

Institutional Report
The School of Education
at
Indiana University-Purdue University
Fort Wayne

Fort Wayne, Indiana 46805

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Continuing Accreditation Report for the National Council for Accreditation of Teacher Education of the School of Education at Indiana University-Purdue University Fort Wayne 2003

I. Overview of the Institution

INTRODUCTION

In this section of the Institutional Report (IR) is a brief sketch of Indiana University- Purdue University Fort Wayne (IPFW), a description of the School of Education (SOE), and a brief description of the mission statement. Charts depicting the students and programs of the School of Education are also included.

The University

Indiana University-Purdue University Fort Wayne was established to provide excellence in higher education reflecting the rich traditions of both Indiana University and Purdue University to the residents of northeastern Indiana. The core mission of IPFW is “to offer a broad range of high-quality undergraduate, graduate, and continuing education programs that meet regional needs; to support excellence in teaching and learning; to advance and share knowledge through research and creative endeavor; and to work with the community to develop intellectual, cultural, economic, and human resources.”

IPFW is a comprehensive, state assisted regional university offering some 170-degree options to over 11,000 students enrolled in eight academic units. Currently, IPFW is the fifth largest university in the state of Indiana. The city of Fort Wayne is the second largest city in Indiana, with a metropolitan area population of approximately 450,000. IPFW serves the higher educational needs of four public metropolitan school districts and several private schools, including over 100 elementary, middle, and high schools and 30 additional nearby school corporations. Many collaborations and partnerships exist between the School of Education and area schools.

IPFW students are primarily from nine contiguous counties in northeastern Indiana; all commute or live in non-traditional housing. IPFW recently received final approval to begin the construction of residential housing on the campus. The student body includes traditional and non-traditional students. About one-half of all undergraduate students are enrolled full-time and most graduate students are enrolled part-time. IPFW is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

The history of IPFW is a history of mergers. The campus has sought to meld the best and appropriate elements of the Indiana University and Purdue University systems into a single, coherent university. IPFW has steadily evolved since the initial merger of the Indiana University and Purdue University regional campuses in 1964. A gift of additional land has increased the size of the campus to 566 acres, including land on the east and west banks of the St. Joseph River. While IPFW continues to provide northeastern Indiana with programs linked to and maintaining the special strengths of Indiana and Purdue Universities, IPFW has also emerged as a unique institution and is earning strong local support and a growing national reputation.

The IPFW campus emerged in the late 1960's and early 1970's from that of extension status to that of a non-residential regional campus. Faculty who were employed by the then division of education either had recently completed doctorates or were in the final stages of completion. The doctorates were from universities nationally recognized for their schools of education. As a result, the faculties were well versed in the current scholarship, research, theories, and practices that informed teacher education. From this collaborative background, IPFW's initial and advanced teacher preparation programs were created. That tradition has continued. As faculty have departed or retired, efforts have been made to replace them with faculty recently emerging from prominent graduate schools with practitioner experience. The presence, experience, and insight contributed by the faculty have kept the education programs current, relevant, and dynamic.

The School of Education

The mission of the IPFW School of Education is "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."¹ There are 38 teacher licensing colleges/universities in the state of Indiana. IPFW's SOE ranked sixth of these 38 institutions in issuing original teaching licenses for the 2002 calendar year.² Our goal is to prepare candidates to work effectively in a variety of diverse settings. In addition, school counselors and school administrators completing certification programs are widely sought by school corporations. The IPFW School of Education has been accredited by the National Council for Accreditation of Teacher Education (NCATE) continually since 1982. The SOE was last visited by NCATE in 1998³ and was approved for continuing accreditation. The SOE has worked diligently to address the weaknesses identified in the last visitation.

The School of Education is the professional education unit at IPFW, administered by the Dean of the School of Education. The Associate Dean assists the Dean. The SOE is located on the second floor of Neff Hall. Prior to January 2001, the SOE operated as a

1 See Mission Statement.

2 See Indiana Professional Standards Board (IPSB) Report of Teacher Licenses.

3 See 1998 NCATE Accreditation Report.

Committee of the Whole with faculty decisions originating at the committee level for decisions. Currently the School faculty and programs are organized into two departments, Educational Studies and Professional Studies. A revised governance structure was approved by the faculty on January 23, 2003. Each department has a chair to oversee the operations within each department. Both Chairs report to the Dean of the School of Education. The Dean reports to the Vice Chancellor of Academic Affairs who in turn reports directly to the Chancellor of the University.

The SOE ultimately, and rightfully so, will be assessed by the quality of its candidates. According to 2002 data, 1718 candidates were enrolled in the SOE.⁴ This data indicates there were 1360 undergraduates and 358 graduates. These candidates come from many different areas; urban, rural, and suburban. Their varied experiences enhance all our programs. Many of our candidates are considered to be non-traditional, either starting or continuing their education after raising families, or changing careers. The SOE strives diligently to provide flexibility in scheduling of courses and making personnel available to meet the needs of these candidates. The following charts describe the candidates of IPFW and the SOE:

IPFW Undergraduate Ethnicity Data

Ethnicity	2002				2001			
	IPFW	% total enrollment	School of Education*	% total enrollment	IPFW	% total enrollment	School of Education*	% total enrollment
Non-resident Alien	282	2.7%	0	0.0%	298	3.0%	4	0.3%
Black, Non-Hispanic	505	4.9%	42	3.1%	436	4.5%	29	2.4%
American Indian/Alaskan Native	37	0.4%	4	0.3%	30	0.3%	3	0.3%
Asian/Pacific Islander	131	1.3%	11	0.8%	111	1.1%	8	0.7%
Hispanic	214	2.1%	26	1.9%	204	2.1%	18	1.5%
White, Non-Hispanic	9112	88.6%	1262	92.8%	8693	89.0%	1128	94.8%
Unknown	0	0.0%	15	1.1%	0	0.0%	0	0.0%
Total	10281		1360		9772		1190	

* This data includes full-time and part-time students who are formally admitted and enrolled in Education programs.

4 See Institutional Data.

IPFW Graduate Ethnicity Data

Ethnicity	2002				2001			
	IPFW	% total enrollment	School of Education	% total enrollment	IPFW	% total enrollment	School of Education	% total enrollment
Non-resident Alien	26	3.1%	0	0.0%	31	4.1%	5	1.3%
Black, Non-Hispanic	36	4.3%	17	4.7%	26	3.4%	20	5.0%
American Indian/Alaskan Native	6	0.7%	2	0.6%	5	0.7%	2	0.5%
Asian/Pacific Islander	4	0.5%	1	0.3%	5	0.7%	1	0.3%
Hispanic	8	0.9%	3	0.8%	10	1.3%	4	1.0%
White, Non-Hispanic	767	90.6%	335	93.6%	682	89.9%	366	92.0%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	847		358		759		398	

* This data includes full-time and part-time students who are formally admitted and enrolled in Education programs.

Analysis of the data indicates that ethnicity within the School of Education closely reflects ethnicity of the campus as a whole. The SOE is cognizant of the need to increase the number of minority candidates seeking careers in education. The acquisition of the TEAM grant in the spring of 2002 is indicative of one of several efforts to bring minority candidates into the field of education and onto our campus. We are pleased that we have been even more successful in attracting a diverse faculty.

Overall, the SOE is growing at a tremendous rate. In 1998, there were 845 undergraduate candidates in the SOE and 429 graduate candidates for a total of 1274 candidates. Data from 2002 indicates there were 1718 candidates in both undergraduate and graduate programs. This reflects an overall increase of 444 candidates, or 34.85 percent. There were 170 additional undergraduate candidates enrolled in 2002 compared to 2001. Conversely, the graduate enrollment decreased by 40 candidates. The noted increase in candidates has presented the Unit with interesting challenges as the administration and faculty have worked to meet the needs of the additional candidates while competing with other schools on campus for limited university resources.

Leadership in the SOE had fluctuated significantly in the last decade with six deans since 1993. The current dean has brought some longevity; she is in her fourth year, serving since 1999. Thus, programs and personnel within the SOE have stabilized with the continuity of leadership.

The SOE at IPFW includes 21 full-time faculty, approximately 20 part-time faculty, and 10 professional and clerical staff. Current enrollment is approximately 1300 undergraduate

and 500 graduate candidates. Undergraduate programs were recently revised to respond to state and national reform agendas.

The state of Indiana passed legislation in 2001 mandating an alternative route to teacher licensure called Transition to Teaching (T2T) for graduates holding baccalaureate degrees.

The T2T programs target career changers who wish to enter the teaching profession.

Units *must* offer a 24-credit hour program leading to licensure in elementary education and an 18-credit hour program leading to licensure in secondary/middle school education. After careful screening, the T2T program commenced in summer 2002 with 23 candidates enrolled. This program has generated significant interest in our area and advisors continuously respond to inquiries.

In 2002 the SOE initiated a collaborative program with Indiana University at Bloomington to offer Education Specialist Degree opportunities for graduate students in Northeast Indiana.⁵ The development of this program was in direct response from area superintendents and principals who wanted access to advanced graduate programs in Northeast Indiana. Twenty-nine students enrolled in the first two courses offered. A joint search committee resulted in hiring a seasoned director who teaches, advises, and recruits candidates for the program.

The leadership program is further enhanced with our collaboration with Fort Wayne Community Schools (FWCS) in the Leadership Education for Academic Development (LEAD) Project.⁶ The Dean and Associate Dean are actively involved from serving on the Design Team to program development and implementation. FWCS was awarded a five-year \$5,000,000 grant to implement the LEAD Project. Through the Wallace-Reader's Digest grant, the FWCS has established the Learning to Lead Collaborative to recruit, prepare, and support school leaders. The School Administration program at IPFW is developing and creating a new leadership program and curriculum to attract prospective teacher-leaders.

The present faculty is composed of dedicated educators who combine their activities in teaching, research, service, and advising to assure that candidates meet the high expectations established in all programs. All are active contributors to state, regional, and national associations. They make frequent presentations at educational conferences, provide service expertise to the greater northeastern educational community, and publish articles in prestigious peer-reviewed journals. The SOE has several mutually productive partnerships with local school corporations. Some have resulted in an increase in external funding to assist in the support of valuable educational programs, others have created enriched on-site teaching-learning experiences with our candidates, faculty, and at-risk students. The faculty and professional staff have worked diligently in initiating and sustaining changes mandated by NCATE and the Indiana Professional Standards Board (IPSB) in moving to a performance based accreditation system.

5 See Legal Memorandum.

6 See LEAD Grant Application.

Several of the faculty have utilized technology to develop distance-learning courses. Examples of such courses are K201, Schools, Society, and Exceptionality; and K206, Teaching Methods for Students with Special Needs. Additionally, A500, School Administration; S655, Supervision of Secondary Students; and S503, Secondary School Curriculum, have been developed as web-based courses.

The state of Indiana continues in a period of transition. All teacher education programs are being designed to move to performance-based licensure under a mandate from the Indiana Professional Standards Board (IPSB). The mission of the IPSB is to establish and maintain rigorous, achievable standards for educators beginning with pre-service preparation and continuing throughout their professional careers. Specifically, the Board's responsibility is to set standards for professional education programs, teacher licensing and testing, teacher induction, and continuing education.

After an extensive review of the research, in 1994 the IPSB made a decision to implement a performance-based preparation and licensure system for education professionals. At the same time, the SOE, in compliance with the North Central Association requirements for the IPFW campus, developed a program evaluation system that included both internal and external indicators of student achievement.⁷

The IPSB determined that a change to a performance-based preparation system would result in three areas of improvement: (1) a clear conception of what education professionals should know and be able to do, based upon a common set of standards and a codification of the knowledge base developed by the teaching profession; (2) a teacher preparation continuum that is linked to Indiana's goals for pre-Kindergarten through grade 12 education (P-12); and (3) a focus on the candidates' knowledge and ability to apply that knowledge. *The SOE has re-aligned programs in compliance with the identified areas of improvement.*

The School of Education has eleven undergraduate programs that lead to initial P-12 licensure. They are: Biology, Chemistry, Elementary Education, English, Mathematics, Music, Physics, General Science/Earth/Space Science, Social Studies, and Foreign Language. In addition, licensure is available in Counselor Education and School Administration. The chart below summarizes details of each program.

⁷ See North Central Assessment Plan and data for all courses.

IPFW Teacher Education Initial Preparatory Programs (Licensure)

Program Name	Award Level	Number of Candidates in 2000-2001	Program Reviewed By	Status of Review
Biology	BS	6	IPSB/NCATE	Approved
Chemistry	BS	3	IPSB/NCATE	Approved
Elementary Teacher Ed	BS	143	IPSB/NCATE	Approved
English	BS	17	IPSB/NCATE	Approved
Mathematics	BS	15	IPSB/NCATE	Approved
Music	BS	3	IPSB/NCATE	Approved
Physics	BS	0	IPSB/NCATE	Approved
General Science, Earth/Space Science	BS	18	IPSB/NCATE	Approved
Social Studies	BS	32	IPSB/NCATE	Approved
Foreign Language (Spanish, French, German)	BS	4	IPSB/NCATE	Approved
Other programs	BS	5	IPSB/NCATE	Approved

IPFW Teacher Education Advanced Preparatory Programs (Licensure)

Program Name	Award Level	Number of Candidates in 2000-2001	Program Reviewed By	Status of Review
Elementary Education	MS	n/a	IPSB/NCATE	Approved
Secondary Education	MS	n/a	IPSB/NCATE	Approved
Counselor Education School Counseling only	MS	9	IPSB/NCATE	Approved
Education Administration and Supervision	MS	33	IPSB/NCATE	Approved

The above charts indicate the 2000-2001 initial and Advanced Teacher Education Preparatory Programs.

The Mission of the SOE is “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.**” In order to support the Mission of the SOE, the following teacher licenses were processed by the Office of Licensing and Advising:

A. Originals	222
B. Renewals	370
C. Professionalizations	104
D. Additions	<u>104</u>
	820

IPFW and the SOE serve in excess of 100,000 public and private school students in eleven counties of Northeast Indiana. The immediate service area encompasses, but is not exclusive to, those eleven counties.

Our programs provide teachers, counselors, administrators, and consultants to all public and private schools. Participants on the Dean's Community Advisory Council represent many of the schools in the area. Strong partnerships have been established with several of the schools. The central administration of IPFW is very supportive of, and involved in, collaborative partnerships with area schools.

The IPSB and the SOE are philosophically comfortable with the performance-based model and school reform initiatives. The mandate of the IPSB is consistent with the mission and conceptual framework of the SOE. Although the faculty in 1996-1997 reviewed draft standards documents issued by the IPSB, aligned SOE program goals with INTASC principles, and provided feedback to the IPSB, little progress was made in moving the SOE to a functional performance-based system prior to 1999.

A major reason for this delay of implementation was frequent changes in leadership within the SOE. It was not until the arrival of the current Dean that implementing a true performance-based assessment system became a focus of concern for the SOE. The Dean established a Unit Assessment Task Force in January of 2000 and charged this Task Force with the responsibility and authority to fully implement a performance-based assessment system within the SOE to meet the requirements established by the IPSB, INTASC, and the new NCATE Standards. This Task Force has met *67 times* since August 15, 2000 and has overseen the development and implementation of the current performance-based assessment system. In June 2002, the SOE successfully met the deadline and submitted its Unit Assessment System Plan to the IPSB.⁸

Our University has developed a multi-faceted strategic plan, which required all units to align their programs with this plan. The conceptual framework has been revised, collaborative pre K-16 partnerships have been expanded, communications with other units on campus have been improved, external funding has been increased, new programs in undergraduate and graduate education have been developed, and efforts to address all areas identified as weaknesses in the last NCATE visitation have been implemented.

⁸ See minutes of UAS Committee and UAS Plan.

II. Conceptual Framework and Knowledge Base

CONCEPTUAL FRAMEWORK

Introduction

The School of Education's (SOE's) recently revised School of Education Policy Handbook begins with a statement from John Dewey's 1897 My Pedagogic Creed:

I believe that education is the fundamental method of social progress and reform. All reforms which rest simply upon the law, or the threatening of certain penalties, or upon changes in mechanical or outward arrangements, are transitory and futile... But through education society can formulate its own purposes, can organize its own means and resources, and thus shape itself with definiteness and economy in the direction in which it wishes to move... Education thus conceived marks the most perfect and intimate union of science and art conceivable in human experience.⁹

Today, more than 100 years later, educators reaffirm Dewey's faith in the school as an instrument for social progress, reform, and social justice. Educational researchers Jeannie Oakes and Martin Lipman speak to teacher candidates in their text, Teaching to Change the World.¹⁰ The roots of their perspective "lie in John Dewey's turn-of-the-century learning theories and political sentiments, and its current frames of reference are the sociocultural and democratic theorists who are Dewey's intellectual descendants at the start of a new century."¹¹ They go on to say that

Making choices on behalf of children and social justice requires personal qualities of integrity, decency, and the capacity to work very hard. We find these qualities in abundance in people who choose to be teachers. But making social justice choices also requires teachers to have a professional groundwork of social theory and educational research to make their efforts credible to others and sustainable for themselves.¹²

Educational policy analyst Linda Darling-Hammond challenges teacher education candidates to realize their highest, democratic goals of excellent and equal educational opportunity for all of the diverse learners they will meet in U.S. classrooms:

9 John J. McDermott, ed., The Philosophy of John Dewey, Two Volumes in One (Chicago: The University of Chicago Press, 1981, 442-454).

10 Jeannie Oakes and Martin Lipman, Teaching to Change the World, 2nd ed. (Boston: McGraw Hill, 2003).

11 Ibid., xv.

12 Ibid., xv-xvi.

...diversity as a construct signifies a vast ongoing conversation about whom we teach, how we teach, and why we teach. Our relationship as teachers to the diverse students we teach and the institutions we help to shape causes us to have to examine and work on every aspect of who we are and how we practice. ...*Learning to teach for social justice is a lifelong undertaking.*¹³

We, as educators, find ourselves in this one-hundred-year-old tradition of preparing a new generation of educators--our candidates--to undertake, in all its complexity, the task of preparing the next generation of children for the daunting challenges of the twenty-first century.

Shared Vision

The conceptual framework of the SOE is a “living” document that reflects the shared vision of the faculty, staff, and our stakeholders. Our Mission Statement, which was developed by the whole faculty on a retreat and adopted January 10, 1996, is one cornerstone of that Conceptual Framework. The first full statement defines the mission of the SOE:

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...¹⁴

The phrases that follow articulate the vision faculty members have of the ways these professionals in education, our candidates, will develop and what we hope they will be able to accomplish. We envision our candidates...

- ❖ 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***, 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.¹⁵

In 1998 the faculty reviewed this Mission Statement, with its implied vision, as it began to

13 Linda Darling-Hammond, Jennifer French, and Silvia Paloma Garcia-Lopez, eds., Learning to Teach for Social Justice (NY: Teachers College Press, 2002).

14 See Mission Statement.

15 Ibid.

articulate a new Conceptual Framework. The faculty felt the Mission Statement still reflected their shared values about their broadest purposes, as well as their hopes for the future of the SOE.

In our mission of preparing professionals in education, we work integrally with our stakeholders. Local superintendents, principals, teachers who work with our interns and student teachers, administrators and teachers who help us assess portfolios, counselors, Arts and Sciences faculty, and our candidates themselves have voice in the SOE through various governance practices, councils, and committees.¹⁶ We enlisted the support and expertise of all our stakeholders in the process of developing a core Conceptual Framework and our Unit Assessment System (UAS). We have in place a partnership with one local school district, as part of a Title II grant; we have other grant/partnership arrangements¹⁷; our Dean participates weekly on the Superintendent's Administrative Cabinet of Fort Wayne Community Schools. Working as partners with our stakeholders has strengthened our ability to prepare professionals who are truly effective in the schools and who can demonstrate their competence in meeting the state and national performance standards.¹⁸

The SOE's Mission and Vision are also aligned with IPFW's strategic plan, "Strategies for Excellence, The IPFW Strategic Plan for 2001-2006." The alignment is documented in the SOE Dean's Annual Reports for 2001 and 2002.¹⁹ Thus, our mission and vision are shared within the SOE by candidates, faculty, and staff; within our University by the Arts and Sciences faculty; and within our wider educational community by all those educational professionals who help us prepare the educational professionals of the future.

Coherence

Given this mission and vision, the faculty worked together in 1998-99 to develop a core Conceptual Framework. The task was propelled by the broader educational context of the times that was critical of the effectiveness of teachers, candidates for certification, and teacher educators. This context has engendered the standards movement for P-12 students, teachers, other educational professionals, and teacher educators. New forms of performance-based assessment were in the process of development for students, teachers, and candidates for teacher licensure. Indiana's Professional Standards Board (IPSB) redefined licensure; INTASC standards became a benchmark for all candidates; and NCATE revised its assessment procedures. The SOE developed a UAS for the IPSB. A core Conceptual Framework was one of the building blocks of that system.

In addition to this general climate of change and reform, NCATE had been critical of the

16 See Minutes of the Community Advisory Board, Teacher Education Council, and UAS Committee

17 See NCATE Standard 6 Report for details.

18 See details of these collaborations in the NCATE Standard 6 Report.

19 See "Strategies for Excellence, The IPFW Strategic Plan for 2001-2006" and the SOE Dean's Annual Report for 2001 and 2002.

SOE's prior Conceptual Frameworks. The 1998 NCATE Board of Examiners Continuing Accreditation Report stated that the "Faculty can discuss the newly developed conceptual framework only in abstract and global terms."²⁰ The conceptual framework introduced at the time of the 1991 NCATE visit had also been cited by NCATE as a weakness, since "Most faculty in teacher education understand the chronological flow, but not the philosophical rationale, for the model."²¹ Each of these previous conceptual frameworks had been developed by one faculty member; the faculty had then been introduced to it at retreats and faculty meetings. While the faculty felt they could support both models, the models did not originate from the whole faculty, nor did they have input from stakeholders. The faculty's distance from the conceptual frameworks was apparent to the Board of Examiners (BOE).²²

In 1998 the faculty met to articulate a new, shared Conceptual Framework, to which the whole faculty and our stakeholders would contribute. The process began with a seminar on "Philosophies of Education" for the whole faculty, organized by the Conceptual Framework Committee and led by a colleague in Social Foundations. Afterward all faculty made lists of what they wanted included in a conceptual framework. The lists were collated, then, the faculty met and broke into working teams to sort the items into categories of ideas. Each of the groups then reported to the others on their findings. The Conceptual Framework Committee then merged the lists to articulate six areas into which the ideas of the faculty logically fell. These six core ideas were then circulated to the faculty for further refinement; every faculty member was asked for input. The core categories were also reviewed by our stakeholders on the Teacher Education Council and the Community Advisory Board, as well as our candidates. The six core concepts, now referred to as our Conceptual Framework core, articulate the breadth of philosophy that includes the faculty and stakeholders. It is an umbrella framework, under which the SOE faculty members all find room. It is broad, but also multi-layered. It allows for differences, but ties the faculty together in its broad articulation of shared values.²³

The Conceptual Framework core articulates the tremendous complexity of all its six major parts, and emphasizes the interrelatedness of all of the parts to one another. While individual courses may focus more on some parts than others, we truly believe that our courses each touch in some way on all the parts. Knowledge, which is so stressed today for students and candidates, due to the testing/assessing movement, is but one of the six parts. Yes, it is central to preparing effective professionals for the schools, but it cannot be viewed in isolation from the other five elements. Without Democracy and Community knowledge would be useless. Without constructs for critically assessing and using knowledge, Habits of Mind, knowledge would be a pointless accumulation of facts. Without an understanding of Pedagogy, we would not have strategies for bringing knowledge and habits of mind to students. Without Experience, candidates' skills would

20 See 1998 NCATE BOE Continuing Accreditation Report, 14.

21 *Ibid.*, 12.

22 See 1991 and 1998 Conceptual Frameworks.

23 See core Conceptual Framework.

lie dormant and unrefined. Without a study of Leadership, our candidates would not have the educational and social visions necessary to inspire their work in education and put them on the forefront among professional educators.²⁴

The coherence of our work was further articulated by our unit's response to the IPSB's new licensure areas built around developmental levels instead of grade levels. In teacher education we offer programs in Elementary and Secondary Education, but the new licensure areas are in Early Childhood Education (EC), Middle Childhood Education (MC), Early Adolescence Education (EA), and Adolescence/Young Adulthood Education (AYA). Teacher education faculty formed an Exploratory Committee to Study New Concentrations. The Committee worked for two years to form the four new concentrations, which are, in effect, new majors: two in the Elementary program, EC and MC; two in the Secondary program, EA and AYA. The concentrations are all aligned so that a candidate can become certified in a second concentration with roughly a semester more of classes and additional student teaching. Aligning the concentrations, changing the timing and ordering of courses, extending the age-ranges that specific methods courses cover, adding an additional psychology course to the Elementary concentrations, changing the special education courses and adding them to the Secondary concentrations...all of this took countless hours of faculty discussing what they included in their courses and why. We learned how one another used Knowledge, Habits of Mind, Pedagogy, and Experiences in our courses. We found out how one another defined Community and in what ways we related our teaching to Democracy. We learned of the many different interpretations of Leadership which we incorporated in the core of our teaching. In other words, through the restructuring and reforming of our curriculum we put into practice the core of our Conceptual Framework.²⁵

The coherence of our work was further solidified by the development of a UAS built around the concept of performance-based assessment. This work was/is accomplished by a UAS Committee of SOE colleagues and the Associate Dean of the SOE, and includes stakeholders from the community and the School of Arts and Sciences. It has met on a weekly basis for almost three years. Into our newly developed areas of concentration we embedded checkpoints, or gates. The checkpoints begin at the conclusion of a newly developed course, EDUA F300, Invitation to Teaching, that seeks to introduce candidates when they first enter IPFW to the newly developed and newly mandated performance-based assessment, on which their future licensure will be based. The prospective candidates are paired with "model teachers" in a local partnership school district for a fifteen hour field experience. From those observation hours, the candidates write reflections which they learn to use in their initial efforts to develop a portfolio, a portfolio that they will continue to build on in the course of their study at IPFW.

The coherence of the teacher education programs was further reinforced by the SOE faculty's writing of Guidelines for Preparing A Portfolio for Students Receiving Certification

24 Ibid.

25 See Proposal for Four New Areas of Concentration in Education.

to Teach in Indiana from the School of Education, Indiana University-Purdue University Fort Wayne (IPFW) Revised Fall 2002.²⁶ The Guidelines were developed collaboratively through the efforts of a faculty committee that sought to spell out the procedures and expectations for the portfolio development process. The Guidelines have been disseminated to students in all SOE courses as of fall 2001. They were revised in the summer of 2002 and will be continually revised as we fine-tune our assessment process.

Thus, coherence of our programs has been aided by our on-going development of a core Conceptual Framework, writing the curriculum for four new licensure areas in teacher education, forging a UAS, and constructing a portfolio assessment system for teacher education candidates, each reflecting upon and related to one another.

Professional Commitments and Dispositions

The SOE sees its deepest professional commitments and dispositions articulated in the six core parts of the Conceptual Framework: *Democracy and Community*, *Habits of Mind*, *Pedagogy*, *Knowledge*, *Experience*, and *Leadership*. These parts, however, are as broad and rigorous as the faculty and students whose academic, intellectual, political, moral, and ethical capacities bring them to life. The core Conceptual Framework is a living document, a process of engagement in the ideas, practices, and commitments that faculty and candidates share as they seek the most effective means of realizing their educational vision of “learning and leadership.”

The faculty draws on various theoretical, ideological, and philosophical knowledge bases. This, we believe, is a strength of our programs. The dynamism which characterizes educational research, policy, and social issues, at a time of great change in the delivery, financing, and assessment of education, is a reality we live with, one we hope to bring our candidates into. Our candidates will face the same critical educational equity and quality issues that challenge us. There is not one educational narrative; there are many. Our faculty members do not speak with one voice, and we value their differences. Through our programs we seek to engage our candidates in these narratives as they begin to find their own voices and write their own narratives, as they enter the world of teaching and learning in the context of a changing world.²⁷

The faculty is committed to specific knowledge bases, but the overarching commitment is to bringing candidates into the educational narratives they, faculty members, know best and believe in. In the language of philosophy we have faculty whose core values stem from the various educational philosophies, or combinations of philosophies. For methods instructors the original and contemporary versions of Progressivism dominate, as they have since Dewey first articulated those concepts almost 100 years ago. New theoretical developments in the teaching of Reading, approaches to Early Childhood (Reggio Emilia),

26 See Guidelines for Preparing A Portfolio for Students Receiving Certification to Teach in Indiana from the School of Education, Indiana University-Purdue University Fort Wayne (IPFW) Revised Fall 2002.

27 See list of scholarship that current faculty reference in faculty syllabi.

and constructivism in math and science fit under this umbrella philosophy. Yet, the current standards movement has forced faculty to seek ways to incorporate Essentialist ideas about curriculum into the process-dominated values of Progressivism. At the same time, other faculty members are convinced that Progressive theory and practice do not go far enough. They bring in the Social Reconstructivist ideas of the 1930s and the Critical Theory of the 1980s and 1990s, that view teachers as “transformative intellectuals,” change agents in the schools and in society, who are preparing their students for that same leadership role. Social Foundations faculty members introduce candidates to all educational theories, as well as to the many theories and policies about the social context in which schooling occurs, currently and historically. They seek to help candidates participate in the on-going debates about equality, equity, excellence, school reform, social justice, financing, and the role of the school in a complex, economically unequal society, which, nonetheless, is committed, in theory, to democracy and equal opportunity.²⁸

Special Education courses introduce candidates to the many perspectives, as well as state and national policies and laws that help students who are differently-abled. Here, again, we find different views, as society tries to respond to the special needs of some students who are unable to function successfully in a regular classroom. Special Education educators speak directly to the equality of opportunity debate, as our schools seek to include all learners. Educational Psychology courses teach about the multiplicity of research on how students learn and the conditions necessary to facilitate that process. Here the current literature on teaching and learning is introduced to candidates. All of these theories, ideologies, and knowledge bases inform our candidates so that they will be prepared to prove their competence in the classroom by meeting the INTASC standards.²⁹

For ourselves, our commitments and dispositions are tied to our Conceptual Framework core. For our candidates we have developed an assessment system that, in the end, asks them to show reflection and competence in meeting the IPSB and INTASC standards for knowledge, dispositions, and performances. Their progress in developing and proving these competencies is monitored at checkpoints, or gates, in the assessment system. The candidates are introduced to student teaching by the Student Teaching Handbook, which is built on the Conceptual Framework core.³⁰ Upon completion of student teaching, candidates present an exit portfolio, which they have used to monitor their educational growth since they began their university experience. In the portfolio, the candidates reflect on their learning experiences and their competencies in the ten INTASC areas. In turn, the faculty and other stakeholders reflect on and assess the candidates’ portfolios. Through this process, the SOE then garners feedback that ultimately informs the portfolio process

28 Faculty references the following researchers and theorists in the above discussion: Mortimer Adler, Michael Apple, William Bennett, David Berliner, Linda Darling-Hammond, Chester Finn, John Dewey, James Fraser, Henry Giroux, John Goodlad, E.D. Hirsch, Jr., Joe E. Kincheloe, Jonathan Kozol, Peter McClaren, Jeannie Oakes, Gary Orfield, Diane Ravitch, Joel Spring, Shirley Steinberg, Lev Vygotsky, Roberta Wiener.

29 Faculty references the following researchers and theorists: James Banks, James Comer, Lisa Delpit, Eliot Eisner, Howard Gardner, Nel Noddings, Jean Piaget, Lee Shulman, Kenneth Zeichner. For faculty qualifications, performance, and development see NCATE Standard 5 Report.

30 See Student Teaching Handbook.

and allows us to revise our Conceptual Framework core. Thus, our assessment processes and our development processes are part of a continuous, dynamic loop.³¹

Commitment to Diversity

In the United States today our ethnic, social, racial, economic, ideological diversity is the root of our strength as a nation and the center of our challenges. This social context outside our schools is reflected inside our schools. Dealing with diversity constructively, making it a strength instead of a weakness, is a central challenge to educators today.

In our Mission Statement we say we envision our candidates “Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society.”³² In the first category of our core Conceptual Framework we state that “educators need an understanding of the moral, cultural, social, political, and economic foundations of our society” in order to “foster a democratic, just, inclusive learning community among its students, faculty, and staff, and with all other stakeholders in the educational enterprise.”³³ Our goal, in other words, is to create community that builds on and celebrates the diversity that is an integral part of that community. We are committed to being ever more conscious of the diversity we represent and that we meet in the schools, and to further greater diversity in our community. In this way educators and the to-be-educated reflect and appreciate the same broad range of cultural, social, racial, ethnic, and intellectual diversity. Thus, our commitment to diversity is at the same time a commitment to tolerance, a tolerance that is based on the twin pillars of moral and intellectual clarity that we feel our Mission Statement and core Conceptual Framework, and academic training address.

Our specific responses to diversity have been reported in the NCATE Standard 4 Report.³⁴ In sum, we have sought to diversify our pool of candidates, through partnerships with local school districts, special programs to introduce minority students to the SOE at IPFW, and scholarship opportunities for minority populations. Our candidates represent a large age range and they come from diverse economic backgrounds, though the majority might be called working class/lower middle class. We are proud to serve this community. Our faculty has become more diverse racially and ethnically in the past few years, and we continue to seek minorities through well-monitored Affirmative Action procedures for conducting faculty searches.³⁵ The diversity of thought and academic background of the faculty is vast and we will continue to build on it. Diversity issues in courses have been addressed historically at the SOE by an infusion model, i.e., we do not have one course that deals with multicultural and diversity issues, but it is dealt with in all courses in those ways most appropriate to the particular course. Social Foundations courses, however, take the responsibility for dealing with these issues in greater depth and breadth than do other courses. Field experiences in all programs are designed to insure that each

31 See [Guidelines for Preparing A Portfolio](#).

32 See Mission Statement.

33 See Conceptual Framework.

34 See NCATE Standard 4 Report.

35 See IPFW Affirmative Action Guidelines for Search Committee Chairs.

candidate has experienced a multicultural setting in the course of the program.

In category six of our core Conceptual Framework, we state that candidates will “have developed educational and social visions informed by historical and cultural perspectives.”

They will also “be enriched by the convergence of knowledge, theory, and practice as they optimistically face the educational challenges of the twenty-first century.” As educators, we know that diversity is one of the major challenges of the twenty-first century, and we are making every effort to respond to it.³⁶

Commitment to Technology

As the world has been enveloped in the technological revolution, so have we in the SOE. We are thankful that IPFW and Helmke Library have been on the forefront of bringing technology to our faculty, our candidates, the University at large, and its library system. While the details of this are reported under NCATE Standard 6 Report,³⁷ we have seen the fruits of this on-going commitment in the high quality of computers each faculty member has, the technological support faculty have for computing through Information Technology Services (ITS), the high quality of technological support we have for our classrooms through the Learning Resource Center at Helmke Library, the numerous computer centers open to candidates, the growing number of courses offered through various high tech formats, and the investment the University has made in enlarging our Curriculum/Computer Lab. Several courses are being offered online and more than a third of our courses have a strong technology component. The digital registration system for candidates has revolutionized the way we advise and register students. It has transformed how we submit grades. The email system has updated the way we communicate with one another. This has resulted in better, more timely, and more in depth communication. Our UAS is built on computer-generated data; our computer-generated data have been handled by the hiring of a Data Manager, who has played a key role in facilitating the assessment, at multiple checkpoints, of our candidates.

Perhaps our most visible accomplishment in this area has been the expansion of the space for our Curriculum/Computer Lab (CCL). In 2000 the Lab almost doubled its original space. This has allowed it to multiply the ways in which it serves the SOE. In addition to serving the EDUC W200 technology courses and numerous undergraduate and graduate classes, it also hosts large group meetings of combined classes, special meetings of stakeholders, committee meetings, faculty in-service seminars, and, most recently, NCATE examiners. The Lab offers many special technology programs to thousands of students who represent the diversity of local communities. It supports a weekly tutoring program for at-risk K-5 students. In effect, it offers us a beautifully decorated, child-friendly, print rich public space for carrying out SOE missions and goals. The CCL provides open access of its facilities and resources to the community.

36 See core Conceptual Framework.

37 See NCATE Standard 6 Report.

Some of our technology has been a gift from the University; some of it represents the hard fought struggle with other IPFW departments and schools for space and funds; some of it is related to partnership grants with local school districts. While we can never totally control these sources in the future, it is our goal to persevere as we seek funding opportunities to keep us at the forefront of the new technological world. Our new goal is to digitize our portfolios.

Candidate Proficiencies Aligned with Professional and State Standards

Our candidates' proficiencies have been aligned with the core Conceptual Framework, the IPSB Standards, and the INTASC Standards. The UAS has integrated checkpoints for assessing the growing proficiencies of our candidates as they progress through our programs. We are in the process of using these assessments to inform the evaluation of our programs, our curriculum, and our assessment system. As these processes are all newly in place, we are only just beginning to get a sense of how they all function together. We believe they will provide us the information we need to fine-tune and readjust our system and make needed changes to our programs, so that we can enable candidates to reach the high performance standards that we have set for them. In turn, we will be able to continue to fulfill our mission, broadly expressed, of preparing reflective educational professionals for our future.

Alignment data now follow:

Candidate Proficiency Outcomes for Initial and Continuing Preparation of all Candidates at IPFW based upon Core Conceptual Framework

OUTCOME 1: Democracy & Community

- A. Effective educators, such as teachers, counselors, and administrators need to be part of a dynamic educational community as a model for the climate of community they hope to create.
- B. To do this, these educators need an understanding of the moral, cultural, social, political, and economic foundations of our society.

OUTCOME 2: Habits of Mind

- A. Effective educators realize that knowledge alone is not sufficient. They practice critical reflection in all endeavors.
- B. Within the context of a compassionate, caring community, educators foster habits of mind necessary to engage learners, such as investigating, inquiring, challenging, critiquing, questioning, and evaluating.

OUTCOME 3: Pedagogy

- A. Effective educators need to understand multiple approaches to pedagogy as well as the multiple roles of the teacher, such as facilitator, guide, role model, scholar, and motivator.
- B. Educators appreciate and are receptive to the diverse perspectives, modes of understanding, and social circumstances that they and their students bring to the educational setting.

OUTCOME 4: Knowledge

- A. Effective educators need to be well-grounded in the content which they expect to teach.
- B. Educators need to understand how knowledge is constructed, how the processes of inquiry are applied, how domains of knowledge are established, how disciplines can be integrated and most effectively communicated to their students.
- C. Educators also need understanding of themselves, of communities in which they intend to teach, and of students.

OUTCOME 5: Experience

- A. Effective educators learn their craft through experiences in actual educational learning.

- B. These educators will practice, collaborate, and interact with practitioners and their students.

OUTCOME 6: Leadership

- A. Effective educators are leaders. They have developed educational and social visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and inspire students to do likewise.
- B. Educators are enriched by the convergence of knowledge, theory, and practice as they optimistically face the educational challenges of the twenty-first century.

**Alignment of Outcomes Based on Conceptual Framework with INTASC Standards
Addressed in Courses**

Implementation of Conceptual Framework	INTASC Standards	Early Childhood Courses	Middle Childhood Courses	Early Adolescence Courses	Adolescence Young Adulthood Courses
<u><i>Democracy & Community</i></u>					
Consequently, the SOE should foster a democratic, just, inclusive learning community among its students, faculty, and staff, and with all other stakeholders in the educational enterprise.	3, 5, 7, 10	E339 F300 E340 H340 E325 K201 E337 K206 E333 P250 E336 P251 Student Teaching	E339 H340 E340 K201 E325 K206 E328 N343 E341 P250 F300 P251 Student Teaching	F300 H340 H340 K201 K201 K206 K206 Student Teaching	F300 H340 K201 K206 Student Teaching
<u><i>Habits of Mind</i></u>					
Consequently, the SOE must integrate critical habits of mind in all aspects of the teaching/learning process.	1-6, 8-9	E339 E336 E340 F300 E325 H340 E337 P250 E333 P251 Student Teaching	E339 F300 F300 H340 E340 N343 E325 P250 E328 P251 E341 P251 Student Teaching	F300 H340 H340 Methods W200 X401 X401 Student Teaching	F300 H340 Methods W200 W200 X401 Student Teaching
<u><i>Pedagogy</i></u>					
Consequently, the SOE needs to prepare educators to understand and use pedagogy creatively and thereby ensure active learning, conceptual understanding, and meaningful growth.	1,3,4,5,6,8	E339 K206 E340 P250 E325 P251 E337 E333 E336 Student Teaching	E339 K206 E340 N343 E325 P250 E328 P251 E341 Student Teaching	H340 K206 K206 Methods P250/2/3/4 W200 Student Teaching	H340 K206 Methods P250/2/3/4 W200 Student Teaching

Unit Outcomes	INTASC Standards	Early Childhood Courses	Middle Childhood Courses	Early Adolescence Courses	Adolescence Young Adulthood Courses
<u>Knowledge</u>					
Consequently, the SOE should immerse educators in nurturing learning communities that deepen knowledge, and encourage ongoing intellectual, emotional, and personal growth.	1-10	E339 H340 E340 K201 E325 K206 E337 P249 E333 P250 E336 P251	E339 K201 E340 K206 E325 N343 E328 P249 E341 P250 H340 P251	H340 K201 K206 Methods P250/2/3/4 W200 X401 Student Teaching	H340 K201 K206 Methods P250/2/3/4 W200 X401 Student Teaching
<u>Experience</u>					
Consequently, the SOE must integrate field and/or clinical experiences that reflect the diversity of educators, students, and schools into all aspects of the curriculum, and help educators to assess and reflect on those experiences.	2, 3, 9	E339 F300 E340 H340 E325 P250 E337 P251 E333 E336 Student Teaching	E339 F300 E340 H340 E325 N343 E328 P250 E341 P251 Student Teaching	F300 H340 Methods P250/2/3/4 Student Teaching	F300 H340 Methods P250/2/3/4 Student Teaching
<u>Leadership</u>					
Consequently, the SOE must provide opportunities for educators to develop as leaders in their profession and in their communities.	5, 10	E339 F300 E340 H340 E325 P250 E337 P251 E333 E336 Student Teaching	E339 F300 E340 H340 E325 N343 E328 P250 E341 P251 Student Teaching	F300 H340 Methods P250/2/3/4 X401 Student Teaching	F300 H340 Methods P250/2/3/4 X401 Student Teaching

III. Evidence for Meeting Each Standard

Standard 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Introduction

The School of Education (SOE) at Indiana University-Purdue University Fort Wayne (IPFW) offers two initial teacher preparation programs, one in Elementary Education and one in Secondary Education. Endorsements in Kindergarten and Middle School, offered in the initial teacher preparation programs, will continue until 2006 when the new licensure programs will be fully implemented. All-grade initial teacher preparation programs are offered jointly by the SOE and, respectively, with the Music and Visual Arts departments. The SOE offers its certification programs at the undergraduate level, and, newly, at the graduate level as part of the Transition to Teaching (T2T) program, an alternative licensure program mandated by the state. The T2T program takes candidates who have already completed an undergraduate degree and grants them licensure after a one-year course of study. The SOE offers two programs in continuing teacher preparation, one in Elementary Education and one in Secondary Education. Endorsements are available in Gifted and Talented and Reading. A new certificate program is being planned in Early Childhood Literacy. The “other school professional programs” offered by the SOE include one in School Counselor Education and one in Educational Administration.³⁸

Since our last NCATE visit the Indiana Professional Standards Board (IPSB) and NCATE have developed and adopted performance-based assessment standards, aligned with the INTASC principles, and addressing the four developmental levels and the ten content area standards.³⁹ As a response to these newly articulated standards, we have initiated performance-based assessment in all our programs. This assessment system has been codified in our Unit Assessment System (UAS).⁴⁰ We have also developed four new areas of concentration, two each in both the Elementary (Early Childhood Education, EC; Middle Childhood Education, MC) and Secondary (Early Adolescence Education, EA; Adolescence/Young Adult, A/YA) initial teacher preparation programs. These areas of concentration reflect the four newly defined developmental levels. The areas of concentration are in the process of being reviewed by the appropriate University committees; we hope to officially register students in them in the spring of 2003. Since the UAS and four areas of concentration are in the process of development, our performance

38 See program sheets for all programs.

39 See INTASC principles and IPSB developmental level and content area standards.

40 See UAS document.

based assessment indicators at all checkpoints have only been fully implemented during the most recent semesters. The plans for performance-based assessment at specified checkpoints are fully in place and include a range of assessments.⁴¹

Each of the IPFW preparation programs is designed to have our candidates address and reflect upon the School's six core Conceptual Framework principles, the IPSB developmental and content area standards, and the INTASC standards. The faculty developed the new areas of concentration in the Elementary and Secondary Education programs with performance-based assessment and four developmental levels guiding their work; at the same time, since the areas of concentration are built into the Elementary and Secondary Education programs, performance-based assessment is being written into those programs as well. Thus, those students completing the programs under State rules 46/47 will be initiated into performance-based assessment in the later stages of their programs, while all candidates for certification enrolling in the University as of spring 2003 will begin in an area of concentration, which has been fully aligned with the UAS.⁴²

Last year, in response to Indiana legislation, the SOE developed and initiated two Transition to Teaching programs (T2T), one in Elementary Education and one in Secondary Education. These programs provide initial licensure to candidates who enter the programs with an undergraduate degree, a 3.0 GPA (grade point average) in their subject area and/or five years experience in a related field. The programs include only graduate course credit, which we encourage the candidates to apply toward a Masters degree. The programs can be completed in one year, beginning with the second summer session and concluded in the first summer session of the following year. Thus, these programs provide initial licensure, but are offered at the graduate level. These, also, have been designed to align with the UAS, but they do not provide areas of concentration, as do the parallel programs at the undergraduate level.⁴³

Element One: Content Knowledge for Initial Teacher Candidates

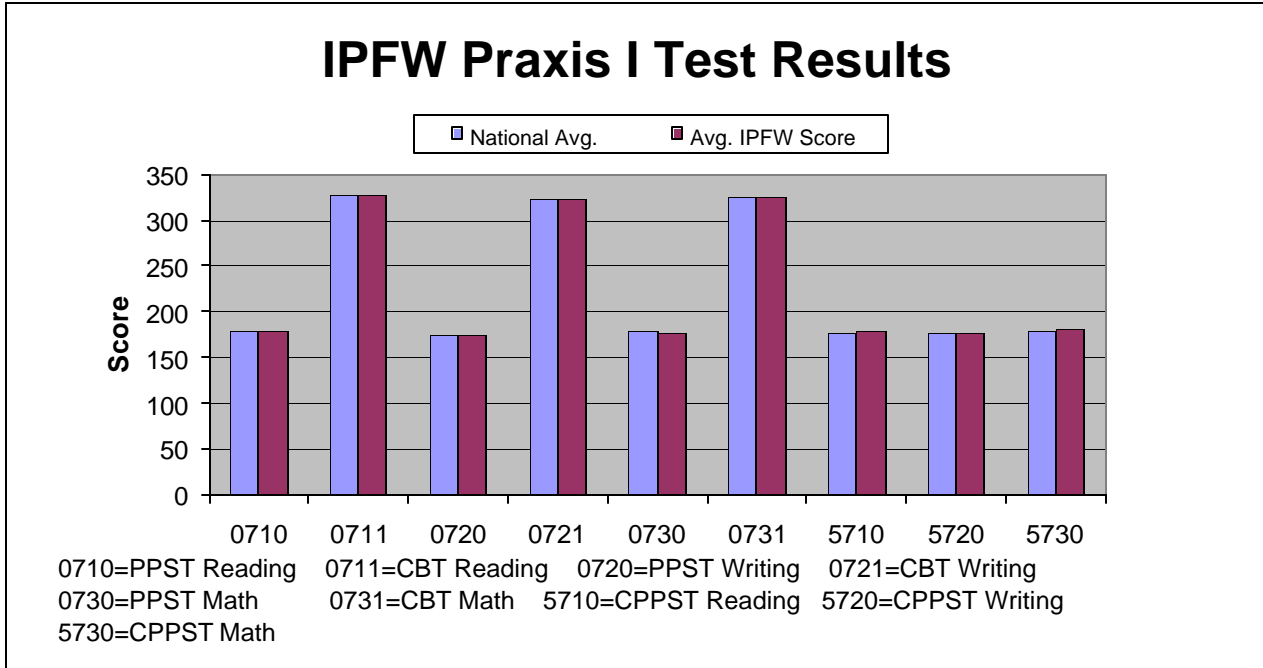
General

SOE candidates' content knowledge is assessed throughout their course of study. At each of the School's checkpoints candidates' GPAs are reviewed to ensure that they meet standards set by the faculty. At the point of admission to teacher education, candidates must present PRAXIS I scores that meet the standards set by the IPSB. Our candidates' scores compare very favorably to the national averages.

41 See UAS Plan and Proposal for Four New Areas of Concentration.

42 See Conceptual Framework.

43 See program sheets for T2T programs.



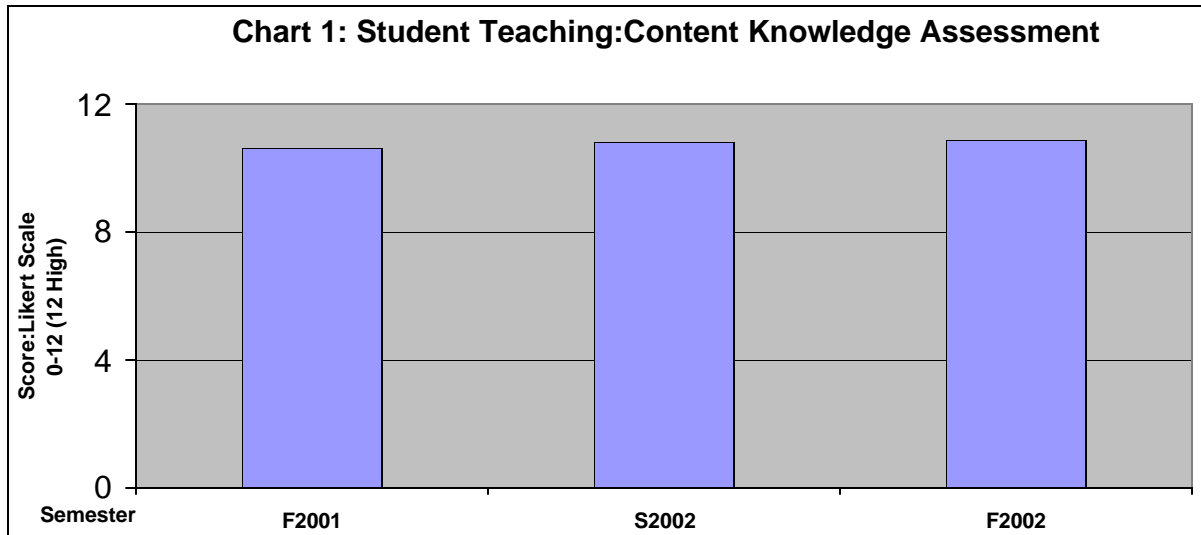
Candidates also are required to have an overall GPA of 2.5 in their general education courses and preliminary required courses. Each semester candidates' earned grades are monitored to assure they are making satisfactory progress. In order for candidates to be eligible to student teach, they must indicate a proficiency in their respective content as demonstrated by their GPA, both overall and in their content area(s) (for Secondary candidates) and success in their professional methods courses. The faculty has set the standard of a 2.0 GPA in each of five general education areas for elementary candidates, and a standard of a 2.5 GPA in the respective teaching area for secondary and all-grade candidates. Also, candidates must have earned a minimum 2.0 in each professional education course, in which they demonstrate their content proficiency integrated with their pedagogical and professional knowledge and skills. In order to graduate from the School of Education, candidates must have maintained the respective GPA levels indicated above, along with an overall GPA of 2.5.⁴⁴

Student Teaching Content Knowledge Assessment

Candidates' content knowledge is also assessed by practitioners in the schools as part of the candidate's evaluation. Candidates' content knowledge has been measured by their supervising teachers on a 12-point Likert scale. Scores of 9-12 indicate "Excellent ability and commitment: will require minimal supervision," 5-8 indicate "Adequate ability and commitment; will require moderate supervision," and 1-4 indicate "Questionable ability

⁴⁴ See program sheets for Elementary and Secondary Education, with checkpoints listed on the back, record sheet for checkpoints, and application for Student Teaching in both Elementary and Secondary programs.

and/or commitment; will require extensive supervision.”



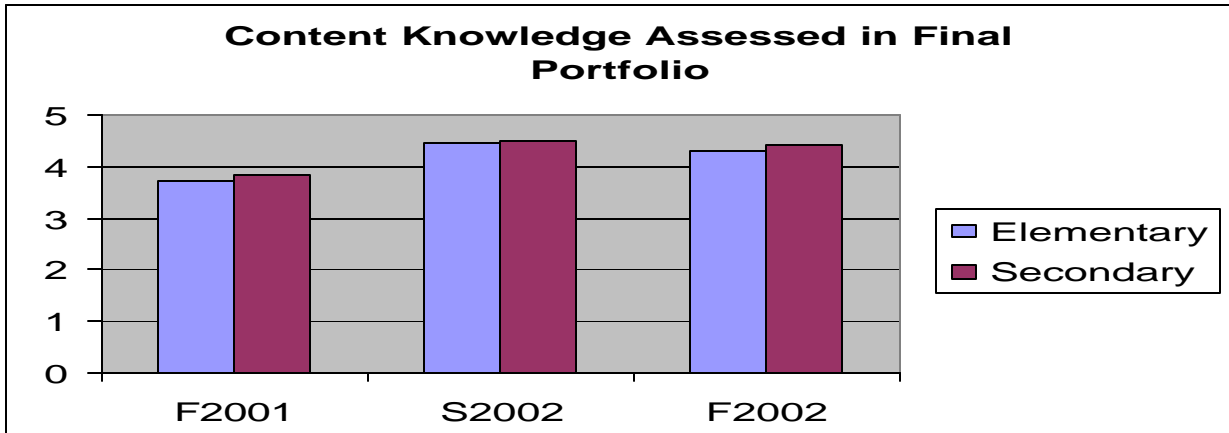
Praxis II Data

Candidates’ content knowledge is also assessed externally on the Praxis II examination. Results by content area across two years of testing (2001-2002) are available, comparing the scores of IPFW candidates to the state and national testing pools.⁴⁵ The data indicate the IPFW teacher education candidates routinely achieve higher passing rates or at least equal passing rates in content areas compared to the state and national averages. One hundred percent of IPFW candidates pass these subject area exams.

Portfolio Data

Candidates turn in their completed exit portfolio at the end of the twelfth week of student teaching. Artifacts and reflections for Standard 1 of the INTASC standards address the candidate’s knowledge of subject: “The pre-service teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.” The following graph indicates the average score (1-5, 5=high) candidates received for this standard.

⁴⁵ See [PRAXIS Report Two Year Summary](#) (Title II Report for State pass rate) and [Comparison of IPFW to National Testing Pool 2000-2002](#).



Additional Faculty Efforts

The Transition to Teaching (T2T) programs also assess candidates' content knowledge. To be eligible for either the Elementary or Secondary program, candidates must have earned a bachelor's degree with a minimum GPA of 3.0 or a GPA of 2.5 with five years of related professional experience. Secondary Education candidates must demonstrate content knowledge in specific general education areas, and in their teaching area through transcripts or other evidence. Elementary program candidates must demonstrate content knowledge in specific general education areas through transcripts or other evidence. Secondary and Elementary candidates must take the Praxis I, Academic Skills Assessment (PPST Reading, Writing, and Math) and pass it at the scores determined by the faculty for these programs. Secondary candidates must also take the Praxis II in their content area, though this was waived as a requirement for admission to the program this first year. They will take the test, but not to get into the program. A summary of information about the first cohort of T2T students follows.⁴⁶

Chart 2: T2T: Basic Content Knowledge

	Average GPA upon Admission	PPST Reading (Passing=176)	PPST Writing (Passing=172)	PPST Math (Passing=175)
Elementary	3.56	182.9	179.0	184.9
Secondary	3.39	182.6	180.0	183.7
Overall Average	3.49	182.8	179.5	184.3

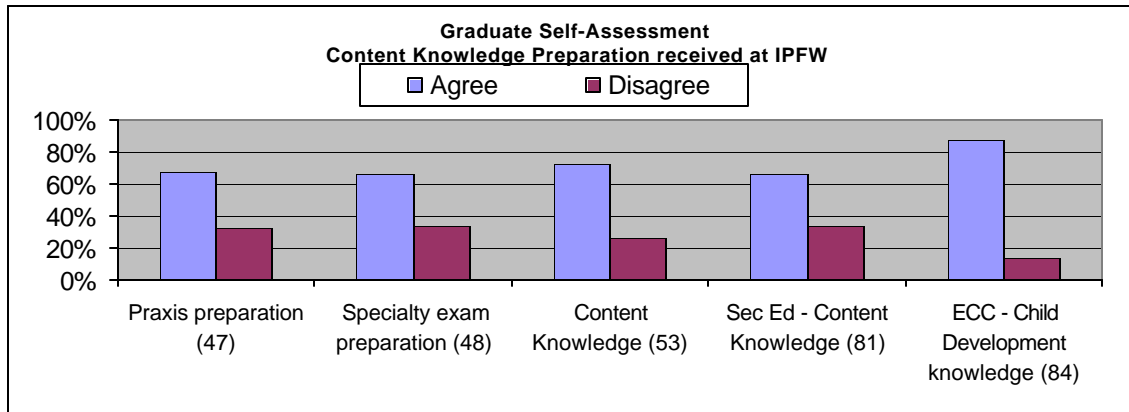
Graduate Self-assessment Results: Content Knowledge

On a self-assessment instrument, entitled "Program Evaluation Questionnaire for Graduates of Bachelor's and Associate Degree Programs in Education, IPFW,"⁴⁷ items

⁴⁶ See T2T program sheets/initial information.

⁴⁷ See copy of questionnaire, "Program Evaluation Questionnaire for Graduates of Bachelor's and Associate Degree Programs in Education, IPFW."

#47, 48, 53, and 81 speak to content knowledge. For example, #53 asks: To what extent do you agree that your program helped you feel competent in the following areas: Understanding the content (scope and sequence) of the subjects I teach. This could be answered on a 4-point scale of A (Strongly Agree), B (Agree), C (Disagree), D (Strongly Disagree), or E (Does Not Apply). This data has been collected for a period of 6 years. The data for 12 semesters are as follows:



The above data were based on an old questionnaire that the SOE is in the process of revising to reflect more clearly the INTASC standards. Additionally, we are conducting a new survey, “A New First Year Teacher Self-Assessment of Content Knowledge,” which will allow us to make further judgments about the quality of our programs.⁴⁸ Data acquired from the survey will be utilized to make changes in our programs when applicable.

Element One: Content Knowledge for Advanced Teacher Candidates

The SOE supports the need for all of its candidates to have a thorough grounding in content knowledge. Candidates may apply for advanced programs in Elementary Education and Secondary Education, and for endorsements in Reading, and Gifted and Talented. A certificate program in Early Childhood Literacy is currently being developed. Candidates need a Bachelor’s Degree with a 2.5 GPA and three letters of recommendation in order to be admitted. Most advanced teaching candidates hold a professional license in some area of education.⁴⁹

Both advanced programs require a minimum of 36 credit hours. Candidates complete 6 hours in their area of licensure, 3 hours in foundations, 3 hours in psychology, 3 hours in statistics or assessment, 3 hours in a research course, 3 hours in curriculum, 3 hours in a related methods course, and 12-15 hours of electives. Through these courses experienced teachers can enhance their knowledge and skills as teachers. They have opportunities to explore current theories of learning and instruction, engage in inquiry and reflection on teaching practice, examine the social and cultural contexts of contemporary

48 See “A New First Year Teacher Self-Assessment of Content Knowledge” survey form.
 49 See application forms for M.S. programs in Elementary and Secondary Education.

schools, and analyze current perspectives on curriculum. Secondary candidates also take courses in the advanced study of content related to their secondary education licensure area. The wide latitude in electives allows candidates to pursue old or new interests in depth. Since most are practicing teachers, no additional fieldwork is involved, though many use class assignments as opportunities to do action research in their school or classroom, and many use the knowledge gained in classes about new theories in curriculum and/or methods to integrate new ideas or practices into their own classrooms.⁵⁰

The SOE has used for some time the "Program Evaluation Questionnaire for Graduates of Master's Degree Programs in Education, IPFW."⁵¹ It does not specifically ask about content knowledge. We are in the process of revising the questionnaire to reflect more clearly the INTASC standards.

Element Two: Content Knowledge for other Professional School Personnel (Advanced Only)

The IPFW School of Education offers two programs for other professional school personnel that strive for excellence in content knowledge: Counselor Education and School Administration. Admission to these programs requires the successful completion of a bachelor's degree and a strong academic record. School Administration requires a minimum undergraduate GPA of 2.5, submission of GRE scores, and an interview with the faculty. The Counselor Education program requires a minimum undergraduate GPA of 3.2, as well as three letters of recommendation and a letter of intent. Applicants with undergraduate GPA's lower than 3.2 may take the GRE. Selected candidates are then invited to campus for a final screening composed of a group interview process. Approximately 50% of applicants are admitted to the Counselor Education program.

Both programs have high standards and are rigorous. The faculty works closely with candidates establishing collaborative and mentoring relationships. These relationships not only support the learning process but also allow the faculty to monitor candidates' success and advise when appropriate. The programs are aligned with state licensure standards and national accrediting bodies.⁵²

The Counselor Education program is comprised of two tracks: School Counseling and Agency/Marriage and Family Therapy. Both tracks focus on strong clinical skills with an emphasis on creating change in systemic relationships. Throughout the training process the program encourages self-reflection through reflective writing, journaling, videotape analysis and close supervision. Candidates are exposed to classic as well as cutting edge theories of change and are encouraged to be scholarly practitioners by incorporating research findings into their work. The school counseling program is 48 to 51 credit hours and fulfills the requirements for licensure as a school counselor. The agency/marriage and

50 See program sheets for M.S. programs in Elementary and Secondary Education.

51 See "Program Evaluation Questionnaire for Graduates of Master's Degree Programs in Education, IPFW."

52 See Counselor Education Graduate Orientation Handbook.

family therapy program is 57 credit hours and fulfills the educational and initial clinical hours and supervision requirements for licensure as a marriage and family therapist (Indiana law requires that marriage and family therapy graduates continue to receive 200 hours of supervision for an additional 1000 clinical hours and two years of practice prior to sitting for the licensing examination).

The School Administration program is a 36 credit hour program. Candidates who successfully complete the degree may continue on with an additional nine credit hours that fulfills the educational standards to obtain the Initial Administration License for building administrators. Beginning February 2003, the School Leadership Licensure Assessment administered by the State will be required for licensure.⁵³

Element Three: Pedagogical Content Knowledge for Teacher Candidates

Pedagogical content knowledge comprises that specialized knowledge of the metaphors, examples, analogies, drills, and explanations that exemplary practitioners employ to translate or represent their content knowledge to learners. It rests on thorough content knowledge. But the skilled turn from content knowledge to pedagogical content knowledge is the key to transforming a knower into a teacher. This is the domain of teacher education curriculum and instruction. Pedagogical content knowledge differs by subject matter; it differs by the developmental levels of learners; and it differs by the practitioner's understanding of the diverse cultures of learners and their modes of meaning-making.

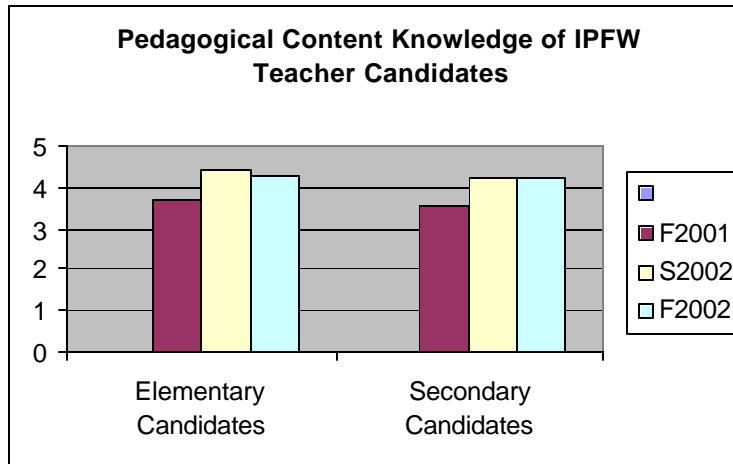
Elementary Education, with its areas of concentration in Early Childhood Education and Middle Childhood Education, has an extensive sequence of professional education courses that introduces the pedagogical content knowledge essential to the multiple subjects of elementary school classrooms. Secondary Education, with its concentrations in Early Adolescence Education and Adolescence/Young Adulthood Education, and all-grade programs in Art and Music, build upon subject matter majors. Candidates acquire pedagogical content knowledge in their sequence of professional courses.

The above is achieved through multiple opportunities for supervised practice in educational settings for candidates in all programs.⁵⁴ The candidates practice their pedagogical content knowledge with a diversity of learners: urban, rural; minority, majority; poor, affluent; and differentially-abled and differentially gifted. Throughout their field/clinical experiences candidates are required to reflect on and learn from their experiences. Their exit portfolio includes artifacts with reflections that include 1) a description of the artifact, 2) an analysis of what the candidate learned, and 3) how the experience demonstrates competence on one of the INTASC standards. The exit portfolio is evaluated according to a rubric in the

53 See program sheets, course syllabi, Counselor Education Graduate Student Orientation Handbook, and application packets.

54 See description and analyses of field experiences and clinical practice for all programs under NCATE Standard 3 Report.

Portfolio Guidelines.⁵⁵ INTASC standards #2-8 give evidence of competence of candidates' pedagogical content knowledge. The exit portfolio also includes a Performance-Based Assessment of Teaching from the Student Teaching Experience. Candidate average scores on these items in the exit portfolio are as follows for the past three semesters (1-5; 5=high).



Element Three: Pedagogical Content Knowledge for Advanced Teacher Candidates

Pedagogical content knowledge is the specialized knowledge that combines knowledge of the content with effective teaching strategies to facilitate the students' learning of the subject matter. This means the advanced teacher candidate knows the content in depth and has many strategies ready to serve students by building on the students' multiple learning styles, cultural backgrounds, and prior knowledge. The courses in psychology, assessment/statistics, methods, curriculum, and foundations, especially, build on the content base and experiences in the classroom of the advanced teacher candidate to more clearly and effectively deliver the necessary content knowledge in such a way that the students can effectively learn. The research course in each program offers the opportunity to plan and/or complete an action research project that helps the advanced teacher candidate assess and modify curriculum, teaching strategies, or methods in order to be more effective in promoting student mastery of the content.⁵⁶

Element Four: Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Pedagogical content knowledge, defined above, refers to the modes of presenting content

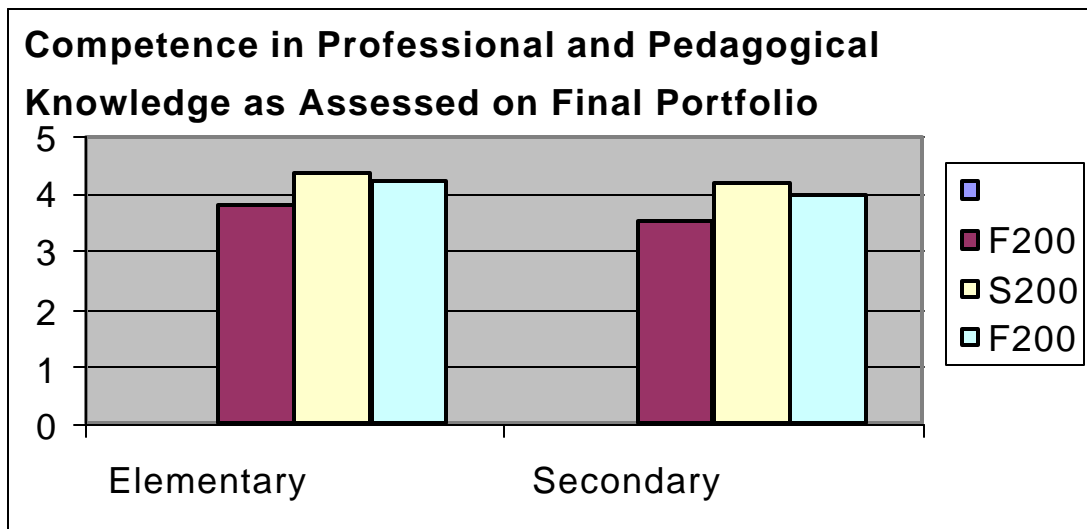
⁵⁵ See NCATE Standard 2 Report for explanation of portfolio process. See Portfolio Guidelines for rubric and scoring sheet, pp. 19-23, to evaluate competence on INTASC standards.

⁵⁶ See syllabi for those courses noted above in the M.S. programs in Elementary and Secondary Education. See examples of advanced candidate work from E590, E535, P510, P515, P516, and the various advanced methods courses.

knowledge for learners. Professional and pedagogical knowledge and skills refer to the strategies, activities, and contingencies that exemplary practitioners employ daily in the process of representing content knowledge. It includes all the behaviors, plans, habits of planning, skills, and abilities a teacher needs to employ for all children to learn. Such behaviors, habits, skills, and strategies are carried out with consciousness of diverse social, economic, political, ethical, and moral contexts. This consciousness has been raised by candidates' study of educational history, sociology, and philosophy.⁵⁷

All courses in the professional education sequence are central to developing candidates' understanding of the professional and pedagogical knowledge and skills that they will need to draw on as teachers. These courses stress the importance of planning, using developmentally appropriate strategies, the application of strategies to specific academic disciplines, and the mastery of a variety of strategies to meet the needs of all learners. This knowledge and skill is assessed most fully in field experiences, where candidates are assessed, and self-assess, their work with students. This assessment begins in the field experience of Methods and Psychology courses and is completed in Student Teaching.⁵⁸

Competence in professional and pedagogical knowledge is also assessed in the exit portfolio in candidates' artifacts and reflections for INTASC standards 9 and 10, "Reflection and Professional Growth" and "Relationship with the School and Community." This is also assessed in the exit portfolio in candidates' "Philosophy of Education Statement." The average score on these three items (1-5, 5 = high) for the past three semesters is as follows:



Element Four: Professional and Pedagogical Knowledge and Skills for Advanced

57 See syllabi for H340, Education and American Culture, the undergraduate Social Foundations course.

58 See NCATE Standard 2 Report for assessment processes; see NCATE Standard 3 Report for field experiences.

Teacher Candidates

Professional knowledge refers to foundational knowledge about the profession of teaching, i.e., social and psychological foundations of education, such as the historical, sociological, philosophical, economic, political, and psychological frameworks for understanding education. Pedagogical knowledge and skills refer to those general concepts, theories, and research about effective teaching that are applicable to all content areas.

Advanced candidates have already been introduced to these foundational frameworks during their initial training; their understanding of these dimensions has grown and matured with experience in a school setting. Much of this advanced understanding is captured through reflective logs in their advanced coursework as they try to relate new concepts and theories to their current situations. Assignments in some of the advanced courses require projects or papers that broaden their foundational understanding and, thereby, seek to improve their teaching so as to facilitate student learning.⁵⁹

Element Five: Professional Knowledge and Skills for Other School Personnel

Upon graduation, all of the candidates in Counselor Education meet several state and national standards. School Administration graduates may continue on with an additional nine credit hours to meet the licensure standards for the Initial Administration License and by completing the required School Leadership Licensure Assessment exam.

Across both programs, candidates are evaluated continuously throughout their training through the use of portfolios, demonstrations, simulations, reflective writing, and extensive supervision in practica and internships. Programs also rely on traditional assessments of course assignments, projects, and exams. Integrating current research into efficacious practice is stressed in all programs.⁶⁰

Element Six: Dispositions for all Candidates

The School's Conceptual Framework reflects the dispositions that the IPFW education faculty believes are important for teaching professionals. As indicated earlier, each of the programs incorporates the principles of the core Conceptual Framework, and thus model and integrate these dispositions in the delivery of the curriculum and in the evaluation of candidates. Candidates are advised of these professional expectations in materials distributed upon admission to teacher education. Over the course of the candidates' preparation, particularly in their field placements, both faculty and teachers provide an assessment of their professional dispositions.

59 See examples of course work from foundational courses: H504, H520, H551, P510, P515, P516, P507, P570.

60 For Counselor Education see program sheets, course syllabi, Counselor Education Graduate Student Orientation Handbook, application packets, practicum feedback forms, and samples of completed feedback forms. For School Administration see program sheets, course syllabi, and portfolio requirements and completed portfolios.

Element Six: Dispositions for Initial Teacher Candidates

The dispositions of educators working with children can profoundly and critically affect the learning process. We are in the process of developing several modes for assessing dispositions at various checkpoints, or gates, in all programs.

Currently, the professional disposition of our undergraduate student teachers are measured by supervising teachers in two ways:

1) *Professional Dispositions of Teacher Education Candidates*: Supervising teachers familiarize themselves with the INTASC dispositions on a questionnaire: the Professional dispositions of Teacher Education Candidates given to them at the first cooperating teaching seminar held by the Director of Field Services. At the end of the student teaching experience, the supervising teacher fills out the Dispositions questionnaire. The student teacher is also asked to self-assess their professional dispositions on the same questionnaire. The supervising teachers are encouraged to sit down and discuss their assessment of the student teacher, taking note of those items where the supervising teacher and the student teacher may show disagreement. Both the supervising teacher and the student teacher mail their questionnaires back to the Director of Field Services, who then has the SOE data manager enter their scores into the SOE data management system. Those scores can theoretically range from 37 (1 on all 37 items – excellent) to a score of 222 (6 on all items – indicating the disposition was not evident). Table 1 below summarizes the responses of our Fall 2002 supervising teachers and their student teachers for just the endorsement portion of their program. This spring we hope to have a full set of data compiled from supervising and student teachers in both their regular student teaching assignments and their endorsement assignments.

**Table 1 Student Teacher Professional Dispositions
Likert scale 1-6 (1 excellent to 6 no evidence)**

Fall 2002	Supervising Teachers Assessment
Number of candidates	13
Average Score	1.64

2) *Student Teaching Professional and Personal Attribute Assessment Data*

Professional and personal attributes are also measured by supervising teachers on a 12 point Likert scale using ten evaluation categories on the final student teaching evaluation form; Students are rated on 1) knowledge of pupil development, 2) motivation and enthusiasm, 3) relationship with pupils, 4) professional commitment, 5) community relations, 6) communication skills, 7) self-evaluation skills, 8) emotional maturity, 9) health and attendance, and 10) potential. Scores of 9-12 indicate excellent performance; scores of 5-8 indicate good performance; and scores of 1-4 indicate a need for

improvement. The scores for all ten categories were combined for a single professional/personal attribute score.

The average professional/personal attribute scores for the past 4 semesters indicate excellent performance and are reported in Table 2 below:

**Table 2: Student Teaching: Professional Attributes Assessment
Likert scale 0-12 (12 high)**

	Fall 2001	Spring 2002	Fall 2002
Number	113	84	86
Average Score	10.87	11.07	11.31

Student reflection in portfolios indicates their dispositions as they relate to various performance-based activities and content material. The candidate portfolios we have collected in the last two years show an ever better assessment of their dispositions⁶¹.

First Year (New) Graduate Assessment

First year teachers in the state of Indiana are assessed by their respective school principals as a part of the state's Beginning Teacher Internship Program (see document room – Beginning Teacher Internship Program). The assessment is completed using a YES/NO response for eight criteria. The 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. 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 relation skills.

61 See Exit Portfolio exemplars for candidates from Fall 2001, Spring 2002, and Fall 2002.

8. The beginning teacher performs non-instructional activities adequately. Three different measures are used to assess non-instructional activity performance.

This external assessment of graduates working in Indiana schools summarizes the quality of IPFW candidates' knowledge, skills, and dispositions. The criteria noted above reflect content knowledge, pedagogical content knowledge, pedagogical and professional knowledge/skills, and professional dispositions.

2001 – 2002 Results: A total of 64 IPFW beginning teachers were assessed. One hundred percent of the teachers passed the assessment.

Element Six: Dispositions of Advanced Teacher Candidates and Other School Personnel

Elementary and Secondary Education Masters Program Candidates

A system of assessment of dispositions of advanced teacher candidates is just being put into place. All elementary Masters candidates are required to take one curriculum course: EDUC E535. The same Professional Dispositions of Teacher Education Candidates questionnaire, which is given to initial candidates, will be given to all students in that course each semester. All secondary Masters candidates are required to take EDUC S503. The Professional Dispositions of Teacher Education Candidates questionnaire will be given to all candidates in that course each semester. The Elementary and Secondary Masters' candidates will provide self-assessments of their professional dispositions on the Dispositions questionnaire given to them in their curriculum course. The data from that questionnaire will be compiled and reported in the same fashion as the undergraduate data on the same questionnaire.

School Administration Masters Program Candidates

Candidates wishing to seek an administrative license through our School Administration Masters program must contact a faculty member in that program. EDUC A500 is the first course required by all administration Masters candidates. To get into the program and the first required class, candidates are interviewed by a school administration faculty member. The faculty member analyzes their potential for employability and leadership qualities at that time. The faculty member also evaluates the candidates potential to meet the IPSB Standards for Building Level Administrators. If candidates show potential in those areas, they are admitted to the program.

Once admitted, the candidates must supply artifacts from each of the eleven program courses (EDUC A500, A510, A608, A627, E535, S503, E536, S655, A630, and A638), which become part of their Portfolio Assessment for the program. Each time an artifact is submitted for the portfolio, the artifact is judged according to the IPSB Standards for

Building Level Administrators. It is scored as a) failed to meet standard, b) adequately met standard, or c) exceeded standard.⁶²

Counseling Masters Program Candidates

The counseling Masters programs, School Counseling and Agency/Marriage and Family Therapy, have in place several methods of measuring professional dispositions. Candidates' professional dispositions are assessed on entry to both programs and during their internships for both programs.

Candidates are interviewed as part of the process of acceptance to either of the two programs. If their dispositions are determined to be inappropriate for either of the programs, they are not admitted.

All counseling candidates are then evaluated annually by faculty in the counseling programs. Appendix O in the "Graduate Student Orientation Handbook" for the counseling programs is the evaluation form used to evaluate the candidates every year they are in the program. They are evaluated on their knowledge, dispositions, and performances. Disposition is defined as follows: "Candidate models the attributes of a professional counselor or therapist." Next to dispositions, a simple checkmark is made in the appropriate column indicating a rating of Excellent (>90%), Good (80-89%), or Poor (<79%). There is a place for faculty comments, as well as action taken, and a place where the candidate can make his/her own response to the evaluation.⁶³

Each year the School Counseling program holds a Symposium on a Saturday so that candidates can talk with present and past graduates of the counseling program, practicing professional school counselors, and principals from area school districts. This is a major opportunity for learning about professional dispositions for these candidates.⁶⁴

Element Seven: Student Learning for Initial Teacher Candidates

Greater student learning is the ultimate goal of our programs in teacher education. How to measure that, however, is a new challenge proffered to us by the new INTASC, IPSB, and NCATE standards. The development of our conceptual framework and its alignment with all the new standards will have the effect of improving the skills of our candidates so that they will be more effective in teaching all students. As we grow and learn about how to most effectively use the portfolio process, we anticipate that all candidates will include student work to indicate their success and competence (performance) in meeting the INTASC standards and effective teaching. Some do this already.

62 See IPSB Standards for Building Level Administrators.

63 See Appendix O in Graduate Student Orientation Handbook.

64 See information on the Symposium and pictures of the Symposium for 2001 and 2002.

In the Fall 2002 semester one faculty member, Dr. Glenda Moss, taught Methods of Teaching High School English, EDUC M447, on site at Harding High School in East Allen County Schools, Allen County, Indiana, one of the districts with whom the school has a partnership. Eight secondary English candidates and the professor met daily with a class of students who had failed 9th grade English. The students were taking the course that met for a double period to teach them 9th and 10th grade English in one year. The excellent work that the students created and videotapes of our candidates interacting and teaching the students can be observed in the Evidence Room.⁶⁵ This really shows the successful performance of the candidate on a daily basis.

The on-site Methods class was an experiment by a very dedicated faculty member. It is our hope to assess the effectiveness of this class, so as to teach other SOE courses on-site in the future. This would give us, and our candidates, an excellent opportunity to judge student learning.

Element Seven: Student Learning for Advanced Teacher Candidates

Greater student learning is the ultimate goal of our advanced programs, as well as our initial programs. The development of the conceptual framework and the alignment of all courses with the IPSB and INTASC standards were meant to improve delivery of our advanced coursework so as to improve our advanced candidates' learning, so as to improve their students' learning. We are still in the planning stage of aligning our advanced programs with the UAS. We are also in the planning stages of having our candidates gather evidence of their students' learning to document greater effectiveness in our candidates' teaching. Next year we will have a program review of our graduate programs, at which time we plan to seek new ways to document student learning.

As a beginning for gathering data for this element, a letter was given to candidates in various graduate classes in Fall 2002 asking them to return evidence of their students' learning.⁶⁶ We are now in the process of evaluating the data in order to design a more focused instrument that can begin to tie student learning to the candidates' learning in classes at IPFW.

Element Eight: Student Learning for Other Professional School Personnel (Advanced Only)

School Counseling candidates learn a variety of methods for creating student development projects to be delivered to classrooms or selected groups of students. In addition, the school counseling candidates spend two semesters in our on-campus training clinic working with clients. In this practicum experience, candidates must create and carry out effective treatment plans. The effectiveness is evaluated by the candidate through the use

65 See student work completed during on-site methods course, M447, Methods of Teaching High School English; videos of classes.

66 See letter to candidates currently enrolled in courses in the Elementary and Secondary M.S. programs.

of videotape review and by the supervisor, who may provide direct feedback using a “bug-in-the-ear” transmitter, or through case review. Assessment by the candidates, their peers, and supervisors through feedback forms provides evidence of how learning environments are improved through counseling.⁶⁷ Following the practicum is either a one- or two-semester internship where the candidate is directly involved with the daily activities of school counseling. The purpose of this rigorous training is to assist school counselor candidates with the knowledge and skills necessary to improve the student learning environment, at both the individual and system-wide levels. Through follow-up surveys and informal candidate contacts, the program has produced an almost 100% placement rate of graduates.

Marriage and family therapy candidates take approximately one-half of their courses with the school counselors, and therefore are exposed to the issues involved in student learning. In addition, some marriage and family therapy graduates work for external agencies that are contracted to provide mental health services in the school systems. All marriage and family therapy candidates are instructed in developing appropriate professional relationships with the schools for the children that they counsel.

In the area of School Administration, candidates learn how to create and evaluate effective teaching environments, how legal issues and the law impact the learning environment, how to work effectively with the community, and how to handle complex financial issues involved in administration. Through this process candidates learn how to be effective leaders and promote school environments where student learning can flourish. By effectively managing the larger systemic issues, educational leaders both directly and indirectly affect the quality of student learning.⁶⁸ Associate Dean and Coordinator of School Administration, Dr. John R. Cochren, maintains a listing of graduates and their employment.⁶⁹

This standard is specifically linked to the following elements of our Conceptual Framework:⁷⁰

- *Habits of Mind*
- *Pedagogy*
- *Knowledge*

67 See examples of completed Counseling practicum feedback forms.

68 See School Administration surveys.

69 See list of employed School Administrators.

70 See Conceptual Framework.

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Element One: Assessment System

The Unit Assessment System (UAS) at Indiana University–Purdue University Fort Wayne (IPFW) was created in response to a professional responsibility to ensure that our programs and graduates of our programs are of the highest quality. This dynamic assessment system is continually evaluated to insure that 1) instruction and curriculum are aligned with professional, state, and institutional standards (e.g., Conceptual Framework); 2) courses, field experiences, and programs are efficient; and 3) content knowledge and demonstration of teaching that leads to student teaching reflects attainment of core concepts.

Unit Assessment System Development

The UAS was the result of a joint collaboration with stakeholders of our undergraduate and graduate programs.⁷¹ All school districts in Allen County are represented as well as students in aforementioned programs, faculty from the School of Education (SOE) and School of Arts and Sciences, and Alumni. The Dean's Community Advisory Board periodically reviews the UAS Plan. This group is comprised of the four Allen County School Corporation superintendents and members from local organizations, such as Allen County Superior Court, Mental Health Associations, Region 8 Education Service Center, Stop Child Abuse and Neglect, Inc., Three Rivers Literacy Alliance, and Wood Youth Center. In addition, candidates and recent graduates are represented.

Linkage to the Conceptual Framework, Professional and State Standards

The UAS is clearly linked to our Conceptual Framework, INTASC principles for teacher education and IPSB standards for teacher education, School Administration, and Counselor Education.⁷² All SOE programs incorporate professional and state standards through candidate portfolios.⁷³ Matrices were created for each program to demonstrate how courses address the SOE's Conceptual Framework, INTASC, and IPSB Standards.⁷⁴ Faculty course evaluations were changed to assess the candidates' understanding of our Conceptual Framework. Each instructor of a

71 See UAS Plan pp. 2-3.

72 See UAS pp. 5-6, Graduate Student Orientation Manual, SOE course syllabi, and School Administration portfolios.

73 See [Portfolio Guidelines](#) from Teacher Education, Counselor Education Portfolio Guidelines, Graduate Student Orientation Handbook, School Administration Portfolio Guidelines, and Data Manager's report on 2001 and 2002 Teacher Education Portfolios.

74 See matrices.

College of Education course is now responsible for selecting at least one question for each of the six components.⁷⁵

Examination of the validity and utility of data

The UAS outlines a system for utilizing the data collected to continuously improve programs. We have begun to use our database to collect and analyze the aggregate assessment data of candidates. For our pre-service teacher education programs, we are in the second year of collecting performance data via portfolios. We are beginning to correlate the multiple assessment and performance data points to reveal patterns.⁷⁶ We are cautious in our interpretation, but will use data for making significant modifications in our programs, when necessary.

Modification of the UAS

We have used the existing data from our UAS to guide our decisions about programmatic changes. To illustrate, we have used data to improve our portfolio guidelines and to align our program with changes in state standards.⁷⁷ The state of Indiana has made two changes in licensure standards. First, they raised minimum passing scores on PRAXIS I. We made use of our data by examining the effects of such changes on candidate eligibility and admission to the SOE. Using the available data, we expected a drop in the number of candidates who were eligible for admission. However, in actuality, raising the standards has resulted in increasing candidate performance on the exam and thus, more candidates have been eligible for admission. Second, they have changed the licensure to reflect developmental levels, e.g.: Early Childhood, Middle Childhood, Early Adolescence, Adolescence/Young Adulthood. We have created four new areas of concentration in response to these changes. Thus, we continuously monitor changes in program requirements by IPSB to remain in alignment with state standards.⁷⁸

Multiple Assessment Points and Candidate Performance

Multiple forms of candidate performance employing both formative and summative assessment comprise the UAS Plan.⁷⁹ Data are collected and evaluated at several points in each program. To illustrate, candidates in teacher education programs must provide evidence of meeting a minimum requirement for PPST scores and GPA in order to be admitted to the SOE.⁸⁰ Work samples from all teacher education courses are collected to

75 See the SOE's formal student evaluations.

76 See Data Manager's "Blue Book" reports, and UAS Task Force minutes.

77 See Portfolio Guidelines, Fall 2002, for Teacher Education Portfolios, verification of IPSB meetings attended to monitor changes in state standards, and Proposal for Four New Areas of Concentration.

78 See the Licensing Advisor's report on PRAXIS I and II changes and resulting score results data.

79 See UAS Plan, pp. 7-9.

80 See Data Manager's report regarding PPST scores and GPA for admittance to SOE programs.

assess candidate performance and program quality.⁸¹ Candidates in all teacher education programs must complete a performance-based portfolio which is evaluated at least four times: after EDUA F300, Invitation to Teaching; Block 1; Block 2 and or Block 3; and after Student Teaching.⁸² All candidate portfolios receive a final assessment at the 12th week of the Student Teaching experience.⁸³ Portfolios are linked to the SOE Mission Statement, core Conceptual Framework, INTASC Standards, and IPSB Standards. As part of the portfolio process, candidates must reflect upon their work and are responsible for documenting that they have met national standards applicable to their specialty or content areas. School Administration and Counselor Education have their own systematic plans for assessing performance data at multiple points spread throughout the programs, both requiring, among other criteria, portfolio assessment.⁸⁴

The UAS and Candidate Success

We are currently in the process of trying to link graduation and employment rates with performance data that have been collected the past 5-10 years.⁸⁵ Prior post-graduate surveys have resulted in considerable data and have been analyzed, but not in performance terms. We are currently modifying our Post-Graduate Survey to align more visibly with our Conceptual Framework and our programmatic, performance-based expectations and requirements.⁸⁶ As such, we will be able to examine the validity of our practices by linking pre-service performance with post-graduate outcomes for our candidates.

Fairness, Accuracy, and Consistency of Performance Assessment

The UAS provides guidelines for minimizing bias in the admission and evaluation of candidates. First of all, all requirements are made available to candidates in writing.⁸⁷ If, however, candidates are denied admission and feel that it should be granted, a process exists for appealing this decision.⁸⁸ Guidelines for portfolio development and assessment are made available to candidates when they are admitted to the SOE. These guidelines explain the rubrics and the process for completing the portfolio as well as the steps to take if there is concern over unfair treatment.⁸⁹ To minimize this possibility, rigorous training of raters and levels of acceptable ***interrater reliability*** have been set for portfolio evaluation.⁹⁰

81 See North Central Assessment Plan and forms.

82 See program sheets for 4 new areas of concentration.

83 See Portfolio Guidelines and sample portfolios.

84 See campus assessment reports for both graduate programs.

85 See Data Manager's report on graduation rates.

86 See past Post Graduate Survey responses and revised Post-Graduate Survey.

87 See SOE Admission Materials.

88 See SOE Student Orientation Handbook.

89 See Portfolio Guidelines.

90 See UAS Plan page 11 and Data Manager's "Interrater Reliability Chart for 2001 and 2002 Portfolios."

UAS changes made consistent with results of assessment

The UAS provides for review and revision of the assessment system.⁹¹ A “Change Document Form” was created to track proposed and implemented changes.⁹² As a result of Portfolio Day participant discussions, it became evident that candidates would benefit from more information about the entire reflective nature of the portfolio process. A new course, EDUA F300 Invitation to Teaching, was created to introduce candidates to performance-based criteria, reflective practice, and state and national standards as well as to the multiple assessment procedures for teachers.⁹³ The Portfolio Guidelines were modified after a two-year process to clarify procedures and to provide more reflective exemplar samples.⁹⁴ A grant was obtained which allowed us to hire a Data Manager for the collection and analysis of data necessary to sustain and evaluate the UAS plan.⁹⁵

Element 2: Data Collection Analysis and Evaluation

The UAS maintains, analyzes and summarizes a comprehensive database from internal and external sources (applicants, candidates, graduates, faculty, and other members of the professional community), to improve candidate performance, program quality, and unit operations. Prior to the development of our UAS, data was collected for the University’s North Central Accreditation report⁹⁶. We have an extensive file of sample work from all teacher education courses, graduate and undergraduate, as well as reflection on that work by course instructors.

The development of the UAS for the School of Education at IPFW began in August 2000. The final document was presented to and approved by the Dean of the School of Education 23 months later after 56 formal meetings of the Unit Assessment Task Force. Members of the task force continue to review and modify the UAS and consist of Department Chairs, faculty members, the Director of Licensing and Advising, the Director of Secondary Curriculum of EACS, the SOE Data Manager, and the SOE Education Specialist. The plan successfully implements the seven criteria established by the Indiana Professional Standards Board. Multiple forms of student performance employing both formative and summative, internal and external assessment comprise the UAS Plan⁹⁷

91 See UAS Plan pp. 20-21, and UAS plan revisions.

92 See Data Manager’s “Change Document Form”.

93 See UAS Task Force minutes.

94 See Portfolio Guideline revisions Fall 2002.

95 See UAS Task Force minutes.

96 See North Central Files and Annual Reports.

97 See UAS Plan pp. 7-9, external evaluation of program by student teaching supervisors, INTASC portfolio score assessment, Modified Post-grad survey, SOE formal student evaluations with Conceptual Framework core questions required by all faculty, survey data from four school corporations evaluating SOE graduates first years of practice, Licensing Advisor’s IPSB list of teachers who have completed first year in beginning

Data from the plan is systematically analyzed and reported to make appropriate modifications to improve candidate performance, program quality, and unit operations.⁹⁸

Information technologies maintain the UAS

The Data Manager helps to maintain the UAS database and attends conferences and workshops on technology. He is currently assisting us in the development of electronic portfolios, and website integration with the database.⁹⁹

Element Three: Use of Data for Program Improvement

The use of data to evaluate efficacy of courses, programs, and clinical experience

The UAS and comprehensive database ensure that candidate assessment data is collected and made readily available to be regularly reviewed and analyzed by the UAS Task Force to evaluate courses, programs and field/clinical experiences.¹⁰⁰ The School Counseling and School Administration programs use their own process for systematically collecting data to evaluate the efficacy of their programs.¹⁰¹

Many elements of the UAS are new, so long-term data is not yet available and significant patterns have not been identified. The UAS does outline how data will be systematically reviewed to redesign individual courses, make program changes, measure program quality and needs, and track growth regarding understanding and integration of ruling principles and standards. The UAS also includes an academic year timeline for review and revision of the UAS plan itself.¹⁰² Minutes from the UAS Task Force meetings show how data is regularly considered.¹⁰³

UAS data is used to initiate changes

Even with minimal data, there are already several instances that provide evidence of how data has been used to initiate changes in assessments, courses and programs. The SOE is not far enough along in the UAS process to evaluate long-term effects of these changes, but a process for continual review is included in the UAS.¹⁰⁴

teacher program, student teaching evaluations, stakeholders UAS pp. 2-4, 8, Methods Courses at Harding High School, F300 mentor teachers.

98 See Data Manager's "Blue Book" reports, UAS Task Force minutes, Unit Assessment Plan pp. 16-17, and 20, Dean's Advisory Committee minutes, UAS page 20, UAS Annual Report to SOE faculty, Licensing Advisor's Title II report on program completers, and the SOE NCATE website.

99 See Record of Data Manager activity and current SOE website.

100 See UAS Plan, pp. 16-17.

101 See campus assessment reports for School Counseling and School Administration graduate programs.

102 See UAS Plan, pp. 16-17.

103 See UAS Task Force minutes.

104 See UAS Plan, pp. 16-17.

- In response to concerns about interrater reliability in portfolio scoring, modifications were made to the published portfolio guidelines and scoring guidelines. Inter-rater reliability improved after these changes and continues to be monitored.¹⁰⁵
- A new course has been developed, EDUA F300, Invitation to Teaching, to address issues resulting from the implementation of the UAS. Through this course, beginning candidates are informed of how they will be systematically reviewed throughout the program.¹⁰⁶
- The Conceptual Framework was completely revised and unanimously approved by the faculty on February 9, 2000.¹⁰⁷ The Conceptual Framework is included as a part of the candidate evaluation of faculty.¹⁰⁸ The Conceptual Framework core is included in every course syllabi.¹⁰⁹
- The Counselor Education program uses candidate and course data to identify trends and themes in a cohort. The data has been used to identify courses and processes that need improvement. The cohort data was recently used to assist faculty with updating the program and courses when IPSB implemented changes in the state standards.¹¹⁰
- Recent changes in the School Administration program were a direct result of candidate feedback that is solicited and encouraged throughout the courses and program.¹¹¹
- When the state of Indiana raised minimum PRAXIS I passing scores in 1999, significant research was conducted to estimate the impact on students and programs before the School of Education implemented the same change.¹¹²
- Research related to a very recent proposal to raise the GPA requirement for admission to Teacher Education has been greatly enhanced by the ease of accessing candidate assessment data in the School of Education database, as required by the UAS. A decision has yet to be made, pending further consideration of potential program strengthening versus adverse consequences.¹¹³
- Currently, information in the SOE database is being used to identify the impact of higher PRAXIS II scores proposed by the state of Indiana. The impact on candidates, processes and programs is being considered.¹¹⁴

Reflection of assessment data and modification of performance

Candidates are systematically involved in their own assessment throughout the program, so that they are aware of their performance and can make necessary changes for

105 See Portfolio Guidelines, Fall 2002.

106 See F300 creation in UAS Task Force minutes.

107 See SOE Faculty meeting minutes.

108 See SOE faculty evaluation forms.

109 See course syllabi.

110 See Campus Assessment reports.

111 See School Administration Practicum surveys.

112 See Response to PRAXIS I revisions.

113 See proposal to raise GPA for admission to teacher education.

114 See Data Manager's "Blue Book" reports, and UAS Task Force minutes.

improvement.¹¹⁵ Teacher Education requirements and expectations are shared with students early in the program during EDUA F300 and academic advising.¹¹⁶

Candidates in all Teacher Education programs receive ongoing feedback from course instructors, grades, advising, formal test scores, field experience evaluations, portfolio assessment at the various checkpoints, and student teaching evaluations. This feedback is presented in a way that candidates reflect on their performance and make improvements as needed. Counselor Education candidates are interviewed annually by faculty in an attempt to allow reflection on their performance, develop plans for improvement and receive feedback on their portfolio. Similar open dialogue is included throughout the School Administration program.¹¹⁷

Individual faculty, programs and the SOE use formal candidate evaluations of faculty and courses.¹¹⁸ The data from these evaluations are used to assess course objectives and outcomes, an individual faculty member's own teaching, and the overall effectiveness of the School's programs. Faculty evaluates portfolio assessment scores and other comprehensive summative information to examine how courses and processes are contributing to candidates' attainment of content knowledge and professional standards.¹¹⁹ There is a formal review each fall of the curriculum in all programs so that the Dean may file an annual report with the campus Assessment Committee.¹²⁰

This standard is specifically linked to the following elements of our Conceptual Framework:¹²¹

- *Habits of Mind*
- *Knowledge*

115 See Portfolio Guidelines.

116 See F300 creation in UAS Task Force minutes.

117 See campus assessment reports for School Counseling and School Administration graduate programs.

118 See formal SOE faculty evaluations.

119 See Data Manager's "Blue Book" reports, and UAS Task Force minutes.

120 See campus assessment reports for all programs.

121 See Conceptual Framework.

Standard 3: Field Experiences and Clinical Practice

Introduction

Each of the School of Education (SOE) programs includes an extensive field experience component that is designed to complement coursework and provide candidates with diverse opportunities in classrooms to observe and work with students and teachers. Student teaching requirements are designed by the Director of Field Services, with the affirmation of SOE faculty.¹²² All other field experiences are designed by the faculty of the specific program. Each program is briefly described in order to indicate the methods that are used to reach the targeted level of each of the three elements for Standard Three.

Chronological Field Experience by Program

Semester	Early Childhood Assoc	Elementary BS	Secondary BS	Special Education Minor	Admin Graduate	Counseling Graduate	Transition to Teaching Graduate
1		F300 (15)	F300 (15)	F300 (15)			
2	P249 (15) E330 (15)						
3	E337 (15) E333(15)						
4	E317 Pract. (180)			K350 (30)			
5			P250 (30)	K370 (30)			
6		Team I (70)	X401/P253 (30)				
7		Team II (54)	Methods				
8		St. Teaching (12-16 weeks)	St. Teaching (12-16 weeks)	Spec Ed Pract. (6 weeks)			
9							
10							
11						G524/G525 (300-500 Hrs)	M501 (100 elem) (90 sec)
12						Clinical Work	St. Teaching (16 weeks)
13					A695 (180)	G550/G551 (300-500 Hrs)	
14						Internship	

Hours are indicated in parenthesis

Field Experience Component of Early Childhood Education Program

122 See Student Teaching Handbook.

Collaboration between Unit and School Partners

The following report describes the two-year Associate of Science degree program in Early Childhood Education. We are in the process of developing an Early Childhood area of concentration in the Bachelor of Science Elementary Education program.¹²³ Collaboration between the Early Childhood Program and the community is clearly evident in a seamless articulation agreement with Ivy Tech State College regarding the transfer and acceptance of course credit, practicum placements in local early childhood education settings accredited by the National Association for the Education of Young Children (NAEYC), and lab experiences in community early childhood care and education settings. The supervising teachers and the university supervisor collaborate with the candidate regarding best practices for care and education of young children. Candidate experiences during field experiences and practicum placements are aligned with Indiana State Standards for Kindergarten and Pre-Kindergarten, INTASC Standards, and child care/school policies.

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

The field experience component of the Early Childhood Program consists of two primary elements— lab experiences and practicum placements. The lab experiences are defined as sixty hours of observation of young children/early learning environments in a variety of settings, rural, urban, suburban, in conjunction with four courses— E330, Infant/Toddler Learning Environments; E337, Classroom Learning Environments; E333, Inquiry in Math and Science for Early Childhood; and P249, Child Growth and Development.¹²⁴ The practicum placements provide an additional clinical experience in developmentally appropriate, early childhood settings. These settings represent early childhood education models of Montessori, High/Scope, Reggio Emilia, Creative Curriculum and early childhood traditional models.

Field placements for practicum candidates include public and private sectors. Public school placements are Title I pre-Kindergarten and Kindergarten programs in Northeast Indiana schools. In addition, placements include federally funded Head Start and Community Action of Northeast Indiana (CANI) sites. Private placements include various sites in northeast Indiana (hospital-sponsored, corporate-sponsored, foundation, parochial, and United Way-sponsored). The practicum field experience incorporates the practice of designing appropriate lessons/experiences for young children in the early learning environment context, teaching lessons, assessing student learning needs, performing authentic assessments (formal and informal), and meeting with parents for conferences.¹²⁵

Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to

123 See Proposal for Four New Areas of Concentration document.

124 See course syllabi for E330, E333, E337, and P249.

125 See practicum evaluation and student assignments.

Help All Students Learn

In addition to assignments based on the practicum experience, all students submit a portfolio prior to the completion of the A.S. degree in Early Childhood that is evaluated by University Supervisors. Each candidate provides a minimum of two artifacts and reflective analyses to demonstrate proficiency on the ten INTASC standards. Some artifacts are from a study of theory applied to curriculum planning, while other artifacts are from performance during field experiences.

Field Experience Component of First Year Elementary and Secondary Majors Invitation to Teaching (EDUA F300)

Collaboration between Unit and School Partners

Collaboration between the SOE and East Allen County School (EACS) Corporation's elementary and secondary schools is clearly evident in the field experience component of F300, the Invitation to Teaching course. EACS and the IPFW SOE have a partnership through a Title II Grant awarded to the SOE in the fall of 2001.¹²⁶ EACS provides field experiences and observations for F300, Invitation to Teaching, candidates. Cooperating classroom teachers, termed model teachers, and administrators are included in many aspects of this program. Model teachers are involved in the evaluation of the program by completing university-provided forms. IPFW faculty and EACS administration work together to recruit¹²⁷ model teachers and train them on the INTASC Standards and the portfolio assessment process.¹²⁸ Model teachers and administrators are included in the process of assessing SOE candidates' exit portfolios. In addition, several administrators, including principals and the superintendent of EACS collaborate with IPFW when they speak to the students about the teaching profession during the Invitation to Teaching course.

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

The field experience component of the Invitation to Teaching course includes 15 hours of observation/reflection in the students' area(s) of interest. All course assignments coordinate with the candidate's observation experiences and include: the initial portfolio, a reflective journal, and weekly assignments.¹²⁹ All assignments require reflective thinking and/or writing with emphasis on all three evaluation areas: knowledge, skills, and disposition.

126 See Title II Grant Application.

127 See F300 Recruitment brochure

128 See UAS Task Force minutes regarding Model Teacher Training.

129 See F300 course syllabus.

Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help all Students Learn

As an integral part of the Invitation to Teaching course, candidates learn about the portfolio process and what is required of them in completing a portfolio. Candidates are required to complete an initial portfolio, which includes five artifacts and five reflective analyses based on their field experience. These artifacts represent five different INTASC standards. This is the first of three required portfolio checkpoints candidates are required to complete during their training at IPFW. The instructor of the course evaluates assignments and initial portfolios. The SOE data management system holds evidence that pre-service teachers have demonstrated proficiency on all standards. This system also verifies that students have been provided with field experiences in diverse settings - rural, urban, suburban, ethnically diverse, exceptionalities, etc.¹³⁰

Field Experience Component of Elementary Education – T.E.A.M. I (Teaching Educational Academic Methods – Block I)

Collaboration between Unit and School Partners

T.E.A.M. I candidates are placed in classrooms in elementary schools in Fort Wayne Community Schools (FWCS), EACS, and Northwest Allen County Schools (NACS) for 70–80 hours of internship time.¹³¹ University faculty works with school principals in determining appropriate associate classroom teachers. The university faculty supervisor has an initial meeting at each school with the principal, classroom teachers and interns. During each week of the internship, the university faculty supervisor visits each intern, their associate classroom teacher and the principal. Associate teachers are encouraged to request assistance from university staff in meeting the needs of both university interns and elementary students. Associate teachers are involved in the evaluation of interns by completing university-provided forms. Associate teachers are asked to evaluate knowledge, skills and disposition, as measured by the INTASC standards.¹³² They also complete a “Professional Behaviors Checklist” that indicates their perception of the intern’s professional readiness.¹³³

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

During the second semester of their junior year, all elementary education majors participate in the T.E.A.M. I program. The program includes two educational psychology classes (P250 and P251), language arts methods (E339), reading methods (E340) and a

130 See [Portfolio Guidelines](#) for descriptions of checkpoints, and Data Management Reports of candidates' assessment checkpoints.

131 See, for example, T.E.A.M. I school placement list for Spring 2003.

132 See T.E.A.M. I evaluation form of candidates completed by associate teachers.

133 See T.E.A.M. I Professional Behaviors Checklist of candidates completed by associate teachers.

70–80 hour field experience¹³⁴ All course assignments are coordinated with the internship experiences and the faculty for the on-campus classes are the on-site supervisors in the elementary schools. The T.E.A.M. I field experience is not merely observation, but includes individual tutoring, small and large group instruction and participation in all school activities. Updated technological training takes place before the internship begins and is utilized throughout the elementary classroom work. Campus assignments include lesson planning and delivery, daily journaling, reflective papers on twelve assigned topics, etc. All T.E.A.M. I assignments require reflective writing with emphasis on all three evaluation areas: knowledge, skills and disposition.

Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn

The faculty member who made the assignment evaluates assignments completed during field experience. In addition to this evaluation, candidates must meet with the supervisor at the end of the semester in order to evaluate the level of their portfolio preparation.¹³⁵ At the end of the T.E.A.M. I semester, the candidate is expected to have at least one artifact and reflective analysis for each of the ten INTASC standards. One year later, the completed portfolio (which includes three artifacts and reflections per INTASC standard) will be evaluated by a joint team of University and P-12 educators and administrators. The SOE data management system holds evidence that candidates have demonstrated proficiency on all standards. This system also verifies that candidates have been provided with field experiences in diverse settings – rural, urban, suburban, ethnically diverse, exceptionalities, etc.¹³⁶

Field Experience Component of the Elementary Education Program – T.E.A.M. II (Teaching Educational Academic Methods – Block II)

Collaboration between Unit and School Partners

T.E.A.M. II candidates are placed in classrooms in elementary schools in FWCS, EACS, and NACS for 50-60 hours of internship time.¹³⁷ This past year the internship has been expanded to include schools in Whitley, Huntington, and DeKalb counties. The cooperating teachers evaluate our interns using both summative and formative evaluation during the field experience and at the end of the field experience.

As a result of the field experiences, or in addition to them, the following types of collaborations between the SOE Unit at IPFW and the local schools have taken place. The

134 See course syllabi for E339, E340, P250, and P251.

135 See T.E.A.M. I Portfolio Checklist.

136 See Data Management Reports of T.E.A.M. I candidates' assessment, and description of field placements.

137 See, for example, T.E.A.M. II school placement list for Spring 2003.

Math education component of methods, EDUC N343,¹³⁸ has resulted in the hiring of our interns during T.E.A.M. II for after school mathematics tutoring. Numerous invited mathematics workshops have taken place in internship schools. An SOE faculty member has served as the math consultant for a Comprehensive School Reform Demonstration (CSR D) federal grant in a Title I internship school. The Science education component of methods, EDUC E328, has resulted in numerous opportunities for T.E.A.M. II candidates to serve as science fair judges. T.E.A.M. II candidates have prepared science or integrated math/science/social studies lessons and activities to share with local elementary school students through community resources, such as Metea Park and Science Central. The Social Studies component of methods, EDUC E325 has involved IPFW interns as leaders in Junior Achievement, local historical museum presentations, and the American Red Cross Masters of Disaster Program.¹³⁹

Design, Implementation, and Evaluation of Field Experiences and Clinical Practices

The T.E.A.M. II internship provides a minimum of 54 hours in the classroom where the interns function as classroom aides and are allowed to implement several teaching episodes. During the T.E.A.M. II internship the principals and cooperating teachers agree to allow IPFW candidates teaching experiences, which range from three whole class lessons in math, science, and social studies, to as many as a lesson a week or three lessons a week. The interns are sent out prior to the internship to meet their cooperating teachers, sit in on a class, and begin collaboration of lesson topics that will both fit into the curriculum and meet Indiana Teaching and Curriculum Standards. Cooperating teachers agree to provide feedback on an IPFW rubric designed to rate various aspects of teaching and gather qualitative comments for the interns concerning their teaching.¹⁴⁰ This teaching experience is designed to transition the candidates into their student teaching experience.

Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn

The faculty member who gave the assignments to complete during internship evaluates the quality of the work. At the end of the T.E.A.M. II semester, the candidate is expected to have at least two artifacts and reflective analyses for each of the ten INTASC Standards. The candidate meets with the supervising professor to review portfolio progress.¹⁴¹ The SOE data management system holds evidence that candidates have demonstrated proficiency on all standards. This system also verifies that candidates have been provided with field experiences in diverse settings – rural, urban, suburban, ethnically diverse, exceptionalities, etc.¹⁴²

138 See course syllabus for EDUC N343.

139 See course syllabi for EDUC E325 and E328.

140 See T.E.A.M. II internship evaluation form.

141 See T.E.A.M. II portfolio checklist.

142 See Data Management Reports of T.E.A.M. II candidates' assessment and description of field placement.

Field Experience Component of Secondary Education Program

Collaboration between Unit and School Partners

Collaboration between the SOE and secondary schools is clearly evident in the field experience component of the Secondary Education Program. Eleven school districts in six counties participate with IPFW to provide field experiences and observations for pre-service teachers. Cooperating classroom teachers are included in the evaluation process as they evaluate pre-service teachers' experience by completing university-provided evaluation forms.¹⁴³ One high school has opened its campus for a more comprehensive collaborative effort to provide a richer field experience for secondary English and Social Studies methods' students. The campus provides a service learning setting in which the candidates and the SOE faculty member teach students repeating English courses.¹⁴⁴ The candidates and SOE faculty member attend the high school faculty and departmental meetings, and align practices with the Indiana Academic Standards, INTASC Standards, and school policies.

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

The field experience component of the Secondary Education Program consists of field observations. The field observations are defined as thirty hours of observation in middle and senior high classrooms in conjunction with three courses—P250 and P251, Educational Psychology; and M443, M445, M447, M448, or M449, Methods in the Content Area. University faculty supervisors visit school administrators and each classroom teacher providing the field experience. We are in the process of expanding the field experience by transitioning the Secondary English and Social Studies Methods to an on-site experience at a local urban public high school. This field experience moves beyond observation and allows candidates to practice designing lessons in the classroom context, teach lessons to secondary students, diagnose student learning needs, perform formal and informal assessment/grades, and conduct conferences with parents.

Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn

Candidates present five artifacts with reflective analyses at the end of EDUC P250, General Educational Psychology; EDUC X401, Critical Reading in the Content Areas; EDUC P253, Educational Psychology for Secondary Education; and EDUC M443/M447/M401, Methods of Teaching Secondary Social Studies and English. Each artifact's reflective analysis must indicate how the artifact demonstrates knowledge, disposition, or performance in terms of one of the 10 INTASC standards. The goal is for

143 See Educational Psychology and Secondary Methods Evaluation form.

144 See video and surveys of on-site Secondary Methods course.

the candidate to present 20 artifacts and reflective analyses before student teaching, demonstrating knowledge and disposition for each of the 10 INTASC standards.

Field Experience Component of the Special Education Program

Collaboration Between Unit and School Partners

Candidates have the choice of 35 school districts in Fort Wayne and surrounding counties to fulfill their observation and practicum experiences in the Special Education Program at IPFW. The program has 60 hours of field experience attached to two courses, K350, Introduction to Mental Retardation; and K370, Introduction to Learning Disabilities. Additionally, candidates have a six-week student teaching experience in M470, Practicum in Special Education. A unique collaborative experience took place from 1997 to 2001, the Excellence in Learning for Individuals with Learning Difficulties (EXCEL) Learning Clinic served three populations; (a) practicum candidates earning a minor in mild disabilities (M470), (b) candidate observers earning hours for field experiences (K350 & K370), and (c) local children. The program was a cooperative effort between EACS and the SOE.¹⁴⁵

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

The field experience in Special Education consists of 60 observation hours attached to two courses, K350 and K370, and six weeks of practicum experience. Four methods courses are required: K352, Education of Children with Learning Problems, K360, Behavior Characteristics of the Mentally Retarded, K371, Assessment and Individual Instruction in Reading and Mathematics, and K453, Management of Academic and Social Behavior. In the practicum experience candidates prepare lessons plans, instruct, assess, and conduct parent conferences. They also provide a film of their teaching and are evaluated by their peers. Additionally, they are visited and a written evaluation is completed by a professor of education, two to three times, during the six-week period.¹⁴⁶ The supervising teacher also completes a written evaluation.¹⁴⁷

Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn

In the practicum experience, in addition to preparing lessons plans, instructing children, etc., candidates demonstrate their proficiency by completing a case study on a child and implementing and measuring a behavior change and an academic intervention. The standards that are presented in the four methods courses (K352, K360, K371, and K453), are combined and demonstrated in a real life setting during the practicum experience. The case study is reflective of the INTASC standards. Candidates are provided field and

¹⁴⁵ See course syllabi for K350, K370, and M470.

¹⁴⁶ See Special Education internship evaluation form for the course instructor.

¹⁴⁷ See Special Education internship evaluation form for supervising teacher.

practicum experiences in diverse settings in elementary, middle, high schools, as well as urban and rural placements.¹⁴⁸

Field Experience Component on the Clinical Practice (Student Teaching) of Elementary and Secondary Education Programs

Collaboration between Unit and School Partners

Collaboration between the SOE and elementary/secondary schools is clearly evident in the clinical experience component of the Elementary and Secondary Education programs. Thirty-one school districts in eleven counties participate with IPFW to provide clinical experiences and observations for student teachers. Supervising classroom teachers are included in the evaluation process as they evaluate student teachers' experience by completing university-provided evaluation forms.¹⁴⁹ New evaluation forms are in the process of being redesigned by a task force headed by the Division of Field Services. These will reflect more accurately performance-based criteria for student teaching.

Typically, student teachers apply to student teach in their junior year. They complete an extensive application¹⁵⁰ that includes not only their education and employment histories, but also information about the candidates' goals and reasons for pursuing teaching as a career. Beginning in October of each year, the candidates' applications for the subsequent academic year are sent to the school corporations selected by the candidates throughout the northeastern part of Indiana. With this information, principals and superintendents strive to identify an appropriate supervising teacher. Minimum requirements for supervising teachers are three years of teaching experience and, preferably, a Master's Degree.

Design, Implementation, and Evaluation of Clinical Practice

The Director of Field Services is responsible for the preparation, application, and placement of student teachers. The Director of Field Services continues as the school liaison, student teacher advocate, and is constantly evaluating placements and the overall program. Guidelines for the experience have been designed to facilitate a natural progression of increasing student teacher immersion into full responsibilities of a teacher.¹⁵¹ The evaluation process has been developed to complement the practice, reflection and growth within student teaching.

Working with the candidates and teachers is a university supervisor, selected by the unit to oversee the student teaching experience. University supervisors have extensive teaching experience, averaging close to 30 years of experience. The majority of them have been

148 See course syllabi for K352, K360, K371, and K453.

149 See student teacher mid-term and final evaluation forms.

150 See student teaching application form.

151 See Student Teaching Handbook.

master teachers or building administrators, with 100% holding advanced degrees. University supervisors are appointed as visiting lecturers. The supervisors assume responsibility for providing supervising teachers with a similar review of the student teaching expectations and assessment instruments.¹⁵² As of last year, they are invited and have been attending SOE faculty meetings.

Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn

For student teaching, the academic eligibility requirements are posted in the IPFW Undergraduate Bulletin 2000-2002.¹⁵³ Candidates' eligibility is regularly monitored by the Office of Field Services staff. Candidates who may not meet the eligibility requirements to student teach are advised to defer their student teaching placement until eligibility requirements are met.

All candidates complete a portfolio assessment process that is evaluated by a joint team of IPFW faculty and P-12 educators and administrators.¹⁵⁴ Data collected following the evaluation of the portfolios have been entered in the SOE data management system and provide evidence that candidates completing their student teaching have demonstrated proficiency on the ten INTASC standards. Each candidate provides a minimum of three artifacts and reflective analysis to demonstrate proficiency on each of the ten INTASC standards. Some of these come from a study of theory and planning while others come from performances during student teaching. Candidates are provided with student teaching in diverse settings: elementary, middle school, high school, rural, urban, and alternative settings.¹⁵⁵

Field Experience Component of Elementary and Secondary Transition to Teaching Program

Collaboration between Unit and School Partners

Collaboration between the IPFW SOE and elementary and secondary schools in Northeast Indiana is clearly evident in the fall field experience component of the Elementary and Secondary Transition to Teaching (T2T) Program. NACS and Southwest Allen County

152 See student teaching mid-term and final evaluation forms.

153 See IPFW Undergraduate Bulletin 2000-2002.

154 See Portfolio Guidelines for assessment rubric.

155 See Data Management Reports for exit portfolio assessment and description of placement assignments for student teachers.

Schools (SACS) participate with IPFW to provide field experiences and observations for T2T candidates through a formal agreement. Other school corporations within Northeast Indiana provide field experiences for candidates requiring independent placements. Cooperating classroom teachers evaluate these candidates' experience by completing university-provided evaluation forms.¹⁵⁶

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

The field experiences component of the T2T Program consists of two primary elements – field observations and student teaching. The field observations for Elementary T2T candidates are defined as 100 hours, with hours divided equally between primary and upper elementary classrooms and are in conjunction with three courses: H504 or H520, Social Foundations; E341, Reading Methods; and M500, Integrated Professional Seminar (IPS). The field observations for Secondary T2T candidates are defined as 90 hours, with hours divided equally between middle and high school classrooms and are in conjunction with three courses: M443, M445, M447, M448, or M449, Methods in the Content Area; X401, Critical Reading in the Content Area; and M500, Integrated Professional Seminar (IPS).¹⁵⁷ During the field experience the principals and cooperating teachers agree to allow IPFW candidates' teaching experiences, which include individual tutoring, small and large group instruction, and participation in all school activities. Campus assignments include lesson planning and delivery, daily journaling, reflective analyses based on ten artifacts collected during the field experience. All assignments require reflective analysis with emphasis on all three evaluation areas: knowledge, skills and dispositions.

Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help all Students Learn

The faculty member who made the assignment evaluates assignments completed during field experience. In addition to this evaluation, candidates must meet with the supervisor at the end of the semester in order to evaluate the level of their portfolio preparation.¹⁵⁸ In the Spring semester, the completed portfolio (which includes three artifacts and reflective analyses per INTASC Standard) is evaluated by a joint team of University and P-12 educators and administrators. The SOE data management system provides evidence that candidates have demonstrated proficiency on all standards. This system also verifies that candidates have been provided with field experiences in urban, rural, suburban, and ethnically diverse settings.¹⁵⁹

Field Experience Component of Counselor Education

156 See cooperating teachers' evaluation forms of T2T student teachers.

157 See course syllabi for H504, H520, E341, M500, M443, M445, M447, M448, M449, and X401.

158 See [Portfolio Guidelines](#) for checkpoints one and two.

159 See Data Management Reports for exit portfolio assessments of T2T candidates and description of student teaching placements.

Collaboration Between Unit and School Partners

School Counseling interns are candidates in their 3rd year in the Counseling program at IPFW. School interns are supervised both by the University Supervisor and their site supervisors. The University Supervisor meets with each and every site supervisor and student intern to decide on terms of interns' internship arrangements, and to sign the IPFW School Internship Contract.¹⁶⁰ School interns are evaluated by the site supervisor at the end of the school year, and have the opportunity to evaluate their school sites.¹⁶¹

Site supervisors contact the University Supervisor about concerns and issues affecting interns' internship arrangement. Interns have concurrent courses (G551) and (G552), where issues affecting internship experiences are discussed and also placed in the proper context of pupils' developmental issues. Interns are required to have exposure to, at least, two levels of school services.

Design, Implementation & Evaluation of Field Experiences and Clinical Practice

The School Counseling program at IPFW purposefully makes an excellent effort at assessing and evaluating candidates' field experiences. Interns log their counselor-type activities.¹⁶² All candidates in their internship are required to provide an in-class guidance lesson under the supervision of the University Supervisor.

Candidates' Development & Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn

The School Counseling program makes every effort to ensure that candidates' development, knowledge, skill and disposition are aligned with the requirements and standards established by the SOE at IPFW, state and national accrediting bodies, and professional associations.¹⁶³ Second year candidates are required to obtain a full year of clinical experience. During the internship, candidates are required: 1) to write reflective analyses of their experiences and of the program;¹⁶⁴ 2) to maintain log sheets; of their contact hours and activities,¹⁶⁵ 3) to be evaluated by their site supervisors, as well as; 4) to make available to the University Supervisor their personal portfolios.¹⁶⁶

Field Experience Component of School Administration Program

Collaboration between Unit and School Partners

160 See Graduate Student Orientation Handbook for the Counselor Education Program, Appendix A.

161 Ibid., Appendix E3.

162 See Graduate Student Orientation Handbook for Counselor Education Program.

163 Ibid.

164 Ibid., Appendix Z.

165 Ibid., p. 71.

166 Ibid., Appendix M.

The practicum A695 requires candidates to solicit and acquire permission from the superintendent or their designee in order to participate in the practicum.¹⁶⁷ In addition, each candidate must schedule a meeting with a mentor and solicit an agreement for participation and mentorship. The requirements are clearly outlined in the signed agreement. The candidate and mentor then review the various cognates included in the practicum participation.

By virtue of the fact that the mentor, as well as the school superintendent, sign an agreement, extensive collaboration exists with each individual candidate. In addition, the element is acceptable due to the evaluation that is made of the practicum experience by the mentor, as well as the candidate. The mentor and candidate discuss the various cognates offered as options and select those that are appropriate for completing the practicum experience.

Design, Implementation and Evaluation of Field Experiences and Clinical Practice

Each candidate and his or her mentor evaluate the practicum experience. These evaluations are reviewed and shared with program professors on an annual basis.¹⁶⁸

Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn

Candidates complete a portfolio with artifacts from each administration course.¹⁶⁹ The professor links the artifact assignments to the Interstate School Leaders Licensure Consortium (ISLLC) Standards. Additional portfolio artifacts are added during the practicum experience. A journal is completed with reference to ISLLC Standards as well. The candidates are evaluated according to dispositions in each administration class as well as during the practicum. The mentor adds commentary about the candidate in the document that evaluates the practicum experience. The candidate is required to participate in that evaluation and contributes much in terms of dispositions. All of the portfolio work is evaluated in reference to the ISLLC Standards.¹⁷⁰

Documentation of field experience completion and results of portfolio evaluation of knowledge, skills, and disposition of all candidates are available from Data Management.

This standard is specifically linked to the following elements of our Conceptual Framework:¹⁷¹

- *Democracy and Community*

167 See School Administration Practicum Agreement form and course syllabus for A695.

168 See Practicum Evaluation form.

169 See School Administration portfolio guidelines.

170 See School Administration portfolios.

171 See Conceptual Framework.

- Experience
- Leadership

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Introduction

The School of Education (SOE) applies a broad definition to the term *diversity* and the programs address diversity in terms of ethnicity, language, religion, gender, socio-economic status, race, exceptionalities, and sexual preference. All our candidates are required to demonstrate their ability to work with learners who are diverse.¹⁷² Samples of candidates' work, as demonstrated in their portfolios, reflect their ability to work with diverse populations.¹⁷³

The establishment of a commitment to diversity is provided in the school's Conceptual Framework. *Democracy and Community*, the leading principle, provides a foundation for the focus on diversity. A diverse community of scholars and candidates is reflected in the SOE itself, and candidates are offered direct experiences with diversity in various forms through assorted programs and activities. The integration of field experiences in each program supports the commitment to provide meaningful experiences, and candidates are exposed to a variety of environments and students.¹⁷⁴ Candidates are obligated to critically reflect on the diversity among students in numerous school settings, throughout their professional education coursework. Opportunities in which candidates acquire knowledge and multiple forms of understanding are incorporated in various programs, resulting in a sensitivity to and appreciation for diversity.

Diversity is incorporated and integrated into each of our courses and programs. The professional education coursework required in most programs includes a course or courses that address multi-cultural education and one that addresses children with exceptional needs. Field experiences and reflective assignments provide proficiency opportunities for candidates in urban school settings with culturally diverse students. All programs integrate the knowledge, skills, and performances that address teaching diverse learners into their professional education methods coursework. Each program's field experience complements the coursework where candidates' classroom settings contain students of diversity. All students at on our campus receive coursework, as well as practicum experiences entailing exposure to cultural diversity.

As elaborated elsewhere in this report, the Dean of the SOE appointed a Unit Assessment System Task Force, chaired by the Associate Dean, where public school representatives collaborate with faculty in the design of each of the teacher education programs.¹⁷⁵ The importance of incorporating coursework and field experiences that particularly address

172 See NCATE Standard 3 Report and course syllabi.

173 See student portfolios, especially artifacts for INTASC Standard 3.

174 See NCATE Standard 3 Report.

175 See UAS Plan and UAS Task Force Minutes.

diverse learners is reflected in the elements of the program design.

Element One: Design, Implementation and Evaluation of Curriculum and Experience (Initial Programs)

It has been the expectation for several years, due to former NCATE requirements, that multiculturalism and diversity be included in all courses under an infusion model. This practice has continued at IPFW.

The SOE pre-service curriculum has been revised as per IPSB with new licensure areas – Early Childhood (EC), Middle Childhood (MC), Early Adolescence (EA), and Adolescence/Young Adulthood (AYA). Two courses were added in special education to the EA and AYA, where there had been no requirements previously. In EC, as part of the two-year program, future candidates are placed in practicum experiences that serve culturally diverse children, as well as placements in lower socioeconomic areas.

An appreciation of diverse opinions and cultures is infused and modeled by all SOE personnel and through all programs.¹⁷⁶ Candidates are prepared through readings, experiences, and projects to heighten their awareness of the many ways in which people are different from one another and the impact of differences on the learning of children and youth. In the Elementary and Secondary programs the topic of diversity is included in every class offered; however, some courses emphasize diversity in particular. In the Elementary program the courses include educational psychology, social foundations, methods, and special education.¹⁷⁷ In the Secondary program the courses include educational psychology, social foundations, methods, and critical literacy.¹⁷⁸

General Education requirements for Elementary and Secondary programs contain required elective courses under *Culture and Society*, which specifically address issues of multiculturalism and diversity.¹⁷⁹

Element One: Design, Implementation and Evaluation of Curriculum and Experience (Advanced Programs)

Courses at the graduate level incorporate diversity issues in a variety of ways. For example, EDUA T555, Problems In Human Relations And Cultural Awareness, examines current problems in human relations and cultural awareness with emphasis on behaviors and practices that enable teachers and administrators to understand and obtain knowledge about themselves and others. Discriminatory practices involving race, sex, disability, religion, and social class are studied. EDUC L520, EDUC L524, and EDUC L530 are courses in Language Education, which emphasize issues relating to

176 See Conceptual Framework, syllabi, and faculty evaluations.

177 See course syllabi for the following: EDUC K201, EDUC K206, EDUC H340, EDUC P249/M101, EDUC P250, EDUC P251, EDUC E340, EDUC E341, EDUC E339, EDUC E325, EDUC E328, EDUC N343, EDUA F300.

178 See course syllabi for the following: EDUC H340, P250/M201, EDUC P253/M301, EDUC P254/M301, EDUC X401, EDUC M443/M401, EDUC M445/M401, EDUC M447/M401, EDUC M448/M401, EDUC M449/M401.

179 See program sheets for Elementary and Secondary Education and 2002-2004 Undergraduate [Bulletin](#).

linguistic and language learning and the educational needs of students requiring instruction in English as a new language. Topics include language pedagogy, cultural influences, teachers training, and research direction. EDUC H504, History of American Education, examines the history of diversity in the United States. EDUC H520, Education and Social Issues, examines social and political conditions and expectations and how they affect education in the pluralistic culture of American society. EDUC H540, Sociology of Education, studies diversity of all kinds in our society. EDUC H551, Comparative Education I, deals with diversity issues here and abroad.

Candidates in advanced programs complete courses focusing upon helping *all students* learn. These include, again, EDUC H504, History of American Education, and EDUC H520, Education and Social Issues. In addition, the following courses address this concern: EDUC P515, Child Development; EDUC P516, Adolescent Development; EDUC P540, Learning and Cognition in Education; and EDUC K505, Introduction to Special Education for Graduate Students. The design of the curriculum of advanced programs includes coursework that demonstrates the School's commitment to advanced candidate preparation that provides the knowledge, skills and experiences necessary to help all students learn and to foster respectful, supportive learning environments. These experiences build upon the candidate's initial teacher preparation as well as the setting in which most of our candidates are working as education professionals.¹⁸⁰

Most graduate programs include specific coursework that has outcomes related to working with diverse candidates in school settings. Specifically, the course EDUA T555, Problems in Human Relations and Cultural Awareness, is required for all School Administration graduate candidates. EDUC G575, Multicultural Counseling, is required for all School Counseling candidates. Guest speakers who reflect the diversity of the community participate in these classes. Field trips are organized to culturally diverse settings. Additionally, advanced candidates bring a wide range of classroom experience as they enter programs of study in the SOE. Through reflection and informal sharing, faculty members have the opportunity to assess candidate dispositions as they may relate to diversity and dealing with exceptional populations. The IPFW Strategic Plan has as a goal to create an exceptional campus environment for a diverse community of learners.¹⁸¹ The SOE endeavors to meet this goal.

Element 2: Experiences Working with Diverse Faculty

Recent studies indicate that both beginning and advanced teacher candidates at IPFW have increased opportunities to work with faculty members from diverse backgrounds enriching the quality of teacher education.¹⁸² This is the result of the SOE hiring faculty from various cultural, ethnic and racial backgrounds—providing our mid-western population with true multicultural experiences.

180 See course syllabi for the following: EDUC H504, EDUC H520, EDUC P515, EDUC P516, and EDUC P540.

181 See IPFW Strategic Plan and course syllabi for the following: EDUA T555 and EDUC G575.

182 See Student Survey on Faculty Diversity, Fall, 2002.

Below is summary data for gender, ethnicity, and educational background of SOE faculty. For the full time faculty, there are 9 males and 12 females; thus, the gender ratio 3:4. Ethnic background of the various full time faculty shows relative diversity within the School of Education - 2 (10%) African American, 3 (15%) Native Americans, 1 Asian American (5%) and 15 (70%) White accordingly.

Ethnicity and Gender (2003)			
Category	Full time	Part time, not adjunct	Adjunct
Non-resident alien (international)	0	0	0
African American (non-Hispanic)	2	0	1
Native American or Alaskan Native	3	0	0
Asian or Pacific Islander	1	0	0
White, non-Hispanic	15	4	23
Total number who are women	12	1	17
Total number who are men	9	3	7
Total number with doctorate degree	21	3	5
Total number whose highest degree is a master's	0	1	18
Total number whose highest degree is a bachelor's	0	0	1

The SOE at IPFW has become more diverse racially and ethnically in the past four years, and we continue to seek minorities through well-monitored Affirmative Action procedures when conducting faculty searches.¹⁸³

Element 3: Experiences Working with Diverse Candidates

Hispanic, Asian, Pacific Islander, Native American and African American candidates are represented in the SOE.¹⁸⁴ These numbers have remained fairly constant over the last two years. The undergraduate and graduate minority candidate population does not yet reflect the diversity of the region or state. In order to increase the minority population in the SOE, a new IPFW recruitment and promotion plan has been undertaken in 2002 to increase general enrollment. A TEAM (Transformative Education Achievement Model) grant, directed by Dr. Nichols, is designed to bring more minority candidates into Education. Promotional billboards and print ads have been developed to emphasize the diversity of race and ethnicity of the IPFW campus. A number of activities and organizations promote ethnic diversity and awareness at IPFW: the United Native American Students, IPFW

¹⁸³ See IPFW Affirmative Action Guidelines.

¹⁸⁴ See IPFW Ethnicity Data in NCATE Overview of Institution Report.

Hispanos Unidos, and the African-American Student Alliance are just a few of the highly organized groups operating under the financial auspices of the campus Multicultural Services Office. Monthly and weekly observances, as well as lectures, dances, demonstrations and travel, are offered by these groups and the university office.¹⁸⁵

While enrollment of men continues to increase, women candidates continue to outnumber men on the undergraduate levels with almost a 6:2 ratio for both full and part-time enrollment.¹⁸⁶ This same trend is not reflected in total institutional enrollment at the undergraduate and graduate levels.

Postsecondary degree completions for the last two years show few minority candidates. Records of Math, Science, and other specialty degrees or certificates fail to list any candidates who identified race or ethnicity other than White, non-Hispanic. Two notable exceptions were the Elementary Education program where six ethnically diverse candidates received degrees at the end of the 2001 term and the Counselor Education program, which listed over one-third of the candidates identifying themselves as other than White, non-Hispanic. Additional efforts need to be made to recruit diverse candidates for other specialty degree programs.¹⁸⁷

Candidates with disabilities have representation through the Services for Students with Disabilities Office. They facilitate programs and access to campus services which include: notification and guidance for instructors who teach candidates with special needs, monitoring and organization of special and alternative assessments, counseling, and availability of special equipment and staff. In addition to these services, the Writing Center and the Center for Academic Support and Advancement (CASA) offer tutoring and counseling service to candidates with special needs.¹⁸⁸ All instructors in the SOE list the availability of these services on class syllabi.

The SOE includes a significant number of non-traditional candidates. Evening, weekend, and summer programs and workshops provide scheduling flexibility for these candidates. The number of graduate and undergraduate distant learning courses has increased five-fold over the last two years on the graduate level. Three new online courses have been introduced for SOE approval this past year. Campus services reflect the needs of non-traditional services by offering weekend and evening advising hours.¹⁸⁹

The Elementary Education program's two semester methods block sequence, T.E.A.M. I and T.E.A.M. II, includes the practice of assigning students to diverse internship settings. Each T.E.A.M. requires intern hours, 70 and 45 respectively, in an elementary classroom. Candidates are assigned to a rural and urban classroom and work with students of as varied ethnicities and cultural backgrounds as possible. The local school districts represent multi-ethnic and language groups as well. In addition to the intern requirement, all

185 See Multicultural Affairs website at <http://www.ipfw.edu/mcul/>, Chancellor's Strategic Plan, and Office of Academic Affairs documents.

186 Ibid., IPFW website.

187 Ibid.

188 See IPFW Undergraduate *Bulletin*, 2002-2004.

189 See "Campus Services" on University website.

Elementary candidates are required to complete assignments where they integrate multiculturalism into their lessons. The Secondary Education program also requires field experience in diverse settings. One methods course, in the Secondary program, is located on-site at Paul Harding High School, in EACS, providing candidates the valuable experience of working with an urban school setting with an ethnically diverse student population.¹⁹⁰

Initiatives Underway to Address Recruitment and Retention of Minority Students in the School of Education, Indiana University-Purdue University Fort Wayne

School Targeting: Faculty and staff have presented programs to P-12 schools with high minority enrollments to encourage attendance at IPFW. The Director of Licensing and Advising participated in a Community Focus Meeting, which was conducted in a prominent African-American church, for the purpose of addressing minority students and their parents about enrolling in the IPFW School of Education. The SOE Curriculum/Computer Lab (CCL) conducts special programs for P-12 students from area schools and has those same students participate in the EDUC W200 classes with our candidates. Many minority and culturally diverse (including Amish) students participate and are exposed to the SOE and the IPFW campus, with the purpose of having these diverse students gain a favorable impression of higher education and will consider continuing their education. Various faculty have provided opportunities for students from diverse school populations to visit IPFW and they are encouraged to consider IPFW as their college of choice.

Grow Your Own Program: Collaboration between the SOE and the Fort Wayne Community Schools is an on-going effort to develop a "Grow Your Own" program which identifies minority students and encourages them to enroll in the SOE and then teach in FWCS.

Minority Scholarships: The SOE sponsors the Deborah Robinson Minority Scholarship that is administered through the Faculty Student Affairs Committee, for the purpose of attracting and retaining minority students. A Title II TEAM grant provides \$4,440 in annual scholarships designated for minority students to attend IPFW. Students selected for this scholarship must major in education.

Dean's Community Advisory Board Subcommittee: The Dean of the School of Education has established a subcommittee of the Community Advisory Board to assist the SOE in addressing the difficulties of recruiting minority candidates.

Residential Housing: Plans have been announced by the Chancellor of IPFW to have residential housing constructed by the Fall 2004. Currently, the campus is a commuter campus and it is anticipated that the construction of dormitories will assist all units on campus in their efforts to attract, recruit, and retain minority candidates.

190 See course syllabi for all courses in the Elementary and Secondary programs.

Accomplishments within the last five years: The SOE has successfully recruited two African-American, one Asian, and one Native American professor in the past five years. Several grants provided opportunities to recruit minority candidates.

Project Transformative Education Achievement Model (TEAM): The SOE initiated and received a grant through IU Bloomington to recruit potential students with diverse, urban or inner-city backgrounds into the field of education in anticipation of these candidates teaching in urban settings. Several of the regional campuses are now involved in this project. IPFW will receive \$60,000 each year to support a cohort of up to 15 candidates who are education majors and who qualify based on Grade Point Average (GPA). Seven candidates were selected to participate in the program on the IPFW campus beginning in the fall of 2002; each candidate is from a minority background, and has diverse urban experiences. Each candidate will receive \$4,000 and attend bimonthly seminars on working with students from diverse, urban backgrounds in the public schools.

IPFW efforts for minority recruitment and retention: The University is making a concentrated effort to recruit and retain minority students. An example of this effort would be the Chancellor's Merit Scholarships which may target minority students.¹⁹¹

Element 4: P-12 Diversity Experiences for IPFW Students

Candidates have the choice of 35 school districts in Fort Wayne and surrounding counties to fulfill their student teaching, observation and practicum experiences. The data below is a representative sample of the placements. Although the placement sample is from the 2001-2002 school year, it represents the general percentage of placements for the SOE in any given year. For example, the largest percentage of candidates, approximately 50%, are placed in our largest corporations, FWCS and EACS, which have the highest percentage of diverse school-aged students and free or reduced-lunch students. The other 50% of candidates are placed in various smaller systems. Diverse students comprise 18.5% of the population for FWCS. In EACS, IPFW candidates are exposed to a population that is 23.4% diverse. Diversity in other surrounding corporations and systems is miniscule, representing a range of 3% to 5%.

The following chart shows an approximate percentage of all field placements in area school corporations:

191 See University recruitment and retention plan.

School Corporation or District	Approximate Percentage of IPFW Students Placed
Adams Central Community Schools	2.22%
Central Noble Community School Corp.	1.11%
DeKalb Co.Eastern Comm. School Dist.	1.67%
DeKalb County Central United School Dist.	6.11%
* East Allen County Schools	12.22%
East Noble School Corporation	1.67%
* Fort Wayne Community Schools	35.56%
Fremont Community Schools	.56%
Garrett-Keyser-Butler Community Schools	1.67%
Manchester Community Schools	1.11%
Misc. Private Schools	6.11%
MSD Bluffton-Harrison	.56%
MSD Steuben County	3.33%
North Adams Community Schools	1.67%
Northwest Allen County Schools	2.22%
Smith Green Community Schools	1.67%
South Adams Schools	1.11%
Southern Wells Community Schools	.56%
Southwest Allen County Schools	1.67%
Tippecanoe Valley School Corporation	4.44%
Wabash City Schools	.56%
Warsaw Community Schools	1.67%
Wawasee Community School Corporation	6.11%
Whitko Community School Corporation	1.11%
Whitley County Cons. Schools	1.67%

*denotes urban school districts

This standard is specifically linked to the following elements of our Conceptual Framework:¹⁹²

- Democracy and Community

192 See Conceptual Framework.

- Habits of Mind
- Pedagogy
- Leadership

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are academically qualified and model best professional practices in scholarship, service, and teaching, including assessment of their own effectiveness as it relates to candidate performance; they also collaborate with colleagues in the various disciplines and Schools. The Unit systematically evaluates faculty performance, tenured and non-tenured, and facilitates professional development.

The School of Education (SOE) at Indiana University–Purdue University Fort Wayne (IPFW) is comprised of two departments, Educational Studies and Professional Studies. The faculty holds a local, national and international reputation for excellence in teacher education and professional training development for advanced degree opportunities in Teaching, Counseling and Administration. Through teaching, scholarship and service, the faculty promotes self-reflection, discussions of best practice, and interest in the greater community, in an effort to prepare effective teacher educators to become instrumental agents of social progress and reform in the near future.

Element One: Qualified Faculty

The faculty in the SOE possess the academic and professional credentials and experience that supports the mission of the unit and that qualifies them to be effective in their disciplines and assignments¹⁹³. The School is composed of 21 tenure-track faculty, 100% of whom hold the terminal degree (Ph.D. or Ed.D.) in their area of expertise. Three hold the rank of Professor, six hold the rank of Associate Professor, and thirteen hold the rank of Assistant Professor. Collectively, the 21 full-time SOE faculty members have a total of more than 177 years of P-12 experience in schools as teachers, counselors, principals, superintendents and educational consultants and 246 years of teaching and administrative experience in higher education.

The faculty of the SOE continuously reviews the qualifications of adjunct faculty to ensure expertise in their fields. In any given semester, approximately 20-25 adjunct instructors are used to teach courses in the undergraduate and graduate programs, on campus, in week-end programs, etc.

Element 2: Modeling Best Professional Practices in Teaching

Faculty members, through their training and continuing professional development activities, maintain an in depth understanding of their fields. Course syllabi¹⁹⁴ demonstrate how faculty integrate key knowledge and understandings in their disciplines into instructional practice. Faculty exhibit intellectual growth through continued participation in professional development conferences and activities, and demonstrate awareness of current and emergent issues of pedagogical significance through course content, assignments, and

193 See faculty vitae.

194 See all SOE course syllabi.

scholarly inquiry.¹⁹⁵ They strive to model best professional practices in teaching. Excellence in teaching is demonstrated through multiple measures including, among others, ratings on course evaluations, PRAXIS scores, and requests for assistance from regional school corporations. Current SOE faculty members have been honored for their teaching by local and state organizations and University awards.

A review of course syllabi reveals the wide range of pedagogical practices employed by the faculty. During the course of their programs, candidates will experience many of the following instructional strategies: group activities, technology-based projects, presentations, reflective journaling, videos, case studies, project-centered instruction, interviews, on-site observations and activities, and action research. Faculty mentor students at both the undergraduate and graduate levels as they pursue independent and collaborative inquiry projects that result in conference presentations and/or publications.

Teaching effectiveness also is evident in the faculty's dedication to program development and curriculum revision. While much remains to be accomplished, the faculty has made considerable progress in realigning courses, field experiences, and assessment with national and state standards for teacher preparation. For example, to meet the new state licensure requirements, the SOE developed four new areas of concentration to be housed in the Elementary and Secondary Education programs.¹⁹⁶ Curriculum revisions, as proposed by the faculty, must be approved by the Academic Affairs Committee and brought before the faculty as a whole for their approval. At the undergraduate level, faculty members have developed and implemented a Portfolio Capstone Experience,¹⁹⁷ revised field experience evaluation forms,¹⁹⁸ developed a Student Behavior and Disposition Checklist,¹⁹⁹ all aligned with INTASC standards and dispositions. Faculty members also have developed and implemented a minor in Special Education and an Educational Specialist degree in Educational Leadership, and have developed distance educational and on-line options for several courses. The SOE has taken initiative in the standards-based movement. Many faculty members have increased communication and collaboration with area schools, resulting in increased opportunities for field-based learning. New courses and field experiences have been developed, while others have been revised and updated. The faculty has increased its own use of educational technology,²⁰⁰ and emphasizes the integration of technology by candidates.

The faculty is involved in institutional and unit assessment planning and procedures, helping to assure the integral role assessment plays in teaching. Feedback from the assessment process is used to update or revise courses, clarify assignments, and/or bring course objectives into closer alignment with INTASC standards and SOE goals. The assessment of faculty teaching effectiveness is accomplished by means of quantitative and

195 See faculty vitae.

196 See documentation for Proposal for Four New Areas of Concentration.

197 See SOE [Portfolio Guidelines](#).

198 See SOE field experience evaluation forms.

199 See Student Behavior Disposition Checklist.

200 See list of on-line courses.

qualitative student evaluations,²⁰¹ surveys of alumni,²⁰² and candidates' PRAXIS test scores.²⁰³ Each faculty member draws from a bank of items determined to assess unit goals when designing course evaluations. Faculty use feedback provided by candidates to adjust instruction so that the instruction better reflects unit goals as well as articulated candidates' needs.

Element 3: Modeling Best Professional Practices in Scholarship

The scholarship of the SOE faculty is represented in their grant involvement, publications and presentations at regional, national and international professional conferences.²⁰⁴ The productivity of research, publications, and other scholarly activity is equally weighted with the components of teaching and service in the annual merit review of all faculty and in the promotion and tenure guidelines for each faculty member. Each semester the Dean may release faculty members in the SOE from one course of their four-course teaching load to engage in research and scholarly activity which must be documented. Faculty members are provided a \$500 per year stipend for professional travel.

All faculty members in the SOE are expected to engage in research and scholarship. The SOE faculty has an excellent record of scholarly work ranging from published books, chapters, refereed journal articles, grants, and other forms of creative activity. Research, inquiry, and exploration within the SOE reflects both quantitative and qualitative approaches to scholarship.²⁰⁵ Projects ranging from a focus on the identification of student learning styles, systemic practices in family therapy, literacy portfolios, and critical reflections of pedagogical practices are just a few examples of the broad range of faculty engagement in scholarly activity.

Data from the most current SOE faculty vitae indicates that across categories of authored and edited books, authored chapters, refereed articles, and in-press designations, the average publication rate per faculty member was 4.1 publications for 2002. In addition, faculty reported a total of 87 professional paper presentations at state, regional, national, and international conferences ranging from the American Educational Research Association, the Annual Conference on Learning Disabilities, The American Association of Family Therapy, and the National Social Science Association. Within the past three years, since 1999, faculty members in the SOE have totaled 153 publications and 186 conference presentations. Faculty members have presented their scholarly work at these national conferences, as well as international locations as diverse as Toronto, Canada; Sydney, Australia; Canberra, Australia; Chungbuk, South Korea; Seoul, South Korea; Hong Kong, China; and Benin and Togo, Africa.

201 See samples of student evaluation of courses.

202 See alumni survey.

203 See results of PRAXIS scores.

204 See list of faculty research, grants, and publications for 2002.

205 See faculty vitae.

Element 4: Modeling Best Professional Practice

The faculty in the SOE is actively engaged in dialogues about the design and delivery of instructional programs in both professional education and P-12 schools. In addition to working in schools with colleagues, faculty vitas demonstrate that SOE faculty provide leadership in the profession, schools, and professional associations at state, national, and international levels via numerous published papers, presentations and collaborations.²⁰⁶ Following is a brief sample of some of the professional practices in service in ongoing local P-12 partnerships:

1. SOE faculty established new and continued partnerships with P-12 communities:
 - a) On-going partnerships with all area schools exist through the Collegiate Connection Program.²⁰⁷
 - b) Leadership Education for Academic Development (LEAD) grant: Fort Wayne Community Schools (FWCS) received a \$5 million grant to attract teachers into administrative roles and develop instructional leadership in which the SOE will provide/creative coursework. The Dean and Associate Dean contributed to grant preparation and attend LEAD meetings at FWCS in Connecticut and Georgia.²⁰⁸
 - c) Title II Grant: Received \$122,000 and a new grant was received in March for \$85,000. This partnership with East Allen County Schools (EACS) creates mentor-teacher pre-service teacher partnership(s) and assists in enhancing learning of poverty children in “high-risk” situations.²⁰⁹

2. SOE faculty designed creative course approaches for LEAD grant candidates in the “Exploratory Leader Academy.” The Exploratory Leadership Academy is designed to allow teachers to “explore” becoming a principal or educational administrator without giving up teaching. Ten teachers will be selected as “pre-interns” and receive three credits in School Administration. There will be three courses for this cohort group and the project is coordinated by a Assistant Professor from our School Administration program employed jointly by FWCS and IPFW.²¹⁰

3. SOE faculty offered coursework on language development and emergent reading strategies in their “Literacy Framework for Teachers and Certificate Program in Reading and Emergent Literacy.” New graduate course work, with tuition paid by the Lilly Community Alliances to Promote Education (CAPE) Grant, in “Literacy Framework for Teachers” extended Reading Recovery strategies to K-3 teachers. Coursework includes assessing children’s progress in literacy through problem solving, assigned projects, videotaping using Read Alouds, Shared Reading, Interactive Writing, Guided Reading, Readers’ Workshops and Writers’

206 See faculty vitae.

207 See brochure of the Collegiate Connection Program.

208 See LEAD grant confirmation.

209 See confirmation of Title II grant.

210 See newly designed course syllabi for LEAD Grant courses.

Workshops.²¹¹ More than 200 teachers have received emergent literacy strategies in the past two years.

4. The SOE faculty is involved in the National Writing Project Workshop for Teaching in an effort to enhance the writing skills of all school-age children. Two workshops for teachers are currently offered. One workshop is for educators and the other is for “Everybody Reads” grant recipients. Two writing workshops were offered in the summer 2002. The coursework was developed in conjunction with the National Writing Institute.²¹²
5. The SOE instituted a new course, F300, Invitation to Teaching (content jointly designed in partnership with EACS), taught by a newly hired (with grant funds) Education Specialist, Mary Krbec. EACS faculty and administration assisted the SOE faculty in developing rubrics for pre-service teacher portfolios and join SOE faculty in scoring and assessing final (exit) portfolios.²¹³
6. The SOE has an EACS Grant Coordinator and School Administrator, Kay Wells, serving as a liaison between school and the University. Data collection meetings and outcome discussions guide programmatic changes in our teacher preparation program.²¹⁴
7. The “Everybody Reads” program from the Community Alliances to Promote Education (CAPE) Lilly grant allowed for funding 102 students for six credits in literacy coursework each semester. A number of students who enrolled in this course will go on for a Literacy Certificate. In the Fall 2003, about 60 more candidates will be funded for the six credit Literacy course. Currently 12 principals are enrolled in coursework, and several faculty in the SOE have taken the course and others plan to take it in the next academic year.²¹⁵
8. The SOE designed an area of concentration in Early Childhood Education to be housed in the Elementary Education program. The courses have been aligned with Ivy Tech University courses. A collaborative degree in Early Childhood has been created and integrated with the SOE Conceptual Framework and aligned with state and national standards. Two faculty in Early Childhood education were trained in Reggio Emilia techniques in Italy and helped design the newly formed Whitney Young Early Childhood Center, a magnet school that uses the Reggio Emilia approach to teach preschool and kindergarten children. Faculty members

211 See confirmation letter.

212 See confirmation letter.

213 See course syllabus and scoring rubric.

214 See UAS Task Force Minutes.

215 See CAPE Grant Proposal and documentation of participation in the Everybody Reads program.

also work with Early Childhood educators at our Child Care Center, Ivy Tech, and with community leaders.²¹⁶

Element Five: Collaboration

School of Education faculty members are an engaged community of learners. They develop relationships, programs, and projects with colleagues in P-12 schools and faculty in other units of the institution to develop and refine knowledge bases, conduct research, make presentations, publish materials, and improve the quality of education for all students.

The SOE, from the Dean through faculty, and staff, are all engaged in community affairs and activities. The Community Advisory Board of the SOE represents many and varied community groups.²¹⁷ We partner with public and private school corporations, sometimes with formal arrangements (FWCS and EACS) and at other times with consultancies, placements, or advisory capacities. As may be seen in faculty vitas, SOE faculty work closely with the Literacy Alliance, the Local Education Fund, Stop Child Abuse and Neglect (SCAN) Inc., and many other community organizations.²¹⁸ A small sample of individual collaborations by faculty in the SOE may be seen below:

Dr. Phyllis Agness

Board of Directors (Chair) - Hand In Hand Ministries (“at-risk” homeless pre-schoolers)
Board of Directors - Lutheran Homes, Inc., Chair - Pastoral Care Committee
Board of Directors – Fort Wayne Rescue Mission
Community Representative - Harris Elementary School Site-Based Council
Indiana Professional Standards Board Region 8 Local Advisory Group

Dr. Jim Burg

Board Member - Clinical Programming Committee, Erin’s House for Grieving Children
Volunteer Screener - National Depression Screening Day
President - Indiana Association for Marriage and Family Therapy
Co-Chair, Indiana Association for Marriage and Family Therapy Conference
Principal Investigator - Sturgis Community Schools Alternatives to Expulsion Program

Dr. Gloria Campbell-Whatley

Board of Directors - Council for Exceptional Children, Internationally Elected Official Member
Diversity Chair - Teacher Education Division, Council for Exceptional Children
Secretary - Division of Cultural and Linguistic Diversity, Council for Exceptional Children
Professional Standards and Ethical Committee member - Division of Learning

216 See documentation of participation in Reggio Emilia activities.

217 See list of membership of the Community Advisory Board.

218 See faculty vitae.

Disabilities, Council for Exceptional Children

Dr. Gloria Campbell-Whatley, (cont'd.)

Pontiac Youth Center Board Member - Urban League

Board of Directors - Fort Wayne Educational Foundation

Dr. Sheena Choi

External Reviewer - Current Issues in Comparative Education (2000-present)

Guest Reviewer - Comparative Education Review (2001)

Review of revised edition for McGraw-Hill (Jeanne Oakes and Martin Lipton)

Discussant - American Association for Chinese Studies; Chicago, Illinois (October 2001)

Chair - American Association for Chinese Studies; Chicago, Illinois (October, 2001)

Discussant - Annual Meeting of Comparative and International Education Society; Washington, D. C. (March, 2001)

Dr. John Cochren

Developed, administered, analyzed, and presented the "Northwest Allen County School Corporation Parent Opinion Survey" for the Northwest Allen County School Corporation

Facilitator, "Reading Across the Curriculum" Project for Paul Harding High School

Member of the Fort Wayne Community Schools LEAD Project Design Team

Dr. Nancy Cothorn

Board Member and Education Director - *Soarin' Hawk Avian Rescue*

Co-Curriculum Coordinator - Early Literacy Project for the *Everybody Reads* grant

Literacy Consultant - Bloomingtondale Elementary School. Fort Wayne, Indiana. (CSR Grant)

Consultant - Geyer Middle School

Dr. Jerry Garrett

National Council for Accreditation of Teacher Education, Board of Examiners Training

National Council of Social Studies Pre-Conference on NCSS Standards;

Washington, D.C.

Member - Standards Committee, Indiana Professional Standards Board (IPSB). Three-year term

Dr. Nancy Grote

Member - Early Childhood Advisory Board, Anthis Career Education, FWCS

Ad hoc committee representative - Crescent Avenue Weekday School Board, Fort Wayne

Member - Early Childhood Project, Fort Wayne Community Schools (2000-present)

Member - Professional Development Advisory Committee, Head Start, Community Action of Northeast Indiana, Fort Wayne (2000-present)

Member and Consultant - Planning Committee and Principal selection team for Early Childhood Center for Whitney Young Fine Arts Magnet School, Fort Wayne

Invited participant - Indiana Professional Development Forum; Indianapolis, Indiana

Consultant - Proposed early childhood program, Ancilla College, Donaldson, Indiana
President 2000-2001; Member 1987-present - Ft Wayne Chapter of Pi Lambda Theta.

Dr. M. Gail Hickey

"Family storytelling: Bringing History Home." Invited workshop presented at Borders Bookstore, Fort Wayne, IN (March, 2001)

Consultant - Allen County/Fort Wayne Historical Museum

Committee for Alternative Education and Blind/Visually Disabled Museum Instruction

Consultant - Junior Achievement Curriculum Task Force (1991-present)

Education Consultant on Development Team for K-5 Economics Curriculum

"We the People" District 4 Law-Related Education Competition (1996-present)

Fort Wayne Community Schools Technical Assistance Committee (2000-present)

Editorial Advisory Board, Social Studies and the Young Learner - Journal of the National Council for the Social Studies (NCSS). (1997-present).

Member - NCSS Leadership Network

Consulting Author - Pearson Education Publishing

Reviewer - Reviewed manuscripts for the following scholarly journals: Social Education, Social Studies and the Young Learner, Journal for the Education of the Gifted, and Journal of Teacher Education

Consultant - Michigan DOE, Development of multimedia social studies programs

Dr. Gabe Keri

President - Indiana Counselor Educators & Supervisors

Reviewer - American Association of Colleges for Teacher Education (AACTE)

Lifetime Executive Board Member - National Social Science Association (NASSA)

Editorial Board Member - Association for the Advancement of Educational Research & National Academy

Regional Representative - Association for the Advancement of Educational Research & National Academy

Executive Board Member - Indiana Counseling Association (ICA)

Executive meeting - American Counseling Association (ACA), Midwestern Association

Dr. Glenda Moss

Reviewer - International Journal of Leadership in Education

Reviewer - Journal of Teacher Education and Practice

Reviewer - American Educational Research Association (AERA)

Reviewer - American Association of College Teachers of Education (AACTE)

Co-Director (National Writing Project) and SOE Representative (National Writing Project Conference)

SOE Representative - Kokomo Diversity Conference, Kokomo, Indiana

East Noble High School and IPFW Senior Essay Scoring Project

Paul Harding High School and IPFW Minority Project

Dr. Kathleen Murphey

Reviewer and Discussant: American Educational Research Association (AERA),

Division F, History and Historiography; Division G, The Social Context of Education; and Teacher Work/Teacher Unions Special Interest Group (SIG)
Reviewer and Discussant: History of Education Society

Dr. Kathleen Murphey, (cont'd.)

Reviewer: American Educational Studies Association (AESA)

Contributing Member – PBS

Member - Fort Wayne Chapter, University of Michigan Alumni Association

Member - Fort Wayne Museum of Art

Member – Indiana Historical Society and Allen County/Fort Wayne Historical Society

Dr. Mark Myers

Consultant - Paul Harding High School; Meeting State Standards in social studies

“Minority Recruitment of Paul Harding High School Students Program” - IPFW campus

Coordinator/Consultant to Leadership Academy – CAPE Grant

Dr. Joe Nichols

Editorial Board - International Journal of Educational Reform

Reviewer - Equity and Excellence in Education

IPFW site director for Project TEAM program

Board of Directors, Arlington Park Swim Team, Fort Wayne, Indiana

Dr. Jeff Nowak

Judge – IPFW First LEGO League State Finals Tournaments

Judge – IPFW Regional Science Fair Competitions

Collaborator - With the Fort Wayne Children's Zoo

Collaborator - With Paul Harding High School (PHHS) science faculty

Collaborator – With the Friends of Metea Park organization

Collaborator - Between the Northwest Allen County Schools (NACS) science coordinator, Nancy Leininger, FWCS Holland Elementary science director, Christine Danley, and Memorial Park Middle School science fair coordinator, Larry Lesh

Collaborator – Between Janet Jordan, Director of the IPFW Curriculum Lab and Dr. Nowak's Q200 Basic Science Skills class

Collaborator – With the Follinger-Freimann Botanical Conservatory, Science Central, Fort Wayne

Children's Zoo, and Allen County Parks. Dr. Nowak's E328 classes' regularly meet at these community educational outreach organizations

Collaborator –Hoosier Association of Science Teachers, Inc. annual conference

Collaborator – Instructor for a *LEGO Robotics for Teachers* workshop each summer with Dr. Carlos Pomalaza-Raez of the School of Engineering, Technology, and Computer Science

Collaborator – Dr. Nowak teaches a *Land to Sea Expedition to North Carolina for Teachers* workshop with Holland Elementary school principal, Mike Caywood, and FWCS teacher, Nancy Caywood

Collaborator - Dr. Nowak collaborated with IPFW Biology professor, Bob Gillespie and Geology professors Solomon Isiorho and Carl Drummond for a Research and

University Graduate School (RUGS) research grant for the University Crooked Lake Research Station

Dr. Jeff Nowak, (cont'd.)

Current proposals submitted to the National Science Foundation (NSF): One is a collaboration with co-PI's in the School of Engineering, Chair Carlos Pomalaza-Raez and Dean Hal Holbrook for technology to be used in science education and engineering classes (\$100,000). The other is for a NSF Math and Science Partnership proposal with EACS called *Integrating by Design* (IbD). These projects involve numerous community organizations, faculty and students from several IPFW schools, national presenters, P-12 EACS teachers and students, administrators, and an external evaluator (\$2.3 million)

Taught Saturday science course "Geology for Kids" designed for 4-6th graders

Dr. Beverly Parke

K400 project, a collaboration between teachers and disabled students at Holland Elementary School

Consultant - Hand In Hand Program, Fort Wayne, Indiana

Dr. Janice Schroeder

Co-Curriculum Coordinator - Everybody Reads, Community Alliances to Promote Education (CAPE) grant

Creating "Literacy Packets" with Pamela Martin-Diaz of the Allen County Public Library, Dr. Nancy Grote and Janet Jordan, SOE

Member - Assessment Committee, CAPE grant with Ms. Rosetta Moses-Hill, Local Education Fund

Member - Indiana Writing Project, collaborating with Professor Kate Freeland, English Department, Dr. Roberta Wiener, Dean of SOE, and Dr. Glenda Moss, SOE, to develop a writing workshop for "Balanced Literacy" students in collaboration with other FWCS teachers (workshop to take place Summer, 2002)

Member - "Early Childhood Center Project" in collaboration with FWCS in writing magnet grant for the "Reggio Emilia" early childhood curriculum

Volunteer - "Money House" at the Gingerbread Festival, Fort Wayne, Indiana

Dr. Pat Sellers

Consultant - Bloomingdale Elementary School and Harding High School, EACS

Facilitator - Math Manipulatives school professional development workshop for Leo Elementary School teachers (August, 2001)

Consultant - CSRD (Comprehensive School Reform Demonstration) Grant for area schools

Dr. William Utesch

Board Member - SOE Community Advisory Board

Allen County Fire Setter Prevention Task Force
Board Member - Great Kids Make Great Communities
Conference Committee, Allen County Juvenile Court Conference - Allen County
Juvenile Probation
Editorial Board - *Contemporary Family Therapy*

Dr. William Utesh, (cont'd.)

East Allen County Schools Community Advisory Council: Leo Middle School and High School
Past President (2000-2002) - Indiana Association for Marriage and Family Therapy (IAMFT)
Research Awards Committee - IAMFT
Abstract Reviewer – 59th Annual American Association for Marriage and Family Therapy (AAMFT) Conference (November, 2001)

Dr. Roberta Wiener

Program Chair/Council and State Board Representative - American Lung Association of Fort Wayne
Member, Board of Directors - American Lung Association of Fort Wayne
Board of Directors - SCAN (Stop Child Abuse and Neglect), Fort Wayne
Member - The Literacy Council of Allen County
Cabinet Member - Fort Wayne Community Schools (FWCS)
Member, Board of Directors - Three Rivers Literacy Alliance, Fort Wayne

Element 6: Unit Evaluation of Professional Education Faculty Performance

The SOE uses three strategies to evaluate faculty and assist them in the self-evaluation process. These are: student course evaluations, annual reviews, and the promotion and tenure process. Each is seen as essential to developing a high level of faculty performance.

Student course evaluations are required for each class each term.²¹⁹ The coordinator of the process, typically, the Dean's secretary, prepares packets for each course including a listing of items specified by the individual faculty members and response sheets. Faculty members are allowed to include a variety of instrument items and are expected to include a minimum of six items, chosen from a listing prepared by the Faculty Affairs Committee, that reflect the six aspects of our Conceptual Framework.²²⁰ Faculty members select a course session at the end of the term in which to distribute the evaluations. A volunteer student collects the evaluations and returns them to the coordinator. Faculty members do not see the results until they receive the final tabulation completed by the coordinator. Faculty members are encouraged to use the evaluation data for personal growth and course development. They may choose to include these data in their yearly evaluations. Faculty

219 See samples of faculty course evaluation forms.

220 See selection of possible items cross-referenced to SOE Conceptual Framework.

members are also encouraged to conduct additional evaluations throughout the term that may include peer observation, focus groups, surveys of past students, and student interviews.

The annual review process²²¹ is also a fundamental part of faculty performance evaluation and is included in the SOE Policy Handbook issued to all new faculty members upon hiring. This is a peer-reviewed process in which tenure-track faculty members develop a dossier/portfolio of their work during that calendar year in the areas of teaching, service, and scholarship. They are encouraged to follow the Promotion and Tenure guidelines²²² as much as possible, so that yearly evaluations can be used as a precursor to the development of a promotion and tenure case. Upon development of the dossier/portfolio, a non-tenured tenure-track faculty member submits it to a team of peers, chosen by the faculty member, for review and recommendation. A formal letter is issued which may be included in the information submitted to the Chair of the Department and the Dean for contract and salary recommendation.

The promotion and tenure process is the final component of the faculty performance evaluations. A revised process has been put in place effective with the adoption of the revised School of Education Policy Handbook, January 22, 2003.²²³ Changes have been made to accurately reflect the new departmental structure of the SOE. Taken together, it is our contention that the faculty performance system serves to strengthen our individual performance and that of our academic unit.

Element 7: Unit Evaluation of Professional Development

The University provides limited financial resources to the SOE for faculty development. Each faculty member receives a \$500 yearly stipend for professional development and scholarly travel. The IPFW campus does provide small, competitive summer research grants to support non-tenured faculty for the development of their early-career research agendas and there is some support for research abroad.

Each new SOE faculty member is assigned a faculty mentor who provides support and guidance to the faculty member throughout their first year on campus. Ideally, the faculty mentor provides advice and assistance to the faculty member to help them in their development and implementation of professional goals and acts as advisor and advocate during early-career promotion and tenure development. Through formal policies and practices, faculty engage in long-range planning for professional development and are encouraged, through the annual review process, to indicate teaching effectiveness in conjunction with service activities and scholarly pursuits that include activities and consultations with local school corporations.

221 See School of Education Policy Handbook.

222 See IPFW Promotion and Tenure guidelines.

223 See School of Education Policy Handbook.

Throughout the academic year, workshops are available and are provided through the Vice Chancellor's office that focus on faculty development issues such as promotion and tenure dossier development and grant writing opportunities. In addition, short-courses are also provided throughout the year through the office of Computer and Technology services, the Helmke Library and the CELT (Center for Excellence in Teaching) office that provide the latest information and practices in technological advances, data base informational searches, web-based instruction, and more traditional instructional design methodologies.

This standard is specifically linked to the following elements of our Conceptual Framework.²²⁴

- *Democracy and Community*
- *Habits of Mind*
- *Pedagogy*
- *Knowledge*
- *Experience*
- *Leadership*

224 See Conceptual Framework.

Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

The School of Education (SOE) at Indiana University-Purdue University Fort Wayne (IPFW) operates under Indiana University and Purdue University. Organizationally, the Dean of the SOE serves as the chief executive officer. The Dean is assisted by the Associate Dean. Policies regarding faculty and programs are established jointly with the parent campuses while permitting the Fort Wayne campus to maintain its unique identity.

Element One: Unit Leadership and Authority

The SOE is comprised of two academic departments: Educational Studies and Professional Studies. Each of the departments is chaired by a tenured faculty member who serves on the Dean's Cabinet, and on the Dean's Council, advisory committees to the Dean of the School of Education.²²⁵ The Dean meets regularly with the Vice Chancellor of Academic Affairs (VCAA). In addition, the VCAA chairs the Academic Officers Committee (AOC), which is comprised of all Vice Chancellors and all Deans, including the Dean of the SOE.

Deans at IPFW are the public spokespersons for their academic unit, internal and external to the University, and exercise authority commensurate with the responsibilities specifically vested in them by the trustees and/or delegated to them by the administrative officers of the University.²²⁶ The Dean may delegate certain duties to department chairs, program coordinators, or assistant/associate deans, but is ultimately responsible for the quality of their implementation. The Dean is hired and evaluated by IPFW administration²²⁷ The Associate Dean of the SOE reports to the Dean.²²⁸

All planning in the SOE is shared with the mission, goals and priorities of the parent universities. Members of the professional community participate in the design, implementation, and evaluation of SOE programs. Both the Dean and Associate Dean participate in the SOE Community Advisory Council.²²⁹ The Dean participates as an active, weekly cabinet member of the Fort Wayne Community Schools (FWCS). This relationship is mutually beneficial to the SOE and the FWCS partnership.

Planning is an ongoing process in the School of Education. Task forces are created as necessary. The Dean established the Unit Assessment System (UAS) Task Force chaired by the Associate Dean. Members of the UAS Task Force include departmental chairs, faculty members, professional staff members, and the Director of Secondary Curriculum,

225 See [School of Education Policy Handbook](#) for responsibilities of the chairs.

226 See [School of Education Policy Handbook](#) for more specific responsibilities of the Dean.

221 See Purdue Executive Memorandum B-50 3/16/79 Section D.9, p. 6.

228 See [School of Education Policy Handbook](#) for more specific responsibilities of the Associate Dean.

229 See Community Advisory Board Roster.

East Allen County School (EACS) Corporation. A Data Manager and Education Specialist have been added to the UAS Task Force. The UAS Plan reflects the efforts of the SOE to comply with all requirements of the Indiana Professional Standards Board (IPSB). The SOE is committed to the continued application and improvements of the UAS Plan.²³⁰

The faculty of the SOE is the policy council for all academic programs, as indicated in the School of Education Policy Handbook. The Handbook contains our official policies and is distributed to all SOE faculty. It is compiled and maintained by the Faculty Affairs Committee. The School of Education Policy Handbook, Section IV, entitled, "Governance," provides descriptions and responsibilities of the positions of Faculty, Departments, Chairs, Associate Dean, Dean, Standing Committees (Student Affairs, Academic Affairs, Faculty Affairs), Advisory Committees and Councils, and Ad Hoc Committees.²³¹ The SOE Governance structure was revised to reflect recent changes and the formation of two departments. These changes have been codified in the revised School of Education Policy Handbook, approved January 20, 2003.²³²

Depending on how many faculty members the SOE has at a given time, it is permitted to have two to three senators on the Faculty Senate. The Faculty Senate establishes whatever committees are necessary to govern University policy and structure. Examples of committees include campus budget and appropriations, faculty research, student affairs, academic affairs, curriculum, and technology. Senators choose to participate on various committees in the Faculty Senate. SOE faculty members also serve on campus-wide committees.

Element Two: Unit Budget

The office of the Vice Chancellor of Academic Affairs establishes the budget for the SOE. The budget is a fiscal year budget. The Dean first meets with the Business Manager of the SOE to analyze and determine budget needs for the next fiscal year. The Dean then discusses proposed budget changes with the Faculty Affairs Committee. The final budget recommendation is determined after consultation with the Dean and the Vice Chancellor of Academic Affairs. Purdue University is the fiscal agency for IPFW and approves the final budget. The SOE budget for 2001-2002 was \$1,478,239.²³³ External funding supplemented the budget for the SOE.²³⁴

230 See UAS Plan.

231 See School of Education Policy Handbook.

232 Ibid.

233 See School of Education Budget.

234 See Title II Grants.

Year	Budget	Indirect Costs	Gifts
1996-97	1,198,471	0	25,986
1997-98	1,238,835	0	152,941
1998-99	1,300,986	0	568
1999-00	1,388,166	0	2,965
2000-01	1,493,651	0	10,583
2001-02	1,478,239	6,661	11,104

SOE Budget Information

Graduate credit hours for the SOE amounted to 2,414 of a total of 4,447 hours, or 52.4% of the total graduate hours generated at IPFW. A total of 495 graduate students enrolled in the SOE out of a total of 877 at the University. The School of Education accounts for 56 percent of the total number of graduate students at IPFW.

External funding has been acquired to supplement the SOE budget. Examples of this funding include a Title II grant in 2001-2002 in the amount of \$122,000.²³⁵ Another Title II grant was acquired in 2002-2003 in the amount of \$75,440.²³⁶ The faculty is currently involved in seeking additional external funding for the SOE and several grant applications are pending.

In comparing IPFW with other universities, faculty at Indiana University, one of IPFW's parent organizations, receive \$3,000 - \$5,000 for professional development. Faculty at IPFW receive \$500.00 for professional development, which faculty in the SOE believes is inadequate.

Following is a comparison of appropriations for state universities throughout Indiana. An analysis of the data indicates that IPFW is not funded equitably in comparison to the other state universities. IPFW is working with area legislators to correct this inequity.²³⁷

Per Student Appropriations for State Universities

1. Indiana State	\$8,129
2. Ball State	\$7,154
3. Purdue	\$6,269
4. IU Northeast	\$6,186
5. IU Kokomo	\$6,034
6. IU Bloomington	\$5,524
7. IUPUI	\$5,402
8. IU South Bend	\$4,855
9. IU Southeast	\$4,851
10. IU East	\$4,799
11. Purdue Calumet	\$4,601
12. Purdue North Central	\$4,303
13. IPFW	\$4,268
14. Southern Indiana	\$4,231

²³⁵ See 2001-2002 Title II grant.

²³⁶ See 2002-2003 Title II grant.

²³⁷ See *The Communicator* 1-22-03.

Element Three: Personnel

Faculty Work Load: The SOE faculty is composed of 21 (including the Dean) tenure-track faculty, all of whom have a terminal degree. Each has a nine-hour teaching assignment and a three-hour research assignment. The faculty, associate faculty and staff within the SOE are equipped with knowledge, skills, and dispositions essential for working with professionals in the community (local school corporations, local and state universities, and other educators) to provide a quality curriculum for professional educators and other school personnel.

Currently, many faculty and staff members partner with school corporations to conduct research, to assist with curriculum development, to provide field experiences, and to service the community. One example is our EACS partnership. The teacher education faculty provides assistance with field placement opportunities for F300, Invitation to Teaching course, internship field placements, and portfolio assessment of our initial candidates. A Title II grant of \$122,000 for 2001-2002, that was renewed for \$85,000 for 2000-2003 helped develop this cooperative relationship.²³⁸

Another partnership opportunity was provided by the county-wide Community Alliances to Promote Education (CAPE), or "Everybody Reads," Grant, for which the SOE provided a Literacy Coordinator as part of a team to create a county-wide early reading curriculum. Part of this grant initiative was to create a core curriculum in Balanced Reading for Kindergarten to grade two in all public and private schools. Other universities in Fort Wayne, such as Taylor University and the University of Saint Francis, also participate in this county-wide reading initiative and use our Balanced Literacy course. The school corporations in Allen County, FWCS, EACS, Southwest Allen County Schools (SACS), and Northwest Allen County Schools (NACS) joined the team in providing Literacy Coordinators and other experts in the reading field to create a core reading curriculum. A graduate course was also created by this team to train in-service teachers in the Balanced Literacy core curriculum, as the county-wide reading curriculum provided by IPFW's SOE. Organizations within the community, such as the Allen County Local Education Fund, all twelve Allen County public libraries, all Allen County hospitals, the two local newspapers, and television broadcast stations joined this county-wide initiative to provide literacy materials to parents and families of children ages birth to third grade with the ultimate goal of increasing the Language Arts scores of the Indiana Statewide Tests for Educational Progress (ISTEP+) for 3rd grade students in Allen County.²³⁹

The Dean and Associate Dean from the SOE serve as active participating members of the Leadership Education for Academic Development (LEAD) Grant Design Team. FWCS is one of ten awardees nationwide to receive a \$5 million LEAD Grant from the Wallace-

238 See F300 course syllabus and Title II Grant Proposals for 2001-2002 and 2002-2003.

239 See Community Alliances to Promote Education (CAPE) Grant Proposal.

Reader's Digest Funds to recruit and strengthen the abilities of aspiring administrators, principals, and superintendents to improve student achievement and perform as effective instructional leaders. A diverse population and a high level of cooperation and mutual respect among students, parents, teachers, support staff, and the community characterize this outstanding urban school district.²⁴⁰

Selected members of the SOE faculty and a member of the faculty of the School of Arts and Sciences participate in a "Writing Across the Curriculum" project with Paul Harding High School in EACS. Paul Harding High School is located in an area of high minority population. This project enabled participating faculty members to work with the Paul Harding faculty to assist students in enhancement of writing skills in English, Math, Social Studies, and Science.²⁴¹

Dr. Glenda Moss has transitioned her Secondary English methods course to an onsite classroom setting at Paul Harding High School. Candidates apply teaching methods from their English methods class to teach high school students who had not passed freshman English. Dr. Moss and the candidates enrolled in her course are continuing to teach the same high school class this spring semester. All students are of African American descent.²⁴²

The SOE faculty and staff members have other partnerships with local school corporations and the community that are related to research and teacher education preparation.²⁴³ Many SOE faculty and staff members collaborate to conduct research with FWCS and EACS. Faculty members have provided research reports to the FWCS as per request of the superintendent. Other SOE faculty members are conducting research with EACS, as well as with the Amish community in Allen County. The SOE Early Childhood faculty has an articulation agreement with Ivy Tech State College regarding a seamless transfer and acceptance of course credit relating to professional courses offered by Ivy Tech State College.²⁴⁴

Typically, the faculty responsibilities in the SOE at IPFW are related to the three traditional scholarly areas of teaching, research and service. In addition to the nine-hour teaching load, the faculty is required to provide five hours of advising for students. Usually at least three faculty members teach an overload course each semester to meet the needs of IPFW's teacher education programs and the needs of the community. In addition, faculty members regularly teach courses through Continuing Education in order to meet the programmatic needs of students.

Clinical Personnel: There are five programs in the SOE at IPFW. The five programs

240 See LEAD Grant Proposal.

241 See original memos regarding this "Writing Across the Curriculum" project.

242 See samples of candidates' lesson plans, samples of candidate portfolios, videotapes of classes, and work of students.

243 See NCATE Standard 5 Report.

244 See Proposal for Four New Areas of Concentration, last 4 pages for articulation charts.

consist of Early Childhood Education (A.S.), Elementary Education (initial and advanced), Secondary Education (initial and advanced), Counselor Education, and School Administration. Quality adjunct and clinical faculty support the work of these programs. Currently, there are twenty-one adjunct faculty in the SOE and thirteen clinical personnel serving educational programs. All clinical and adjunct faculty are required to include the Mission Statement, Conceptual Framework, and INTASC and IPSC Standards in their syllabi.²⁴⁵ Courses also include reference to the Indiana P-12 content standards, when appropriate. All adjunct faculty and many clinical personnel are invited to SOE faculty meetings held on-campus. Many programs have provided additional meetings off-campus to accommodate the needs of adjunct faculty unable to attend SOE meetings. In addition, adjunct faculty members are evaluated by candidates using the same evaluation forms as tenure-track faculty to ensure quality instruction.

Graduate Assistants and Associate Instructors: There are two graduate assistants in the SOE. One graduate assistant is assigned to the Chair of Educational Studies and one graduate assistant is assigned to the Counseling Education Clinic. Adjunct instructors are utilized in the undergraduate and graduate teacher education programs. Copies of prior syllabi for related courses are offered to adjunct instructors to ensure the integrity of our programs and they consult regularly with department chairs.

Element Four: Unit Facilities

The School of Education at IPFW is housed on the second floor of Neff Hall.

Faculty offices: Offices are equipped with state of the art computers. Faculty members share four printers, which are housed in the SOE and are easily accessible to the faculty. When Dean Roberta Wiener arrived on campus, she reconfigured the space within the existing office space in Neff 240 and 250 to change four offices, most of them shared, to six new private offices. In the Summer of 2002 a large classroom on the second floor of Neff was reconstructed to form three new faculty offices, as well as a new secretarial work station. Other secretarial workspaces were reconfigured at that time to accommodate the secretarial staff more efficiently.

The SOE library: Houses an assortment of education materials, which have been received by the SOE through faculty donations. This includes mostly text books and professional journals. Some equipment items are also available for faculty use in the SOE library. This includes a VCR, fax machine, computer, color printer, scanner, and typewriter.

The SOE Curriculum/Computer Lab: This is an educational resource center used by more than 20,000 students, teachers, parents, and children from the University community, as well as Allen County and the surrounding counties in Northeast Indiana. The Lab serves as a cutting-edge educational software preview center and houses a large, ever-expanding collection of computer software for all ages in a variety of subject areas. There is also an outstanding circulating collection of children's literature, journals, and educational games

245 See course syllabi of adjunct and clinical faculty.

which are available to be checked out and which provide interdisciplinary books for faculty and students use.

Helmke Library: Ten professional librarians and 13.5 FTE support staff of Helmke Library assist students, faculty, and others in their research needs. It is the intent of the library to make each search for information as efficient as possible. The library's budget grows at the rate of approximately 2% each academic year. In the past three years, the Chancellor has added an additional \$50,000 to the base budget each year to help cover the cost of serials. A recent fund drive, The Campaign for Helmke Library, attained its goal of \$1.5 million. Of that, approximately \$350,000 was earmarked for capital improvements. The university is now seeking state funding to add a 28,000 square foot addition to the library facility.²⁴⁶

Classroom media: Classrooms are equipped with standard overhead projection devices and have internet and campus computing connectivity. Most classrooms are equipped with ceiling projection devices that can be linked directly with computer-based images, videotape, or digital video disc technologies.

Element Five: Unit Resources Including Technology

A wide spectrum of technological resources is available to both student and staff at IPFW. Each full time faculty member has a PC or laptop, access to a printer and telephone with voice-mail services. SOE inventory shows a PC laboratory with 29 stations, in addition to a Curriculum/Computer Laboratory (CCL) located in Neff Hall. Adjunct faculty has shared facilities with computer and telephone service. There is inequality, however, between IPFW and the technology resources available at the other Purdue University and Indiana University campuses. New full-time faculty at Purdue are entitled to significant technology funds awarded on a personal level for the first year,²⁴⁷ while SOE members at IPFW are not provided funds. All faculty members make significant expenditures without reimbursement.²⁴⁸ School-wide mobile classroom resources include optical projection units, internet connections in many of the rooms assigned to the SOE and campus-wide training opportunities for both software and hardware.²⁴⁹

The CCL has been innovative in providing student technology services since 1980, which include having the first laser printers and digital cameras for candidate use at IPFW. The CCL is open weekdays and Saturdays year-round and has 31 Macintosh computers and cutting edge educational software. The facility was expanded two years ago to include three classrooms, allowing instruction to take place in the Lab setting. The EDUC W200 courses in educational technology are held in the Lab. Most required undergraduate courses and graduate courses include an orientation and use of technology and are offered in the Lab. Thousands of P-12 students visit the Lab for technology field trips and

246 See website at www.lib.ipfw.edu and artifact entitled, "Walter E. Helmke Library: Fact Sheet 2002".

247 See information regarding Purdue University technology funds.

248 See Survey of Faculty Regarding Technology Needs.

249 See IPFW website.

teachers can come in for free technology in-service classes. The CCL's budget is separate from that of the SOE. The Director of the CCL has been successful in procuring grant monies to increase the Lab's hardware and software.²⁵⁰

The Helmke Library and online resources at IPFW uses Indiana University's IUCAT technology and services. Resources available at Purdue University libraries are not universally offered to the faculty at IPFW. Many staff members travel to the core campuses to complete research and study.

Student resources include a vast source of data bases, training and campus laboratories, many of which are open late night hours and on weekends. Three additional open labs, each with over 15 stations, were opened in 2002.²⁵¹

This standard is specifically linked to the following elements of our Conceptual Framework.²⁵²

- Leadership

250 See End-of-Year Report of Curriculum/Computer Lab, 2002.

251 See IPFW web site.

252 See Conceptual Framework.

Appendix A

Mission Statement

IPFW School of Education

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:

1. Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society
2. Improving the human condition by creating positive learning environments
3. Becoming change agents by demonstrating reflective professional practice
4. Solving client problems through clear, creative analyses
5. Assessing client performance, creating and executing effective teaching, counseling and educational leadership, by utilizing a variety of methodologies reflecting current related research
6. Utilizing interdisciplinary scholarship, demonstrating technological, and critical literacies, and effectively communicating with all stakeholders

IPFW School of Education Conceptual Framework

A Learning and Leadership Model

We in the School of Education are committed to the following conceptual framework for our programs:

1. Democracy & Community

Effective educators (1), such as teachers, counselors, and administrators need to be part of a dynamic educational community as a model for the climate of community they hope to create. To do this, these educators need an understanding of the moral, cultural, social, political, and economic foundations of our society. *Consequently, the SOE should foster a democratic, just, inclusive learning community among its students, faculty, and staff, and with all other stakeholders in the educational enterprise.*

2. Habits of Mind

Effective educators realize that knowledge alone is not sufficient. They practice critical reflection in all endeavors. Within the context of a compassionate, caring community, educators foster habits of mind necessary to engage learners, such as investigating, inquiring, challenging, critiquing, questioning, and evaluating. *Consequently, the SOE must integrate critical habits of mind in all aspects of the teaching/learning process.*

3. Pedagogy

Effective educators need to understand multiple approaches to pedagogy as well as the multiple roles of the teacher, such as facilitator, guide, role model, scholar, and motivator. Educators appreciate and are receptive to the diverse perspectives, modes of understanding, and social circumstances that they and their students bring to the educational setting. *Consequently, the SOE needs to prepare educators to understand and use pedagogy creatively and thereby ensure active learning, conceptual understanding, and meaningful growth.*

4. Knowledge

Effective educators need to be well-grounded in the content which they expect to teach. Educators need to understand how knowledge is constructed, how the processes of inquiry are applied, how domains of knowledge are established, how disciplines can be integrated and most effectively communicated to their students. Educators also need understanding of themselves, of communities in which they intend to teach, and of students. *Consequently, the SOE should immerse educators in nurturing learning communities*

that deepen knowledge, and encourage ongoing intellectual, emotional, and personal growth.

5. Experience

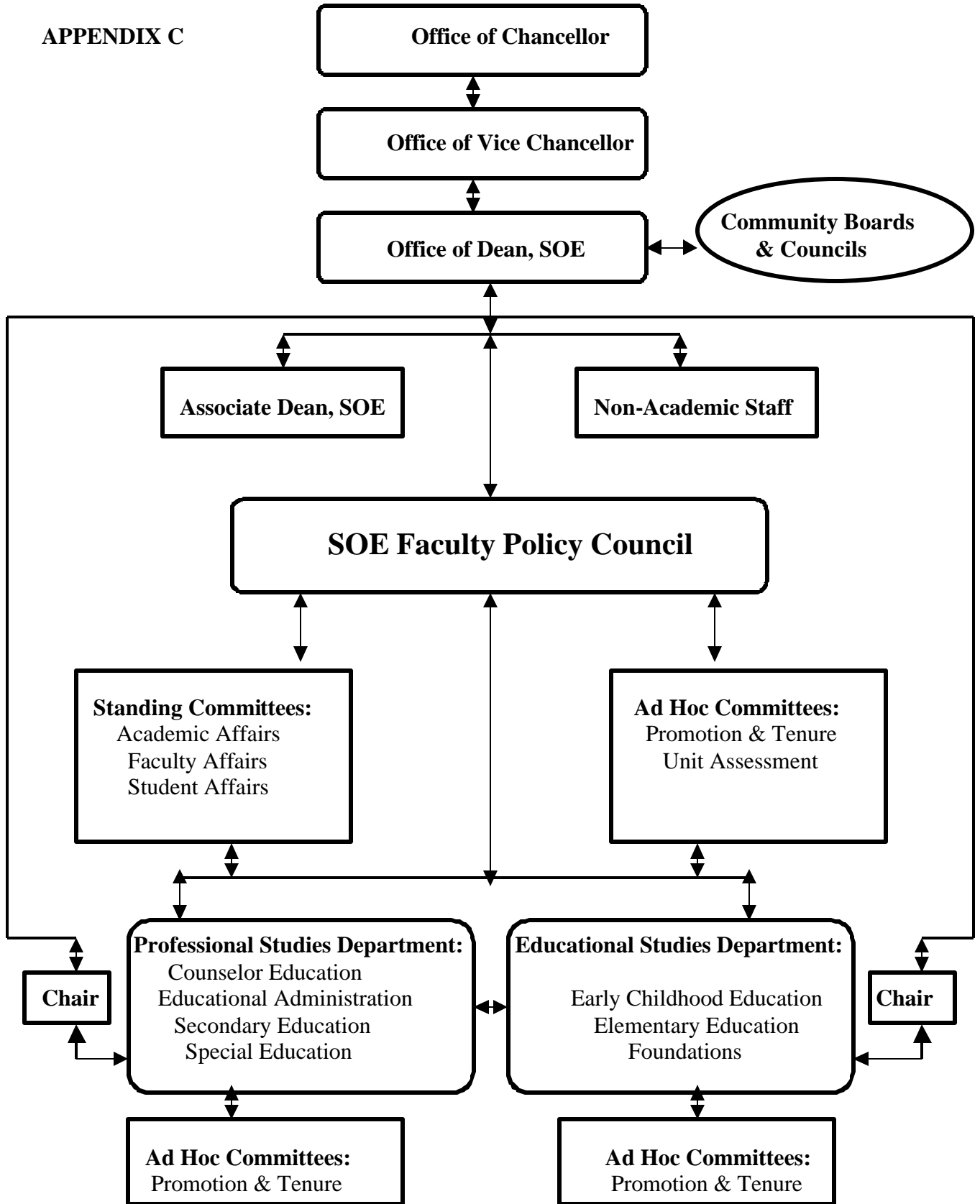
Effective educators learn their craft through experiences in actual educational settings. Through onsite campus activities and field-based experiences students will observe and emulate exemplary teaching and learning. These educators will practice, collaborate, and interact with practitioners and their students. *Consequently, the SOE must integrate field and/or clinical experiences that reflect the diversity of educators, students, and schools into all aspects of the curriculum, and help educators to assess and reflect on those experiences.*

6. Leadership

Effective educators are leaders. They have developed educational and social visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and inspire students to do likewise. Educators are enriched by the convergence of knowledge, theory, and practice as they optimistically face the educational challenges of the twenty-first century. *Consequently, the SOE must provide opportunities for educators to develop as leaders in their profession and in their communities.*

(1) Educator is broadly defined as pre-service and in-service teachers, administrators, and counselors

APPENDIX C



**Organizational Chart
School of Education -IPFW**

