

Department/Program: School of Education	Chair/Director: Dean Stanley Wigle	Assessment cycle/year:
	Email address: swigle@iun.edu	2011-12

Mission/Purpose

The mission of the SOE at IU Northwest is to prepare professional educators who have the knowledge, skills, and dispositions essential for becoming reflective professionals, agents of change, lead teachers, and effective educational leaders. In light of current research and best practice, professional educators exercise reasoned judgment to critically examine their professional practice, make informed decisions, and effectively facilitate the learning of their students.

Student learning outcomes (Goals):

Ex. Program will produce well-prepared graduates. (Add more lines as needed.)

Goal 1. Outcomes of our Initial Licensure Programs include Communication Skills; Higher Order Thinking Skills; Educational Technology Skills; knowledge of Learning and Development; knowledge of School Culture and Diversity; skills in Instructional Design and Delivery; skills in Classroom Management; skills in Assessment and Evaluation; Professional Development beginning knowledge and skills. There are rubrics for each of these and candidates build a portfolio around these program outcomes.

Additionally, candidates in all licensure programs are assessed against professional association standards (e.g., the Council for Exceptional Children [CEC], the National Council for Teachers of English [NCTE]) as part of the SPA assessments. Candidates for licensure must also pass standardized tests in their content areas prior to student teaching.

Goal 2. Outcomes of our Master’s degree Programs include knowledge and skills in Educational Equity, Leadership, Teacher Effectiveness, Learning Technologies, and Curriculum Design and Delivery.

Goal 3. Outcomes of our Educational Leadership Program include knowledge and skills in a Vision of Learning; School Culture and Instructional Program; Management; Collaboration with Families and Community; Integrity, Fairness, and Ethical Behavior; Political, Social, Economic, Legal, and Cultural Context. Educational Leadership candidates must also meet all the standards of the ELCC and pass the School Leaders Licensure Assessment.

Goal 4.

Which Student learning outcomes (Goals) did you assess this year?

The School of Education assesses candidates in each program on all program outcomes each semester. Outcomes are assessed in courses and field experiences.

As part of its Unit Assessment System, the School of Education collects the following data each semester/year: candidate performance of conceptual framework outcomes in courses and field/student teaching experiences; candidate demonstration of professional dispositions in courses and field/student teaching experiences; candidate self-assessment of professional dispositions; field cooperating teacher/mentor/principal evaluation of field experience programs; field cooperating teacher/mentor/principal evaluation of university supervisors; candidate evaluation of field cooperating teacher/mentor/principal; candidate progression through program checkpoints; program exit surveys; graduate follow-up surveys; advising evaluations; course evaluations; and PRAXIS and SLLA scores, and many SPA assessments for each licensure program including lesson planning and impact on K-12 learning.

Assessment Summary

	Measure(s)	Findings	Action Plans
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<i>Ex. Students will demonstrate proficiency in oral communication.</i>	<i>Rubric applied to capstone project presentations.</i>	<i>60% of students scored a 3 or higher.</i>	<i>Provide tutorials and practice sessions for oral presentations once a month through the tutoring center.</i>
1. Content knowledge – elementary education	Praxis II (0011) Elementary Education	Year N Range Mean Pass Rate 2010-2011 30 166-189 180 100% 2009-2010* 13 163-189 172 92% 2008-2009 24 165-196 176 100%	
2. Content knowledge– elementary education	Praxis II (0300) Reading Specialists Exam	2010-2011 30 390-600 481 100% 2009-2010 13 410-600 488 100% 2008-2009 24 430-700 524 100%	
3. Lesson Planning in Special Education	Rubric applied to lesson plans	All students scored acceptable or exemplary.	
4. Impact on K-12 student learning	Rubric applied to project during student teaching	Pass rates 100%	Written instructions were revised and clarified to increase success on this assessment. Individual advising sessions were held with candidates who did not pass this assessment the first attempt.
5. Clinical Assessment	Rating done by host teachers during student teaching	Pass rate nearly 100% across all programs	

Analysis Questions

Based on your findings and action plans, what primary changes will you make for student learning? Program outcomes? Changes to the assessment process?

1. Through the self-study process of NCATE accreditation, the SOE engages in a system of continuous self-evaluation and improvement. The unit assessment system is continuously being improved and new assessments developed to ensure that all our candidates meet rigorous state, national, and professional standards.

2. New in 2012 was the SPA process in which each of our licensure programs was reviewed and approved through Specific National Associations. This required the identification of 6-8 key assessments in each program. Data were presented for at least two applications of each of these key assessments. All programs in the SOE passed this evaluation and received national recognition.

3. Also new in 2012 is the addition of diversity standards in the SOE. A new initiative in the SOE is to prepare all teachers to teach all learners more effectively including those who are diverse in a variety of ways including race, ethnicity, gender, ability, language, socio-economic status, geographical region, religion, and sexual orientation. This new outcome and assessment was based on a review of the literature conducted by faculty that identified four diversity constructs: Belonging, Family and Community, Identity, and Social Justice. New assessments were created to assess the outcomes and SOE syllabi were all revised to include readings, activities, and assignments related to one or more of the diversity constructs. Diversity assessments are conducted in all initial and advanced programs.