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SOE FIVE-YEAR ASSESSMENT PLAN

A. Stakeholder Involvement

	2001-02	2002-03	2003-04	2004-05	2005-06
Create a structure for stakeholder involvement	X				
Survey student teachers and cooperating teachers for perceived program effectiveness	X	X	X	X	X
Survey recent grads for analyses of perceived program effectiveness		X	X	X	X
Survey alumni (18 – 24 months out) and employers to validate effectiveness of programs			X		X
Survey stakeholders for their degree of perceived involvement		X		X	
Hold meetings with stakeholder groups to help develop the Unit Assessment System (UAS) and to review data and program decisions	X	X	X	X	X
Document stakeholders' involvement in UAS review and refinement		X	X	X	X
Update stakeholder names to School of Education (SOE) website		X	X	X	X
Conduct a review of stakeholder involvement			X	X	X
Document and strengthen the diversity of stakeholder groups			X	X	X
Analyze how technology is used by programs to keep stakeholder groups informed			X		
Pilot new candidate performance evaluations with student teachers and cooperative teachers	X				
Establish electronic database of stakeholder involvement and minutes of meetings		X	X	X	X

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B. Conceptual Framework

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Ensure that the Conceptual Framework (CF) incorporates all Interstate New Teacher Assessment and Support Consortium (INTASC) and Indiana Professional Standards Board (IPSB) content and developmental standards		X			X	
Establish and monitor that 'themes' encompass the CF		X		X		
Ensure that each program incorporates the mission, themes, goals, beliefs, and dispositions of the CF into program standards and into course syllabi		X	X	X	X	X
Map standards to ensure that all IPSB and INTASC standards are integral to programs		X	X		X	
Maintain the updated CF on the SOE website		X	X	X	X	X
Monitor the knowledge bases cited in the CF as indicators of best practices			X	X	X	X
Ensure that CF themes are embedded in long-range strategic planning activities			X	X		
Ensure that all new and revised content standards approved by IPSB are mapped to program standards (chemistry, physics, reading, counseling, journalism, Transition to Teach (T2T))		X	X	X	X	X
Review the four CF themes as 'best practice.' Update program mapped standards to reflect changes in teaching and assessments				X		
Include English as a New Language (ENL) into CF with faculty approval				X		
Review the CF ensuring that best practices are utilized			X	X	X	X

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B. Conceptual Framework (cont)

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Review with stakeholder groups the CF mission, themes, goals, beliefs and dispositions for the degree of continued, shared beliefs		X	X	X	X	X
Establish logo for CF				X		
Document candidate awareness and use of the CF themes in coursework				X	X	
Summarize and report on candidate learning outcomes in CF					X	

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C. Assessment System for Individual Candidates

	2001-02	2002-03	2003-04	2004-05	2005-06
Identify and review major assessments for each program	X	X	X	X	X
Ensure an assessment system that includes formative and summative assessments that adequately measure standards.	X	X	X	X	X
Ensure a range of performance-based assessment strategies for programs in Unit	X	X		X	
Provide training for faculty to refine assessment skills	X			X	
Document candidate data collection procedures to eliminate redundancy and data overload		X	X	X	
Document how candidates are kept informed regarding program guidelines and their status in the program	X	X	X		
Monitor student review and remediation plans	X	X	X		
Update the website to include mapped standards, examples of portfolio entries, and summative assessments		X	X	X	X
Create and refine rubrics that prepare candidates for authentic assessment		X	X	X	X
Document individual student progress (formative and summative)		X	X	X	X
Document program assessment inter-rater reliability initiatives		X	X	X	X
Monitor Unit collection of individual data and retrieval procedures for collecting and returning individual data		X	X	X	X

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C. Assessment System for Individual Candidates (cont'd)

	2001-02	2002-03	2003-04	2004-05	2005-06
Document candidate positive impact on P-12 learning				X	
Document that program candidates are assessed across multiple assessment points and meet all standards		X	X	X	X
Document that summative decision point performance assessments provide qualitative discriminations of candidate performances		X	X	X	X
Prepare a standard format for all program handbooks			X		
Monitor the effectiveness of the electronic data collection system		X	X	X	X
Explore the feasibility of using other commercial data collection systems		X	X	X	
Collect examples of how candidates are provided on-going formative and summative feedback regarding their progress		X	X	X	X
Monitor remediation procedures		X	X	X	X
Review how adjuncts and field supervisors are prepared to assess candidates in Unit			X	X	

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D. Candidate Assessment Used to Document Quality of Program

	2001-02	2002-03	2003-04	2004-05	2005-06
Prepare faculty and staff on Unit data collection and retrieval system.	X	X	X	X	X
Document State licensing exam scores.	X	X	X	X	X
Document the percent of candidates who were admitted, passed, passed with remediation, or failed standards at summative decision points.		X	X	X	X
Document how disposition data have been collected and prepare unit analysis of data collected.		X	X	X	X
Clarify how rating descriptors are used across programs to ensure consistency.		X	X		
Document the percent of candidates who successfully completed the Beginning Teachers Internship Program (BTIP).				X	X
Document student complaints and program responses.				X	X
Evaluate data collection for SDP 2 for documentation of program quality.			X		
Evaluate data collection for SDP 3 for documentation of program quality.				X	
Evaluate data collection for final DP for documentation of program quality.					X
Evaluate student teaching evaluation.			X	X	X
Report on evaluation of student teaching for unit.					

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E. Use of Aggregated Assessments from Candidates to Refine and Revise CT and Programs

	2001-02	2002-03	2003-04	2004-05	2005-06
Prepare descriptions and timelines showing how data from candidate assessments are reviewed systematically by stakeholder groups	X	X	X	X	X
Prepare assessment data documentation used to refine and revise programs		X	X	X	X
Document the procedures used to refine and revise programs and curricula		X	X	X	X
Prepare an executive summary of assessment system			X		

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F. Assessment System Continuously Managed

	2001-02	2002-03	2003-04	2004-05	2005-06
Designate a faculty member to manage the UAS and finalize report writing	X	X	X	X	X
Prepare a rationale for a full-time data base coordinator	X				
Monitor accurate descriptions of the procedures for data management including collection, recording, storage, and retrieval	X	X	X	X	X
Prepare an assessment budget with input from each program regarding expected needs	X	X	X	X	X
Prepare the UAS assessment plan to comply with campus assessment initiative	X	X	X	X	X
Provide SOE representation on the Campus Assessment Committee		X	X	X	X
Ensure that program and team minutes are archived for easy retrieval	X	X	X	X	X
Ensure that data is secured and confidentiality is maintained with a clarification of who has access		X	X	X	X
Engage stakeholder groups in decision-making	X	X	X	X	X
Prepare a flow chart of decision-making for UAS			X		

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G. Review and Revision of Assessment System

	2001-02	2002-03	2003-04	2004-05	2005-06
Prepare and distribute a timeline of tasks that will be completed each year	X	X	X	X	X
Provide annual documentation from programs regarding assessment data reviewed and stakeholder involvement in decision-making	X	X	X	X	X

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H. Unit Review

	2001-02	2002-03	2003-04	2004-05	2005-06
Unit prepares an overall report on assessment		X	X	X	X
Document the degree of success in meeting the learning expectation stated in the conceptual framework			X	X	X