

# Faculty News

## Faculty Accomplishments

The second edition of Dr. Roberta Weiner's book *Literacy Portfolios: Improving Assessment, Teaching and Learning* is now available (Prentice Hall, 2002). The book stresses the importance of balancing standardized testing with informal assessment measures, particularly portfolios. This second edition includes a stronger focus on the application of portfolios in actual classrooms based on the experience of educators who have used portfolios. Additional topics include the theory of literacy portfolios, the use of technology in creating electronic portfolios and guidelines for using portfolios as part of literacy programs. Two new chapters discuss how portfolios can be used to assess and monitor students with special needs and those for whom English is a second language. A Companion Website is also available. *Literacy Portfolios: Improving Assessment, Teaching and Learning* includes contributions by IPFW School of Education professors Dr. Beverly Parke, Dr. Jeff Nowak and Dr. Glenda Moss.

Dr. Beverly Parke's new book, *Discovering Programs for Talent Development* (Corwin Press, 2002) will be out in October. The book looks at the manner in which students with talent can be involved in full service programming by combining the typical types of advanced programs for this population, with educational opportunities found frequently in the schools, communities, and homes. The highlight of the book is a listing of sixty-five programs that are likely to exist within reach of the students (K-12) and how these programs can be integrated into the students' school programs while matching their profiles of ability. Dr.

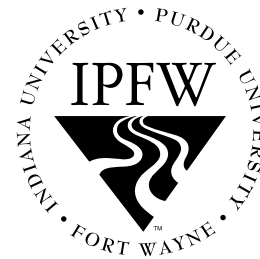
Parke is also the author of *Gifted Students in the Regular Classroom* (Allyn & Bacon, 1989) and over thirty professional publications in the areas of giftedness and talent.

Recently, Dr. Joe Nichols published the following articles: "Summer Clubhouse Programs: A report on the effects on student motivation and self-esteem" in *International Journal of Educational Reform* 11(2), pp. 125-157 and "Schema theory: A new twist using DuploTM models" in *Teaching Psychology* 29(2), pp.150-151. Dr. Nichols and Dr. Glenda Moss collaborated to publish "Reflective practitioner participation: In the wake of 21<sup>st</sup> century terrorism in *Current Issues in Education* 5(3). The article is available online at <http://cie.ed.asu.edu/volume5/number3/index.html>. Finally, Dr. Nichols, Dr. Beverly Parke and Ann Souigny-Brown have published "Collegiate Connection: A program to encourage the success of student participation in high school/university dual enrollment" in *Mid-West Educational Researcher* 15(2), pp. 23-31.

Dr. Glenda Moss recently published "Five paragraph theme, embedded in standardized testing, under prepares students for college" in *National Writing Project Quarterly* and "Critical pedagogy: Translation for education that is multicultural" in *Multicultural Education* 8(4), pp. 2-8. Dr. Moss has also made several presentations including: "Scholar-practitioner ideal: Translation into practice" at the American Educational Research Association annual meeting in New Orleans, Louisiana; "Middle school teacher as scholar-practitioner leader" at the New England League of Middle Schools 21<sup>st</sup> annual conference in Providence, Rhode Island; "Language, literacy, and

cultural interchange in dual-language education: Critical analysis of the Texas-Spain Visiting Teachers Program" at the AACTE annual meeting in New York City and at the Southwest Educational Research Association annual meeting in Austin, Texas; "Language and culture exchange in bilingual education" at the 5<sup>th</sup> Annual Conference of the Fort Wayne Area Colleges and Universities; "Critical ethnography and narrative inquiry: Critical narratives of teachers' cultural interchange experiences" at the 15<sup>th</sup> Annual QUIG Conference on Interdisciplinary Qualitative Studies in Athens, Georgia; and "Alternative ways of teaching" at the Indiana Amish Teachers meeting.

Recently, Dr. Jerry Garrett published the following articles: "Enhancing the attitudes of children toward reading: Implications for teachers and principles" in *Reading Improvement* 39, pp.21-24 and "Applying technology to multicultural concerns" in *NSSA Perspectives Journal* 18(1), pp. 56-60. Dr. Garrett has also co-authored a book titled *Celebrating Diversity by Educating all Students: Elementary Teacher and Principal Collaboration* that has been accepted for publication and is in press.



## Welcome our new faculty and staff to the School of Education!

**Dr. Pamela Gray – Elementary Education** – Dr. Gray earned her Ph.D. in American History from the University of Southern California. She has worked in education in California for the last 15 years and has just recently moved back to Indiana (she was born in South Bend) to be near her husband's work in music. Her husband has been involved with the Fort Wayne Philharmonic and the Indianapolis Symphony Orchestra. Dr. Gray's hobbies include writing and antiques. She will soon have a book published about the pottery industry in the Ohio Valley. Elementary education majors will enjoy Dr. Gray's social science education expertise as part of TEAM II.

**Dr. Terri Swim – Early Childhood Education** – Dr. Swim is a graduate of the University of Texas at Austin (Ph.D. in child development and family relations) and Purdue University-West Lafayette (B.S. in early childhood education). She has taught in private, for-profit childcare program, University lab schools and in summer camps as well as volunteered in public school early childhood classrooms. Dr. Swim has supervised student teachers and field experience students in Head Start, private child care programs and public school settings. She comes to IPFW with eight years of experience teaching in higher education. *Creative Resources for Infants and Toddlers* is the title of a book that Dr. Swim co-authored. Dr. Swim teaches courses in early childhood education and child growth and development.

**Kari Smith – Coordinator of Advising** – Kari earned a B.S. degree in psychology from Northern Illinois University and a M.S.Ed.degree in counselor education from Illinois State University. Kari moved to Fort Wayne in July after a busy summer that included getting married, buying and selling a home, and job searching. Her husband is the Director of the Writing Program at the University of St. Francis. Kari comes to IPFW with over 5 years of experience in higher education counseling and advising. As the Coordinator of Advising for the School of Education, she will serve as the primary academic advisor for all certification only students, represent the School of Education at all recruitment and orientation activities, evaluate official transcripts of transfer students and non-licensed students seeking to become licensed teachers, and assist new students with their admission to the School of Education.

# School of Education IPFW Student Newsletter

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## A Note From the Dean

*Some thoughts on teaching, reading, and assessment....*

There is always movement and change in the field of education. In fact education and learning always implies change, a shift in one's understanding, acquiring knowledge not previously known, developing the powers of reasoning and critical thinking. The dictionary has as its 5<sup>th</sup> definition of education: **the science or art of teaching, pedagogy.** Almost all of you who are reading this newsletter are engaged in that aspect of education -- learning the art/science of teaching and the complexities that affect learning-- for yourselves and for the children in the classrooms.

Through your internships and field experiences, you have already learned that teaching, good teaching, is really tough! Teaching is not telling. Teaching is not testing. Teaching is not preaching. It is the complex engagement of children through motivation and stimulation. It is facilitating learning by showing, modeling, questioning, praising, demonstrating, and providing students with specific skills and knowledge that will enhance the development of sound reasoning and critical judgment. It is instilling the love of learning and the love of reading. Will your students know that we read for only two reasons? They should, its no secret. We read for pleasure or for information. Almost everything we read falls into one or the other category and we want children to experience books (and magazines and newspapers) as fun, interesting, entertaining and engaging. It will only occur if YOU transmit this by *showing* the kids in your class that the teacher also reads and enjoys reading. Teachers model the behavior and provide the experiences that will

create a reading environment that becomes internalized as a pleasurable activity.

Since my last letter, there have been many changes in what is expected of teachers. The teacher has always been expected to be a caring practitioner, a model of excellence and committed to helping every child learn and grow. Now, however, the teacher has to be especially concerned about **raising performance standards** of students in elementary and secondary schools. **Assessment** is a primary focus of all public education. New federal legislation such as Leave No Child Behind, monitors the effectiveness of every teacher's interactions through children's learning as measured by standardized test scores. Many major decisions made about children, their placement, promotion, graduation, or their future is dependent on these mandated high stakes tests. A number of educators, and I include myself, believe these tests can be counterproductive and often destructive to the educational process and the welfare of children. Almost always the rankings that are published in the newspapers and widely disseminated are almost indistinguishable from the socioeconomic scale--often showing wealthy suburbs at the top and big cities on the bottom.

I wish you all great success in this wonderful field of teaching that we all have chosen to pursue. There will be many hurdles to cross, issues to face and decisions to make that won't always be easy or pleasant. But we in education have chosen a path where what we do makes a difference -- we are all change makers who believe in the future and will affect that future through the children we encounter!

Dean Roberta Behr Wiener

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## Spring Registration

**Register early!!** Priority advising and registration for Spring 2003 classes will be October 7 through December 12. Registration can be completed online through OASIS. To retain your registered classes, you must make payment for them by December 12. The spring semester begins January 13.

It is strongly recommended that you make an appointment with your academic advisor to assist you with course selections. In fact, you should meet with your advisor every semester to discuss course selections, program requirements, and various options available to you.

*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 that 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.*

#### New School of Education Projects

by Dr. John R. Cochren, Associate Dean

This is certainly an exciting academic year to be a student or faculty/staff member in the School of Education. I would like to take this opportunity to discuss just three of the many new activities in which the School of Education is engaged.

The first project involves the opportunity for graduate students in northeast Indiana to participate in a unique collaborative effort with Indiana University-Bloomington to earn the Education Specialist degree with a major in Educational Leadership. Two specialist degree courses began at IPFW in the fall semester. Thirty students representing twelve area school corporations are enrolled in the courses. This new degree clearly is in alignment with the strategic plan of the university and addresses an identified need for advanced graduate opportunities for school leaders in our service area.

The second project involves the collaborative partnership with Fort Wayne Community Schools and the Educational Leadership program in the School of Education. Research indicates that education is facing a crisis in securing school principals to fill vacated positions. Fort Wayne Community Schools has secured a \$5,000,000 LEAD Grant from the Wallace-Reader's Digest Foundation. The purpose of the grant is to develop a new type of educational leader eminently qualified to address the complex issues involved in leading a

#### Lil' Red Schoolhouse

The Lil' Red Schoolhouse program, a joint venture with Fort Wayne Community Schools (FWCS), is an exciting opportunity for education students to participate in a paid, practical, hands-on teaching experience. The Lil' Red Schoolhouse programs provides for days of in-service for the FWCS area schools by supplying substitute teachers from IPFW's School of Education and other area universities. The program allows for staff development opportunities and does not place a burden on the FWCS substitute personnel office for additional substitutes. Normally, in order to substitute within the FWCS system, you must have a four-year degree.

As an elementary or secondary education major, IPFW juniors and seniors will have the opportunity to practice and display their teaching skills while they complete their education. In addition to receiving substitute pay, another benefit to students is the employment advantage they will have upon graduation. FWCS tends to hire full-time teachers from their substitute pool first—a pool of which Lil' Red Schoolhouse interns are a part. Students must attend a daylong orientation meeting before participating in the program. The orientation meetings will be held in September/October and January/February each year. For more information, contact Dr. David Skelton at 481-6443 or skelton@ipfw.edu.

# soe UPDATES

school today. The School of Education is working in partnership with Fort Wayne Community Schools to identify potential school leaders and develop a program to assist them in becoming school administrators.

The third project the School of Education faculty/staff will address this academic year is the NCATE accreditation visit. This accreditation review occurs every five years. The visitation will occur April 5-9, 2003. The faculty and staff will be very involved in preparing for the visitation. NCATE accreditation is extremely important to the School of Education and to IPFW. Full accreditation indicates that the School of Education and its programs have met or exceeded nationally developed standards. The School of Education faculty and staff will work diligently to successfully prepare for the visit and earn full accreditation.

#### Educators for Excellence

Educators for Excellence held the first meeting for the semester on September 5. New officers were elected. Congratulations to President Tiffany Cunningham, Vice President Tia Tackett, Secretary Lenora Hatfield and Treasurer Lee Senter. The following meetings have been scheduled for this semester: Wednesday, October 16, 3:00 p.m., Kettler 146 and Thursday, November 14, 4:00 p.m., Walb Ballroom. A community service project is also being considered for later in the semester.

Educators for Excellence, in its third year at IPFW, is open to all education students at IPFW. Educators for Excellence is a resource for feedback and activities related to education majors. Currently, the club meets three to four times during each semester. The purpose of the meetings is to provide discussions, feedback, and presentations relevant to education majors. Watch for signs posted in Neff Hall and around campus about upcoming meetings and come learn more about licensure, portfolios, classroom management, practical teaching ideas, technology, professional organizations, inclusion and special education, multicultural issues and other professional issues relevant to education. For more information, contact Dr. Phyllis Agness or Dr. Jeff Nowak.

#### Counselor Education Program

*The counselor education program offers two master's degree tracks that lead to licensure or certification in Indiana.*

The School Counseling master's degree is a 48-semester hour program that can be completed in three years. Student applicants consist of non-teachers and licensed teachers. The Agency/Marriage and Family Therapy master's degree is a 57-semester hour program that can be completed in a little over three years. The majority of classes are offered from 4:30-7:15 p.m. Monday through Thursday so that students can maintain fulltime employment. For more information and an application, call 481-6450. You can also visit our website at <http://www.ipfw.edu/educ/counsel.htm>. The application deadline is May 1, 2003 for the Fall 2003 semester.

#### Praxis I and Praxis II Exams

All students wishing to be admitted to the Teacher Education program should take the Praxis I exam during your sophomore year. This test, also known as the Pre-Professional Skills Test (PPST) is a requirement for state licensure and for admission to the IPFW Teacher Education program. You can take the PPST during one of the six national test dates each year or you can take them on the computer at the IPFW Testing Services Center (Kettler 232B).

All students must also take at least one Praxis II exam in your teaching area(s). The Praxis II exam(s) are usually taken just prior to or during your student teaching semester. These exams are only offered on one of six national test dates per year. Registration bulletins are available in the School of Education Licensing and Advising Center (Neff 243).

#### Mr. Beard said...

Below is a list of items that you may find helpful when applying for your teaching license:

- Be sure to check your Praxis I PPST scores to be sure you passed at the State level for your license. It is YOUR responsibility to make sure

you passed at the State level. Passing scores are as follows:

PPST Reading: 176 OR CBT Reading: 323  
PPST Writing: 172 CBT Writing: 318  
PPST Math: 175 CBT Math: 320

- When looking for a career in teaching, consider looking for teaching positions out of state. Many teaching positions exist in all areas of teaching in most southern and southwestern states, urban communities, and very rural settings. If you are interested in teaching positions outside of Indiana, come see me. I have information that can get you started in your search.
- Adding endorsement or minors to your license can greatly increase your chances of getting hired. Some of the most needed areas are Special Education (mild disabilities), Spanish, Mathematics, and Science. If you are interested in finding out your options on these programs, see your advisor or come to the Licensing and Advising Center, Neff 243.
- June 30, 2006 is the deadline for you to complete your program and apply for a license under the current Rules 46/47. If you do not complete your program and apply for the license by this date, you will be required to complete requirements under the new Rules 2002 programs. Most students who began attending IPFW prior to Fall 2002 are under the Rules 46/47 programs.

#### FALL 2002 Student Teaching Update

by Laura Gagle, Director of Field Services

*Currently, there are approximately 100 aspiring educators from IPFW busily working in schools throughout the local area and beyond.* In the Spring of 2003 an even larger number will join the student teaching forces from our university. The impact IPFW students continue to have upon the elementary and secondary education scene is difficult to measure, but obviously very great to the community and rewarding to the students involved.

If it is your intent to join IPFW's student teaching forces during the upcoming 2002-2003 school year, be sure to digest the following important information:

Student teaching applications for the Fall 2002 and Spring 2003 semesters will be available on or after

#### What's New in the Curriculum/Computer Lab?

This summer, many wonderful education undergraduates in EDUC W200 classes helped hundreds of FWCS elementary school Clubhouse students with technology projects.

Our FWCS Study Connection tutoring program for elementary children will begin in early October. If you would like to volunteer to tutor on Monday afternoons from 3:30 to 4:20 in the Lab, contact Janet Jordan at 260-481-6459.

Many new learning materials were added this summer including lots of children's books for infant to high school age, new educational software, and two new eMac computers. Come visit soon!

September 23 in Neff 243 (the Licensing and Advising Center). Appointments for student teaching placement requests will be available starting October 16 to December 20 for students who will be planning to student teach in Fall 2003. Students who are planning to student teach in Spring 2004 appointments will begin January 20 to February 28. You may sign-up for an appointment when you pick up your application packet. In addition, it is a very good idea to pick up a criminal history background check form ASAP so you may send it to the state and have the completed check available when you return for your scheduled appointment.

Following the above schedule of times is very important as the field services office presently is heavily involved in the current semester's student teaching and field observation activities. During the mentioned times we will be able to devote our full attention to "revving up" for the coming year's student teachers. Thank you for your cooperation!!

#### Need to Withdraw from Classes?

November 1 is the last day you can withdraw from Fall 2002 classes without receiving an "F" grade on your transcript. If circumstances arise causing you to discontinue your classes, you must go through official withdrawal procedures (submit a drop/add form to the Registrar's office) or drop your class through OASIS. Failing to submit this form by November 1 will result in "F" grades for courses not completed.

#### Job Search Workshop for Educators

Wednesday, October 16, 3 - 5 p.m., Kettler 146

This workshop covers job search techniques, including resume preparation and interviewing strategies. Sponsored by Educators for Excellence. Refreshments will be served.

#### Straight Talk with School Corporations

Thursday, November 14, 4 - 5 p.m., Walb Ballroom

Come listen to a panel discussion between educational administrators and human resource professionals and get the latest information on employment with area school corporations. (Note: This program will NOT be repeated in the spring semester.) Co-sponsored by Educators for Excellence and the Licensing and Advising Office.

#### Upcoming Events