



## School of Education

# Preparing Teachers of Excellence

This report presents candidate performance data for the major assessments included in the School of Education's Teacher Education Unit Assessment System. Our program for the initial preparation of teachers has a comprehensive plan for the assessment of candidate knowledge, skills, and dispositions relative to institutional, state, and national standards, and the abilities of our candidates to convey evidence of their impact on PK-12 student learning.

It is important to note that the Teacher Education Program at Anderson University was revised to reflect new state requirements beginning in the fall of 2002. These changes include mandated requirements for teacher education, new state directions in assessment, teacher evaluation, and teaching methods. The foundation for the Teacher Education Program at AU is now the Interstate New Teacher Assessment and Support Consortium (**INTASC**) Principles.

The committee will not find comparative data between this report and the 2000 report because of the new requirements. AUSOE has endeavored to combine the new requirements for assessment imposed by the two accrediting agencies, National Council for Accreditation of Teacher Education (NCATE) and Indiana Professional Standards Board (IPSB), with the assessment for the Higher Learning Commission. Each year the education unit must present to both the above agencies extensive reports on weaknesses cited in the last accreditation visit and program improvement for those weaknesses. These reports are available to the committee should the members wish to view them.

A Teacher Education Tracking Database was instituted in the fall of 2003 as part of NCATE requirements and is housed in the Office of Data Processing and Licensing in the education department. This database is used to track candidate performance and to generate summary reports of candidate knowledge, skills, and dispositions relative to program standards. The School of Education systematically examines this data to evaluate its programs and operations and to make program improvements where indicated.

**Presented to the Anderson University Assessment Committee,  
September, 2005**

**Anderson University School of Education  
Teacher Education Program Goals  
2001-2004**

**I. Teacher education students will demonstrate knowledge of the processes of learning, development, and the opportunities to support the intellectual, social and personal development for all children.**

**Objective #1** Eighty percent (80%) of teacher education students completing EDUC 4010/4030 student teaching will perform at the target level of Proficient on the Student Teaching Formal Assessment.

**Objective #2** Eighty percent (80%) of the collaborating teachers will indicate that his/her student teacher met or exceeded the teacher's expectations for the student teaching experience.

**II. Teacher education students will exhibit content knowledge in their major area of licensing preparation.**

**Objective #1** Eighty percent (80%) of teacher education students completing the PRAXIS II: *Reading Specialty Test* will achieve the state mandated passing score. This test is required of all elementary teacher education graduates.

**Objective #2** Eighty percent (80%) of teacher education students completing the PRAXIS II: Specialty Area Test in *Curriculum, Instruction, and Assessment for Elementary Education* will achieve the state mandated passing score. This test is required of all elementary education graduates.

**Objective #3** Eighty percent (80%) of teacher education students in the secondary or all-grades program completing the relevant PRAXIS II: *Specialty Test in Content Area* will achieve the at or above the state mandated passing score. This test is required of secondary and all-grades teacher education students.

**III. Teacher education students will meet the requirements for obtaining a teaching license in the State of Indiana.**

**Objective #1** Ninety-five percent (95%) of the graduating seniors will exit the program having achieved the minimum State of Indiana requirements of a 2.5 grade point average.

**IV. Graduates of the Teacher Education Program will demonstrate an acceptable level of performance in subsequent teaching situations following graduation.**

**Objective #1** Eighty percent (80%) of the Indiana Schools Systems employing Anderson University teacher education graduates will complete the Beginning Teacher Internship program with a PASS rating.

**Objective #2** Eighty percent (80%) of the employers of Anderson University teacher education graduates will indicate that the effectiveness of the teaching of the graduate is above average.

**I. Teacher education students will demonstrate knowledge of the processes of learning, development, and the opportunities to support the intellectual, social and personal development for all children.**

*Targeted Standards:*

*INTASC*

- *Subject Matter Knowledge; Professional Studies and Research;*
- *Student Individual Differences;*
- *Planning for Instruction;*
- *Assessment;*
- *Technology;*
- *Family, School, Community Relationships*
- *Personal Characteristics and Interpersonal Skills*

*Targeted Proficiencies*

- *Pedagogical Content Knowledge;*
- *Professional Knowledge and Skills;*
- *Dispositions;*
- *Impact on Student Learning*

**Objective #1: Eighty percent (80%) of teacher education students completing EDUC 4010/4030 student teaching will perform at the target level of Proficient on the Student Teaching Formal Assessment.**

**Assessment Tool (Exhibit A):** Student Teaching Formal Assessment based on The Interstate New Teacher Assessment and Support Consortium (**INTASC**) Principles.

The primary work of the teacher and student is guided on the basic premise: *An effective teacher must be able to integrate content knowledge with pedagogical understanding to ensure that all students learn and perform at high levels.* Student's work throughout the Teacher Education Program is evaluated by the INTASC principles with student teaching as the culminating experience of incorporation of those principles.

**Methodology:** Each semester all students enrolled in EDUC 4010/4030 are assessed on their performance in the student teaching experience by the university supervisor in collaboration with the classroom teacher. The semester prior to student teaching in courses EDUC 4110 and 4710, all students are introduced to the criteria for assessment for the experience.

The university supervisor observes the student teacher five times during the semester and the instrument is completed by the supervisor following two 3-Way conferences with the university supervisor, collaborating teacher, and the student teacher. To maintain reliability and validity, supervisors receive training in the instrument's use each semester. Assessments are returned to the Office of Clinical Placement and then sent to the Office of Data Processing where it is compiled and placed on the AUSOE database. The assessment is shared at the end of the year with the SOE faculty and Teacher Education Committee for program review. A copy of the completed form is maintained in the student's permanent teacher education file.

**Data:** Table 1 presents a summary of the data from The Student Teaching Formal Assessment for the 2001-2004 academic years. This assessment is based on the INTASC rubric assessment that is the foundation of the Teacher Education Preparation Program.

**Targeted Standards:  
INTASC**

- *Subject Matter Knowledge; Professional Studies and Research;*
- *Student Individual Differences;*
- *Planning for Instruction;*
- *Assessment;*
- *Technology;*
- *Family, School, Community Relationships*
- *Personal Characteristics and Interpersonal Skills*

**Targeted Proficiencies**

- *Pedagogical Content Knowledge;*
- *Professional Knowledge and Skills;*
- *Dispositions;*
- *Impact on Student Learning*

**Objective #2. Eighty percent (80%) of the collaborating teachers will indicate that his/her student teacher met or exceeded the teacher’s expectations for the student teaching experience.**

**Assessment Tool (Exhibit B):** Collaborating Teacher Survey Assessment of Professional Field Experience sent to each teacher at the end of the student teaching semester for each student teacher. The survey is aligned with THE INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC) PRINCIPLES.

**Methodology:** Each fall and spring semesters a confidential survey is sent to each collaborating teacher who assess how well the university and student teacher met the teacher’s expectations. Students being assessed are enrolled in EDUC 4010/4030.

The Office of Clinical Placement (OCP) meets with all collaborating teachers at the beginning of the semester in which they have a student teacher. In this session, the OCP explains the assessment instrument and its purpose for AUSOE. Collaborating teachers are given a stamped self-addressed AU envelope for the confidential assessment to be returned to the OCP. The Office of Data Processing receives the assessments where it is compiled and placed on the AUSOE database. The aggregated data of the assessment is shared at the end of the year with the SOE faculty and Teacher Education Committee for program review.

**Data:** Table 2 presents a summary of the data from the Collaborating Teacher Survey Assessment of Professional Field Experience for the 2001-2004 academic years. This assessment is based on the INTASC rubric assessment that is the foundation of the Teacher Education Program.

**Data Table 1  
Candidates Achieving Proficient on INTASC Rubrics**

	2001-2002 n =97			2002-2003 n =56			2003-2004 n =73		
<b>Objective #1</b> Eighty percent of teacher education students completing EDUC 4010/4030 student teaching will perform at the target level of Proficient on the Student Teaching Formal Assessment.	Achieving Proficient	Achieving Satisfactory	Achieving Unsatisfactory	Achieving Proficient	Achieving Satisfactory	Achieving Unsatisfactory	Achieving Proficient	Achieving Satisfactory	Achieving Unsatisfactory
<b>Elementary Education</b>	68	1	1	20	1	3	38	2	
<b>Secondary Education</b>	7	1	2	14	2	2	19	2	1
<b>All Grades Art, Music, PE</b>	15		2	13		1	11		
<b>Total Proficient</b>	90 92%			47 83.9%			68 93%		

**Data Table 2**  
**Collaborating Teacher Survey Assessment of Professional Field Experience**

	2001-2002		2002-2003		2003-2004	
	Elementary	Secondary/All-grades	Elementary	Secondary/All-grades	Elementary	Secondary/All-grades
Exceeded Expectations	50%	46%	54%	42%	60%	53%
Met Expectations	40%	36%	46%	58%	40%	47%
Below Expectations	10%	18%	Removed from Survey			
Removal from Student Teaching			1 F	1 F 1 S	1 F	1 F
% Met or Exceeded	90%	82%	100%	100%	100%	100%

**Analysis and Discussion  
of Data Results for Goal I  
Objective 1 and 2**

The assessment processes consist of internal and external assessment instruments. These assessment instruments provide quantitative information for measurement as well as in-depth insight into program outcomes. AUSOE is continually researching the correlations between the internal assessment Student Teaching Formal Assessment and the external assessment Collaborating Teacher Survey Assessment of Professional Field Experience to determine if both instruments provide the same informational redundancy of strengths and weaknesses.

The student teaching evaluations completed during EDUC 4010/4030 are used as summative assessments to ensure that candidates possess the professional and pedagogical knowledge and skills required for program completion and institutional recommendation for state teaching certification. Table 1 provides the final teaching performance evaluations of the 226 candidates completing student teaching during academic years 2001-2004.

From Data Table 1 it can be determined that more than 80% of the teacher candidates enrolled in EDUC 4010/4040 during academic years 2001-2004 performed at the proficient level. Through the teaching performance evaluations, candidates were judged to have demonstrated their ability to apply what they have learned in the Teacher Education Program to real classroom settings.

Data Table 2 exhibits that student teachers in all three years met or exceeded their collaborating teachers' expectations. Anecdotal responses from teachers supported the increased collaboration of AUSOE's supervisors with the student and the teacher. Additionally, many teachers were part of the development of the Student Teaching Guidebook that gives collaborating teachers expectations for the student teacher's performance in the classroom. This guidebook was implemented in the fall of 2003.

The creation of the Office for Clinical Placements also provided much needed communication with the collaborating teacher. This office provides orientation sessions to prepare all teachers in the use of the evaluation instruments used during student teaching. This office also provides ongoing contact between the university and the teacher.

**Use of Data for Program Improvement**

Indiana has implemented a new performance-based assessment requirement for continued accreditation. Even though AUSOE is using the INTASC assessment, Indiana is requiring that students show evidence of skills for increasing student achievement in an actual classroom setting (performance-based assessment). The faculty has begun piloting the Teacher Work Sample (TWS) as performance-based evidence of this requirement. This assessment combined with the present INTASC data should provide strong correlation of candidate teaching and increased student achievement.

In the fall of 2002, a new category "Removal from Student Teaching" replaced the "Below Expectation" category. The rationale was that the SOE faculty believed that candidates should not be rated "Below Expectations" and continue in student teaching. They further believed that the SOE was responsible for providing remediation for the student to become successful as a student teacher.

Candidates who are not achieving at a satisfactory level by the 4<sup>th</sup> week of student teaching are placed on a Performance Improvement Plan (PIP) for 3 weeks. If at the mid-term 3-Way conference (AUSOE supervisor, student teacher, and collaborating teacher) the student has not made significant progress, the student is removed from student teaching. The student receives an Incomplete for the semester and begins an intense remediation process before being allowed to return to complete the student teaching experience. All students who were removed and received remediation were successful upon their second student teaching experience.

**II. Teacher education students will exhibit content knowledge in their major area of licensing preparation.**

**Targeted Standards:**

- *Subject Matter Knowledge*

**Targeted Proficiencies:**

- *Content Knowledge,*
- *Pedagogical Content Knowledge*

**Objective #1. Eighty percent (80%) of teacher education students completing the PRAXIS II: *Reading Specialist Test* will achieve the state mandated passing score.**

**Assessment Tool (Exhibit C):** PRAXIS II: *Reading Specialist Test*. The Praxis Series of Tests are used by most state education agencies in the United States to make decisions regarding the licensing of new teachers. The test is developed and administered by the Educational Testing Service (ETS). This test is required of all elementary education teacher graduates.

**Method:** All candidates in the AUSOE program seeking elementary licensure must take the PRAXIS II: *Reading Specialist Test*. Students may choose when to take the test. Students are encouraged to take it the semester following their Reading Methods and Diagnosis EDUC 3200 and 3300 courses.

**Data:** Table 3 compares data from the Indiana Professional Standards Board required state scores and the percentage passing scores from the Educational Testing Service PRAXIS II: *Reading Specialist Test* for teacher education candidates during academic years 2001-2004.

**Targeted Standards:**

- *Subject Matter Knowledge*

**Targeted Proficiencies:**

- *Content Knowledge,*
- *Pedagogical Content Knowledge*

**Objective #2. Eighty percent (80%) of teacher education students completing the test will achieve the state mandated passing score on the PRAXIS II: *Specialty Area Test in Curriculum, Instruction, and Assessment* for elementary education.**

**Assessment Tool (Exhibit C):** PRAXIS II: *Specialty Area Test in Curriculum, Instruction, and Assessment*. Praxis II: Subject Assessment tests measure knowledge of specific subjects that K-12 educators will teach, as well as general and subject-specific teaching skills and knowledge. There are Subject Assessments and Specialty Area Tests. The Praxis Series of Tests are used by most state education agencies in the United States to make decisions regarding the licensing of new teachers. The test is developed and administered by the Educational Testing Service (ETS). This test is required of all elementary education graduates.

**Method:** All candidates in the AUSOE program seeking elementary licensure must take the PRAXIS II: *Specialty Area Test in Curriculum, Instruction and Assessment* for Elementary Education. Students may choose when to take the test. Students are encouraged to take it the semester prior to the student teaching semester.

**Data:** Table 4 compares data from the Indiana Professional Standards Board required state scores and the percentage passing scores from the Educational Testing Service PRAXIS II: *Specialty Area Test in Curriculum, Instruction, and Assessment*. Information is limited to the percentage of students who passed each exam. Results are presented across three years of testing (2001-2004), comparing the scores of AUSOE students to all those who took the exams throughout the state.

**Targeted Standards:**

- *Subject Matter Knowledge*

**Targeted Proficiencies:**

- *Content Knowledge,*
- *Pedagogical Content Knowledge*

**Objective #3.** Eighty percent of teacher education students in the secondary or all-grades program completing the relevant specialty area test will score at or above the state passing percentage on the external test of PRAXIS II: *Specialty Test in Content Area*.

**Assessment Tools** (No Exhibit provided because of the large document from which the data was aggregated. See Table 5.): PRAXIS II: *Specialty Test in Content Area*. Praxis II: Subject Assessment tests measure knowledge of specific subjects that K-12 educators will teach, as well as general and subject-specific teaching skills and knowledge. There are Subject Assessments and Specialty Area Tests. The Praxis Series of Tests are used by most state education agencies in the United States to make decisions regarding the licensing of new teachers. The test is developed and administered by the Educational Testing Service (ETS). This test is required of secondary and all-grades teacher education students.

**Method:** All candidates in the AUSOE program seeking secondary licensure must take the PRAXIS II: *Specialty Test in Content Area*. Students may choose when to take the test. Students are encouraged to take it the semester prior to the student teaching semester.

**Data:** Table 5 compares data from the Indiana Professional Standards Board required state scores and the percentage passing scores from the Educational Testing Service PRAXIS II: *Specialty Test in Content Area*.

**Data Table 3**  
**Educational Testing Service PRAXIS II: Reading Specialist Scores**

	2001-2002 n =62 AU median = 515		2002-2003 n =45 AU median = 530		2003-2004 n =58 AU median = 540	
	State score	% SOE	State score	% SOE	State score	% SOE
<b>Objective #1.</b> Eighty percent of teacher education students completing the PRAXIS II: Reading Specialist Test will achieve the state mandated passing score.	370	100%	370	100%	370	100%

**Data Table 4**  
**Educational Testing Service PRAXIS II: Elementary Curriculum and Instruction**

	2001-2002 n =54 AU median =176		2002-2003 n =54 AU median =177		2003-2004 n =55 AU median =177	
	State score	% AUSOE	State score	% AUSOE	State score	% AUSOE
<b>Objective #2.</b> Eighty percent of teacher education students completing PRAXIS II: Specialty Area Test in Curriculum, Instruction, and Assessment will achieve the state mandated passing score.	143	100%	143	100%	165	98.2%

**Data Table 5**  
**Educational Testing Service PRAXIS II: Specialty Test in Content Area**

Shaded area = No one tested in area	2001-2002 n=18		2002-2003 n=40		2003-2004 n=31	
	State %score	% AUSOE	State %score	% AUSOE	State % score	% AUSOE
<b>Objective #3.</b> Eighty percent of teacher education students in the secondary or all-grades program completing the relevant specialty area test will score at or above the state passing percentage on the external test of PRAXIS II: Specialty Test in Content Area.						
<b>Aggregated Scores of All Content Areas</b>	98%	96%	98%	96%	97%	100%
<b>Disaggregated Scores by Content Areas</b>						
<b>Mathematics</b>			94%	100% n=4	94%	100% n=5
<b>Social Studies Content</b>	99%	100% n=3	99%	100% n=9	99%	100% n=7
<b>Physical Education</b>	100%	50% n=8	88%	92% n=7	95%	100% n=4
<b>Music Education</b>	100%	100% n=1	99%	100% n=11	100%	100% n=4
<b>Art Education</b>	99%	100% n=1	100%	100% n=3	98%	100% n=2
<b>Modern Foreign Languages</b>	100%	100% n=1	100%	100% n=1	84%	100% n=3
<b>Biology</b>			100%	100% n=1	96%	100% n=2
<b>Chemistry</b>	95%	100% n=1			96%	100% n=1
<b>Physics</b>	100%	100% n=1			93%	100% n=1
<b>English Language and Literature</b>	100%	100% n=2	99%	100% n=4	99%	100% n=2

**Analysis and Discussion of  
Data Results for Goal II  
Objective 1, 2 and 3**

Quality preparation of AUSOE graduates is evidenced by the fact that one hundred percent of students in all majors, except physical education, passed the Praxis II. However, due to the low numbers of students in several majors taking the test, the scores were aggregated. This aggregated score was slightly lower than the state average for these majors. In these two areas AUSOE scores are above state average.

**Objective 1:** AUSOE candidates taking the PRAXIS II: *Reading Specialist Test* achieved scores well above the state mandated passing score. This test is a master's level exam that Indiana uses for all undergraduates seeking licensure in the area of reading. Our students continue to score in the master's level passing range (median 515). As of 2002, The School of Education has made passing the PRAXIS II: *Reading Specialist test* a requirement for placement in student teaching.

**Objective 2:** Students traditionally have passed the PRAXIS II with scores above the median. In 2003 the Indiana Professional Standards Board increased the passing score of the PRAXIS II: *Specialty Area Test in Curriculum, Instruction, and Assessment*. This increase caused a small drop in the passing rate for our students. Overall, student still pass this exam at a high rate.

**Objective 3:** The data from the PRAXIS II: *Specialty Test in Content Area* indicate that candidates routinely achieve higher passing rates in each content area compared to the state average and an overwhelming majority of candidates pass these subject area exams. For the most recent available data, the data show that 100% of the AUSOE students taking the PRAXIS II in subject areas passed, including those taking exams in Art: Content Knowledge Biology: Content Knowledge Chemistry: Content Knowledge Physical Education; English Language and Literature; and Modern Foreign Languages.

Candidates must pass these tests in order to qualify for program completion and institutional recommendation for state teaching certification. The final pass rate is 100% for all program completers recommended for certification.

**Use of Data for Program  
Improvement**

After Praxis II test failures by several quality history majors, the History Department faculty and the Dean of the SOE researched the PRAXIS II Social Studies exam to determine the exact content on the tests. It was discovered that Asian history was not a part of the AU curriculum yet was a significant part of the PRAXIS test. The faculty has modified the format of several courses to include this area.

The Physical Education faculty also developed new strategies to assist candidates to be more successful in the content testing area. The data supports the increase in scores due to this intervention.

The AUSOE continues to work with content areas to assess curriculum and PRAXIS II content to increase alignment of required knowledge and skills.

**III. Teacher education students will meet the requirements for obtaining a teaching license in the State of Indiana.**

*Targeted Standards:  
All standards*

*Targeted Proficiencies:*

- *Pedagogical Content Knowledge,*
- *Professional and Pedagogical Knowledge and Skills*

**Objective #1. Ninety-five percent (95%) of the graduating seniors will exit the program having achieved the minimum State of Indiana requirements of a 2.5 grade point average.**

**Assessment Tool:** AU Registrar’s GPA Records

**Method:** Each spring AUSOE receives the official grade point average report for each graduate from the registrar’s office. This document is used to determine the GPA ranges for each graduating class member.

**Data:** Table 6 shows the grade point averages for teacher candidates graduating from fall 2001- spring 2004. Of the 251 candidates graduating from the program, 100% achieved the minimum of 2.5 grade point average.

**Data Table 6  
Grade Point Average Overall and in Professional Education Courses**

	2001-2002		2002-2003		2003-2004	
	n	Over all GPA	n	Overall GAP	n	Overall GPA
Elementary Education	60	2.63- 4.00	45	2.38-3.98	41	2.5 -3.94
Secondary Education	11	2.67- 4.00	26	2.77-3.92	23	2.81 -3.92
All Grades (PE, Music, Art)	14	2.8-3.98	21	2.61 -3.88	10	2.67 – 3.93

**Analysis and Discussion of Data Results for Goal III Objective 1**

For the fall 2001- spring 2004, 99% of teacher candidates graduating from AUSOE achieved the minimum 2.50 overall grade point average. Any exception (represented by the 1%) to the 2.50 rule must be recommended by the School of Education Teacher Education Committee and approved by the Dean. For those candidates granted exceptions to requirements, the exception is noted in the candidate’s record in the Teacher Education Tracking Database, and the candidate is not recommended to the state for a teaching license.

**Use of Data for Program Improvement**

The state continues to review the grade point average for licensing. Information gained from conversations with the Office of Clinical Placement finds that many school corporations do not accept candidates into student teaching who possess less than a 3.0 GPA. While it is acceptable for licensing, students are at a disadvantage for student teaching placements. The SOE is exploring the possibility of raising the GPA to 3.0 for all student teaching placements. Desegregations of the data for 2001-2004 demonstrate that over 78% of the SOE student teaching candidates are at 3.0 or higher.

**IV. Graduates of the Teacher Education Program will demonstrate an acceptable level of performance in subsequent teaching situations following graduation.**

*Targeted Standards:*

- *Subject Matter Knowledge; Professional Studies and Research;*
- *Student Individual Differences;*
- *Planning for Instruction;*
- *Assessment;*
- *Technology;*
- *Family, School, Community Relationships*
- *Personal Characteristics and Interpersonal Skills*

*Targeted Proficiencies*

- *Pedagogical Content Knowledge;*
- *Professional Knowledge and Skills;*
- *Dispositions;*
- *Impact on Student Learning*

**Objective #1. Eighty percent (80%) of the Indiana Schools Systems employing Anderson University teacher education graduates will complete the Beginning Teacher Internship Program (BTIP) with a PASS rating.**

**Assessment Tool:** Indiana Professional Standards Board's Beginning Teacher Internship Report. No copy of this state assessment is available for exhibit.

The criteria include:

1. The beginning teacher manages instructional time effectively. Three different measures are used to assess time management.
2. The beginning teacher manages student behavior effectively. Four different measures are used to assess classroom management.
3. Instructional strategies and activities of the beginning teacher are effective. Twelve different measures are used to assess instructional strategies and activities employed.
4. The beginning teacher actively monitors student performance. Four different measures are used to assess monitoring of student performance.
5. The beginning teacher provides effective instructional feedback. Four different measures are used to assess effective use of feedback.
6. The beginning teacher facilitates instruction. Seven different measures are used to assess facilitating instruction.
7. The beginning teacher exhibits effective human relations skills within the educational environment. Four different measures are used to assess human relations skills.
8. The beginning teacher performs non-instructional activities adequately. Three different measures are used to assess non-instructional activity performance.

**Method:** As a part of the state's Beginning Teacher Internship Program (BTIP), first year teachers in the State of Indiana are assessed by their respective school principals. The assessment is completed using a YES/NO response for eight criteria. First year teachers receive either a PASS for a YES response on all eight criteria or receive a FAIL for any NO responses for the eight criteria. Those teachers not receiving PASSING on all eight criteria are denied licensing and removed from teaching. A list of AU graduates enrolled in the BTIP is provided to the university in the fall of the year with a final report in the spring of those beginning teachers who successfully passed the program.

**Data:** As part of the federal Title II requirements, teacher-training institutions are required to report how well teachers

who went through their training programs are performing. NCATE accreditation requires that 80 % of the candidates must pass the state’s induction program for the university teacher preparation program to retain accreditation. Table 7 shows the passing rate for teacher candidates graduating from fall 2001-fall 2004.

**Targeted Standards:**

- *Subject Matter Knowledge; Professional Studies and Research;*
- *Student Individual Differences;*
- *Planning for Instruction;*
- *Assessment;*
- *Technology;*
- *Family, School, Community Relationships*
- *Personal Characteristics and Interpersonal Skills*

**Targeted Proficiencies**

- *Pedagogical Content Knowledge;*
- *Professional Knowledge and Skills;*
- *Dispositions;*
- *Impact on Student Learning*

**Objective #2. Eighty percent (80%) of the employers of Anderson University teacher education graduates will indicate that the effectiveness of the teaching of the graduate is above average.**

**Assessment Tool (Exhibit D):** Follow-up Study of Anderson University School of Education Graduates Completed by Their Employers.

**Method:** Using the Indiana Professional Standards Board’s Beginning Teacher Internship Report, surveys were mailed to each principal along with a personalized cover letter and a business reply envelope. Surveys were mailed to all candidates’ principals regardless of successful pass or fail ratings.

Employers of graduates were asked to rate a variety of skills with regard to their AUSOE graduate’s level of ability, the importance of these skills in relation to current teaching activities, and their satisfaction with the contribution in those areas. The majority of questions are presented using a closed-ended, forced-choice format with comments invited at the end of the survey.

The returned surveys are compiled by the Office of Data Processing and placed in the AUSOE data base. This information is shared with faculty and the Teacher Education Committee in the fall of the following year.

**Data:** Table 8 shows the results of surveys conducted every year. The results reported here are from the study completed in summers 2001-2004 and include graduates of all three years. Responses were invited on a four point scale with 4 = Professional, 3 = Above Average, 2 = Average, 1 = Below Average.

**Data Table 7  
Candidates Satisfactorily Completing the BTIP for Indiana**

Program Level	2001-2002		2002-2003		2003-2004	
	n	passing	n	passing	n	passing
Elementary Education	21	100%	24	100%	15	100%
Secondary Education	21	100%	13	100%	7	100%
All Grades (PE, Music, Art)	Separate information unavailable		3	100%	11	100%

**Data Table 8**  
**INTASC Principles of Teacher Performance**  
**Aggregate Responses of Employers**

4 = Professional 3 = Above Average, 2 = Average, 1 = Below Average	2001-2002	2002-2003	2003-2004
<b>INTASC Indicators of:</b>	<b>n=17</b>	<b>n=25</b>	<b>n=26</b>
Effectiveness in Content	3.57	3.66	3.54
Effectiveness in Recognizing Learning Styles	3.59	3.41	3.37
Effectiveness in Response to Diversity	3.69	3.63	3.59
Effectiveness in Techniques of Instruction	3.53	3.91	3.58
Effectiveness in Motivation Techniques	3.69	3.68	3.68
Effectiveness in Communication Skills	3.44	3.59	3.42
Effectiveness in Planning	3.58	3.54	3.63
Effectiveness in Assessment	3.57	3.59	3.45
Effectiveness in Professional Growth	3.53	3.73	3.66
Effectiveness in Teamwork	3.56	3.73	3.77
Effectiveness in Using Technology	NA	2.97	2.87

**Analysis and Discussion of Data Results for Goal IV Objective 1 and 2**

**Anecdotal comments:**

**List areas of preparation that should be strengthened in the Anderson University Teacher Education Program that would have helped your employee.**

- Dealing with diverse learners – I really am not sure how you prepare someone for this. I think you learn by doing in this case.
- Behavior management techniques; classroom organization
- All teachers should be exposed to how to handle the difficult students.
- How to keep students advancing at their levels without adding too many extra activities.
- Technology and integration

The Beginning Teacher Internship Program (BTIP) external assessment by school corporation principals of graduates working in Indiana schools demonstrates the continuing quality of AUSOE. The criteria of the assessment instrument reflect content knowledge, pedagogical content knowledge, pedagogical and professional knowledge/skills, and professional dispositions. The high percentage of candidates receiving PASSING demonstrates how AUSOE is preparing teachers to be successful in the real world of teaching.

The SOE is very concerned not only with the effectiveness of our graduates, but also their continued commitment to and employment in the teaching profession. The SOE surveys employers of our graduates to examine: graduates' professional competency and the percentage of employers satisfied with specific program components. All but one of the INTASC Principles of Teacher Performance had ratings suggesting a high level of satisfaction with the performance of AU graduates. The employer survey respondent's favorably rated AUSOE graduates performance and knowledge in ten of the eleven listed areas. Principals responding rated graduates effectiveness with Technology as less than favorable.

Anecdotal comments also reiterated the need for increased attention in the area of technology. Graduates were found lacking in the ability to use technology that school corporations possess such as SMART Boards, document scanners, individual student computers, and the integration of

- within instruction.
- Generally, more training is needed in the use of technology in the classroom.

technology within the classroom teaching and learning activities. The cost of these technologies and the university budget has precluded the SOE from obtaining these technologies.

The conclusion of the data for Objective 1 and 2 is that 100% our graduates complete the Beginning Teacher Induction Program and secondly, employer surveys indicate that more than 80% AUSOE graduates are prepared in all areas of the teaching profession skills, knowledges and dispositions.

### **Use of Data for Program Improvement**

First, the unit is committed to supporting our candidates in their first years of teaching and makes every effort to maintain communication with each candidate through email, mail, interviews, and phone calls. The unit also formally collects feedback from graduates through surveys that examine: graduate perceptions regarding unit/program outcomes, relevance of preparation for the world of work, and services provided in programs.

In response to the continued noted deficit of technology, the unit has taken steps to increase candidates' ability to utilize technology in the classroom setting. Candidates now enroll in Teaching in the Virtual Classroom, a 4-hour credit course emphasizing integration of technology and learning at the K-12 level. The Lilly Grant for Technology has also provided the more expensive equipment in AU classrooms for students and faculty to model the use of technology in the classroom. The unit also hired Dr. Diana Treahy in 2003 to teach EDUC 4320 Integrated Teaching Methods: Math, Science and Technology in the Elementary Classroom. Both of these strategies should increase our students' abilities in the area of technology integration.

It is important for the committee to note that this is the last year that Objective 1 with its first year assessment instrument and Objective 2 survey will be utilized in the assessment process.

As part of the overall process to redesign its teacher preparation and licensing system, the Indiana Beginning Teacher Internship Program (BTIP) is scheduled to be "phased out" and replaced with the Indiana Mentoring and Assessment Program (IMAP). IMAP is organized around standards-based portfolio assessment with related building/district level support and it is linked to the standards and recently adopted licensure framework. In preparation for this change, AUSOE has realigned the portfolio system to meet the new standards and requirements. This process will be even more important to our graduates to attain the 80% passing rate for the two-year IMAP process.

To obtain better information, AUSOE has created a new protocol for assessing the preparation of the AUSOE graduates. Each principal and AUSOE graduate enrolled in the IMAP program will be interviewed personally by an AUSOE faculty member. The unit has developed an interview protocol of open-ended questions to access information about the graduate's preparation and ability to meet the INTASC principles for teaching. To continue program improvement, the interviews will be evaluated for informational redundancy on the perception of effective practices of AUSOE graduates in the teaching profession.

### **New Objective for 2004-2005**

It was noted in the March 1, 2001 AU Assessment Report that the SOE did not have a goal that explicitly dealt with the faith and ethical values of the AUSOE graduate and how they relate it to their workplace. Much discussion has developed around the development of questions for this area. The interview protocol will now include two questions regarding integration of faith, ethical values, and development of the caring classroom.

**How did faculty members help you to make useful connections between your Christian faith and the concepts of a caring classroom?**

**In what ways did your program at AUSOE help you to recognize and deal wisely with ethical dilemmas you are finding in your teaching now?**

# **EXHIBITS**

## Exhibit A

### INTASC FINAL EVALUATION FORM

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*The foundation for the Teacher Education Program at AU is the Interstate New Teacher Assessment and Support Consortium Principles. Student's competence throughout the Teacher Education Program is evaluated by the INTASC principles with student teaching as the culminating demonstration of competence of the principles. The Teacher Education Program strives to prepare teachers to be competent professional educators through Anderson University's Student Teaching Competencies.*

- *Teacher as Instructional Leader*
- *Teacher as Monitor of Instruction*
- *Teacher as Classroom Manager and Organizer*
- *Teacher as a Professional Practitioner*

INTASC's primary work  
is guided on the basic premise:

*An effective teacher must be able to integrate content knowledge with pedagogical understanding to ensure that all students learn and perform at high levels.*

The following form is the final assessment of these competencies. Please conduct a 3-way conference with the candidate and the collaborating teachers to reach a consensus on the final level for each INTASC principle and teaching competency. **This form is to be signed and returned to the Office for Field Placement for the student's credential file.** This sheet along with the summative evaluation forms will serve as recommendations for students in their job search as well as for state licensure.

Levels of Performance
<b>Distinguished:</b> The candidate has demonstrated exemplary ability to create a community of learners that has students highly motivated and engaged and assuming considerable responsibility for their own learning. The student has skills on level with a first-year teacher.
<b>Proficient:</b> The candidate clearly understands the concepts underlying the component and implements it well. This implementation is consistent and effective. The student demonstrates the likelihood of becoming an excellent teacher with more experience and mentoring.
<b>Basic:</b> The candidate appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is intermittent and or not entirely successful. Additional reading, observation, and experience may enable the teacher to become proficient in this area.
<b>Unsatisfactory:</b> The candidate does not appear to understand concepts; Work on fundamental practices is required.

## INTASC FINAL EVALUATION FORM

<b>INTASC Principle and Anderson University Student Teaching Competencies</b> (Circle the appropriate level)		
<b>Teacher as Instructional Leader: Organizing and Implementing Instruction</b>		<b>Competency Level Attained</b>
1	<b>Understands Content:</b> The student teachers understands the central concepts, tools of inquiry, and the structures of discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	Unsatisfactory Basic Proficient Distinguished
4	<b>Designs Instructional Strategies:</b> The student teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	Unsatisfactory Basic Proficient Distinguished
7	<b>Plans and Integrates:</b> The student teacher plans instruction based upon knowledge of subject matter, the community and curriculum goals.	Unsatisfactory Basic Proficient Distinguished
8	<b>Evaluates:</b> The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development if the learner.	Unsatisfactory Basic Proficient Distinguished
<b>Teacher as Monitor of Instruction: Assessing and Monitoring Student Progress</b>		
2	<b>Understands Development:</b> The student teacher understands how children develop and can provide learning opportunities that support their intellectual, social, and personal development.	Unsatisfactory Basic Proficient Distinguished
3	<b>Understands Difference:</b> The student teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	Unsatisfactory Basic Proficient Distinguished
<b>Teacher as Manager and Organizer: Managing Student Behavior and Classroom Activities</b>		
5	<b>Manages and Motivates:</b> The student teachers uses and understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.	Unsatisfactory Basic Proficient Distinguished
6	<b>Communicates:</b> The student teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	Unsatisfactory Basic Proficient Distinguished
<b>Teacher as Reflective Practitioner: Developing and Growing Professionally</b>		
9	<b>Reflects on Practice:</b> The student teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.	Unsatisfactory Basic Proficient Distinguished
10	<b>Participates in the Professional Community:</b> The student teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.	Unsatisfactory Basic Proficient Distinguished

Student's Signature \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Exhibit B

### Collaborating Teacher Assessment of Professional Field Experience

#### ANDERSON UNIVERSITY STUDENT TEACHING PROGRAM

**Collaborating teacher**

\_\_\_\_\_ Are you a first time collaborating teacher?

Semester I \_\_\_/\_\_\_

\_\_\_\_\_ Did you attend the training session?

Semester II \_\_\_/\_\_\_

University supervisor's name \_\_\_\_\_

INSTRUCTIONS: Circle the number on each item which best indicates the way in which the **university supervisor** assisted in the student teaching experience. Your name is not required.

4- Above Expectation

3- Met Expectation

2- Needed Improvement

1- Unsatisfactory

N/O – Not Observed or Not Applicable

#### PROFESSIONAL CHARACTERISTICS

- |   |   |   |   |     |   |
|---|---|---|---|-----|---|
| 4 | 3 | 2 | 1 | N/O | 1. Was positive in personal relationships             |
| 4 | 3 | 2 | 1 | N/O | 2. Exhibited a caring attitude, sensitive to problems |
| 4 | 3 | 2 | 1 | N/O | 3. Displayed integrity, openness, and sincerity       |
| 4 | 3 | 2 | 1 | N/O | 4. Provided a professional model                      |
| 4 | 3 | 2 | 1 | N/O | 5. Exhibited flexibility when the unexpected occurred |
| 4 | 3 | 2 | 1 | N/O | 6. Demonstrated consistency in approach and behavior  |
| 4 | 3 | 2 | 1 | N/O | 7. Encouraged meaningful discussion                   |

#### PROFESSIONAL SKILLS

- |   |   |   |   |     |   |
|---|---|---|---|-----|---|
| 4 | 3 | 2 | 1 | N/O | 1. Exhibited professional observation techniques    |
| 4 | 3 | 2 | 1 | N/O | 2. Displayed knowledge of current teaching methods  |
| 4 | 3 | 2 | 1 | N/O | 3. Accepted ideas of others when appropriate        |
| 4 | 3 | 2 | 1 | N/O | 4. Encouraged creativity and alternative approaches |
| 4 | 3 | 2 | 1 | N/O | 5. Served as a facilitator in the teaching triad    |
| 4 | 3 | 2 | 1 | N/O | 6. Encouraged reflective thinking                   |
| 4 | 3 | 2 | 1 | N/O | 7. Demonstrated helpfulness in handling problems    |
| 4 | 3 | 2 | 1 | N/O | 8. Exhibited skill in conferencing and discussion   |

#### IMPLEMENTATION SKILLS

- |   |   |   |   |     |   |
|---|---|---|---|-----|---|
| 4 | 3 | 2 | 1 | N/O | 1. Provided information about requirements/ reports |
| 4 | 3 | 2 | 1 | N/O | 2. Made visits of sufficient number and length      |
| 4 | 3 | 2 | 1 | N/O | 3. Was available when needed                        |

**The Anderson University Student Teacher...(please check below)**

Exceeded my expectations \_\_\_\_\_ Met my expectations \_\_\_\_\_ Was Below my expectations \_\_\_\_\_

**Please use the reverse side for additional comments.**

**Exhibit D**  
**ANDERSON UNIVERSITY**  
**SCHOOL OF EDUCATION**

Employer Survey  
 Follow-up Study of 2003/04 Graduates

The School of Education of Anderson University requests that you complete the following survey regarding your perceptions of the quality and teaching effectiveness of the faculty member who is a graduate of Anderson University. This instrument is used for assessment of the teacher education program and for consideration of the future curricular changes based on responses from employers.

(Respondent) \_\_\_\_\_

(School) \_\_\_\_\_

(Position) \_\_\_\_\_

(Address) \_\_\_\_\_

(Anderson Graduate Evaluated) \_\_\_\_\_

(Grade Level or Content Area) \_\_\_\_\_

Years AU Graduate Employed in School System \_\_\_\_\_

**Instructions:** Please circle the number which best describes the level of performance achieved by the Anderson University graduate on the criteria presented.

4 = Professional; 3 = Above Average; 2 = Average; 1 = Below Average; NA = Not Applicable

GENERAL CATEGORY	SPECIFIC CRITERIA	COMPETENCY LEVEL
CONTENT	<b>THE TEACHER</b>	
	1. knows, understands, and can teach content at the assigned level	4 3 2 1 NA
	2. creates interdisciplinary learning experience	4 3 2 1 NA
LEARNING STYLES	<b>THE TEACHER</b>	
	1. understands how students learn	4 3 2 1 NA
	2. develops strategies to support intellectual, social, and personal growth	4 3 2 1 NA
DIVERSITY	<b>THE TEACHER</b>	
	1. understands that students differ in their approaches to learning	4 3 2 1 NA
	2. creates instructional opportunities that are adapted to diverse learners	4 3 2 1 NA
INSTRUCTION	<b>THE TEACHER</b>	
	3. establishes a learning environment in which individual differences are respected	4 3 2 1 NA
	1. uses multiple teaching and learning strategies to promote the development of critical thinking and problem solving	4 3 2 1 NA
MOTIVATION	<b>THE TEACHER</b>	
	2. enhances learning through use of a variety of materials such as computers, audio-visual technologies, video tapes	4 3 2 1 NA
	3. implements a variety of instructional strategies such as cooperative learning, discovery learning, whole group discussion, independent study, interdisciplinary instruction	4 3 2 1 NA
COMMUNICATIONS	<b>THE TEACHER</b>	
	1. establishes a positive and motivating classroom environment	4 3 2 1 NA
	2. actively engages students in productive learning	4 3 2 1 NA
	3. maximizes the amount of time spent in learning by creating expectations for acceptable behavior	4 3 2 1 NA
	1. models effective communication strategies	4 3 2 1 NA
	2. supports and expands learner expressions in speaking, writing, and other media	4 3 2 1 NA

	3. communicates in ways that demonstrate a sensitivity to cultural and gender differences	4	3	2	1	NA
<b>PLANNING</b>	<b>THE TEACHER</b>					
	1. prepares long range plans with meaningful goals and assessments	4	3	2	1	NA
	2. prepares daily plans based on approved curriculum of the school	4	3	2	1	NA
	3. develops plans that provide for variations in learning styles and abilities	4	3	2	1	NA
<b>ASSESSMENT</b>	<b>THE TEACHER</b>					
	1. uses a variety of formal and informal assessment techniques appropriately	4	3	2	1	NA
	2. maintains useful records of student work and performance	4	3	2	1	NA
	3. monitors his/her teaching strategies in relation to student success	4	3	2	1	NA
<b>GROWTH</b>	4. reports evaluation data to students and parents	4	3	2	1	NA
	<b>THE TEACHER</b>					
<b>GROWTH</b>	1. engages in reflection for self assessment	4	3	2	1	NA
	2. participates in professional development activities	4	3	2	1	NA
<b>TEAMWORK</b>	<b>THE TEACHER</b>					
	1. participates in school functions	4	3	2	1	NA
	2. assumes responsibility for committee work	4	3	2	1	NA
	3. establishes positive relationships with parents and faculty	4	3	2	1	NA
<b>TECHNOLOGY</b>	<b>THE TEACHER</b>					
	1. provides student learning in a technology-enhanced environment.	4	3	2	1	NA
	2. demonstrates continuous growth in technology knowledge and skills	4	3	2	1	NA
		4	3	2	1	NA

Please comment on notable strengths demonstrated by Anderson University teacher education graduates. \_\_\_\_\_

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Please list areas of preparation that should be strengthened in the Anderson University teacher education program that would have helped your employee. \_\_\_\_\_

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**Anderson University School of Education  
Teacher Education Program Goals  
2001-2004**

<b>I. Teacher education students will demonstrate knowledge of the processes of learning, development, and the opportunities to support the intellectual, social and personal development for all children.</b>			
	<b>Objective #1</b> Eighty percent (80%) of teacher education students completing EDUC 4010/4030 student teaching will perform at the target level of Proficient on the Student Teaching Formal Assessment.	Met	Table 1 More than 80% performed at Proficient Levels
	<b>Objective #2</b> Eighty percent (80%) of the collaborating teachers will indicate that his/her student teacher met or exceeded the teacher's expectations for the student teaching experience.	Met	Table 2 In years 2003-2004, 100% met or exceeded
<b>II. Teacher education students will exhibit content knowledge in their major area of licensing preparation.</b>			
	<b>Objective #1</b> Eighty percent (80%) of teacher education students completing the PRAXIS II: <i>Reading Specialty Test</i> will achieve the state mandated passing score. This test is required of <u>all</u> elementary teacher education graduates.	Met	Table 3 100% scored above the state score
	<b>Objective #2</b> Eighty percent (80%) of teacher education students completing the PRAXIS II: <i>Specialty Area Test in Curriculum, Instruction, and Assessment for Elementary Education</i> will achieve the state mandated passing score. This test is required of <u>all</u> elementary education graduates.	Met	Table 4 100% scored above the state score for 2001-2003 and 98.2% in 2004
	<b>Objective #3</b> Eighty percent (80%) of teacher education students in the secondary or all-grades program completing the relevant PRAXIS II: <i>Specialty Test in Content Area</i> will achieve the state mandated passing score. This test is required of secondary and all-grades teacher education students.	Met	Table 5 Scores increased to 100% in 2004
<b>III. Teacher education students will meet the requirements for obtaining a teaching license in the State of Indiana.</b>			
	<b>Objective #1</b> Ninety-five percent (95%) of the graduating seniors will exit the program having achieved the minimum 2.5 grade point average required by the State of Indiana.	Met	Table 6 99% met the 2.50 gpa
<b>IV. Graduates of the Teacher Education Program will demonstrate an acceptable level of performance in subsequent teaching situations following graduation.</b>			
	<b>Objective #1</b> Eighty percent (80%) of the employers of Anderson University teacher education graduates will indicate that the effectiveness of the teaching of the graduate is above average.	Met	Table 7 100% received PASS scores on BTIP
	<b>Objective #2</b> Eighty percent (80%) of the Indiana Schools Systems employing Anderson University teacher education graduates will complete the Beginning Teacher Internship program with a PASS rating.	Met	Table 8 10 of 11 criteria rated as Above Average