Overview of Assessments

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 Benchmarks, in and of themselves, will not result in an intern being withdrawn from the program.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.

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.

Reliability and Validity:

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.

Profiles of Learning for Undergraduate Success

The indicators in the left-hand column of the rubric used for Benchmark I have 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 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 CAEP #1.1 InTASC 2 Innovator	Does not demonstrate an ability to design developmentally appropriate learning experiences	Designs developmentally appropriate learning experiences but does not document the learning with artifact of learning or assessment tools.	Designs developmentally appropriate learning experiences and attempts to document student growth	Designs developmentally appropriate learning 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. ➢ Language problems. ➢ Underdeveloped	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. ➢ Concise. ➢ Few mechanical errors.

	organization. ➢ Requires rereading and filling in gaps. ➢ Many 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	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	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	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,

	evaluates obvious alternative points of view Argues using 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.	procedures, seldom explains reasons. Regardless of the evidence or reasons maintains or defends views based on self-interest or preconceptions.	procedures, explains reasons. Fairmindedly follows where evidence and reasons lead.	non-fallacious conclusions. Justifies key results and procedures, explains assumptions and reasons. Fair-mindedly follows 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	Incorporates a perception of cultural & social diversity and occasionally communicates the owner's insight and ownership of a personal meaning of	Adequately incorporates a broad perception of cultural & social diversity and communicates the owner's insight and ownership of a personal meaning of diversity	Is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential

	diversity (avoiding clichés). Fails to demonstrate personal growth and/or a commitment to the positive practice of diversity in everyday life.	diversity (avoiding clichés). Does not demonstrate 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	(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	biases in these frames, and their impact on expectations for and relationships with learners and their families. Sees him/herself as a learner, continuously 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	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	Demonstrates a caring, cooperative, and respectful attitude toward others Focuses on the positive under challenging circumstances.

		attitude and/or blames others	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-disclosure tends to be superficial and factual, without self-reflection	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 ask proving questions about self	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 both growth and frustration as they related to learning in class Struggles to ask probing questions about self and struggles seeking to answer these	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 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	Rarely take an active role in own learning. Intern	Sometimes takes an active role in own learning, sharing	Consistently take an active role in own learning. The intern	Takes a voluntary, thoughtful, and active role

Communicator	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.	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	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.	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 CAEP #3.3	Rarely, if ever, well prepared for class; e.g., evidence of completed reading/assignments and engagement of reading materials - written notes, questions, other responsibilities Does not come to field prepared	Occasionally well prepared for class/; e.g., evidence of completed reading/assignments and engagement of reading materials - written notes, questions, other responsibilities Does not come to field prepared	Usually well prepared for class/; e.g., evidence of completed reading/assignments and engagement of reading materials - written notes, questions, other responsibilities Comes to field prepared	Consistently well prepared for class/ e.g., 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 2022 and spring 2022 elementary cohort in Block I. 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
	Semesters	Level 1	Level 2	Level 3	Level 4	Mean
Understanding of Block Content CAEP 1.1	Fall 2022 N=58	0	7	40	11	3.07
	Spring 2022 N=37	1	2	25	9	3.05
Understanding Learning and Learners CAEP 1.1 InTASC 1	Fall 2022 N=58	0	2	55	1	2.98
	Spring 2022 N=37	0	1	28	8	3.19
Believes all Learners Can Achieve CAPE 1.1 InTASC #2	Fall 2022 N=58	0	5	45	8	3.05
	Spring 2022 N=37	1	1	27	8	3.14
Designing Learning Experiences CAEP 1.1 InTASC 2 Innovator	Fall 2022 N=58	0	2	56	0	2.97
	Spring 2022 N=37	1	2	25	9	3.14
Fostering Communication CAEP #1.1 InTASC 10, Communicator	Fall 2022 N=58	0	2	56	0	2.97
	Spring 2022 N=37	0	0	30	7	3.19
Content Knowledge						
Content Knowledge CAEP 1.1 InTASC 4	Fall 2022 N=58	0	5	49	4	2.98
	Spring 2022 N=37	1	3	29	4	2.97
	Fall 2022	0	3	53	2	2.98

Dispositions Toward Content Knowledge CAEP 1.1 InTASC 4,	N=58					
	Spring 2022 N=37	1	2	29	5	3.05

Written and Oral Skills						

Writing Skills Communicator	Fall 2022 N=58	0	5	53	0	2.91
	Spring 2022 N=37	0	2	29	6	3.11
Oral Skills Communicator	Fall 2022 N=58	0	2	55	1	2.98
	Spring 2022 N=37	0	0	33	4	3.11

Professional Responsibility						

Thoughtful & Responsive listener CAPE #1.1, #3.3 InTASC #10 Communicator	Fall 2022 N=58	0	4	46	8	3.07
	Spring 2022 N=37	0	2	29	6	3.14
Critical Thinking Skills CAEP 1.1, #3.3 InTASC 9, Problem Solver	Fall 2022 N=58	0	2	50	6	3.07
	Spring 2022 N=37	0	3	29	5	3.05
Reflective CAEP 1.1, #3.3 InTASC 9, Problem Solver	Fall 2022 N=58	0	6	44	8	3.03
	Spring 2022 N=37	0	4	26	7	3.08
Cultural Awareness CAEP 1.1, #3.3 InTASC 9 Community Contributor	Fall 2022 N=58	0	6	48	4	2.97
	Spring 2022	0	1	28	8	3.16

	N=37					
Professional Growth CAEP 1.1, #3.3 InTASC 9 & 10	Fall 2022 N=58	**0**	**4**	**50**	**4**	**3.03**
	Spring 2022 N=37	2	4	22	9	3.03
Respectfulness CAEP 1.1, #3.3 InTASC 10,	Fall 2022 N=58	**0**	**3**	**49**	**6**	**3.05**
	Spring 2022 N=37	**1**	**1**	**29**	**6**	**3.08**
Attitude CAEP 1.1, #3.3 InTASC 10,	Fall 2022 N=58	0	3	47	8	3.09
	Spring 2022 N=37	1	3	22	11	3.16
Ability to Self-Assess CAEP 1.1, #3.3 InTASC 9, Community Contributor	Fall 2022 N=58	**0**	**6**	**47**	**5**	**2.98**
	Spring 2022 N=37	**1**	**3**	**27**	**6**	**3.03**
Response to Feedback CAEP #3.3	Fall 2022 N=58	0	5	49	4	3.00
	Spring 2022 N=37	**1**	**2**	**27**	**7**	**3.08**
Attentiveness CAEP #3.3 Communicator	Fall 2022 N=58	2	7	42	7	2.93
	Spring 2022 N=37	0	2	29	6	3.11
Participation CAEP #3.3 Communicator	Fall 2022 N=58	**3**	**12**	**31**	**12**	**2.90**
	Spring 2022 N=37	0	6	24	7	3.03

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 2.97 and 3.19 for both the spring and fall semesters for "Fostering Communications." 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 7% evaluated below target across the two semesters which was an improvement over the 26% below target from the previous years. Using correct APA format and using citation to support their writing continue to be listed as a concern for some interns.

All elementary interns scored at or above target for oral skills except for two interns (2%). These data support that interns can usually expresses ideas clearly when speaking.

Elementary interns had a mean of 3.14 and 3.07 for spring and fall semesters respectively for "Thoughtful and Responsive Listener." Six interns (6%) scored below target. For "Attentiveness" and "Participation" elementary interns had a mean of 3.11 and 3.03 for spring and 2.93 and 2.90 for fall.. Over the two semesters, eleven interns (12%) scored below target for attentiveness and 21 interns (22%) were below for participation. For the same semesters, 13 interns (14%) were above target for attentiveness and 19 interns (20%) were above for participation. These data reveal a strong variance in the interns' skills as communicators.
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<mark>Problem Solver</mark> - The means for elementary interns for critical thinking skills were 3.05 and 3.07 for the two semesters with 5 interns (5%) below target and 11 interns (12%) above 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 had mean scores of 3.08 and 3.03 for the "Reflective" indicator. 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 carry out that plan to its completion in Block II.

Elementary interns had means of 3.14 and 2.97 for "Designing Learning Experiences." 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 3.16 and 2.97 with seven interns (7%) below target level across the two semesters and twelve interns (13%) above 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 interns had means above 3.03 and 2.98 for the two semesters with ten interns (11%) below target and eleven intern (12%) above target. These data support that most 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 semester 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 be more consistent in using the results of this assessment to support our interns. Longitudinal data have shown that interns with five or more negative indicators normally do not successfully 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 interns often struggled with writing skills. As a result, all initial licensure undergraduate programs were modified to require interns to take at least two courses 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.

State Teacher Effectiveness Data

In 2011, the state of Indiana passed legislation to require that each school corporation develop a plan for annual performance evaluations for each certified staff member with the plan being implemented beginning with the 2012-2013 school year. Each school corporation was given the opportunity to develop its own evaluation with no one statewide evaluation required. The state legislation did stipulate components that must be included in each evaluation plan. The required components included:

- Student assessment results from statewide assessments for certificated employees whose responsibilities include instruction in subjects measured in statewide assessments
- Methods for assessing student growth for certificated employees who do not teach in areas measured by statewide assessments
- Student assessment results from locally developed assessments and other test measures for certificated employees whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments.
- Rigorous measures of effectiveness, including observations and other performance indicators.
- An annual designation of each certificated employee in one (1) of the following rating categories:
  - • Highly effective.
  - • Effective.
  - • Improvement necessary.
  - • Ineffective.

School corporations provide the Indiana Department of Education (IDOE) the disaggregated results of staff performance evaluations by teacher identification numbers, along with the teacher preparation program that recommended the initial license for each teacher.

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The majority of school corporations in Indiana adopted the RISE Evaluation and Development System for their annual performance evaluations. The rubric addresses the following three domains: Purposeful Planning, Effective Instruction, and Teacher Leadership. More information on the performance systems adopted by the school corporations can be found at https://www.doe.in.gov/evaluations. Once all the statewide data are collected, the IDOE provides the evaluation data for its graduates to each EPP with overall teacher evaluation ratings for graduates with one, two and three years of teaching experience, along with the statewide results. Below are the results for the IUPUI School of Education for 2021 which is the most recent report available.

Percent of Teachers Achieving Effective or Highly Effective Rating 2019-2020										
	Teachers with One (1) Year Experience			Teachers with Two (2) Years of Experience			Teachers with Three (3) Years of Experience			
Institution	Effective	Highly Effective	Total of Teachers Evaluated	Effective	Highly Effective	Total of Teachers Evaluated	Effective	Highly Effective	Total of Teachers Evaluated	Grand Totals
Indiana University - Purdue University Indianapolis	66	12	79	70	25	96	60	31	93	
Grand Total Rated Effective										196
Grand Total Rated Highly Effective										68
Grand Total Effective and Highly Effective										264
Grand Total Teachers Evaluated										268
Final Percent										99%

*"Year" defined as September 1 - August 31.

Visit http://www.doe.in.gov/evaluations for additional information.

Of the 268 IUPUI graduates evaluated, 99% received a rating of "effective" or "highly effective."

Principals' Survey

Indiana Code (IC) 20-28-11.5-9* requires principals at each charter school (including virtual schools) and school corporation to "complete a survey that provides information regarding the principal's assessment of the quality of instruction by each particular teacher preparation program located in Indiana for teachers employed at the school who initially received their teaching license in Indiana in the previous two (2) years.

*(c) Not before the beginning of the second semester (or the equivalent) of the school year and not later than August 1 of each year, the principal at each school described in subsection (a) shall complete a survey that provides information regarding the principal's assessment of the quality of instruction by each particular teacher preparation program located in Indiana for teachers employed at the school who initially received their teaching license in Indiana in the previous two (2) years.

The survey shall be adopted by the state board and prescribed on a form developed not later than July 30, 2016, by the department that is aligned with the matrix system established under IC 20-28-3-1(i). The school shall provide the surveys to the department along with the information provided in subsection (b). The department shall compile the information contained in the surveys, broken down by each teacher preparation program located in Indiana. The department shall include information relevant to a particular teacher preparation program located in Indiana in the department's report under subsection (f).

Important Terms:
- Content Knowledge: The acquisition and understanding of facts, truths, or principles associated with the academic disciplines that are taught at the elementary, middle, and/or secondary levels, or a professional field of study such as special education, early childhood education, school psychology, reading, or school administration.
- Dispositions: The values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that impact student learning, motivation, and development as well as the educator's own professional growth.
- Educator Preparation Program (EPP): The program or entity responsible for the preparation of educators. Program completers (teacher candidates) meeting all program and licensure requirements are recommended for initial licensure by the EPP. Therefore, the EPP also may be referred to as the "recommending institution."

- Pedagogical Content Knowledge: A core part of content knowledge for teaching includes: core activities of teaching, such as figuring out what students know; choosing and managing representations of ideas; appraising, selecting and modifying textbooks; deciding among alternative courses of action and analyzing the subject matter knowledge and insight entailed in these activities.3
- Pedagogical Knowledge: The broad principles and strategies of classroom instruction, management, and organization that transcend subject matter knowledge.4 Teacher: IC 20-28-11.5-9 (2) (c) (a) "...teacher who received their initial teaching license in Indiana in the previous 2 (years)."

The table below contains the 2022 data for IUPUI graduates. Of the 67 teachers who were evaluated by their principals, 93% received an overall rating of "satisfied" or "very satisfied" for how well the School of Education prepared a teacher in their school in twenty categories.   Areas of strength were adhering to the ethical requirements of the teaching profession and the legal requirements of the teaching profession as well as proving an inclusive learning environment for their students.

Principal Survey Results for Indiana University - Purdue University Indianapolis				
Principals are responding to statements divided into three domains (knowledge, disposition, and performance) and reflect elements of both national professional standards (NCATE/CAEP) and the Model Core Teaching Standards, Interstate Teacher Assessment and Support Consortium (InTASC). EPPs are expected to meet these standards in order to prepare educators for licensure (511 IAC 13-1-1).				
Knowledge Preparation of Teacher				
For each of the following, please provide your assessment of how well the EPP prepared this teacher in the following categories. The range is from 1 (strongly disagree) to 4 (strongly agree).	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
	(1)	(2)	(3)	(4)
The EPP did an outstanding job of preparing this teacher to...				
1. ...understand how students learn and develop at the grade level they are teaching.	0	4	46	17
2. ...meet expectations of a beginning teacher for content preparation and knowledge.	2	5	37	23
3. ...adhere to the ethical requirements of the teaching profession.	0	1	40	26
4. ...adhere to the legal requirements of the teaching profession.	0	1	41	25
Pedagogical Preparation of Teacher				
The EPP did an outstanding job of preparing this teacher to...				
5. ...provide an appropriate and challenging learning experience.	0	6	42	19
6. ...provide an inclusive learning environment.	0	0	41	26
7. ...provide a rigorous learning environment.	1	7	43	16
8. ...use a variety of assessment methods to guide, adjust, and improve instruction.	0	7	46	14
9. ...develop content specific assessments to test for student understanding of the lesson objectives.	0	5	49	13
10. ...differentiate instruction to meet all students' learning needs.	0	9	44	14
11. ...work effectively with students with all exceptionalities.	1	2	45	19
12. ...analyze student assessment data to improve classroom instruction.	0	6	44	17
13. ...use effective strategies to manage the learning environment.	2	7	40	18
14. ...integrate technological tools as appropriate to advance student learning.	0	1	46	19
Professional Disposition of Teacher				
The EPP did an outstanding job of preparing this teacher to...				
15. ...openly accept suggestions/constructive feedback.	0	1	42	24
16. ...exhibit ethical practice expected of educators.	0	0	46	21
17. ...work effectively with other professionals.	0	2	43	22
18. ...work effectively with parents/guardians.	0	3	44	20
19. ...work effectively with school leaders.	0	2	43	22
20. ...work effectively within the school culture.	0	2	44	20
Overall Assessment	**Very Dissatisfied**	**Dissatisfied**	**Satisfied**	**Very Satisfied**
21. Overall, how satisfied are you with the training this teacher received from this EPP?	1	4	40	22

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State Teachers' Survey

As teacher renew their teaching licenses at the end of their second year of teaching, they are required to complete a survey addressing their perceptions of how well they felt their teacher education program prepared them in 21 different areas. Overall, fifty of the sixty IUPUI graduates (83%) felt their preparation was "good" or "excellent." Like the principals survey, graduates rated their preparation in preparing to provide an inclusive learning environment high as well as exhibiting ethical practice.   Graduates felt less prepared to work effectively with school leaders. These data are supported by data from the Student Teaching Final Evaluation over the years but has become more of a concern during the COVID years.   Most graduates (95%) felt prepared opening accept suggestions/constructive feedback and to work effectively with the school culture.

Concern about content preparation and knowledge level expected of a beginning teacher was an area of concern. These data are supported by data from a survey completed by interns at the end of their student teaching experiences. The ability to effectively manage learning environments were a concern for the IUPUI graduates as is the case nationwide for first year teachers.

Teacher Survey Results for Indiana University - Purdue University Indianapolis				
The range is from 1 (strongly disagree) to 4 (strongly agree).	**Number of Responses**			
Teachers responded to each of the following:	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
Knowledge Preparation	(1)	(2)	(3)	(4)
My educator preparation program prepared me for:				
1. understanding how learners/students develop and grow.	4	2	31	23
2. meeting the content preparation and knowledge level expected of a beginning teacher.	5	6	28	21
3. adhering to the ethical requirements of the teaching profession.	3	1	24	32
4. adhering to the legal requirements of the teaching profession.	3	4	28	25
5. recognizing the importance of continued professional development.	1	6	31	22
Pedagogical Preparation				
My educator preparation program prepared me for:				
6. providing appropriate and challenging learning experiences.	3	3	32	22
7. providing an inclusive learning environment.	1	0	26	33
8. providing a rigorous learning environment.	3	5	28	24
9. working collaboratively with school leaders and/or colleagues to promote safe and positive learning environments.	2	2	31	25
10. differentiating instruction to meet all students' learning needs.	2	6	26	26
11. working effectively with students with all exceptionalities.	1	6	30	23
12. developing quality assessments to test for student understanding of lessons.	3	7	28	22
13. analyzing student assessment data to improve classroom instruction.	4	8	29	19
14. using appropriate strategies to effectively manage learning environments.	5	8	24	23
15. integrating technological tools as appropriate to advance student learning.	2	6	32	20
Professional Disposition Preparation				
My educator preparation program prepared me to recognize the importance of:				
16. openly accepting suggestions/constructive feedback.	1	2	28	29
17. exhibiting ethical practice.	1	0	27	32
18. working effectively with other professionals.	2	2	30	26
19. working effectively with parents/guardians.	3	10	27	20
20. working effectively with school leaders.	1	4	32	23
21. working effectively within the school culture.	2	1	32	25
Overall Assessment	**Poor**	**Fair**	**Good**	**Excellent**
22. Indicate your overall assessment of how well you were prepared to teach by your educator preparation program.	3	7	26	24

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