

**Prac Report
School of Education
2010 – 2011**

Assessment I - Benchmark I – Elementary and Secondary

General Outcomes

The Block I instructional team meets at the end of the semester to complete the Benchmark I rubric for each intern in Block I. They evaluated each intern on (1) knowledge and habits of mind, (2) written and oral communication skills, (3) interaction with teachers and students, and (4) disposition and professional behavior. The team determines if each intern has displayed the skills, knowledge and dispositions in these areas that they would expect for an intern at this stage of the program. All interns are sent personalized e-mail with feedback noting areas for improvement.

How would you know it

The Benchmark I rubric is completed by the team of instructors who have taught the courses each intern has completed during that semester. The instructors have the opportunity to not only evaluate the work of each intern but to also observe the intern during class and working in the schools. Each indicator on the rubric has been discussed over many semesters during Benchmark I assessment meetings which allows for greater reliability among instructors when assessing each indicator. Decisions are also made jointly by the team of instructors at the end of the semester with each instructor allowed to provide evidence and feedback of the intern's knowledge, skills and dispositions throughout the semester. The rubric which is provided below also outlines what should be observed for each indicator.

How will you help students learn it.

Throughout the semester the instructors provide multiple opportunities for the intern to learn and demonstrate each indicator such as working with children in the schools, preparing written assignments for class, participating in class discussions and on-line chat rooms, and interacting with peers and instructors. Each intern is also asked to complete a self-assessment addressing the indicators at mid-term. The interns then meet and discuss this self-assessment with their instructors.

Assessment Findings - Fall 2010 and Spring 2011

Knowledge and Habits of Mind
PUL 2 PUL 3 PUL 5

Indicators The Intern-	# of Elementary with Neg. Indicator – Fall 2010 N=104	# of Elementary with Neg. Indicator – Sp 2011 N= 77	Overall Category Results Elementary	# of Secondary with Neg. Indicator – Fall 2010 N=59	# of Secondary with Neg. Indicator – Sp 2011 N=31	Overall Category Results Secondary
Demonstrates understanding of the main ideas taught in the block.	6/6%	12/16%	In the fall, twelve (12%) of the elementary interns received negative indicators. Most interns received one or two negative indicators.	6/10%	2/6%	In the fall, fourteen (24%) of the secondary interns received negative indicators in this category. Most interns received one or two negative indicators but three interns received three and two interns received five negative indicators in this category. Both of the secondary interns with 5 negative indicators did not move forward in the program.
Has good foundation of content area knowledge.	1/1%	5/6%		1/ 2%	0/0%	
Engages in critical thinking.	4/4%	3/4%	In the spring, sixteen (21%) of the elementary interns received negative indicators. Most of the interns received one or two negative indicators with only one intern receiving three.	8/14%	3/10%	
Attentive during class activities and discussions.	0/0%	0/0%		2/3%	2/6%	
Is respectful of peers and instructors.	1/1%	0/0%		1/ 2%	0/0%	
Careful about assignments preparation for class	4/4%	2/3%		7/12%	7/23%	
Accurately judges personal strengths or weaknesses when self-assessing.	1/1%	1/1%		4/7%	1/3%	In the spring ten (32%) of the secondary interns received negative indicators. These interns received one or two negative indicators each in this category

Written and Oral Communication
PUL 1

Indicators The Intern-	# of Elementary	# of Elementary with Neg.	Overall Category Results Elementary	# of Secondary	# of Secondary with Neg.	Overall Category Results Secondary
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	with Neg. Indicator – Fall 2010 N=104	Indicator – Sp 2011 N= 77		with Neg. Indicator – Fall 2010 N=59	Indicator – Sp 2011 N=31	
<p>Exhibits competent writing skills</p> <ul style="list-style-type: none"> ➤ Insightful, solid content. ➤ Appropriate language. ➤ Good organization. ➤ Fluent. ➤ Concise. ➤ Few mechanical errors. 	10/10%	10/13%	<p>Writing continues to be a major concern for elementary interns. In the fall all negative indicators in this category were for writing</p> <p>In the spring all negative indicators were for writing with the exception that one intern also received a negative indicator for speech.</p>	10/17%	10/32%	<p>Writing continues to be a major concern for secondary interns. In the fall all negative indicators in this category were for writing</p> <p>In the spring all negative indicators were for writing also</p> <p>Interns are most often cited for grammar, clarity, and depth.</p>
Models standard English when speaking. Expresses ideas clearly when speaking.	0/0%	1/1%	Interns are most often cited for grammar, clarity, and depth.	0/0%	0/0%	

Interaction with Teachers and Children
PUL 5

Indicators The Intern-	# of Elementary with Neg. Indicator – Fall 2010	# of Elementary with Neg. Indicator – Sp 2011 N= 77	Overall Category Results Elementary	# of Secondary with Neg. Indicator – Fall 2010	# of Secondary with Neg. Indicator – Sp 2011 N=31	Overall Category Results Secondary

	N=104			N=59		
Establishes rapport with classroom teachers and students.	0/0%	0/0%	This continues to be a category where elementary interns seem to have few problems and display the skills, knowledge and dispositions assessed.	1/ 2%	0/0%	This continues to be a category where secondary interns seem to have few problems and display the skills, knowledge and dispositions assessed. The one intern from fall receiving a negative indicator did not continue in the program.
Comes to field placement prepared	0/0%	0/0%		0/0%	0/0%	
Demonstrates willingness to get involved in the classroom.	0/0%	0/0%		0/0%	0/0%	
Show patience when working with students.	0/0%	0/0%		0/0%	0/0%	

Dispositions and Professional Behavior
PUL 6

Indicators The Intern-	# of Elementary with Neg. Indicator – Fall 2010 N=104	# of Elementary with Neg. Indicator – Sp 2011 N= 77	Overall Category Results Elementary	# of Secondary with Neg. Indicator – Fall 2010 N=59	# of Secondary with Neg. Indicator – Sp 2011 N=31	Overall Category Results Secondary
Focuses on the positive	1/1%	0/0%	Thirteen (13%) elementary interns received negative indicators during the fall. Each received either one or two in this category with the exception of two interns who received three. Both interns continued to struggle during the spring semester.	3/5%	0/0%	Fifteen (25%) of the secondary interns received negative indicators in the fall. One intern received three, one received four, and one received five. Two of these interns did not continue in the program.
Makes adjustments as necessary.	0/0	0/0%		2/3%	0/0%	
Works well with different personalities and cultural backgrounds.	2/2%	1/1%		2/3%	0/0%	
Appreciates multiple perspectives.	3/3%	2/3%		3/5%	2/6%	
Is willing to give and receive help.	1/1%	1/1%		0/0%	1/3%	

During the spring, ten (32%)

Commits to being in class. Takes responsibility for making up work.	3/3%	0/0%	Nine (12%) of the elementary interns during the spring received negative indicators with only one intern receiving three. That intern did not successfully complete the program during the spring.	6/10%	6/19%	Received one or two negative indicators.
Commits to being on time.	2/2%	2/3%		1/2%	0/0%	
Meets deadlines.	7/7%	5/6%		7/12%	5/16%	
Has good organization.	7/7%	2/3%		7/12%	0/0%	
Is neatly, appropriately dressed.	0/0%	0/0%		0/0%	0/0%	

Summary of Findings

In the fall, twenty (20%) elementary interns received at least one negative indicator in at least one category. The majority of these interns (13/20) received a negative indicator in more than one category. In the spring, twenty-five (32%) of elementary interns received at least one negative indicator with only eight of the twenty-five (32%) having negative indicators in more than one category. In the fall, two elementary interns received more than five negative indicators. Longitudinal data have shown that interns with 5 or more negative indicators normally do not complete the program. Both of these interns are still in the program but did not pass the Benchmark II assessment. In the spring, only one elementary intern had five or more negative indicators and that intern will not move forward in the program in the fall based on course grades.

In the fall, twenty-four interns (41%) received at least one negative indicator in at least one category. Thirteen of the twenty-four (52%) had negative indicators in more than one category. Four of these interns had five or more negative indicators. Three of the four were not successful in the program. During spring, twenty-seven (89%) had at least one negative indicator. However, only 4 of the twenty-seven (15%) had negative indicators in more than one category with no one having five or more negative indicators.

In the Knowledge and Habits of Minds category,” gaps or misconceptions in understanding central concepts and content from Block I” continues to be a concern with a total of 27 (10%) of the interns receiving a negative indicator during 2010-2011. In the fall 2008, this indicator was marked for 9% of the interns compared to 15% for 2007-2008. In fall 2009, the most common negative indicator in the first category, continued to be gaps in understanding of central concepts from the blocks (12%). In the spring 2010, (11%) of the interns received a negative indicator in this area.

In 2010-2011, forty interns (15%) received a negative indicator in the second category, Written and Oral Communication. This compares to fall 2008 (13%), spring 2009 (12%), fall 2009 (16%) and spring 2010 12%. However, the range for this data was 10- 32% across semesters and programs with a significantly larger percentage of secondary intern in spring 2011 (32%) receiving a negative indicator.

Under Dispositions and Professional Behavior, “commits to being in class” was an area of concern especially for the secondary program with 10-19% of the interns having a negative indicator. The indicator “meets deadlines” was also a concern with 6-16% of the interns receiving a negative indicator. These normally indicate attendance problems and turning in late assignments. Attendance was in the 5-6% range from fall 2008-spring 2010 and turning in late

assignments had not been a concern in the previous years. One indicator that showed improvement was “commits to being on time.” The percent of negative indicator from fall 2008 – spring 2010 has been in the 4-6% range with the 2010-2011 range being 0-3%.

What improvements have been made based on assessment findings

The faculty continue to discuss ways to improve the interns’ writing skills. More emphasis has been put on writing within the blocks and in assessments. Ways to support interns who struggle with the main concepts and ideas of the blocks have been discussed. The secondary chair meets with and develops an improvement plan for interns with three or more major concerns. The need for a school-wide attendance policy has been discussed and will be addressed again in the fall.

Assessment II - Student Performance on Principles of Undergraduate Learning – Teacher Education Programs

Assessment Findings - Fall 2010

Faculty Ratings on PULS – Major Emphasis

PUL	Mean	Not Effective	Somewhat Effective	Effective	Very Effective	Total
1A Written, Oral, and Visual Communication Skills	106 2.93	1 0.9%	18 17.0%	74 69.8%	13 12.3%	106 100%
2. Critical Thinking	128 3.16	2 1.6%	6 4.7%	90 70.3%	30 23.4%	128 100%
3. Integration and Application of Knowledge	386 3.16	9 2.3%	61 15.8%	176 45.6%	140 36.3%	386 100%
5. Understanding Society and Culture	219 3.36	3 1.4%	38 17.4%	55 25.1%	123 56.2%	219 100%
Total	839 3.18	15 1.8%	123 14.7%	395 47.1%	306 36.5%	839 100%

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Summary of Findings

This assessment addresses many of the same areas as the Benchmark I. The data from the two assessments can be easily examined for patterns. In Benchmark I a range of 10-32% of the interns received a negative indicator for writing during 2010-2011. These data suggest a more significant concern in this area than the PUL data. However, examining the PUL data disaggregated by course level supports that writing is a concern when interns are early in the program but decreases as the interns progress through the program. This would explain the range from Benchmark I since this benchmark occurs at the beginning of the program. It also supports that the interns' writing skills improve as they move through the program.

When comparing the 2010-2011 Benchmark I average data and the fall 2010 PUL data across all programs, the data from the two assessments are fairly consistent for interns with negative indicators and interns rated as "not effective" or "somewhat effective" in the areas of critical thinking skills (Benchmark I – 6.6% and PUL- 6.3%), and understanding society and culture (Benchmark I- 2% and PUL- 1.4%)

Assessment III - Elementary Benchmark II – Fall 2010

General Outcomes

At the end of Block II (midpoint) of the elementary program, interns must complete Benchmark II. This assessment was dramatically changed from fall 2010 to spring 2011. In the fall, interns completed a performance task project designed to evaluate their ability to analyze a child's conceptual knowledge and use the results of the analysis to design appropriate instruction. Interns would demonstrate that they could engage a child in a two-way conversation that allowed them to make conjectures about the child's grasp of a mathematical concept. They were required to show that they could identify good follow-up experiences for the child and self-assess their own effectiveness as an interviewer.

How would you know it

The Benchmark II is "blind" scored by School of Education who did not have the intern in class during that semester. The faculty used a rubric to facilitate the scoring of the benchmark and transcript of the interview. Interns are scored on how well they ask questions, listen to the child during the interview, display content knowledge, develop a "working" definition of place value grounded in the literature, analyze what the child said and did, develop appropriate follow-up curriculum, and analyze their own interviewing skills.

How will you help students learn it

Throughout the first half of the elementary program, interns study how children learn and how to analyze evidence from what children say and do to determine the children's level of conceptual understanding. They then have class discussion about what instructional strategies would be appropriate for each child. All discussions are grounded in current literature and research.

Assessment Findings - Fall 2010

Year	Ideal	Acceptable	Unacceptable	Passing Benchmark Follow-up
Spring 2006 N = 87	42/48%	30/35%	15/17%	15/100%
Fall 2006 N=78	45/58%	21/27%	12/15%	12/100%
Spring 2007 N=98	54/55%	28/29%	16/16%	16/100%
Fall 2007 N= 80	46/58%	24/30%	10/12%	9/90%
Spring 2008 N= 109	83/76%*		26/24%	26/100%
Fall 2008 N=61	44/72%		17/28%	17/100%
Spring 2009 N=106	70/66%		36/34%	34/94%
Fall 2009 N=83	56/67%		27/33%	27/100%
Spring 2010 N=121	78/64%		43/36%	43/100%
Fall 2010 ** N=76	67/88%		9/12%	4/44%

*Movement to a new approach where the two scorers work collaboratively instead of independently as before, resulted in a temporary move to two levels of proficiency

**Last year for Benchmark in this format

Summary of Findings

The data support that interns continue to struggle to understand thinking about mathematics although the last semester of this benchmark showed significant improvement in the number of interns passing the benchmark. The faculty decided in fall 2010 to move to a different format for Benchmark II. Interns still do a case study addressing the child's conceptual understanding of language arts and mathematics during EDUC E345 in Block I. This assessment is scored by the instructor.

Elementary Benchmark II *NEW*– Spring 2011

General Outcomes

Interns are asked to view a video of a mathematics lesson, complete a rubric assessing the lesson, and then write a paper supporting their evaluations grounded in the literature. The interns are then assessed on the tone of their evaluation, their ability to connect to the research, pedagogical knowledge, content knowledge and grammar/writing.

How would you know it

The faculty blind score each Benchmark II using the rubric below

Intern must demonstrate at least Level 1 competency in each given criterion in order to successfully complete Benchmark II.

Criteria	Level 0	Level 1	Level 2	Level 3
Disposition/Tone (PTE 5 & 6)	Deficit tone; blames the learner	Strengths-based tone is emerging.	Tone is strengths-based with cultural awareness	Tone is strengths-based and culturally responsive
Connection to Research (PTE 6)	No clear connections exist	Some connections exist; most are appropriate	Connections increase in quantity and quality	Work is grounded in research; research goes beyond expectation
Pedagogical Knowledge (PTE 4)	Pedagogy is teacher-centered and/or teacher directed	Pedagogy is child-centered; some evidence of inquiry exists	Demonstrates understanding of inquiry-based pedagogy	Fully embraces inquiry-based pedagogy
Content Knowledge (PTE 1)	Misconceptions with content and/or vocabulary exists	No misconceptions with content and/or vocabulary exists; some areas need more clarity and/or precision	Content knowledge is increasingly clear and precise	Content knowledge is expressed with clarity and precision
Grammar/Writing/APA (PTE 1)	Many errors; not well organized; awkward word choice and/or sentence structure	Some errors exist; fairly well organized with few instances of awkward word choice and/or sentence structure	Virtually free of errors; organized with fairly good flow	No errors exist; well organized with good flow
Completeness and Critical Thinking (PTE 2)	Incomplete and/or no evidence of critical thinking	Complete and little evidence of critical thinking	Complete and some evidence of critical thinking	Complete with evidence of deep critical thinking and work beyond expectations

How will you help students learn it.

During the first half of their elementary teacher education program, interns repeated watch and analyze taped teaching episodes and well as live teaching during their field experiences in the schools. There are class discussions about the strengths of the teaching and how the lessons might be changed or improved. This allows the interns to develop the skills, knowledge and dispositions to complete this Benchmark II.

Assessment Findings - Spring 2011 N= 95 Numbers in red represent scores of those failing the benchmark.

Criteria	Level 0	Level 1	Level 2	Level 3	Mean	SD
Disposition/Tone (PTE 5 & 6) PUL 5	3/3% 3	23/24% 2	50/53% 2	19/20%	1.67	0.98
Connection to Research (PTE 6) PUL 3 PUL 1	3/3% 3	27/28% 3	40/42% 1	25/26%	1.67	0.98
Pedagogical Knowledge (PTE 4) PUL 3	1/1% 1	27/29% 5	41/43% 1	26/27%	1.86	0.91
Content Knowledge (PTE 1) PUL 4	3/3% 3	35/37% 3	34/36% 1	23/24%	1.60	0.74
Grammar/Writing/APA (PTE 1) PUL 6	4/4% 4	32/34% 3	39/41%	20/21%	2.00	1.00
Completeness and Critical Thinking (PTE 2) PUL 2	3/3% 3	14/15% 3	52/55% 1	26/27%	1.86	0.74

Summary of Findings

Of the 95 interns completing this benchmark, seven (7%) did not receive a passing score. More interns (4) got a failing score on grammar and writing followed closely by all other categories with three each except for pedagogical knowledge with only one failing score. Forty percent (40%) of the interns received a 0 or 1 on content knowledge with only 18% doing so with completeness and critical thinking. The greatest standard deviation occurred in the category of grammar and writing.

What improvements have been made based on assessment findings

Based on data from this assessment, the School of Education realized that mathematical content knowledge continues to be a challenge for our elementary

majors. Elementary teachers need to conceptually understand mathematics in order to facilitate children truly understanding instead of just learning a procedure. After many years and numerous negotiations with the School of Science, elementary education major will complete a sequence of mathematic focused courses to make them some of the best prepared elementary teachers in the United States in the area of mathematics. Interns will take 9 credit hours of math for elementary teacher through the School of Science and 3 credit hours of integrated mathematics/pedagogy through the School of Education before entering the program. They will then complete two courses addressing mathematical pedagogy as part of Block I and II. These changes were prompted and supported by the data from the Benchmark II assessment over the last few years.

Assessment IV - Elementary Block III Survey

Each semester, interns completing Block III in the elementary program are asked to complete a survey addressing their first student teaching experience and their perceptions of how well the program has prepared them to be effective teachers. Following are the data from spring 2005 through spring 2011. These data support that interns consistently rate their experience around an 8 on a 10-point scale. The data support that interns feel least prepared to teach mathematics and science. Mathematics has remained relatively steady but science has been decreasing recently. This will be a topic for discussion at the fall elementary faculty meeting. Interns perceive that they are prepared to teach reading and writing but still have concerns about their abilities to do lesson plans and manage a class. Interns consistently feel prepared to teach a diverse student population and teach developmentally appropriate lessons.

The Teacher Education Program

Questions from Block III Elementary Survey	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
N/Total	73/74	73/89	45/86	68/89	56/76	77/102	66/75	62/91	55/60	56/82	72/83	66/99	57/75
Return Rate	99%	82%	52%	76%	74%	75%	88%	68%	92%	68%	87%	67%	76%
Rate the value of this student teaching experience for you as a future teacher. (1-lowest, 10-highest)	Mean = 8.67 SD = 1.73	Mean = 8.13 SD = 2.20	Mean = 8.4 SD = 1.5	Mean = 8.62 SD = 1.47	Mean = 8.05 SD = 1.33	Mean = 8.01 SD = 1.14	Mean = 8.55 SD = 1.14	Mean = 8.35 SD = 1.64	Mean = 8.49 SD = 1.35	Mean = 8.55 SD = 1.93	Mean = 8.61 SD = 1.86	Mean = 8.18 SD = 2.22	Mean = 8.61 SD = 2.07

These questions are based on a 4-point scale with 4 being “strongly agree” and 1 being “strongly disagree”.

The teacher education program prepared me to teach mathematics	Mean = 2.86 SD = .70	Mean = 2.78 SD = .70	Mean = 2.64 SD = .77	Mean = 2.91 SD = .54	Mean = 2.43 SD = .83	Mean = 2.49 SD = .84	Mean = 2.82 SD = .82	Mean = 2.02 SD = .95	Mean = 2.69 SD = .74	Mean = 2.70 SD = 1.01	Mean = 2.83 SD = .86	Mean = 2.49 SD = .85	Mean = 2.58 SD = .87
The teacher education	Mean = 3.25	Mean = 3.26	Mean = 2.98	Mean = 3.06	Mean = 3.16	Mean = 3.26	Mean = 3.32	Mean = 3.15	Mean = 3.24	Mean = 3.34	Mean = 3.08	Mean = 2.85	Mean = 3.07

program prepared me to teach reading.	SD = .70	SD = .61	SD = .72	SD = .64	SD = .68	SD = .62	SD = .59	SD = .81	SD = .47	SD = .75	SD = .75	SD = .85	SD = .80
The teacher education program prepared me to teach writing	Mean = 3.19 SD = .72	Mean = 3.01 SD = .67	Mean = 3.2 SD = .55	Mean = 3.01 SD = .59	Mean = 3.00 SD = .74	Mean = 3.18 SD = .60	Mean = 3.35 SD = .62	Mean = 3.18 SD = .74	Mean = 3.27 SD = .59	Mean = 3.27 SD = .73	Mean = 3.04 SD = .68	Mean = 2.68 SD = .84	Mean = 3.12 SD = .76
The teacher education program prepared me to teach science	Mean = 3.19 SD = .72	Mean = 3.03 SD = .72	Mean = 3.16 SD = .52	Mean = 2.93 SD = .61	Mean = 2.75 SD = .67	Mean = 2.56 SD = .68	Mean = 2.95 SD = .48	Mean = 2.84 SD = .81	Mean = 2.69 SD = .66	Mean = 2.23 SD = .93	Mean = 2.39 SD = .81	Mean = 2.15 SD = .83	Mean = 2.58 SD = .76
The teacher education program prepared me to work with diverse student populations.	Mean = 3.29 SD = .73	Mean = 3.33 SD = .60	Mean = 3.29 SD = .63	Mean = 3.29 SD = .52	Mean = 3.13 SD = .54	Mean = 3.23 SD = .60	Mean = 3.30 SD = .55	Mean = 3.29 SD = .64	Mean = 3.13 SD = .67	Mean = 3.38 SD = .65	Mean = 3.33 SD = .58	Mean = 3.30 SD = .72	Mean = 3.26 SD = .77
The teacher education program prepared me to teach developmentally appropriate lessons.	Mean = 3.22 SD = .74	Mean = 3.21 SD = .58	Mean = 3.02 SD = .69	Mean = 3.06 SD = .64	Mean = 2.95 SD = .59	Mean = 3.09 SD = .59	Mean = 3.11 SD = .53	Mean = 2.81 SD = .92	Mean = 3.13 SD = .55	Mean = 3.13 SD = .81	Mean = 3.10 SD = .61	Mean = 2.80 SD = .73	Mean = 3.12 SD = .78
The teacher education program prepared me to do lesson plans.	Mean = 2.82 SD = .91	Mean = 2.89 SD = .83	Mean = 2.84 SD = .85	Mean = 2.85 SD = .80	Mean = 2.80 SD = .86	Mean = 2.70 SD = .78	Mean = 3.03 SD = .58	Mean = 2.48 SD = 1.02	Mean = 2.82 SD = .67	Mean = 2.84 SD = .85	Mean = 3.03 SD = .80	Mean = 2.23 SD = 1.01	Mean = 2.84 SD = .77
The teacher education program prepared me to assess student learning	Mean = 3.25 SD = .70	Mean = 3.04 SD = .64	Mean = 2.98 SD = .72	Mean = 3.15 SD = .58	Mean = 2.96 SD = .69	Mean = 3.04 SD = .64	Mean = 3.19 SD = .60	Mean = 2.87 SD = .78	Mean = 3.25 SD = .44	Mean = 3.11 SD = .65	Mean = 3.08 SD = .71	Mean = 2.73 SD = .83	Mean = 2.98 SD = .72
The teacher education program prepared me to understand classroom management as a complex process	Mean = 3.25 SD = .70	Mean = 2.79 SD = .92	Mean = 2.78 SD = .77	Mean = 3.00 SD = .75	Mean = 2.52 SD = 1.04	Mean = 2.87 SD = .82	Mean = 3.03 SD = .80	Mean = 2.69 SD = 1.03	Mean = 2.64 SD = .97	Mean = 2.50 SD = .93	Mean = 2.78 SD = .84	Mean = 2.14 SD = 1.02	Mean = 2.72 SD = .88

which evolves over time.													
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Assessment IV – Principal Survey

An employer survey is conducted each year. Each spring, principals of schools where graduates of the IUPUI programs have completed their first year of teaching are sent a survey. The principals are asked to evaluate the beginning teacher in ten areas which have been aligned to the ACEI standards, the IUPUI Principles of Teacher Education, as well as the IUPUI Principles of Undergraduate Learning. The principals are asked to evaluate the skills, knowledge and dispositions of the beginning teachers in comparison to other beginning teachers with whom they have worked. Principals having limited interaction with the beginning teachers are asked to have the beginning teachers’ immediate supervisors complete the survey

The first three questions of the survey address the beginning teachers’ ability to create learning experiences which are meaningful (ACEI 3.1); support students’ intellectual, social and personal development (ACEI 3.4); and are adapted for diverse learners (ACEI 3.2). The principals are also asked to assess the beginning teachers’ use of a variety of instructional strategies to encourage students’ development of critical thinking and problem solving skills (ACEI 3.3). Beginning teachers are evaluated on their abilities to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation (ACIE 3.4); use effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom (ACEI 3.5); and plan instruction based upon knowledge of subject matter, students, the community and curriculum goals (ACEI 3.1). The beginning teachers’ ability to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of their students (ACIE 4) is also addressed in the survey. The last two questions address the beginning teachers’ ability as a reflective practitioner (ACEI 5.1) and as a collaborative professional (ACEI 5.2)

Graduates Who Began Teaching in 2009-2010

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

Teaching Skills	Poor		Adequate		Excellent
1. Can create learning experiences that make the subject matter meaningful to students.	1	2	3	Mean 3.97	5
Response Data – Question #1 Number – Percentage	0-0%	2-6%	8-24%	13-38%	11-32%
2. Can provide learning opportunities that support students’ intellectual, social, and personal development.	1	2	3	Mean 3.91	5

Response Data – Question #2 Number – Percentage	1-3%	1-3%	6-18%	18-53%	8-24%
3. Can create instructional opportunities that are adapted to diverse learners.	1	2	3	Mean 3.94	5
Response Data – Question #3 Number – Percentage	1-3%	1-3%	7-21%	15-44%	10-29%
4. Uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.	1	2	3	Mean 3.76	5
Response Data – Question #4 Number – Percentage	0-0%	3-9%	12-35%	9-26%	10-29%
5. Can create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	1	2	3	Mean 4.09	5
Response Data – Question #5 Number – Percentage	0-0%	3-9%	5-15%	12-35%	14-41%
6. Uses effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	1	2	3	Mean 4.03	5
Response Data – Question #6 Number – Percentage	0-0%	3-9%	6-18%	12-35%	13-38%
7. Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	1	2	3	Mean 4.00	5
Response Data – Question #7 Number – Percentage	2-6%	0-0%	6-18%	14-41%	12-35%

8. Uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of learners.	1	2	3	Mean 3.79	5
Response Data – Question #8 Number – Percentage	1-3%	1-3%	11-32%	12-35%	9-26%
9. Is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally	1	2	3	Mean 3.76	5
Response Data – Question #9 Number – Percentage	1-3%	2-6%	11-32%	10-29%	10-29%
10. Fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.	1	2	3	Mean 3.97	5
Response Data – Question #10 Number – Percentage	0-0%	2-6%	10-29%	9-26%	13-38%

This data support that during 2009-2010 our recent graduates’ performance was more than “adequate” and approaching “excellent” in all areas addressed by the Principals of Teacher Education (PTEs).

Principals were also asked to rank the graduates in comparison to beginning teachers they had worked with in the past. They were asked how they would rate the graduate from IUPUI.

___ Top 25% ___ Upper Middle 25% ___ Lower Middle 25% ___ Lower 25%

2001-2010 Data – Principal Responses

Year	N	Return Rate	Top 25%	Upper Middle 25%	Lower Middle 25%	Lower 25%
2001-02	63	64%	66%	31%	2%	2%
2002-03	130	70%	52%	34%	13%	2%
2003-04	101	66%	62%	27%	6%	5%
2004-05	84	56%	56%	32%	7%	5%
2005-06	150	51%	65%	19%	11%	5%
2006-07	95	43%	51%	40%	7%	2%
2007-08	90	46%	55%	32%	10%	3%

2008-09	41	47%	54%	34%	0%	12%
2009-10	34	51%	41%	44%	6%	6%

Summary of Findings

This longitudinal data show that most graduates over the last 9 years were ranked in the “Upper Middle 25% or “Top 25%” when compared to other beginning teachers with whom the principal had worked. The percentage of graduates in the lower half ranged from 4 – 16% for the nine-year span.