Overview of Assessments

Teaching is a complicated and complex profession. The skills, knowledge and disposition needed to be a good teacher are many. Therefore, the task of assessing whether interns are acquiring the needed skills, knowledge, and dispositions as they move through the program must go beyond just assessing individual course assignments and achieving satisfactory grades in education courses.

Preparing education interns to be great teachers is like a puzzle. Each piece is important. Coursework and grades are important pieces of the teacher education puzzle. However, the sum of the pieces addressed in courses does not necessarily equate to the whole. We believe that it is possible for a student to be successfully learning individual skills and pieces of knowledge and yet struggle to put them together to "make the whole." Therefore, the School of Education has designed a Unit Assessment System which not only considers course grades when assessing interns' professional growth but utilizes benchmark assessment throughout the program.

Benchmarks are assessments which are external to the education classes but are a vital part of the teacher education program. They attempt to provide a means of assessing if interns possess the skills, knowledge, and dispositions at key points in the program and they are used in conjunction with course grades to determine if interns are making satisfactory progress in the program. The benchmarks measure aspects of being a good teacher that may not be captured by individual course assignments. They attempt to assess if interns are "putting the pieces together" from all their education courses and moving forward in their professional growth.

As interns move through the programs, they are given information about the benchmark associated with a particular block at the beginning of the semester. Benchmarks are assessed at the end of the block and address the skills, knowledge, and dispositions that are appropriate for that point in the program. Individual feedback is given to each intern after the benchmarks are assessed with the goal of providing information to further the intern's professional growth.

If it has been determined that an intern has not successfully completed a benchmark, the intern may be asked to meet with a team of instructors or do a follow-up to the benchmark the next semester. Benchmarks, in and of themselves, will not result in an intern being withdrawn from the program. However, they may be used as supporting evidence for removal from the program if additional evidence supports that decision.

Benchmark I

In fall 2004, the EPP developed a formative assessment, Benchmark I, to inform interns and the EPP about interns' skills, knowledge, and dispositions in the program which the teaching team had observed throughout the semester. The benchmark addresses the areas of (1) The Learners and Learning, (2) Content Knowledge, and (3) Professional

Responsibilities. The Benchmark I Rubric is used twice during each initial teacher education program to assess and provide continuing feedback to the interns and School of Education as the interns progressed through the initial stages of the program.   At the end of Block I, all interns are assessed by the team of faculty teaching a particular cohort of interns during that block. Faculty meet together to discuss and evaluate each intern using the Benchmark I rubric. The data are entered in a database and a completed rubrics are sent to interns addressing their personal feedback. Interns are encouraged to address areas of concern as they move into Block II

At the end of Block II, the Block II team of faculty revisit the Benchmark Rubric for each intern. A completed rubric is given to each intern documenting the intern's progress on below target indicators from Block I. Any new below target indicators are noted by the Block II team. Improvements on negative indicators from Block I are also noted. Interns are sent their new rubric from the Block II instructors noting changes in levels of competency and continuing challenges and areas of professional growth. If interns encounter problems in the program, their Benchmark I assessment data are used as a source of evidence when making decision about retention and/or reinstatement in the program. Aggregated data from this benchmark are used to evaluate programs and admission standards.

An example of each type of feedback message sent to the interns follows:

 * * * * * * * * * *

<u>Sample Block I Message</u>:

At the end of the fall semester, your team of instructors from Block I met and completed the Benchmark I Rubric as it pertained to your skills, knowledge, and dispositions. The rubric is comprised of 26 indicators. For Block I, target level for the first 20 indicators is Level 3 with the last 6 indicators having Level 4 as target. If you scored above target on an indicator, the team members felt you exceeded their expectations in that area. If you scored at the target level you displayed the skills, knowledge and/or dispositions in that area that are expected of an intern completing the first block of the program. Scoring one level below target on an indicator means you should reflection on and continue to strive for professional growth in this area during Block II. If an indicator is marked more than one level below target, then an intern is encouraged to devote more time and thought to improving this area. This benchmark is designed to give interns constructive feedback as they move through the teacher education program. You are encouraged to use it to support your continued professional growth as you move toward your goal of becoming an effective teacher.

The team encouraged to do continue to work on your writing skills and to strive to participate more in whole-class discussions.

Since 2004, minor changes were made to the original rubric used for this Benchmark. Because of changing accreditation requirements, the School of Education designed a new rubric for the benchmark mapped to CAEP standards, InTASC standards, and IUPUI Profiles of Learning for Undergraduate Success. The rubric was created using the CAEP

Evidence Guide. Target levels were established for each indicator on the rubric. A new rubric was piloted during spring 2016 with one elementary and one secondary option and fully implemented during fall 2016. It has been used at the end of each fall and spring semester since that time.

<u>Reliability and Validity</u>:

Feedback from faculty using the rubric as well as other faculty from the School of Education, faculty from other schools within the university, and P-12 stakeholders were solicited to address content validity. The IUPUI Evaluation Committee developed the rubric and mapped it initially to the CAEP and InTASC standards. Feedback was obtained from other faculty and staff after the pilot semester resulting in the removal of one section addressing lesson planning and minor tweaks in how the levels of proficiency were worded. Interns in our Urban Ph.D. program were also asked to review the rubric with special attention paid to appropriate language to reflect not only the standards but also the School of Education's urban mission. The members of the Committee on Teacher Education (COTE) reviewed the rubric and its mapping to the standards and provided feedback. This committee has members from other IUPUI schools as well as K-12 members.

Reliability is addressed by the detailed wording of the levels of proficiencies and the nature of the how the rubric is completed. Each team of Block I and Block II faculty meets together at the end of the semester and jointly completes a rubric for each student after extensive discussions. The team comes to consciences for each indicator. The CAEP Coordinator and the administrative assistant also participates in each team meeting to ensure consistency of meaning and expectations across teams.

<u>Profiles of Learning for Undergraduate Success</u>

The indicators in the left-hand column of the rubric used for Benchmark I has also been mapped to the IUPUI Profiles of Learning for Undergraduate Success. For this report, a color coding has been provided to show the mapping of the indicators to each of the four major areas of the profiles.

Communicator - Communicators convey their ideas effectively and ethically in oral, written, and visual forms across multiple settings, using face-to-face and mediated channels. Communicators are mindful of themselves and others, observe, read thoughtfully, listen actively, ask questions, create messages with an awareness of diverse audiences, and collaborate with others and across cultures to build relationships.

Problem Solver - Problem solvers work individually and with others to collect, analyze, evaluate, and synthesize information to implement innovative solutions to challenging local and global problems.

Innovator - Innovators build on experiences and disciplinary expertise to approach new situations and circumstances in original ways, are willing to take risks with ideas, and pose solutions. Innovators are original in their thoughts and ask others to view a situation or practice in a new way. Innovators are good decision makers, can create a plan to

achieve their goals, and can carry out that plan to its completion. Innovators use their knowledge and skills to address complex problems to make a difference in the civic life of communities and to address the world's most pressing and enduring issues.

Community Contributor -   Community contributors are active and valued on the campus and in communities locally and globally. They are personally responsible, self-aware, civically engaged, and look outward to understand the needs of society and their environment. They are socially responsible, ethically oriented, and actively engaged in the work of building strong and inclusive communities, both local and global

Assessment Rubric

Below it the rubric used by the block teams for Benchmark I. The mappings to the CAEP, InTASC, and IUPUI Profiles are provided in the left-hand column. The target level for each indicator is high-lighted in blue.

The Learner and Learning				
Indicators /Standards	Level 1	Level 2	Level 3	Level 4
Understanding of Block Content CAEP #1.1	Demonstrates serious misconceptions about main ideas taught in the block.	Demonstrates some understanding of the main ideas taught in the blocks but lacks understanding in some key areas	Demonstrates an adequate understanding of the main ideas taught in the block.	Demonstrates a deep and insightful understanding of the main ideas taught in the block.
Understanding Learning and Learners CAEP #1.1 InTASC #1	Does not demonstrate an understanding of learners' differences and the use of this information to support learners' growth	Is aware of learners' differing strengths and areas for growth but struggles using the information to support learners' growth	Is aware of learners' differing strengths and areas for growth and how to use the information to support learners' growth but struggles to take responsibility for that growth	Respects learners' differing strengths and areas for growth and is committed to using this information to further each learner's development. Takes responsibility for promoting and understanding learners' assets and lived experiences to spur growth and development.
Believes all Learners Can Achieve CAEP #1.1 InTASC #2	Does not demonstrate a belief that all learners can achieve at a high level and always views learners from a deficit model	Demonstrate a belief that most learners can achieve but sometimes views learners from a deficit model	Demonstrate a belief that all learners can achieve and does not view learners from a deficit model but does not always persist in helping each learner reach his/her full potential	Believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential
Designing Learning Experiences	Does not demonstrate an ability to design	Designs developmentally appropriate learning	Designs developmentally appropriate learning experiences and attempts	Designs developmentally appropriate learning

CAEP #1.1 InTASC 2 Innovator	developmentally appropriate learning experiences	experiences but does not document the learning with artifact of learning or assessment tools.	to document student growth	experiences. Student growth and development is documented with artifacts of learning or assessment tools.
Fostering Communication CAEP #1.1 InTASC 10, Communicator	Does not participate in respectful communications with members of the learning community which includes peers and instructors or may interact in a disrespectful manner.	Is a thoughtful and responsive listener and observe but only participates in communications when initiated by others	Seeks to foster some respectful communication with some members of the learning community but does not reach out to all members	Seeks to foster respectful communication among all members of the learning community and is a thoughtful and responsive listener and observer.
		Content Knowledge		
Content Knowledge CAEP #1.1 InTASC 4	Lacks essential content area knowledge. Makes content errors; does not recognize errors made by students.	Displays basic content knowledge; sometimes fails to make connections between and among concepts	Displays solid content knowledge and makes connections among central concepts within the discipline with other disciplines	Displays extensive content knowledge; makes clear and meaningful connections to other concepts and other disciplines.
Dispositions Toward Content Knowledge CAEP #1.1 InTASC 4	Does not demonstrate knowledge of the complexity and culturally situated aspects of the content areas he/she is preparing to teach. Is unaware of possible bias in the educators' representations of the discipline	Demonstrates some knowledge of the complexity and culturally situated aspects of the content areas the educator is preparing to teach but does not seem to recognize potential for bias.	Demonstrates adequate knowledge of the complexity and culturally situated aspects of the content areas the intern is preparing to teach and recognizes potential for bias. No evidence that the intern keeps abreast of new ideas and understandings in the field.	Realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. The intern keeps abreast of new ideas and understandings in the field. Recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
		Written and Oral Skills		
Writing Skills Communicator	Writing may show improvement, but the quality is still an area of serious concern. ➢ Underdeveloped content.	No major mechanical errors but struggles to express ideas Needs to work on making writing more fluent, concise, and well organized	No major mechanical errors or structural concerns but needs to continue to work on depth of writing	Competent writing. ➢ Insightful, solid content. ➢ Appropriate language. ➢ Good organization. ➢ Fluent.

	➤ Language problems. ➤ Underdeveloped organization. ➤ Requires rereading and filling in gaps. ➤ Many mechanical errors.			➤ Concise. ➤ Few mechanical errors.
Oral Skills Communicator	Normally speaks in an unclear and difficult to hear voice. Has trouble expressing ideas clearly when speaking.	Sometimes struggles to express ideas clearly when speaking - Does not always speak in a clear and easily heard voice	Usually expresses ideas clearly when speaking Does speak in a clear and easily heard voice.	Strong verbal communication skills. Expresses ideas clearly when speaking and speaks in a clear and easily heard voice.
Professional Responsibility				
Thoughtful & Responsive listener CAEP #1.1 & #3.3 InTASC #10 Communicator	Does not demonstrate the ability to thoughtfully listen & respond to other's insights, needs, & concerns, e.g., asks questions, summarizes points, etc.	Struggles to demonstrate the ability to thoughtfully listen & respond to other's insights, needs, & concerns, e.g., asks questions, summarizes points, etc.	Usually demonstrates the ability to thoughtfully listen & respond to other's insights, needs, & concerns, e.g., asks questions, summarizes points, etc.	Consistently demonstrates the ability to thoughtfully listen & respond to other's insights, needs, & concerns, e.g., asks questions, summarizes points, etc.
Critical Thinking Skills CAEP #1.1 & #3.3 InTASC #9 Problem Solver	Consistently does all or almost all of the following:

Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others. Fails to identify or hastily dismisses salient arguments (reasons and claims) pro and con. Ignores or superficially evaluates obvious alternative points of view Argues using | Does most or many of the following:

Misinterprets evidence, statements, graphics, questions, etc. Fails to identify salient arguments (reasons and claims) pro and con. Ignores or superficially evaluates obvious alternative points of view. Justifies few results or procedures, seldom explains reasons. Regardless of the evidence or reasons maintains or defends views based on self- | Does most or many of the following:

Accurately interprets evidence, statements, graphics, questions, etc. Identifies relevant arguments (reasons and claims) pro and con. Offers analyses and evaluations of obvious alternative points of view. Justifies some results or procedures, explains reasons. Fairmindedly follows where evidence and reasons lead. | Consistently does all or almost all of the following:

Accurately interprets evidence, statements, graphics, questions, etc. Identifies the salient arguments (reasons and claims) pro and con. Thoughtfully analyzes and evaluates major alternative points of view. Draws warranted, judicious, non-fallacious conclusions. Justifies key results and procedures, explains assumptions and reasons. Fair-mindedly follows |

	fallacious or irrelevant reasons, and unwarranted claims. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions. Exhibits close-mindedness or hostility to reason.	interest or preconceptions.		where evidence and reasons lead.
Reflective CAEP #1.1 InTASC #9 Problem Solver	Does not demonstrate a willingness to suspend initial judgments, be receptive of a critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, makes connections to previous reading/courses/experience, etc.	Struggles to demonstrate a willingness to suspend initial judgments, be receptive of a critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, makes connections to previous reading/courses/experience, etc.	Usually willing to suspend initial judgments, receptive of a critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, makes connections to previous reading/courses/experience, etc.	Consistently willing to suspend initial judgments, receptive of a critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, makes connections to previous reading/courses/experience, etc.
Cultural Awareness CAEP #1.1 & #3.3 InTASC #9 Community Contributor	Fails to incorporate a broad perception of cultural & social diversity. Fails to communicate the owner's insight and ownership of a personal meaning of diversity (avoiding clichés). Fails to demonstrate personal growth and/or a commitment to the positive practice of diversity in everyday	Incorporates a perception of cultural & social diversity and occasionally communicates the owner's insight and ownership of a personal meaning of diversity (avoiding clichés). Does not demonstrate demonstrates both personal growth and a commitment to the positive practice of diversity in everyday life. Shows some	Adequately incorporates a broad perception of cultural & social diversity and communicates the owner's insight and ownership of a personal meaning of diversity (avoiding clichés). Demonstrates both personal growth and a commitment to the positive practice of diversity in everyday life. Shows some acceptance of differing attitudes related to diversity in everyday life	Is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families. Sees him/herself as a learner, continuously

	life.	acceptance of differing attitudes related to diversity in everyday life		seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
Professional Growth CAEP #1.1 & #3.3 InTASC #9 & #10	Does not demonstrate a commitment to continuous learning including curiosity, creativity, and flexibility	Attempts to demonstrate a commitment to continuous learning but does not including curiosity, creativity and/or flexibility	Demonstrates a commitment to continuous learning including curiosity, creativity, and flexibility	Takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning. Embraces the challenge of continuous improvement and change.
Respectfulness CAEP #1.1 & #3.3 InTASC #10	Does not show due courtesy & consideration for people & ideas nor demonstrates sensitivity with respect to language use with peers and instructors	Occasionally does not show due courtesy & consideration for people & ideas or does not demonstrate sensitivity with respect to language use with peers and/or instructors	Usually shows due courtesy & consideration for people & ideas; demonstrates sensitivity with respect to language use	Is aware and always shows due courtesy & consideration for people & ideas and demonstrates sensitivity with respect to language used with peers and instructors
Attitude CAEP #1.1 & #3.3 InTASC #10	Has the tendency to be negative and/or blames problems on others.	Sometimes demonstrates a caring, cooperative, and respectful attitude toward others Sometimes demonstrates safe behavior but occasionally demonstrates a negative attitude and/or blames others	Demonstrates a caring, cooperative, and respectful attitude toward others Demonstrates safe behavior Does not blame others for problems but struggles to be positive under challenging circumstances	Demonstrates a caring, cooperative, and respectful attitude toward others Focuses on the positive under challenging circumstances.
Ability to Self-Assess CAEP #1.1 & #3.3 InTASC #9 Community Contributor	Misjudges personal strengths or weaknesses when self-assessing. Little self-disclosure, minimal risk in connecting concepts from class to personal experiences Self-	Struggles to understand concepts but exams somewhat cautiously own experiences in the past as they relate to the topic. Sometimes defensive or one-sides in analysis Does not	Seeks to understand concepts by examining openly own experiences in the past as they relate to the topic, to illustrate points you are making. Demonstrates an open, non-defensive ability to self-appraise discussing	Seeks to understand concepts by examining openly own experiences in the past as they relate to the topic, to illustrate points you are making. Demonstrates an open, non-defensive ability to

	disclosure tends to be superficial and factual, without self-reflection	ask proving questions about self	both growth and frustration as they related to learning in class Struggles to ask probing questions about self and struggles seeking to answer these	self-appraise discussing both growth and frustration as they related to learning in class Risk asking probing questions about self and seeks to answer these, Accurately judges personal strengths or weaknesses when self-assessing
Response to Feedback CAEP #3.3	Does not view constructive feedback and situations maturely nor analyze feedback and makes appropriate adjustments Defensive toward feedback and blames others for problems	Struggles to view constructive feedback and situations maturely Does not analyze feedback and makes appropriate adjustments	Usually views constructive feedback and situations maturely; Attempts to analyze feedback and makes appropriate adjustments	Consistently views constructive feedback and situations maturely; analyzes feedback and makes appropriate adjustments
Attentiveness CAEP #3.3 Communicator	Frequently inattentive in class and is involved in activities that affect the attention of others. (sidebar, etc.)	Frequently inattentive in class but does not affect the attention of others	Attentive during most class activities and discussion	Attentive during class activities and discussions.
Participation CAEP #3.3 Communicator	Rarely take an active role in own learning. Intern often does not participate and rarely share ideas or ask questions. Displays poor listening skills and may be intolerant of the opinions of others. As a result of being unprepared for or disengaged from class, intern often refuses to offer ideas even when called upon.	Sometimes takes an active role in own learning, sharing relevant ideas and asking appropriate questions. Although reluctant to take risks, the intern contributes occasionally to class discussions and listens to classmates and respect their opinions. The intern's contributions are usually informed by preparation, although occasionally the intern is caught unprepared	Consistently take an active role in own learning. The intern participates regularly in class discussions and frequently volunteer ideas, asks thoughtful questions, and defends opinions. The intern listens respectfully to classmates and is willing to share ideas as a result of having completed assignments.	Takes a voluntary, thoughtful, and active role in own learning. The intern initiates discussions and asks significant questions and the contributions always demonstrate careful preparation and thoughtful listening. Contributions are insightful and make a positive contribution.
Preparedness for class/Field	Rarely, if ever, well prepared for class;	Occasionally well prepared for class/;	Usually well prepared for class/; e.g., evidence of	Consistently well prepared for class/ e.g.,

CAEP #3.3	e.g., evidence of completed reading/assignments and engagement of reading materials - written notes, questions, other responsibilities Does not come to field prepared	e.g., evidence of completed reading/assignments and engagement of reading materials - written notes, questions, other responsibilities Does not come to field prepared	completed reading/assignments and engagement of reading materials - written notes, questions, other responsibilities Comes to field prepared	evidence of completed reading/assignments and engagement of reading materials - written notes, questions, other responsibilities Comes to field well prepared
Attendance CAEP #3.3	Misses 3 or more days worth of classes.			Attends class regularly.
Being on Time CAEP #3.3	Numerous tardies/early departures	Several tardies/early departures	Few tardies/early departures	Timely and consistent presence in class/school
Work Habits CAEP #3.3	Regularly turns in late assignments. Does not correspond with instructor about lateness Makes little effort to make up work.	Turns in some late assignments Does correspond with instructor about lateness Turn in assignments more than a week late	Turns in some late assignments Does correspond with instructor about lateness Takes responsibility for making up work.	Meets deadlines.
Management Skills CAEP #3.3	Lacks time management skills resulting in a negative impact on learning, academic performance, and/or professionalism	Struggles with time management skills at times resulting in a negative impact on learning, academic performance, and/or professionalism	Struggles with time management skills at times but it does not have a negative impact on learning, academic performance, and/or professionalism	Has good time management skills.
Professional Dress CAEP #3.3	Grooming or dress is often inappropriate.	Dress acceptable but not always professional	Dress appropriate but not always professional	Neatly, appropriately dressed in a professional manner

Assessment Data

The following are the data obtained for the fall 2020 cohort for the Block I and Block II administration of the Benchmark I assessment. The data are presented in this manner to allow for examination of overall growth in each of the indicator over the academic year. The Block I data are from spring 2021 and the Block II data are from fall 2021 for the same group of students. The data are disaggregated by program and an overall mean is presented. Secondary/All Grade interns scores were combined because of small numbers in some programs. Also, all secondary/all grade interns take the same education courses during Blocks I and II.

The first number in each level cell represent the number of students scoring at that level for spring 2021 while the second number represents the number of students scoring at that level for fall 2021 the following semester. For the purpose of this analysis, the data for the last six indicators on the rubric were not included since these are professional behaviors which do not reflect the IUPUI Profiles of Learning for Undergraduate Success.

The Learner and Learning							
Indicators	Programs Spring 2021/fall 2021	Level 1	Level 2	Level 3	Level 4	Mean
Understanding of Block Content CAEP 1.1	Elementary N = 38/N=38	0/0	2/2	35/35	1/1	3.00/3.00
	Secondary N= 27/N=24	0/0	1/3	26/21	0/0	2.96/2.88
Understanding Learning and Learners CAEP 1.1 InTASC 1	Elementary N = 38/N=38	0/0	1/1	36/36	1/1	3.03/3.03
	Secondary N= 27/N=24	0/0	0/0	27/24	0/0	3.00/3.00
Believes all Learners Can Achieve CAPE 1.1 InTASC #2	Elementary N = 38 /N=38	0/0	0/0	38/37	0/1	3.00/3.03
	Secondary N= 27/N=24	0/0	0/0	27/24	0/0	3.00/3.00
Designing Learning Experiences CAEP 1.1 InTASC 2 Innovator	Elementary N = 38 /N=38	1/2	1/3	30/26	6/7	3.08/3.00
	Secondary N= 27/N=24	0/0	0/0	25/24	2/0	3.07/3.00
Fostering Communication CAEP #1.1 InTASC 10, Communicator	Elementary N = 38/N=38	0/0	0/0	37/37	1/1	3.03/3.03
	Secondary N= 27/N=24	0/0	0/0	27/24	0/0	3.00/3.00
Content Knowledge							
Content Knowledge CAEP 1.1 InTASC 4	Elementary N = 38/N=38	0/0	1/2	34/34	3/2	3.08/3.00
	Secondary N= 27/N=24	0/0	0/0	27/24	0/0	3.00/3.00
Dispositions Toward Content Knowledge CAEP 1.1 InTASC 4,	Elementary N = 38/N=38	0/0	1/0	36/37	1/1	3.00/3.03
	Secondary N= 27/N=24	0/0	0/0	27/24	0/0	3.00/3.00
Written and Oral Skills							
Writing Skills Communicator	Elementary N = 38 /N=38	1/1	9/8	25/26	3/3	2.79/2.82
	Secondary N= 27/N=24	0/0	0/1	27/23	0/0	3.00/2.96
Oral Skills Communicator	Elementary N = 38/ N=38	0/0	0/0	38/37	0/1	3.00/3.03
	Secondary N= 27/N=24	0/0	1/1	26/23	0/0	2.96/2.96
Professional Responsibility							
Thoughtful &	Elementary	0/0	1/0	31/34	6/4	3.13/3.11

Attribute	Level					
Responsive listener CAPE #1.1, #3.3 InTASC #10 Communicator	N = 38/N=38					
	Secondary N= 27/N=24	0/0	0/0	27/24	0/0	3.00/3.00
Critical Thinking Skills CAEP 1.1, #3.3 InTASC 9, Problem Solver	Elementary N = 38 /N=38	0/0	0/0	35/35	3/3	3.08/3.08
	Secondary N= 27/N=24	0/1	2/5	25/18	0/0	2.93/2.71
Reflective CAEP 1.1, #3.3 InTASC 9, Problem Solver	Elementary N = 38/N=38	0/0	0/0	32/35	6/3	3.16/3.08
	Secondary N= 27/n=24	0/1	1/1	26/22	0/0	2.96/2.88
Cultural Awareness CAEP 1.1, #3.3 InTASC 9 Community Contributor	Elementary N = 38/N=38	0/0	0/1	35/32	3/5	3.08/3.11
	Secondary N= 27/N=24	0/0	1/2	26/22	0/0	2.96/2.92
Professional Growth CAEP 1.1, #3.3 InTASC 9 & 10	Elementary N = 38/N=38	0/	1/0	32/34	5/4	3.05/3.11
	Secondary N= 27/N=24	0/0	3/6	24/18	0/0	2.89/2.75
Respectfulness CAEP 1.1, #3.3 InTASC 10,	Elementary N= 38/N=38	0/1	0/2	33/32	5/3	3.13/2.97
	Secondary N= 27/N=24	0/0	0/0	27/24	0/0	3.00/3.00
Attitude CAEP 1.1, #3.3 InTASC 10,	Elementary N = 38/N=38	0/0	1/0	29/36	8/2	3.18/3.05
	Secondary N= 27/N=24	0/0	0/1	27/23	0/0	3.00/2.96
Ability to Self-Assess CAEP 1.1, #3.3 InTASC 9, Community Contributor	Elementary N = 38/N=38	0/0	0/0	34/33	4/5	3.11/3.13
	Secondary N= 27/N=24	0/0	0/0	27/24	0/0	3.00/3.00
Response to Feedback CAEP #3.3	Elementary N = 38/N=38	0/0	0/2	31/30	7/6	3.18/3.00
	Secondary N= 27/N=24	0/0	0/0	27/24	0/0	3.00/3.00
Attentiveness CAEP #3.3 Communicator	Elementary N = 38/N=38	0/0	2/4	33/32	3/2	3.02/2.95
	Secondary N= 27/N=24	0/0	0/1	27/23	0/0	3.00/2.96
Participation CAEP #3.3 Communicator	Elementary N = 38 /N=38	0/1	5/6	24/27	9/4	3.13/2.89
	Secondary N= 27/N=24	0/1	3/2	20/21	4/0	3.04/2.79

Analysis of Data

For the purpose of this report, only the indicators mapped to the IUPUI Profiles of Learning for Undergraduate Success will be analyzed.

<mark>Communicator</mark> - Interns in the elementary program had a mean of 3.03 for both the spring and fall semesters for "Fostering Communications." The secondary interns had a mean of 3.00 on this indicator for the same semesters. These data support that education interns seek to foster respectful communication with members of their learning community.

When evaluated on writing skills, elementary interns had 26% evaluated below target for spring with 24% below target for fall. Only one secondary intern scored below target during the fall semester. Comments provided by the team of instructors supported that elementary interns need to improve their skills with the mechanics of writing as well as the depth of their writing. Using correct APA format and using citation to support their writing was also listed as a concern for some interns.

All elementary interns scored at or above target for oral skills with only one secondary intern during the spring semester and one during the fall semester below target . These data support that interns can usually expresses ideas clearly when speaking.

Elementary interns had a mean of 3.13 and 3.11 for spring and fall semesters respectively while the secondary had a mean of 3.00 for both semesters for "Thoughtful and Responsive Listener." Only one intern scored below target for both semesters. The teams of instructors felt that interns usually demonstrated the ability to thoughtfully listen and respond to other's insights, needs, and concerns, e.g., asks questions, summarizes points, etc.

For "Attentiveness" and "Participation" elementary interns had a mean of 3.02 and 3.13 for spring and 2.95 and 2.79 for fall. The secondary interns had means of 3.00 and 3.04 for spring and 2.96 and 2.79 for fall. The lower ratings for participation, especially in the spring, could be a result of all courses being online because of COVID. Some interns found it more difficult to participate in class discussions during an online session. Overall interns could consistently take an active role in their own learning. The interns participate regularly in class discussions and frequently volunteer ideas, asks thoughtful questions, and defends opinions. The interns listen respectfully to classmates and is willing to share ideas as a result of having completed assignments.
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<mark>Problem Solver</mark> - The means for elementary interns for critical thinking skills were 3.08 both semesters with all intern scoring at or above target. The secondary interns' means were 2.93 and 2.71 for spring and fall. The secondary interns seemed to struggle a little more than the elementary interns with critical thinking although only one secondary intern scored more than one level below target. Most interns could accurately interpret evidence, statements, graphics, questions, etc. and identify relevant arguments (reasons and claims) pro and con. They offer analyses and evaluations of obvious alternative

points of view and justifies some results or procedures, explains reasons. Overall, they are fairmindedly and follow where the evidence and reasons lead.

The elementary interns scored at or above target on the "Reflective" indicator with means of 3.16 and 3.08. One or two secondary interns were below target for the two semesters, but the overall means were 2.96 and 2.88. The instructor teams felt the interns usually were willing to suspend initial judgments and were receptive of a critical examination of multiple perspectives. They generated effective/productive options and made reasoned decisions with supporting evidence. They could make connections to previous reading/courses/experience, etc.

Innovator - Early in the program, interns have limited ways to build on experiences and disciplinary expertise to approach new situations and circumstances in original ways and to demonstrate they are willing to take risks with ideas and pose solutions. Interns are asked to develop lesson plans during the first two blocks of the program. The lesson plans give instructors some insight into the interns' potential to create a lesson to achieve their goals and their ability to can carry out that plan to its completion in Block II.

Elementary interns had means of 3.08 and 3.00 for "Designing Learning Experiences" while the secondary had means of 3.07 and 3.00. Discussions during the Benchmark I meetings support that instructors were considering interns' abilities to use new and original ideas in their lesson when evaluating this indicator.

Community Contributor - Urban education is a central focus of the IUPUI School of Education. Faculty strive to support interns in their growth to better understand cultural diversity and its impact on learning. When assessing "Cultural Awareness" elementary interns had means of 3.08 and 3.11 with only one intern below target level for one semester and with 3 and 5 interns above target. Secondary interns had means of 2.96 and 2.92 for spring and fall respectively with only one to two interns below target. These data support that education interns adequately incorporate a broad perception of cultural and social diversity and have insight and ownership of a personal meaning of diversity (avoiding clichés). The interns demonstrate both personal growth and a commitment to the positive practice of diversity in everyday life and show some acceptance of differing attitudes related to diversity in everyday life

For the indicator, "Ability to Self-Assess," the elementary and secondary interns had means above 3.00 for both semesters with no intern below target for spring or fall. These data support that interns seek to understand concepts by examining openly own experiences in the past as they relate to the topic and strive to illustrate points they are making. They demonstrate an open, non-defensive ability to self-appraise discussing both growth and frustration as they related to learning in class. They struggle to ask probing questions about self and struggle seeking to answer these questions.

Using Data

The purpose of the Benchmark I Assessment has always been to identify and support our interns at the end of the first and semesters of the program so they might complete their program of study and ultimately be effective educators. The Benchmark I Assessment has been a reliable tool that has indeed helped us to identify early struggles. However, we came to realize that we needed to more consistent in the use the results of this assessment to support our interns. Longitudinal data have shown that interns with five or more negative indicators normally do not complete the program. In order to make better use of the Benchmark I data, we added a policy to follow up more rigorously with interns when they receive a number of negative indicators or score below target in many areas. Our policy supports that interns with three or more indicators below target should be assigned a mentor faculty member. The mentor then works with the intern to help the intern to address the areas of concern during the next one or two semesters. By providing this early intervention support, we hope to ensure that interns are better prepared to enter and be successful in their student teaching experience and then go on to be successful in the teaching profession.

The data from this assessment has also supported programmatic changes. Early data supported that interns often struggled with writing skills. As a result, all initial licensure undergraduate programs were modified to require interns to take at least two course that address writing skills or incorporate extensive writing into the curriculum. Current data supports that some interns are still struggling with writing. Further investigation into this is warranted.

Report Submitted by

Dr. Linda Houser
Assistant Dean
School of Education - IUPUI