
- My only problems came with the journal/lesson plans and the mistake in my placement time. Many of my fellow student teachers were finished a week before me which psychologically wore me down in that I thought about being done and why I was one of the few still teaching because of the university's mistake. My second is more in the advice category concerning the journals and lesson plans. I felt that if we have access to a computer and internet, that it would be beneficial to some to have the option of e-mailing these items. (EL)
- Teaching us assessment and classroom management it was certainly addressed to adequately prepare us but more time spent on them in the methods courses would be beneficial. (EL)
- As an EI Ed. Student, I had hoped for more information (and experience with) on both classroom management techniques, and child development. We touched on these as important issues, but never actually went into either topic at length. (EL)
- I wish we could have had more in-depth planning of actual lessons. Perhaps work with a local school to get their overview of what is going to be taught and then copies of their textbooks. From here we could plan lessons and get feed back or different ideas from classmates. At some point it fell like we should go over the different programs being use such as: 4 block, Saxton, Shirley Method etc. (EL)
- I believe that it would be helpful to observe and practice the use of invitations. I believe it would be helpful to observe outside of classes to see the various teaching styles and school expectations. (EL)
- There are two things that I believe need to be done to strengthen the program: 1 less classroom experience for future Phys Ed teachers. You tend to throw us in and grab things where they apply. There is not much specific to our classroom environment. 2 Need to be taught more about skills tests. I have a good basis in written tests, but my subject area is more active than most. (AG – PE)
- Education classes need to be made more relevant. M456, M314, and P254 were great, but other need more field experience time. Most of the activities in the other classes are a waste of time. (AG-PE)
- Formal and informal assessment (AG-PE)
- I think that the best class that I had was my science method class. I think that it would be good to have a longer length of time in that class. That class provided with me with specific ideas on my subject and has been the most beneficial. (SEC-science)
- There were not clear sequences for lesson planning. In Block I we were to create multidisciplinary lesson with no format – Block II specific methods In science we had excellent instruction, which carried us into Block III where our plans were fine-tuned. (SEC-science)
- Organization the classes. There was a lot of things/topics there were repeated too many times. Make the blocks more consistent in what the students are learning. Use general methods class to help students get prepared for interviews, job searching, and making their portfolio. Inform the students about teacher unions/associations – the only reason I understand them is because I wrote a paper about them. (SEC-science)
- Classroom management strategies. Identify students with specific language arts programs used in nearby schools For example, 4-nblock, open court etc. (EL)
- How to make subject matter more meaningful. How to prepare for classroom disruptions such as fights, sicknesses, and other such things. More ideas for classroom management. (EL)
- Organization of classes A great deal of information that was thrown out to be useless. My English methods class was a joke. Nothing that I learned in that class came in useful during my student teaching. I was highly disappointed with the quality of education I receive from the School of Ed. At IUPUI, I would have transferred, but it was too late in my college career. (SEC-English)
- More in class work with portfolios/resume/interview More content are concentration w/methods less general methods (SEC-social studies)
- I believe less talk and more hands-on experiences would be beneficial. Field experience would be useful if it had more structure and stricter requirements and guidelines. The blocks were too long and too spread out. Lesson plans should be taught and filled out in a variety of ways and according to many different models. Bloom's Taxonomy should be used and applied. Also, we are often taught about ideal situations and desires of teachers. A more realistic approach would be the honest route. (SEC-English)
- Language Arts: Select structure i.e. Nouns, prouns, adjectives, adverbs, verbs, etc. My memory is fuzzy on these and a review of these would have been beneficial (EL-Col)
- I think we should have more experience in the field w/ students w/ special needs. (EL-Col)
- Methods of Social Studies (EL-Col)
- My methods were great except for H340 and E341. (EI-Col)
- More time getting to know community/teachers and administration. More volunteer opportunities (EL-Col)

- Social Studies methods – History of Education (EL-Col)
- The social studies methods were not very helpful. I felt really prepared for the classroom due to so many experiences in the classrooms prior to student teaching. I felt I learned a lot also. (EL-Col)
- Classroom management. Students are inadequately prepared to deal with the day to day problems associated with classroom management. (EL-Col)
- Social studies method program. This was a weak link in the block system. Academic advising. I felt I had to do a lot on my own. (EL-Col)
- More focus on curriculum structure to content area. Better instruction on building basic lesson plans around content area v. general lesson plans. (SEC-math)
- Staff and student relations (at IUPUC) At time I felt the staff did not enjoy working with us. Establish better communication with the elementary schools (EL-Col)
- Classroom management pertaining to when/how to safely and legally restrain a student. (EL)
- I felt that I learned a small amount and that I've learned more from those in the field than the staff t IUPUI tried to teach. What was needed for our experiences to be better was to have more time in the field combined with our blocks. Block II and III had less time in the field than Block I. (SEC-social studies)

Additional Comments:

- My student teaching experience has been wonderful! H___ has been FABULOUS!! She has helped me so much and made my experience wonderful! Thank you! (EL)
- Could have used more support in creating a portfolio, resume', and information about application process. (EL-Col)
- I think that I learned many different strategies for Reading, language arts, science, and math and to help students with special needs. I have used many of the strategies in my student teaching. (EL-Col)
- I feel that my overall experience were very positive. Now that I am student teaching, I feel that I was very prepared in my college courses. (EL-Col)
- Student teaching was where I have learned more than anything (EL-Col)
- I really enjoyed the majority of what I learned at IUPUI. However I did not feel prepared for student teaching. I felt like the professors were genuinely trying but I felt like a guinea pig because we were the first to do everything. I know they are trying to improve the program and I felt that the instructors weren't prepared. (EL)
- I had a helpful and wonderful university supervisor who benefited my education (EL)
- Also, I feel that student teaching is overwhelming enough without the competition of student teaching meetings and other university requirements. (SEC-English)
- _____has done an excellent job supporting my activities, actions, and ideas that I have carried out this semester of student teaching. I feel extremely lucky to have had her as my university supervisor. She has shown great guidance and support for me. (EL)
- My university supervisor was wonderful and also an integral element into the successful completion of my student teaching. She was an invaluable resource! (EL)
- Some teachers commented that 8 weeks was too short and may hinder us in the hiring process because I haven't experienced a 12 week practicum I'm not sure if it would have made much difference or not. I think the time frame did hinder assessment because we were not there for an entire grading period. (EL)
- I think instead of telling us how bad basic teaching is, they should have gone over a complete Basic lesson. I know many of my classmates walked into school system that taught strictly basic. (EL)
- The School of Physical Education administrators kept me in the teaching program. They were extremely helpful and tried to meet my needs. They were flexible. These comments cannot describe the administrators of the School of Education. Scheduling was very inflexible and communications to students about deadlines and other important stuff was very poor. It seem the School of Education had it's own agenda and didn't want anyone else to know it! (AG-PE)
- Many of the items on the front page I gained when teaching not during classes! (SEC-science)
- University should develop a list of unacceptable mentor teachers. Student teachers should not be placed with some teachers at all. Student Teachers need scheduled meetings with other student teachers at 2-week intervals to discuss & reflect on experiences!!! (EL)
- The more I'm out in the classroom, the more connections I can make to the material I learned in class (EL)

- Instead of offering a history of education course, students would benefit much more from a classroom management course. (EL- Col)
- Overall I had a good education. I do feel prepared for student teaching. But my classroom supervisors were the most helpful (EL-Col)
- _____ and _____ were great to work with. They were very supportive and helpful during our student teaching experience (EL-Col)

Thank you for assisting us. **Please place your completed questionnaire in the envelope provided by the university supervisor.**

IUPUI – School of Education
FACULTY/INSTRUCTOR SURVEY

Field Experience Evaluation for Blocks 1 – 4
Spring 2003

Year _____ Instructor's Name _____ Block _____ Course _____

School Site _____ Number of IUPUI interns at site _____

Estimated number of hours each intern spends at site (per semester) for your block assignments. _____

Subject or grade levels in which interns are placed _____

Special features of site (e.g. science magnet, multi-age, true inclusion, etc.)

How often does your block meet at the site? () half days once a week () full days once a week
() half days twice a week () full days twice a week () other (explain) _____

Contact Person

1. Is there a contact person at the school? () yes () no () don't know

2. Is this person's role well defined? () yes () no () don't know

What does (s)he do to facilitate collaboration with IUPUI? _____

3. Is this person helpful to the overall success of the interns' work at the site?
() yes () no () don't know

Classroom Teacher Collaboration

At this site how often do you collaborate with classroom teachers to:

	never	seldom	occasionally	a lot
4. Plan field experience activities	1	2	3	4
5. Facilitate implementation of activities	1	2	3	4

- | | | | | |
|----------------------------------|---|---|---|---|
| 6. Evaluate field experiences | 1 | 2 | 3 | 4 |
| 7. Evaluate interns' performance | 1 | 2 | 3 | 4 |

8. What is the quality of collaboration between mentors and interns (please circle one)?

Unacceptable Acceptable Effective

Further comments:

Activities on site

9. Please describe the nature of interns' activities at the site. Check as many as apply.

	Never	Seldom	Occasionally	Frequently
Observation				
Grading/copying/paper work				
One on one tutoring				
One on one interviewing				
Small group instruction prepared by intern				
Small group instruction prepared by classroom teacher				
Whole class instruction prepared by intern				
Whole class instruction prepared by teacher				
Team teaching with peers from block				
Team teaching with classroom teacher				
Service learning project				
Tutoring, learning center, resource room				
Lunch duty, study hall, recess				
Grade level meetings, faculty meetings				
Other (please specify)				

10. Have interns been able to carry out all of the activities required for your course? _____

11. Has the site met your expectations for what you would like the interns to do for your course?

About the site

12. In your opinion does the site meet the following criteria?
 (Please rate the following as to your level of satisfaction with 1 = low and 5 = high)

Criteria	Level of satisfaction				
	1	2	3	4	5
Adequate space for you to meet with interns					
Adequate number of quality placements					
Support of administrator(s)					
Teachers are willing to continue to work with us					
Teachers seem willing to understand/work with standards that shape our program					
Teachers seem willing to participate in staff development activities					
You are routinely included in school activities					
Interns are routinely invited to participate in school activities					
You have been asked to provide professional development at the site					
Adequate mechanisms for communication					
Teachers seem willing to let interns teach					

Overall Rating

13. How many semesters have you used this site? _____

14. Would you return to this site in the future? Please circle one: Yes Maybe No
 If **no**, why not?

15. Are there any inhibitors to the success of the experience? If yes, please list them.

Please provide any other comments that will help evaluate the quality of this site for field experience activities for Blocks 1 through 4.

Please return this form to Gale Albright, IUPUI School of Education, ES 3143.

Thank you!