Elementary Education

Program Assessment System

effective

August 26, 2013
I. Greetings to Students

Welcome to the Elementary Education teacher preparation program at IPFW. The faculty in the Department of Educational Studies (DES) have created a high-quality program that will challenge you to strengthen your knowledge of the content you will teach, strategies you will use to teach (i.e., pedagogical skills), and contextual factors that impact the teaching-learning process. This program is nationally accredited by the National Council for the Accreditation of Teacher Education (NCATE). NCATE is currently being transformed into a new organization, the Council for the Accreditation of Educator Preparation (CAEP). Regardless on the name of the national accrediting body, the elementary education program at IPFW seeks to maintain continuous national accreditation.

Not only is the elementary program responsive to our national accrediting body, but we are also sensitive to meeting the mission and goals of the university and the educational programs, standards set forth by the Indiana Department of Education, and national standards espoused the Association for Childhood Education International (ACEI).

To help measure your performances on these local, state, and national standards, the faculty have developed a performance-based assessment system. You will be assessed throughout your elementary education program to insure that you meet the standards. This document is designed to explain the system’s components, expectations for performance, and resources to assist you in successfully becoming a professional educator.

We invite you to critique these guidelines as you use them to make it the most powerful teaching tool it can be.

We wish you well and we offer you our help in this process!
II. Missions, Conceptual Framework, and Standards

Your educational experiences are not organized haphazardly. Rather, faculty base the program and their teaching on a variety of sources, including but not limited to, research-based best practices, past and current experiences in educational settings, mission statements for the university and educational departments, the Conceptual Framework of the educational departments, as well as state and national standards.

So that your program has a collective feel and voice, the faculty has worked collaboratively to develop the missions and Conceptual Framework documents. These documents reflect the deeply held views of the faculty. These statements represent the broadest and most universal goals of the faculty as they make joint efforts to promote your development as a future educator.

Highlights of each document and, when necessary, links to the entire document follow.

**IPFW’s University Mission**

IPFW’s mission is to meet the higher education needs of northeast Indiana. IPFW offers a broad range of high-quality undergraduate, graduate, and continuing education programs that meet regional needs, support excellence in teaching and learning, advance and share knowledge through research and creative endeavor, and work with the community to develop intellectual, cultural, economic, and human resources (see [http://new.ipfw.edu/about/strategic-plan/mission-values-vision.html](http://new.ipfw.edu/about/strategic-plan/mission-values-vision.html)).

The framework for all of IPFW’s baccalaureate degrees (adopted by the IPFW Faculty Senate, April 10, 2006) further states that “Students who earn a baccalaureate degree at IPFW will be able to apply their knowledge to the needs of an increasingly diverse, complex, and dynamic world.” This framework includes six foundations that must be present in each baccalaureate degreed offered at IPFW. Thus, education majors will be expected to demonstrate:

**Acquisition of Knowledge**

Students will demonstrate breadth of knowledge across disciplines and depth of knowledge in their chosen discipline. In order to do so, students must demonstrate the requisite information-seeking skills and technological competencies.

**Application of Knowledge**

Students will demonstrate the ability to integrate and apply that knowledge, and, in so doing, demonstrate the skills necessary for life-long learning.

**Personal and Professional Values**
Students will demonstrate the highest levels of personal integrity and professional ethics.

A Sense of Community
Students will demonstrate the knowledge and skills necessary to be productive and responsible citizens and leaders in local, regional, national, and international communities. In so doing, students will demonstrate a commitment to free and open inquiry and mutual respect across multiple cultures and perspectives.

Critical Thinking and Problem Solving
Students will demonstrate facility and adaptability in their approach to problem solving. In so doing, students will demonstrate critical-thinking abilities and familiarity with quantitative and qualitative reasoning.

Communication
Students will demonstrate the written, oral, and multimedia skills necessary to communicate effectively in diverse settings.

**IPFW Educational Departments Mission Statement**
(adopted January 10, 1996)

To prepare professionals in teaching, counseling, and leadership who demonstrate the capacity and willingness to continuously improve schools and related entities so that they become more effective with their clients by:

- Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society;
- Improving the human condition by creating positive learning environments;
- Becoming change agents by demonstrating reflective professional practice;
- Solving client problems through clear, creative analyses;
- Assessing client performance, creating and executing effective teaching, counseling and educational leadership, by utilizing a variety of methodologies reflecting current related research;
- Utilizing interdisciplinary scholarship, demonstrating technological and critical literacy, and effectively communicating with all stakeholders.

**IPFW Educational Departments’ Conceptual Framework:**
**A Transformative Scholar-Practitioners Model**
(adopted August 17, 2010)

Transformative scholar-practitioners are broadly defined as leaders in education and public policy who weave between research and practice, and theory and experience, constantly working within communities to foster learning and a just, democratic society. Graduates of our programs use their strong foundation of knowledge of content, methodologies, and exemplary practices as well as their habits of mind to critically reflect on those components. They advocate for public policies and practices that benefit the people they serve, the community, and their professions while striving to build a more just, inclusive, democratic community, and to expand and strengthen public voice and identity.
Specifically, the departments strive to prepare future leaders who thoroughly understand, consciously apply, and intentionally use democracy and community, habits of mind, and advocacy in their professional endeavors. We define those concepts as:

1. **Democracy and Community**

Transformative scholar-practitioners need to be a part of a dynamic, diverse professional community. They actively explore what it means to live and participate in a diverse, just, and global world. They use that knowledge to inform effective practice which demonstrates their respect for and valuing of our multicultural, multilingual, and multi-abled society. Through this they work towards developing communities that are more cognizant of and compassionate toward democratic encounters over moral, cultural, social, political and economic differences. 

**Consequently, the departments support transformative scholar-practitioners who strive for and create democratic, just, inclusive communities.**

2. **Habits of Mind**

Transformative scholar-practitioners develop more powerful cognition and action through their strong knowledge of content, methodologies, and exemplary practices. However, they realize that such knowledge alone is not sufficient. They practice critical thinking and reflection as they explore the reciprocal relationship between scholarship and practice. Within the context of a compassionate, caring community, transformative scholar-practitioners foster habits of minds such as investigating, inquiring, challenging, critiquing, questioning, analyzing, synthesizing, and evaluating. They view such habits of mind as necessary for engaging students, clients, community members, and the public in the process of teaching and learning. **Consequently, the departments foster transformative scholar-practitioners who integrate critical habits of the mind in all aspects of their professional work.**

3. **Advocacy**

Transformative scholar-practitioners develop and support the rights of students, clients, and community members as they advocate for the people they serve and the profession. They cultivate professional, public visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and the profession while inspiring their colleagues to do likewise. Transformative scholar-practitioners resolve professional and ethical challenges through the convergence of knowledge, theory, and practice.

**Consequently, the departments facilitate transformative scholar-practitioners’ development as professional and community advocates.**

*Indiana Department of Education*

*Standards for Elementary Educators Preparation*

The Indiana Department of Education has created two different sets of standards that apply to your preparation as an elementary educator. The Elementary Generalist Content Standards determine the content knowledge that all teachers are expected to possess and use as they create and deliver instruction to children. Those **content standards** cover eight areas:
Standard 1: Foundations of Scientifically Based Reading Instruction
Elementary teachers have a broad and comprehensive understanding of foundations of reading development and effective reading instruction grounded in scientifically based reading research (SBRR).

Standard 2: Components of Scientifically Based Reading Instruction
Elementary teachers have a broad and comprehensive understanding of the major components of reading development and demonstrate the ability to provide assessment, instruction, intervention, extension, and ongoing progress monitoring in reading.

Standard 3: English Language Arts
Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of English language arts and demonstrate the ability to provide content-specific instruction in English language arts.

Standard 4: Mathematics
Elementary teachers have fundamental computation skills and a broad and comprehensive understanding of fundamental concepts and processes of mathematics and demonstrate the ability to provide content-specific instruction in mathematics.

Standard 5: Science
Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of science and demonstrate the ability to provide content-specific instruction in science.

Standard 6: Social Studies
Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of social studies and demonstrate the ability to provide content-specific instruction in social studies.

Standard 7: Fine Arts
Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of the fine arts and demonstrate the ability to provide content-specific instruction in the fine arts.

Standard 8: Health, Wellness, and Physical Education
Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of health, wellness, and physical education and demonstrate the ability to provide content-specific instruction in health, wellness, and physical education.

Further explanations of each content knowledge standard can be found at http://www.doe.in.gov/improvement/educator-effectiveness/repa-teacher-
standards. Click on the file labeled “Elementary Generalist” under the heading Teacher Standards: Content.

The Indiana Department of Education also created Developmental/Pedagogy standards for elementary educators covering six areas:

Standard 1: Student Development and Diversity
Elementary education teachers have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students.

Standard 2: Learning Processes
Elementary education teachers have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement.

Standard 3: Instructional Planning and Delivery
Elementary education teachers have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals.

Standard 4: Assessment
Elementary education teachers have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making.

Standard 5: Learning Environment
Elementary education teachers have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students.

Standard 6: The Professional Environment
Elementary education teachers have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession.

Further explanation of each Developmental/Pedagogy standard can be found at http://www.doe.in.gov/improvement/educator-effectiveness/repa-teacher-standards. Click on the file labeled “Elementary Education” under the heading Teacher Standards: Developmental/Pedagogy.
Association for Childhood Education International (ACEI)
National Standards for Elementary Educator Preparation
(2007)

According to the ACEI Position Paper, Preparation of Elementary Teachers, the quality of learning that elementary children experience is of strategic importance for both their future and that of the nation. Elementary teachers must be prepared with the knowledge, skills, values and techniques to interact successfully with children, parents, guardians, colleagues, administrators, social agencies and others who affect children's lives. Teachers must adapt to the interests, learning styles and needs of individual children in a complex, rapidly changing and culturally diverse society. Teaching is a changing process for which elementary teachers must be prepared (http://acei.org/programs-events/ncate.html preface).

Thus, to be recognized as a professional in the elementary education field, you must possess core content knowledge, pedagogical content knowledge and skills as well as the disposition that each child can learn. The ACEI standards are comprised of five interrelated areas:

1) Development, learning, and motivation
2) Curriculum
   2.1 reading, writing, and oral language
   2.2 science
   2.3 mathematics
   2.4 social studies
   2.5 the arts
   2.6 health education
   2.7 physical education
3) Instruction
   3.1 integrating and applying knowledge for instruction
   3.2 adaptation for diverse students
   3.3 development of critical thinking and problem solving
   3.4 active engagement in learning
   3.5 communication to foster collaboration
4) Assessment for instruction
5) Professionalism
   5.1 Professional growth, reflection, and evaluation
   5.2 Collaboration with families, colleagues, and community agencies

Further explanation of each ACEI Standard can be found at http://acei.org/programs-events/ncate.html. Click on the file labeled “2007 ACEI/NCATE Elementary Education Standards and Supporting Explanation.”
III. Program plan and checkpoint criteria

Your elementary education program plan can be found on the CEPP website at [http://new.ipfw.edu/departments/cepp/resources/advising/](http://new.ipfw.edu/departments/cepp/resources/advising/). The “bingo sheet” provides you with specific information on admission criteria to the program, benchmarks for moving between blocks of courses, admission to student teaching, and licensing standards.

IV. The Program Assessment System for Elementary Education

As a way to monitor your progress and development, you will be assessed on a regular basis throughout your elementary education program. The Program Assessment System described here outlines when data are gathered/administered. Some of the assessment data are collected by the program faculty/staff, some are completed by the candidate, and some are completed by those who supervise the candidate during field experiences and student teaching. The following table provides an overview of the data collected throughout the program and highlights the eight (8) key assessments.

<table>
<thead>
<tr>
<th>Admission to Program</th>
<th>Pre-Clinical Preparation</th>
<th>Clinical (Student Teaching)</th>
<th>Graduate</th>
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</thead>
<tbody>
<tr>
<td>Professional Behavioral Evaluation – P250</td>
<td>Minimum 3.0 GPA in courses required for degree</td>
<td>Key Assessment #4 – Classroom Observations of ACEI standards and Conceptual Framework (CT &amp;/or US)</td>
<td>Key Assessment #1 – State Licensure Exam, Pedagogy</td>
</tr>
<tr>
<td>PPST or alternative measure</td>
<td>Key Assessment #1 – State Licensure Exam, Content Areas</td>
<td>Key Assessment #5 – Impact on K-6 Student Learning</td>
<td>Graduate Survey</td>
</tr>
<tr>
<td>2.70 GPA in at least 45 credits of General Education</td>
<td>Key Assessment #2 – Grades in selected content courses</td>
<td>Key Assessment #7 – Video and Analysis</td>
<td>Employer Survey</td>
</tr>
<tr>
<td>2.70 GPA in Pre-professional education courses</td>
<td>Key Assessment #3 – Lesson Plans &amp; Analyses (5 method courses)</td>
<td>Student Teaching Program Survey – Student Teachers</td>
<td></td>
</tr>
<tr>
<td>No grade lower than a “C-” in any course</td>
<td>Key Assessment #6 – Family Involvement</td>
<td>Student Teaching Program Survey – Cooperating Teacher</td>
<td></td>
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<tr>
<td></td>
<td>Key Assessment #8 – Child Dev Case Study</td>
<td>Student Teaching Program Survey – University Supervisor</td>
<td></td>
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<tr>
<td></td>
<td>Professional Behavioral Evaluation – Block 1</td>
<td></td>
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<td></td>
<td>Field Experience Evaluation – Block 2 and Block 3</td>
<td></td>
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The following page provides more specific details on when the eight (8) key assessments for the elementary education program are administered and how each of them align with the ACEI standards.

**Program Assessment System Chart – Elementary Education**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Course(s) Administered In</th>
<th>Aligned with ACEI Standards/Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Praxis II</td>
<td>n/a</td>
<td>2.0 (ma, rdg/la, sci, ss)</td>
</tr>
<tr>
<td>2  Grades in selected courses</td>
<td>n/a</td>
<td>2.0 (the arts, ma, rdg/la, sci, ss)</td>
</tr>
<tr>
<td>3  Lesson Plans (Methods Courses)</td>
<td>E370, E325, E328, E371, N343</td>
<td>3.1, 3.2, 3.3, 3.4, 4.0, 5.1</td>
</tr>
<tr>
<td>4  ST Evaluations by CT and US</td>
<td>ST(^1)</td>
<td>1.0, 2.0 (2.1-2.8), 3.0 (3.1-3.5), 4.0, 5.0 (5.1-5.2)</td>
</tr>
<tr>
<td>5  Impact of K-6 Std Ling</td>
<td>ST</td>
<td>3.1, 3.2, 4.0, 5.1</td>
</tr>
<tr>
<td>6  Family Involvement</td>
<td>P375</td>
<td>5.2</td>
</tr>
<tr>
<td>7  Video Analysis</td>
<td>ST</td>
<td>3.3, 3.4, 3.5</td>
</tr>
<tr>
<td>8  CD Case Study</td>
<td>P315</td>
<td>1.0, 4.0</td>
</tr>
</tbody>
</table>

\(^1\) ST = During Student Teaching (Clinical) Experience

V. Evaluation Process

As mentioned previously, some assessments you complete during courses and some evaluate your skills when working directly with children. Each pre-clinical, course-based assessment will be evaluated by the instructor assigned to the course. Assessments completed during the Student Teaching experience (Clinical) will be evaluated by a full- or part-time IPFW elementary education department faculty
member. In all cases, submissions will be evaluated using the rubric that accompanied the assignment/assessment tool.

VI. Policy on Expected Levels of Performance (approved February 20, 2013)

Your performance on the eight (8) key assessments will be combined with other students in the program to be used as Summative Assessments of our program. In this way, the faculty can use each snapshot of performance to determine at specific points in the program what our candidates know and do not know. This will allow us to better determine the strengths and weaknesses of our programs. The primary function of these assessments, therefore, is to understand how our program is preparing candidates for their future roles as teachers. However, we have also set an acceptable level of performance on each assessment; so a secondary function is to insure that you and all other candidates possess the knowledge and skills measured in our system.

Specifically, you can have one criteria area on the rubric evaluated as “U” and still be considered as “passing” the assessment during Blocks 1, 2, & 3. If you have 2 or more criteria evaluated as “U,” you will have one opportunity during the current semester to redo the assessment for your personal learning (i.e., the data will not be entered into TaskStream). Instructors will assist you regarding those areas deemed unacceptable. If you do not improve your performance to meet the “passing” criteria described previously, you will not be able to move on the program until that assessment is remediated during the next semester (this is in accordance with the May 2012 120 credit bingo sheet). This may or may not mean retaking the entire course or block of courses, depending on how you performed in the course(s) overall.

For the evaluations during Student Teaching (Clinical), you can pass the assessments by having one criteria area on the rubric evaluated as “U” on each assessment (i.e., Impact on K-6 Student Learning, Video & Analysis, Final Conceptual Framework, and Final CT/US ACEI Evaluations). Having 2 or more criteria evaluated as “U” on any of the assessments would mean that you would receive an “F” in M501 and would need to remediate and resubmit the assessments during the next semester.

VII. Support for your work

A. IPFW education faculty

Each full-time faculty member in the Department of Educational Studies is required to hold 4-5 office hours a week. Schedule a time to meet with your course instructor about a key assessment. This is not an
inconvenience, but rather part of each faculty member’s teaching responsibility. Faculty members are all available to assist – remember, our collective goal is to insure that all candidates possess the knowledge and skills measured in our system. The program benefits from helping you reach your fullest potential.

B. IPFW website and resources

The CEPP website has resources that can be beneficial to you when enrolling in TaskStream (see below) or completing key assessments, especially the Video & Analysis; see [http://new.ipfw.edu/departments/cepp/resources/resources/](http://new.ipfw.edu/departments/cepp/resources/resources/)

Studio M at IPFW is a multimedia resource. This center has video cameras and tripods to loan to students. In addition, the center personnel can assist you with downloading, editing, splicing, and compressing your video. Read more about this valuable resource at [http://new.ipfw.edu/studiom/](http://new.ipfw.edu/studiom/).

C. TaskStream

The program faculty in education selected TaskStream as an electronic system for organizing, storing, and providing reports on our key assessments. It was selected for its ease of use for both students and faculty. This electronic system allows you to upload and submit your work in a way that is similar to sending an attachment in email.

Access Taskstream at [www.taskstream.com](http://www.taskstream.com). To start your work, you will need to purchase an account directly from TaskStream. The cost of accounts varies depending on the number of semesters you purchase access to the system. You have to enroll in one or more program, using a program code provided on the CEPP website (see above), in order to upload your work. You will work in a DRF – a Directed Response Folio. In other words, the program faculty has specified exactly what you need to upload and where it should be uploaded. The elementary education DRF is organized by Key Assessments. When you click on a key assessment, it will provide you with an overview of the assessment, directions for completing it, and the grading rubric.

If you are seeking Dual-Licensure in Elementary Education and either Early Childhood Education, English as a New Language, or Special Education, you will need to enroll in two programs. You will select the DRF that reflects the key assessment you are trying to upload.
If you experience problems with actions such as getting enrolled, uploading documents, or submitting your work, please contact TaskStream directly. Their Mentoring Services department hires persons who are very skilled at answering questions. Instead of getting frustrated and not working productively, contact them to get your questions answered quickly and accurately at 1-800-311-5656 or help@taskstream.com.