General Outcomes Sought: What students will know or be able to do

All elementary education majors must meet the standards of the Association of Childhood Education International; the elementary education program at IUPUC is currently nationally recognized by ACEI for demonstrating that graduates do meet standards. Those standards are:

1. <u>Development, Learning, and Motivation</u>. Candidates know, understand, and use the major concepts, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

2. <u>Curriculum Standards</u>

2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

3. <u>Instruction</u>

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

4. Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5. Professionalism
5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.
5.2 Collaboration with families, colleagues, and community agencies— Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Key learning opportunities and assessments
To assess Teacher Candidates' development during the teacher preparation program, the Division of Education has established a series of benchmarks and key assessments that measure performance on complex tasks that are the authentic work of teaching. Benchmarks are used to monitor progress semester to semester, while key assessments are used to assess whether individual standards have been met. Benchmark assessments serve as indicators to Teacher Candidates that their professional development as a whole is progressing according to criteria established by program, unit, state, and professional guidelines. Each sequential benchmark is completed as part of a junior or senior semester block experience relevant to professional development within each of the four semester blocks of the teacher preparation program. Benchmark I provides feedback to Teacher Candidates regarding professionalism and disposition in the first semester as a formative assessment and is repeated again in the second semester to again provide formative assessment feedback. Program Assessment 6, Assessment of Teaching Disposition and Professionalism: Field Experience Notebook, is the summative assessment for these constructs. Benchmark II, the Learner Interview: Mathematics, is a second semester case study (and is also Program Assessment 7). Benchmark III, the Assessment of Teacher Candidate Impact on Student Learning: Teaching Portfolio with Video, is the third semester benchmark, and the Assessment of Student Teaching, also Program Assessment 4, is Benchmark IV. The Block Assessment Committee for each block reviews the benchmark performance and provides feedback to each Teacher Candidate at the end of the semester as a guide to personal professional development. There are eight key assessments used to document Teacher Candidate performance toward meeting standards. These assessments are:
1. Licensure Exam (Praxis I and II)
2. Core Content Area Course Grades
3. Assessment of Planning Artifacts for Integrated Unit of Instruction and Planning for One Year of Instruction (Integrated Unit of Instruction and Planning for One Year of Instruction)
4. Assessment of Student Teaching (Summative Student Teaching Evaluation: Benchmark IV)
5. Assessment of Teacher Candidate Impact on Student Learning (Teaching Portfolio with Video: Benchmark III)
6. Assessment of Teaching Disposition and Professionalism (Field Experience Portfolio)
7. Learner Interview: Mathematics (Mathematics Case Study: Benchmark II)
8. Learner Profile: Reading (Reading Case Study)

Assessment Results
Only data for Assessments 3,4,5,6, and 7 are included in this report as Assessments 1 and 2 are not performance assessments.

(Assessment 3) Planning Artifacts for Integrated Unit of Instruction

Planning for One Year of Instruction

	Unsatisfactory	Under developed	Developing professional	Exemplary	N
Fall 2008	2%	13%	39%	46%	19
Spring 2009	3%	13%	38%	46%	21

(Assessment 4) Assessment of Student Teaching 2008-2009

Criterion	Unsatisfactory	Under-developed	Developing professional	Exemplary	N
Demonstrates knowledge of student learning and development	-	11%	48%	41%	44
Demonstrates knowledge of content, state standards and resources.	-	16%	39%	45%	44
Demonstrates an understanding of a variety of assessment strategies.	-	16%	39%	45%	44
Demonstrates the ability to develop comprehensive lesson plans.	-	18%	41%	41%	44
Reflects upon oneself in writing as a member of the teaching profession.	2%	14%	30%	55%	44
Uses reflection to improve instruction.	-	16%	43%	41%	44
Identifies ways to improve as an individual, a part of the school community and a part of the teaching profession.	2%	18%	43%	36%	44
Plans and demonstrates classroom management.	-	16%	48%	36%	44
Develops a positive physical environment through appropriate planning and use of space, materials, resources and instructional time.	-	18%	39%	43%	44
Develops a positive social environment.	-	25%	39%	36%	44
Develops a positive academic environment by communicating clear expectations, engaging students, providing meaningful responses and using multiple teaching strategies.	-	14%	39%	48%	44
Acts professionally and appropriately.	-	9%	39%	52%	44
Accepts constructive criticism and suggestions and incorporates them into subsequent behavior and instruction.	-	2%	45%	52%	44
Accepts all professional responsibilities communicated by supervising teacher, school and corporation for instructional and non-instructional duties.	-	9%	36%	55%	44
Demonstrates an understanding of current issues within the school community, the teaching profession and public education.	5%	18%	55%	23%	44
Refines continuously an individual philosophy of teaching.	-	11%	39%	50%	44
Develops lessons that reflect individual student ability levels resulting in the intellectual engagement of all students.	-	14%	39%	48%	44
Develops lessons that are creative, engaging and are appropriate for the learning community.	-	11%	41%	48%	44
Develops instructional activities that address multiple learning styles.	-	16%	34%	50%	44
Builds productive learning relationships with students.	-	14%	34%	52%	44
Acquires an understanding of the community and students' lives outside of the school environment and classroom.	-	7%	59%	34%	44
Becomes a productive member within the school.	-	16%	36%	48%	44
Communicates with parents effectively in person, by telephone, email, or newsletters	2%	14%	52%	32%	44
Provides positive transitions in classroom and learning communities.	-	11%	50%	39%	44

(Assessment 5) ASSESSMENT OF TEACHER CANDIDATE IMPACT ON STUDENT LEARNING: Teaching Portfolio with video
Fall 2008 – Spring 2009

Criterion	Unsatisfactory	Under-developed	Developing professional	Exemplary	N
Teacher Candidate demonstrates an understanding of and adherence to the IUPUC Principles of Teacher Education as standards for pre-service teachers.	-	-	77%	23%	44
Planning and instruction engage students and promote critical thinking.	-	7%	57%	36%	44
The Teacher Candidate addresses the learning needs of all students.	-	-	64%	36%	44
The Teacher Candidate assesses student learning.	-	2%	64%	34%	44
The Teacher Candidate reflects on his/her teaching and learning.	-	-	61%	39%	44

(Assessment 6) Assessment of Teaching Disposition and Professionalism: Field Experience Notebook
Fall 2008-Spring 2009

Criterion	Unsatisfactory	Under-developed	Developing professional	Exemplary	N
Communication with colleagues	-	2%	50%	48%	48
Communication with parents	-	2%	48%	50%	48
Content Knowledge	-	33%	33%	33%	48
Rapport with students	-	19%	25%	56%	48
Instructional strategies	4%	38%	33%	25%	48
Evidence of student learning	2%	31%	48%	19%	48
Reflection on instruction	2%	35%	44%	19%	48
Reflection on student learning	2%	25%	48%	25%	48
Reflective inquiry and problem-solving	2%	29%	48%	21%	48
School and Community Involvement	8%	4%	21%	67%	48
Community and professional involvement	2%	2%	25%	71%	48
Professional Disposition Values colleagues	2%	-	10%	88%	48
Promotes positive Attitudes	2%	2%	15%	81%	48
Self-assesses	-	23%	50%	27%	48
Self-directed	6%	6%	25%	63%	48

(Assessment 7) Learner Interview: Mathematics Fall 2008-Spring 2009

Criterion	Unsatisfactory	Under-developed	Developing professional	Exemplary	N
Coherent Writing	3%	6%	29%	61%	31
Planning		13%	42%	45%	31
Implementation		16%	16%	68%	31
Analysis of Child's Understanding		13%	29%	58%	31
Curricular Implications		13%	13%	74%	31
Self-analysis		13%	35%	52%	31
Content Knowledge	3%	10%	42%	45%	31

(Assessment 8) Learner Profile Teacher Candidate
Fall 2008-Spring 2009

Criterion	Unsatisfactory	Under-developed	Developing professional	Exemplary	N
Communication	-	9%	13%	79%	47
Assessments	2%	6%	26%	66%	47
Planning	-	6%	40%	53%	47
Evidence of Student Learning	-	6%	26%	68%	47
Student Choice: Topic Study	6%	19%	9%	66%	47
Summary Profile	2%	4%	55%	38%	47

Improvements made based on assessment results

Use of Assessment Results to Improve Candidate and Program Performance:

Content Knowledge
Program assessments of content knowledge provide evidence that the predominant number of Teacher Candidates at Indiana University Columbus develop an acceptable to exemplary level of content knowledge in all content areas through program coursework and field experiences. Data show relative strength in performance scores in mathematics, language arts, physical education, health, and the arts, and relative weakness in science and social studies content knowledge performance. More importantly, however, when assessed for the use of content knowledge as a foundation to demonstrate use of pedagogical content knowledge, Teacher Candidates' performance is weaker. Consistently, assessments more authentic to teaching and learning involving tasks such instructional decision-making and choice of curriculum resources show weaker performance in content knowledge as it relates to pedagogical content knowledge. Faculty suggest that lack of conceptual connections across related core content coursework such as geography and history contributes to this isolation of concepts and diminishes the depth of content area learning; faculty are concerned that students are not asked to think broadly or deeply, to evaluate their own content area learning, or to develop essential questions in core content coursework. Faculty are focused on implementing programmatic changes that will increase depth and breadth of content area learning and in 2006 developed an ePortfolio project to promote dialogue across campus disciplines as a first step. An ePort Team composed of colleagues from Liberal Arts, Science, and Education, applied for an internal grant to support the ePortfolio project and therefore address depth and breadth of learning. The ePortfolio requires students to collect evidence of their own learning to demonstrate competencies outlined in the Principles of Undergraduate Learning, the conceptual framework for the campus as a whole. Collection of these artifacts is the responsibility of students, while instructors are responsible for creating authentic assessments and identifying their relevance for the ePortfolio. The goal of discussions by the ePort Team and eventually by the faculty at large is to increase metacognitive skills for students and share curricular goals more critically, broadly, and deeply across the faculties. The ePortfolio is in a third year of development and has been broadened to include all undergraduate programs.
To improve performance in communication skills, a second writing course was added to the core content curriculum; in 2008/2009 an alternative writing course with a multicultural theme will be added to support students who continue to demonstrate weakness in writing proficiency. Students will be referred for enrollment based on identified need in the sophomore year. To improve performance in science, collaboration with faculty in the Division of Science toward shared goals, materials and lab facilities has resulted in curriculum development discussions, as well. Health, currently addressed through science content curricula, will be more directly addressed in a new course combining physical education and health in a three rather than two credit hour format. To improve performance in mathematics, Education faculty worked with faculty in mathematics to develop an after school K-6 tutoring program to promote critical thinking and application of concepts for education majors in two of the three core curriculum math courses. A similar program was started at the local Boys and Girls Club for education majors in EDUC Q200, Introduction to Scientific Inquiry, one of the core curriculum science courses. Faculty began more focused work on issues related to social studies and social sciences core content area learning in 2008-2009.

Professional and Pedagogical Knowledge, Skills and Dispositions
Program assessments of professional and pedagogical knowledge, skills and dispositions show that skills and knowledge related to Teacher Candidates' ability to plan instruction are areas of weakness even into the student teaching internship. Struggles with pedagogical content knowledge and assessment have guided faculty in Block II to incorporate new approaches to instruction which include project-based learning and backward planning. In the Fall of 2007 all Education faculty worked to identify a common approach to lesson planning and to develop a shared vocabulary related to pedagogy. Assessment was a shared focus of program planning during the Summer of 2008 Division of Education Faculty Retreat and more emphasis has been placed on assessment within all education coursework. Concerns about content knowledge and pedagogical content knowledge have resulted in more classroom field experience in the freshman and sophomore years embedded in core content coursework in Mathematics, Science, and Language Arts. In the Fall of 2008 an expanded Freshman Learning Community course, EDUC F110, focused on guiding students to ask essential questions related to teaching and learning while engaged in classrooms or after

school programs beginning with their first semester in post secondary education. With changes in the timing of course offerings, faculty intend for education majors to have a classroom or after school program connection with children each semester of all four years of college coursework. In Fall of 2008 a second Educational Psychology course was added to the sophomore year to increase Teacher Candidates' understanding of child development and learning theory. Teacher Candidate professionalism and disposition are closely monitored throughout the elementary education program. Division of Education faculty have worked steadily since 2004 to communicate the behaviors and understandings required of teaching professionals that include civic engagement, communication and collaboration with colleagues and families, reflection on practice, and life-long perspective of development of teaching knowledge and craft. To increase Teacher Candidate awareness of the importance of these proficiencies, faculty and staff have taken two steps: incorporate formal expectations into all coursework and create a campus culture that embodies the expectations. Beginning in Spring of 2008 all methods courses and field experiences addressed professionalism as some aspect of the coursework and course grade. Faculty teaching prerequisite education courses have also incorporated this component into their coursework. The Program Advisor has formalized expectations and policies and procedures for improvement into the program handbook, into feedback to students, and into advising and counseling sessions. Student clubs provide opportunities to students for civic engagement, professional development, and collaboration with colleagues. Faculty have also developed metacognitive strategies for Teacher Candidates to use as they reflect on practice and have formalized those into program coursework expectations.

Student Learning

Teacher Candidate impact on student learning as assessed by multiple program assessments reveals overall strength in proficiencies related to having a positive impact on student learning; data reveal relative strength in integration of instruction and adapting instruction to meet the needs of all learners and relative weakness in engaging learners, development of learner critical thinking, and communication to foster understanding. As faculty considered approaches to strengthen Teacher Candidate performance, faculty realized that program assessments did not provide enough discriminate evidence related to student learning. In Fall of 2007, the assessment Learner Interview: Mathematics, was reevaluated and redesigned to provide more discriminate data related to student learning collected in Block II. Similarly, during the summer of 2008, the Learner Profile: Reading which had been used as a course assessment for several years, was added as a program assessment and revised for use in Fall of 2008 to better discriminate data related to student learning collected in Block III.

During the 2008-2009 academic year Block III instructors evaluated coursework approaches to strengthen Teacher Candidates' proficiency in actively engaging learners, in development of K-6 learner critical thinking skills, and in communication with learners to foster understanding. As a first step toward improvement, all education faculty joined a collaborative effort formed around initiatives established by the Center for Research on Education, Diversity and Excellence. One of the major goals of this initiative is to engage children in higher levels of critical thinking, and to deepen teacher and learner discussion in the classroom. All Division of Education faculty attended professional development sessions offered by CREDE during the summer of 2008 and the 2008-2009 and 2009-2010 academic years, and will continue to participate in professional development seminars during the 2010-2011 academic year. Faculty are also structuring into program coursework more opportunities for Teacher Candidates to observe and conduct student conferences as one approach to strengthening learner-centered classroom communication skills. To improve the student teaching experience, the Division of Education has created a formal Office of Student Teaching and hired a full time Coordinator of Student Teaching, Field Experience, and School and Community Partnerships for fall of 2009.