

Summary Program Report, Elementary Education
IUPUC Division of Education
June 7, 2011

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 included at the end of this report. In addition to the ACEI standards, 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. These are also described at the end of this report.

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

Changes to the Elementary Education Program as a result of REPA resulted in the movement of this assessment from Block II to Block IV. For this reason only one semester's worth of data was collected during this year. Planning for One Year of Instruction

	Average Performance (1-4)	% Scoring Exemplary	N
Spring 2011	3.4	UK	35

(Assessment 4) Assessment of Student Teaching 2010-2011

Criterion	Average Performance (1-4)	% Scoring Exemplary	N
ACEI assessment: Fall 2010 Student teaching Placement ONE	3.2	14%	29
ACEI assessment: Fall 2010 Student teaching Placement TWO	3.3	4%	25
TESOL Assessment 4 Student teaching evaluation	3.1	6%	16
CEC Assessment 4 Student teaching evaluation	3.3	11%	18

(Assessment 5) ASSESSMENT OF TEACHER CANDIDATE IMPACT ON STUDENT LEARNING: Teaching Portfolio with video

Fall 2010 – Spring 2011

Criterion	Average Performance (1-4)	% Scoring Exemplary	N
Teaching Portfolio with Video	3.3	20%	44

(Assessment 6) Assessment of Teaching Disposition and Professionalism: Field Experience Notebook

Fall 2010-Spring 2011- Note due in the program student teaching occurs in two semesters therefore this data represents four semesters.

Criterion	Average Performance (1-4)	% Scoring Exemplary	N
Field Experience Notebook	3.3	11%	84

(Assessment 7) Learner Interview: Mathematics Fall 2010-Spring 2011

Criterion	Average Performance (1-4)	% Scoring Exemplary	N
Learner Interview – Mathematics (also Benchmark II)	3.3	20%	45

(Assessment 8) Learner Profile Teacher

Fall 2010-Spring 2011- Note due in the program student teaching occurs in two semesters therefore this data represents four semesters.

Criterion	Average Performance (1-4)	% Scoring Exemplary	N
Learner Profile – Reading	3.5	24%	83

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. Consistently, assessments more authentic to teaching and learning involving tasks such as 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 have begun the work to implement programmatic changes that will increase depth and breadth of content area learning. The ePortfolio project and the implementation of

Chalk and Wire student portfolios are the foundation of data collection in this area. To improve performance in communication skills, a second writing course was added to the core content curriculum; in 2011/2012 an alternative writing course with a multicultural theme will be taught 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. Program changes to bring science and social studies into both block I and Block II/ IV will begin Spring of 2012 in an effort to bring greater emphasis to these areas thought our candidates' program of study.

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. Emphasis continues to be placed on assessment within all education coursework. Current data shows a decrease as a result to shifting in assignments during the program transitions. Faculty expect to see improvement in this area as the transition to the "REPA" based program. 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.

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. Additionally to support this area of growth the Professional Growth plan implemented in Block I in 2009 is being expanded into Key assessment 6 as a 4 semester Professional Growth Portfolio and interview beginning in 2012.

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 2010, 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 2010 to better discriminate data related to student learning collected in Block III.

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 part time Coordinator of Student Teaching, Field Experience, and School and Community Partnerships.

Appendix 1 ACEI standards

1. **Development, Learning, and Motivation.** 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. **Curriculum Standards**

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. **Instruction**

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.

Appendix 2 Benchmark system

Key learning opportunities and assessments

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)