

THE ASSESSMENT SYSTEM FOR THE ELEMENTARY EDUCATION PROGRAM

The Unit Assessment System (Assessment Plan)

Since 1999, the IU Southeast School of Education has been developing a performance-based unit assessment system. The Elementary Education Program standards (adapted from Danielson and based on INTASC and IPSB Standards) form the foundation for the evaluation of candidates seeking certification in early and middle childhood under the requirements that will be in place by the IPSB in Spring 2006. The Elementary Education Program contains five major summative decision points and various formative assessments throughout the program. A candidate must pass all prior summative decision points in order to progress through the program. Table 1, highlighting the summative decision points, is in this section of the manual. Additional information on exact procedures is provided prior to each major summative decision point.

Summative Decision Point 1 is the admission to the program. Summative Decision Point 2 is during the General Methods Block. Summative Decision Point 3 is prior to student teaching. **In order to apply for student teaching and to pass Summative Decision Point 3, the candidate must possess a minimum GPA of 2.5 in ALL content areas.** The candidate must have completed **all** university course work before starting student teaching. Therefore, candidates cannot take any courses for their elementary education program during or after student teaching. Summative Decision Point 4 is during student teaching and relies heavily on input from the supervising teacher and university supervisor. The program portfolio is evaluated in Summative Decision Point 4. The fifth Summative Decision Point occurs when the candidate receives certification to teach. A rubric is used for each component/indicator for each Elementary Education Program standard in the evaluation of the attainment of the standards both for the portfolio and assessments during student teaching. This assists in uniform scoring of the candidates' meeting the standards and its components.

The Elementary Education Program Standards

As stated in an earlier section, the Elementary Education Program Standards incorporate the INTASC Principles and IPSB Standards for Early and Middle Childhood. There are five standards each with approximately six components or indicators that the standard is met. Each component/indicator is evaluated using a rubric with specific descriptions of three scores or achievement levels: unacceptable, basic or proficient. "Proficient" is the target that all candidates should achieve.

The candidate's achievement of the standards is formally evaluated through the review of the portfolio (Summative Decision Point 4). It is also evaluated by the supervising teacher and the university supervisor during student teaching (Summative Decision Point 4). In order for a candidate to successfully attain all standards and to successfully complete the program he or she **must receive a pass rating on all five standards** (to receive a pass rating, you must receive a proficient on 66% of the indicators for that

standard). The rubric for the scoring of the standards is extensive and is available at the Elementary Education Program web site (<http://www.ius.edu/Education/Elementary/elementaryeducation.htm>).

The School of Education Dispositions

In 2000, the School of Education developed and adopted eight professional dispositions that all candidates in all of its programs must demonstrate. In the Elementary Education Program, The faculty continuously evaluates the dispositions throughout all courses and field placements. They are formally assessed at Summative Decision Points 2 and 4.

Program Portfolio

The program portfolio is submitted as part of Summative Decision Point 4. You must have the program portfolio completed and submitted to the Elementary Team by the **end of the fourth week** of student teaching. All artifacts (including computer disks and video tapes) included in the portfolio must use appropriate devices to fixed them firmly to the portfolio. Two faculty members review the portfolio that documents the candidate’s attainment of each component or indicator of the program standards. They are assessed according to the rubric found at the elementary education web site. The scores of the portfolio then become a part of Summative Decision Point 4. Signatures of the candidate and the two assigned faculty reviewers acknowledge the final review of the program portfolio and the completion of Summative Decision Point 4. Program guidelines are included in Appendix A.

Elementary Education Program Major Summative Decision Points

Table 1 highlights components of all major summative decision points. Candidates accepted into the program and starting the Educational Psychology Block (P250/251/201) in the Spring 2005 semester will complete all the Assessment Points shown below.

TABLE 1

Assessment Point	Assessment Forms/Criteria	Communication to Candidate
<p><u>Summative Decision Point 1:</u> <u>Admission to Program</u> * All basic criteria must be met to apply * Transfer of records to School * Application Process * Those receiving highest points on established scale accepted * 50 candidates accepted</p>	<p><u>Basic Criteria</u> *26 Credit hours *Overall GPA of 2.5 *Passing PPST scores: <u>P & P</u> Reading 176 Writing 172 Math 175 <u>Admission Criteria (Max. 12 Pts)</u> *Overall GPA (8.0) *H340 Evaluations (4.0)</p>	<p>* Letter sent of status: Admit, Conditionally Admit , Admit on Probation , or Deny Admit *Authorization given to enter P250 Block if accepted</p>

<p><u>Summative Decision Point 2: General Methods</u> * During General Methods H340, P250 records reviewed by assigned advisor * Gen. Meth. Instructors evaluates SOE Dispositions * Progress in portfolio reviewed * Recommendation for future status in program</p>	<p><u>Scoring of Rubric</u> * Knowledge determined by GPA in content areas * Knowledge and skill as determined by evaluations from H340 * Knowledge and skill as determined by evaluations from P250 * Dispositions as determined by evaluation of SOE dispositions by General Methods Instructor.</p>	<p>* Interview with candidate with signature recognizing status: Continue without Condition, Continue with Conditions, Continue under Probation, or Discontinue</p>
<p><u>Ongoing Formative Assessments in Specific Methods 1 and 2</u> * Each instructor in specific methods reviews performances of various components of standards and portfolio artifacts * Each M301 Field Placement evaluated * Dispositions evaluated as needed * Candidates participate in self-evaluation strategies</p>	<p>* Rubrics for components of standards or other scoring technique developed and used by individual instructors on specific components of the Elementary Education Program Standards. Some artifacts and descriptions developed by candidate for inclusion in program portfolio.</p>	<p>* Interview with individual candidates in specific methods classes as needed. Each instructor reviews relevant portfolio artifacts and scores. Students needing remediation are brought to the Elementary Team for discussion. If remediation is recommended, students are placed on Probation and a Professional Improvement Plan (PIP) is developed. PIPs are developed and overseen by two faculty members. Successful completion of a PIP gains a student reinstatement to the EEP.</p>
<p><u>Summative Decision Point 3: Prior to Student Teaching</u> * Records viewed by Coordinator of Student Services & advisor as needed * M301 Evaluations reviewed * Must have GPA of 2.5 in all content areas to apply for student teaching * Must have all course completed prior to starting student teaching * Progress in portfolio reviewed * Recommendation for future status in Student Teaching</p>	<p><u>Scoring of Rubric</u> * GPA in all content areas * Evaluations of M301s in blocks 3 and 4. * SOE Dispositions if noted * Must have at least a basic rating in the Preparation and Planning Task, the Instruction Task, the Class Management Task</p>	<p>* Interview with individual candidates and by formal letter of status: Continue without Condition, Continue with Conditions, Continue under Probation, or Discontinue</p>
<p><u>Assessment Point 4: Exit Student Teaching</u> * Recommendation made for graduation and licensure by Elementary Team</p>	<p><u>Scoring of Rubric</u> * GPA in content areas * Evaluation of Program Standards by Supervising Teacher * Evaluation of Program Standards by University Supervisor * Evaluation of SOE dispositions by Supervising Teacher * Evaluation of Portfolio by two faculty members</p>	<p>* Interview with individual candidates and by formal letter of completion status: completes program, deferred completion pending remediation, denied completion</p>
<p><u>Assessment Point 5</u> * Certification * Graduation</p>	<p>* Completion of program</p>	<p>* State notifies</p>

Elementary Program Probation

At anytime during a candidate's tenure in the Elementary Education Program, s/he may be placed on probation by a vote of the Elementary Education Faculty for failure to meet the standards of the Elementary Education Program or for dispositional issues. The process for being placed on probation is outlined below.

1. A faculty member documents, with corroborating data, failure to meet the EEP program standards or SOE dispositions.
2. The faculty member meets with the teacher candidate to review the data documenting the failure to meet the EEP standards of SOE dispositions.
3. The faculty member presents the case to the Elementary team at a meeting to which the teacher candidate has been invited. The teacher candidate has an opportunity to present in writing or in person his or her case.
4. The Elementary Team makes a decision regarding probation. If the decision is in favor of the teacher candidate the matter is dropped. If the matter is to put the teacher candidate on probation, two faculty members are assigned to the student to write a Professional Improvement Plan (PIP).
5. The Elementary Coordinator writes a letter to the teacher candidate informing him/her of the decision and his/her right to appeal.
6. The PIP team writes the PIP and meets with the teacher candidate.
7. The teacher candidate completes the PIP.
8. The PIP team reports back to the Elementary Team the status of the teacher candidate's progress on the PIP
9. If the teacher candidate successfully completes the PIP s/he returns to non-probationary status.
10. If the teacher candidate does not successfully complete the PIP the Elementary team has the right to terminate the candidate from the Elementary Education program or to extend the PIP upon the recommendation of the PIP team.
11. All decisions of the Elementary Team can be appealed to the Dean of Education pursuant to the appeals process of the School of Education.