Early Childhood Education

Program Assessment System

Revised August 2017
Revised January 7, 2014
Effective August 26, 2013
I. Greetings to Students

Welcome to the Early Childhood 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 child development, the content you will teach, strategies you will use to teach (i.e., pedagogical skills), and contextual factors that impact the teaching-learning process, especially family and community characteristics. This program is nationally recognized by the National Association for the Education of Young Children (NAEYC). The entire Education Unit remains national accredited by the National Council for Accreditation for Teacher Education (NCATE).

Not only is the Early Childhood program responsive to our national standards set forth by NAEYC, but we are also sensitive to meeting the mission and goals of the university and the educational programs as well as standards set forth by the Indiana Department of Education.

To help measure your mastery of these local, state, and national standards, the faculty have developed a performance-based assessment system. You will be assessed throughout your early childhood education program to ensure 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 education departments, as well as state and national standards.

So that your program has a collective feel and voice, the faculty 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 [https://www.ipfw.edu/about/strategic-plan/mission-values-vision.html](https://www.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 Education 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, and 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 Education Departments’ Conceptual Framework:**
 **A Transformative Scholar-Practitioner 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.**
The Indiana Department of Education has created two different sets of standards that apply to your preparation as an early childhood educator. The Early Childhood Generalist Content Standards determine the content knowledge that all teachers are expected to possess and use as they create and deliver instruction to young children. Those content standards cover eight areas:

**Standard 1: Foundations of Scientifically Based Reading Instruction**

Early Childhood 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**

Early Childhood 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**

Early Childhood 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**

Early Childhood 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**

Early Childhood 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**

Early Childhood 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**

Early Childhood 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
Early Childhood 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/licensing/repa-educator-standards](http://www.doe.in.gov/licensing/repa-educator-standards). Click on the file labeled “Early Childhood Generalist” under the heading Teacher Standards: Content.

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

Standard 1: Child Development and Learning
Early Childhood education teachers have a broad and comprehensive understanding of young children’s development, diversity, and learning, and demonstrate the ability to provide experiences for all children that promote development and learning.

Standard 2: Family and Community Relationships
Early Childhood education teachers have a broad and comprehensive understanding of family and community partnerships in young children’s education, and demonstrate the ability to build effective partnerships with young children’s families and communities.

Standard 3: Observation, Documentation, and Assessment
Early Childhood education teachers have a broad and comprehensive understanding of observation, documentation, and assessment, and demonstrate the ability to use these procedures to positively influence development and learning for young children.

Standard 4: Developmentally Appropriate Methodology for Early Education
Early Childhood education teachers have a broad and comprehensive understanding of developmentally appropriate methods, instructional strategies, and learning tools, and demonstrate the ability to plan and use these methods, strategies, and tools to positively influence young children's development and learning.

Standard 5: Learning Environment
Early Childhood education teachers have a broad and comprehensive understanding of learning environments and demonstrate the ability to establish safe, supportive, and productive learning environments for young children.

Standard 6: The Professional Environment
Early Childhood education teachers have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to apply professional standards and practices to promote young children’s success.

Further explanation of each Developmental/Pedagogy standard can be found at [http://www.doe.in.gov/licensing/repa-educator-standards](http://www.doe.in.gov/licensing/repa-educator-standards). Click on the file labeled “Early Childhood Education” under the heading Teacher Standards: Developmental/Pedagogy.

**National Association for the Education of Young Children (NAEYC)**

**National Standards for Early Childhood Educator Preparation**

(June 2011)

Research shows that when early childhood professionals have specialized training and education, children benefit. The NAEYC standards describe what early childhood professionals are expected to know and do, defining essential learning outcomes in professional preparation programs. As such, these standards are designed as a way to present a shared vision of excellence for the profession ([http://www.naeycdev.org/ncate/files/ncate/NAEYC%20Initial%20and%20Advanced%20Standards%202010_2012.pdf](http://www.naeycdev.org/ncate/files/ncate/NAEYC%20Initial%20and%20Advanced%20Standards%202010_2012.pdf)). It is clear throughout these standards that an emphasis is placed on the disposition that *each child can learn* in addition to four unifying themes:

- Shared professional values including a commitment to diversity and inclusion; respect for family, community and cultural contexts; respect for evidence as a guide to professional decisions; and reliance on guiding principles of child development and learning.

- Inclusion of the broad range of ages and settings encompassed in early childhood professional preparation. NAEYC defines early childhood as the years from birth through age 8. These standards are meant to support professional preparation across diverse work settings including infants and toddlers, primary grades, family child care, early intervention, government and private agencies, higher education institutions, and organizations that advocate on behalf of young children and their families.

- A shared set of outcomes for early childhood professional preparation. These core standards outline a set of common expectations for professional knowledge, skills and dispositions in six core areas. They express what tomorrow’s early childhood professionals should know and be able to do.

- A multidisciplinary approach with an emphasis on assessment of outcomes and balanced attention to knowledge, skills and dispositions.

The NAEYC standards are comprised of six core standards as well as one for field experience:
STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING
Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES
Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

STANDARD 6. BECOMING A PROFESSIONAL
Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES
Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and
learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Further explanation of each NAEYC Standard can be found at http://www.naeycdev.org/ncate/standards; select the link entitled “2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs.”

III. Program Plan and Checkpoint Criteria

Your early childhood education program curriculum plan can be found on the CEPP website at http://www.ipfw.edu/departments/cepp/depts/educational-studies/early/. The Curriculum Sheet for each option (Birth – age 5 and Preschool – Grade 3 [transfer and 4-year options]) provides you with specific information on criteria for admission to the program, benchmarks for moving between blocks of courses, and, when applicable, admission to student teaching and licensing standards.

IV. The Program Assessment System for Early Childhood Education

As a way to monitor your progress and development, you will be assessed on a regular basis throughout your early childhood education program. The Program Assessment System described here outlines when data are gathered/administered. Some of the assessment data are completed by the candidate, while others are completed by those who supervise the candidate during field experiences and practicum/student teaching. The tables (divided by program option) on the following page provide an overview of all of the data collected throughout the program and highlights the key assessments.
### B.S. in ECE – Birth-Age 5 Option

<table>
<thead>
<tr>
<th>Admission to Program</th>
<th>Pre-Clinical Preparation</th>
<th>Clinical (Preschool Practicum)</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Behavioral Checklist – P250</td>
<td>3.0 overall GPA; No grade lower than a “C-” in any course</td>
<td>Key Assessment #1 – Ecological Case Study</td>
<td>Graduate Survey</td>
</tr>
<tr>
<td>Practicum Evaluation – B-3 (B-5 option)</td>
<td>Key Assessment #2 – Family project</td>
<td>Key Assessment #4 – Evaluation of Classroom Performance: Prek (CT &amp; US)</td>
<td>Employer Survey</td>
</tr>
<tr>
<td>Key Assessment #7 – Documentation Project</td>
<td>Key Assessment #3 – Experience Plan &amp; Analysis</td>
<td>Key Assessment #5 – Impact on Preschool Children’s Learning</td>
<td></td>
</tr>
<tr>
<td>Key Assessment #8 – Evaluation of Classroom Performance: B-3 (CT &amp; US)</td>
<td>Key Assessment #6 – Case Study and Curr Dev</td>
<td>Prek Practicum Survey – Students</td>
<td></td>
</tr>
<tr>
<td>3.0 overall GPA</td>
<td>Professional Behavioral Checklist – Block 1 (B-5)</td>
<td>Prek Practicum Survey – Cooperating Teacher</td>
<td></td>
</tr>
<tr>
<td>No grade lower than a “C-” in any course</td>
<td></td>
<td>Prek Practicum Survey – University Supervisor</td>
<td></td>
</tr>
</tbody>
</table>

### B.S. in ECE – Preschool – Grade 3 Option

<table>
<thead>
<tr>
<th>Admission to Program</th>
<th>Pre-Clinical Preparation</th>
<th>Clinical (Student Teaching)</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Behavioral Checklist – P250, E349</td>
<td>3.0 overall GPA; No grade lower than a “C-” in any course</td>
<td>Key Assessment #4 – Evaluation of Classroom Performance: Prek (CT &amp; US)</td>
<td>Key Assessment #1 – State Licensure Exam, Pedagogy</td>
</tr>
<tr>
<td>CASA or alternative measure</td>
<td>Key Assessment #1 – State Licensure Exam, Content Areas</td>
<td>Key Assessment #5 – Impact on Children’s Learning (K-Primary)</td>
<td>Graduate Survey</td>
</tr>
<tr>
<td>Key Assessment #7 – Documentation Project</td>
<td>Key Assessment #2 – Family project</td>
<td>Key Assessment #8 – Ecological Case Study</td>
<td>Employer Survey</td>
</tr>
<tr>
<td>3.0 GPA in all courses required for major</td>
<td>Key Assessment #3 – Experience Plan &amp; Analysis</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 – Case Study and Curr Dev</td>
<td>Student Teaching Program Survey – Cooperating Teacher</td>
<td></td>
</tr>
<tr>
<td>Professional Behavioral Checklist – Block 2</td>
<td></td>
<td>Student Teaching Program Survey – University Supervisor</td>
<td></td>
</tr>
</tbody>
</table>
The following table provides more specific details on when key assessments for the Early Childhood education program are administered and how each aligns with the NAEYC standards.

**Program Assessment System Chart – Early Childhood Education**

<table>
<thead>
<tr>
<th>CAEP category</th>
<th>B-5 Program Assessments</th>
<th>Standards</th>
<th>P-3 Program Assessments</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>content knowledge</td>
<td>P450: Ecological case study (prek)</td>
<td>1, 2, 3</td>
<td>IN CORE exams (content &amp; pedagogy)</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>content knowledge</td>
<td>E327: Family project</td>
<td>2</td>
<td>E327: Family project</td>
<td>2</td>
</tr>
<tr>
<td>pedagogy content</td>
<td>M470: NAEYC Performance Evaluation (prek)</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>M470: NAEYC Performance Evaluation (prek)</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>student learning</td>
<td>M470: Impact on Children’s Learning (prek practicum)</td>
<td>1, 3, 4, 6</td>
<td>M426: Impact on Children’s Learning (K-primary)</td>
<td>1, 3, 4, 6</td>
</tr>
<tr>
<td>Required, open</td>
<td>E355: Case Study/Curr Dev</td>
<td>1, 3, 4</td>
<td>E355: Case Study/Curr Dev</td>
<td>1, 3, 4</td>
</tr>
<tr>
<td>Optional</td>
<td>E349 Documentation Project</td>
<td>1, 3, 6</td>
<td>E349 Documentation Project</td>
<td>1, 3, 6</td>
</tr>
<tr>
<td>Optional</td>
<td>M470: NAEYC Performance Evaluation (B-3)</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>P450: Ecological case study (prek)</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

IV. Evaluation Process

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

V. Policy on Expected Levels of Performance (approved February 20, 2013, revised Fall 2013)
Your performance on the required key assessments will be combined with other students in the program to be used as Summative Assessments of our programs. 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 ensure that you and all other candidates possess the knowledge and skills measured in our system.

Specifically, you can have one criterion area on the rubric evaluated as “U” and still be considered as “passing” the assessment during Pre-professional and Blocks 1 & 2 (B-5 Option) or during Pre-professional and Blocks 1, 2, & 3 (P-3 Option). 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 program plan). 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 Practicum or Student Teaching (Clinical) semester(s), candidates are expected to successfully complete the Impact on Student Learning and either the Ecological Case Study or the Video & Analysis key assessments. The policy for successful completion for those assessments is similar to the other key assessments completed prior to the Practicum or Student Teaching semester. In other words, you can have one criterion area on the rubric evaluated as “U” and still be considered as “passing” the key assessment. 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). If you do not improve your performance to meet the “passing” criteria described previously, you will not be able to move on in the program until that assessment is remediated during the next semester (this is in accordance with the May 2012 120-credit program plan).

The policy for the FINAL CT/US NAEYC and Conceptual Framework Evaluations is a bit different. For the Cooperating Teacher and University Supervisor FINAL evaluations completed during the Practicum or Student Teaching, you can pass the assessments by having one criteria area on the rubric evaluated as “U”. Having 2 or more criteria evaluated as “U” would mean that you would receive an “I” in the course (i.e., EDUC M426 or M470) and an “F” in EDUC M501. You would need to remediate by repeating part or all of the Student Teaching experience. A repeat of student teaching will take place in a future semester as well as in a different school/school district. The teacher candidate will be required to pay any fees for that semester.

VI. Support for your work
A. IPFW education faculty

Each full-time faculty member in the Department of Educational Studies is required to hold office hours each 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 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 you will need to have a Taskstream Self-Enrollment Code; this can be found on the CEPP website. In addition, important information regarding the completion of key assessments, especially the Video and Analysis, can be found there as well.

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 Studio M.

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.

To access Taskstream and 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(s), using a Taskstream Self-enrollment 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 directions for completing it and the grading rubric.

If you are seeking Dual-Licensure in Early Childhood Education and Elementary, 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.