School of Education

IPFW Student Newsletter

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Notes From the Dean

CONTENTS

Behavior Review Policy. 2

Art Education Program. 2

SOE Website. 2

Educators for Excellence 2

Counselor Education Program 3

Praxis Exams. 3

Licensing Updates 3

Student Teaching Update 3

Upcoming Events. 3

Need to Withdraw from Classes?. . . . 4

Faculty News. 4

Summer & Fall Registration

Register early!! Priority advising and registration for Summer and Fall 2004 sessions will begin March 22. Registration can be completed online through OASIS. The Summer I session begins May 14, Summer II session begins June 25, and Fall semester begins August 23.

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.

Now that I have been at IPFW for one full semester, I have been able to gather a clearer picture of the role of our School of Education within the wider community. One thing is certain. Never before in the history of Education have teachers been faced with the complexities of teaching with the fairly new legislature of the No Child Left Behind (NCLB) Act (which assumes that all children will reach a level of competency in Reading, Math and Language Arts) and the need for teachers, schools and districts to substantially raise student achievement levels. As a community of teacher/scholars, we all (professors, teachers, students) need to work together in helping define and be receptive to the issues put before us. Concurrently, as a community of intellectuals and practitioners, it is our duty to reflect on our craft and all local, state and national demands with a critical eye.

With the NCLB in full force, we are left with no option but to deal with two very real structural issues regarding schools: (1) We are charged with increasing test scores and, by definition, student achievement, and (2) we are expected to develop the culture to do so. Certain critical issues stand as a challenge, resulting in many questions we can and should ask. For instance: Does having more standardized tests mean children really learn more? Who is advantaged or disadvantaged by standardized tests? Where is the educator's voice in the standards movement? Has test-driven learning been critically assessed? Do teachers believe that better learning occurs when teaching for a standardized test? What level of depth do standardized tests test? How relevant are the questions on these tests? Are students afraid of these tests? If so, how does fear affect performance? How does teaching to the test affect teaching?

To answer the above questions about institutionalized legislature necessitates that we become reflective practitioners. Moreover, we are obliged to search for the answers to the above questions. Perhaps we ought to realize that changing our teacher culture may not necessarily be about understanding how to raise test scores, but in fact asking questions and seeking answers as to why, for whom and for what cause are these tests constructed.

The above in mind begs an initial statement. To answer the above questions means that we assume or view teaching as a leadership activity. I cannot do justice to the concept of leadership in this small space. But one proponent of leadership is necessary for a teacher to be authentically effective with her/his students. Here, leadership assumes an intellectual endeavor. As intellectuals, teachers should be asking questions and in quest of answers to intricate issues such as institutionalized policies that are questionable. How are these polices democratic? Who do these policies serve? How do these polices affect social class and racial issues? Do these polices promote authentic learning?

It seems to me that if we are to adopt the above "teaching as leadership" mantra, a shift in culture may slowly occur. The shift may involve a move from teaching to higher standards only (and thereby assumed better achievement) to a culture that seeks questions and answers that will help restructure authentic learning and teaching. Asking such questions and assuming this form of leadership may seem risky at first. However, if done appropriately, with the sincere interest of our students at heart, the chances of success in learning may occur on many different levels – understanding a student's culture, their identities, their experiences, their needs and desires.

One of our aspirations in the School of Education is to provide pre-service teachers with the intellectual and practical tools to understand the multiple functions of our schools. That said, I challenge you to be the teacher intellectuals that you are and can be, and by doing so begin to ask questions and seek answers to probe complex social issues that arise from reform efforts such as NCLB.

As always, any suggestions on topics you would like me to write about are welcome. I wish you all continued success in your studies and continued intellectual growth as we move forward in 2004.

Barry Kanpol
Dean, School of Education

soe UPDATES

School of Education Behavior Review Policy

If, in the professional judgment of a SOE faculty member, a student's behavior is deemed professionally inappropriate, inadequate, and/or unethical, the following steps will be taken:

1. The faculty member, or a team of faculty members (e.g. T.E.A.M. program faculty), who has become aware of a problem will meet (in the presence of an additional faculty member) with the student. The student will at this time be made aware of the concerns and be allowed to respond. If it is felt to be helpful at this time, the faculty member(s) will offer suggestions for possible changes in the student's behavior. This meeting will be documented in writing. Examples of problems which may be addressed include, but are not limited to:
    - Inappropriate affect and emotions;
    - Ineffective interpersonal skills;
    - Lack of respect for the feelings, opinions, knowledge and abilities of others;
    - Lack of awareness of social and professional behaviors and expectations;
    - Inability to reflect upon and take responsibility for own behavior;
    - Unwillingness/inability to accept suggestions positively and modify behavior appropriately.
2. If deemed important and appropriate, the faculty member(s) will also write a letter to the SOE Associate Dean concerning the meeting with the student. The written documentation of the meeting with the student will be attached to this letter. The faculty concurrently will inform the student, in writing, that such a letter has been sent to the Associate Dean. Upon the request by the student or Associate Dean, a student advocate will be appointed from among the SOE faculty.
3. If the Associate Dean deems the student's problem to be serious enough in nature, he/she subsequently will appoint a SOE faculty committee to investigate all aspects of the situation and to interview the student. The student may then be given recommendations for modification of behavior and warning for potential dismissal from the program.
4. The faculty committee's report, including recommendation and/or requirements, will be placed in the student's file and a copy will be delivered to the student. Included in this report will be an appropriate timeline for the required modifications of behavior. At this point, the student's advisor, the Dean, appropriate faculty and supervisors will be notified of the student's warning of potential dismissal from the program.
5. The Dean, Associate Dean and faculty committee subsequently will monitor and document the student's progress or lack of progress in carrying out the recommendations for the student. The student's failure to comply with the recommendations will lead to his/her being dropped from the program.
6. If the decision is made that the student will be dropped from the program, the Dean will provide the student with written documentation of this decision.
7. If the student is not satisfied with the SOE decision, he/she can subsequently follow the appeals procedure of Indiana University-Purdue University Fort Wayne.

New Art Education Program Approved

The School of Visual and Performing Arts has begun to offer a B.A. in Art Education. This four-year degree will permit candidates to be certified to teach Visual Arts in all school settings (P-12). Students interested in obtaining a major in Art Education should contact Dr. Lorraine Ross of the Fine Arts Department, 260-481-6877.

Visit the School of Education web site!

Need an answer to a question and can't get in touch with your advisor? Visit the School of Education web site at *www.ipfw.edu/educ.* With over 26,000 hits last year, the School of Education web site is quickly becoming *the* place to get the most up-to-date information about degree requirements, important deadlines, and upcoming events.

Educators for Excellence

Educators for Excellence is open to all education majors 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. Check the EFE web page at *www.ipfw.edu/educ/efe* or watch for signs posted in Neff Hall and around campus about upcoming meetings. 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. Become a member or renew your membership now! For more information, contact Dr. Phyllis Agness or Dr. Jeff Nowak.

Advising and Licensing

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/coed*. The application deadline is May 1, 2004 for the Fall 2004 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 six national test dates per year. Registration bulletins are available in the School of Education Licensing and Advising Center (Neff 243).

Elementary Education majors: On September 1, 2003, the passing score for the Elementary Education: Curriculum, Instruction and Assessment exam was raised to 165. If you have already taken this Praxis II exam, but have not applied for your license, be sure to verify that your passing score meets this new requirement.

Licensing Updates by Jim Beard, Director of Licensing and Advising

This is a reminder that if you are under the old Rules 46/47 license requirements, you have until July 1, 2006 to complete your program and apply for the license. This is also the deadline for you to apply for any additions to your license under this same set of rules. If you do not complete requirements before this date, you will be required to complete program requirements under the new Rules 2002.

If you do not know which set of rules you are under, you should look at the date in which you began attending college. Anyone starting his/her college education after July 1, 2002 is under the Rules 2002 program. If you started your college education prior to July 1, 2002 you are under the Rules 46/47 program, unless you specifically notified us of your intention to switch to the new Rules 2002 program. I recommend that you check with your advisor and view your academic file to be sure you know which rules you are working under.

If you are a Rules 46/47 candidate, and you are considering whether to add minors or endorsements to your license after graduation, I strongly recommend you do so before the 2006 deadline. In most cases it will be more difficult for you to add subject areas to your license after this date.

SPRING 2004 Student Teaching Update by Laura Reynolds, Director of Field Services

Once again the students of IPFW's School of Education are impacting the education and, indeed, the lives of the area's K-12 students as approximately 150 aspiring educators from our university are student teaching this spring in 112 schools throughout ten counties in northeastern Indiana.

Congratulations to all of our students who are completing this important step toward entering the education profession!!

All SOE students are reminded that student teaching applications for any *upcoming* school year are due October - December for Fall semester and January - March for Spring semester of the *previous* school year. Also, it is important to remember that all single student teaching (elementary/secondary) experiences will be 12 weeks in length, while dual endorsement experiences (elementary/kindergarten, elementary/middle school or high school/middle school including special education) will be requested as a 10 week/6 week split. Therefore, it is important that students applying for dual endorsement student teaching be prepared to request school choices for both levels of experience. As always, applications are available, and questions will be answered in Neff 243. An accurate and complete student teaching application will be of great help to the student not only in the application process but also in the planning of the final classes needed to complete his/her degree requirements. The advice of an advisor can be of great help in this process.

Education students are reminded also that an early start on the planning and collecting of artifacts for their portfolios is of great benefit in completing that project on a timely and professional basis. Portfolios are collected and evaluated during the latter stages of the student teaching experience.

Best of luck to all of our SOE students currently "in the field" and those approaching that milestone in their professional preparation. The IPFW SOE faculty and staff, as well as those eagerly awaiting students, are counting on you to maintain the Mastodon tradition of excellence!

The great quality of our student teaching experiences, as well as all of the field experiences, will continue to place IPFW education students at the top of the list of "preferred professionals" seeking careers in the important field of education.

What's New in the Curriculum/Computer Lab?

Come read a new big book, play a challenging special education game, read our e.encyclopedia, try a new I Spy piece of problem-solving software or the iMac computer with a flat screen monitor. If you are looking for more science and social studies resources, we offer Project Learning Tree workshops (environmental education) on a Saturday in the spring and Project WET workshops (Water Education for Teachers) in the fall.

For further information, contact Janet Jordan at 260-481-6459.

Upcoming Events

Attention Graduates:

Mark your calendar for the Fourth Annual School of Education Graduation/Alumni Dinner, May 11, 6:00 p.m. at Hall's Guesthouse on Washington Center Road. Invitations will be sent.

The 2004 IPFW Commencement ceremony is scheduled for May 12 at 7 p.m. in the Allen County War Memorial Coliseum Arena. Visit *www.commence.ipfw.edu* for more information.

Need to Withdraw from Classes?

March 19 is the last day you can withdraw from Spring 2004 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 March 19 will result in "F" grades for courses not completed.

Faculty News

Faculty Accomplishments

Dr. Sheena Choi's book chapter "International Schools in Korea: Globalization or Marketization? Vacillating Between the Two" will be published in March 2004. The book Sekai no Gaikokujin-gakkou (International/Foreign Schools in the World) is edited by Professor Shunichi Nishimura and will be published by Gakugei University Press, Tokyo. Dr. Choi's articles "Globalization or Marketization?: The Dilemmas of International Schools in S. Korea" and "Citizenship, Education, and Identity Formation: Comparative Study of Ethnic Chinese in ROK and Koreans in PRC" are in press with the International Journal of Educational Reform, Fall and Summer, 2004 respectively. She is the principal investigator for the North American (Midwest Region) Team on a research project titled "School Leadership in the Midst of Challenging Local Conditions and External Accountability: Comparative Study of Seven Nations." Dr. Choi is scheduled to present papers at two national level conferences.

Dr. Joe Nichols will make two presentations at the annual meeting of the American Educational Research Association in San Diego in April 2004. He will present "Empowerment and Relationships: A Classroom Model to Enhance Student Motivation" and "Motivational Consequences of Collaborative Contexts: Converging Paradigms or Where Do I Go From Here?"

Dr. M. Gail Hickey and IPFW SOE graduate student Mary Stratton presented a paper entitled "Social Studies Education in India and the United States: A Comparative Study" at the American Educational Research Association (AERA) conference in Chicago in April 2003. Dr. Hickey presented a second paper at AERA which was selected for inclusion in the session sponsored by Howard Gardner's 20th Anniversary of Multiple Intelligences Theory. Dr. Hickey's paper was entitled "'Can I Pick More Than One Project?'—Case Studies of Five Teachers Who Used MI-Based Instructional Planning". IPFW School of Education graduate students Marymae Beaty and Pamela Wight presented a session chaired by Dr. Gail Hickey at the National Association for Gifted Children (NAGC) in Indianapolis in November 2003. Dr. Hickey also presented three papers at the national Council for the Social Studies (NCSS) in Chicago in November: "Special Women in My Life: Writing Women into Family & Local History", "Learning About Recent State History: Family Stories & Artifacts", and "Minstrels, Mummers, and Mead: Strategies and Resources for Teaching about Everyday Life in the Middle Ages". Dr. Hickey has published two articles in professional refereed journals in recent months, one of which was co-authored with a former student: Morris, R.V., & Hickey, M.G. (2003, Spr/Sum). Writing plays for the middle school social studies classroom: A seventh grade case study. International Journal of Social Education 18 (1), 51-59; and Hickey, M.G. (2003, Fall). Social studies textbook use and teachers' decision making: A middle grades perspective. Journal of the Illinois Council for the Social Studies 63, 1-13. In addition to these articles, Dr. Hickey published a book review in a national professional journal: Hickey, M.G. (2003). Review of Gorkin, M., Pineda, M., and Leal, CA: University of California Press. In Oral History Review 30 (1), 117-120.

IPFW and the School of Education were recently honored for collaborative efforts in the Veterans History Project with a commemorative plaque issued by Senator Richard Lugar. Local veterans take part in oral history interviews, which are forwarded to the Library of Congress. Please call Dr. Hickey at 481-6458 for more details.

Dr. Jerry Garrett was recently awarded a contract for a book titled "Narcissistic leaders: Who they are and what to do about them." He published two articles in professional refereed journals in recent months. "Bridging the gap between principals and counselors" appeared in the National Social Science Perspectives Journal, 23(3), 109-116 and "Addressing the needs for bridging the gap between principals and counselors" appeared in the National Social Science Journal, 22(2), 46-52.

IPFW

Wanted: Summer Peer Advisor

The School of Education Licensing and Advising Office has a job opening for a summer peer advisor. The summer peer advisor will work between 15-20 hours per week from approximately May 20 to August 20, 2004. Responsibilities will include assisting with the SOAR program, including participation on all SOAR dates and telephone/letter correspondence with all SOAR participants; assisting with academic advising of newly admitted Education majors; assisting with other support services. Interested applicants must be an Education alumni or current IPFW Education major with at least junior standing, and have at least a 2.75 cumulative gpa. Experience with Microsoft Word, excellent verbal and written communication, the ability to maintain confidentiality, and a flexible schedule is also required. The rate of pay will be $7.50 per hour. Students with work-study funds are encouraged to apply. Applications will be accepted until the position is filled. To obtain an application, go to Neff 243 or download it from www.ipfw.edu/adlc/peeradvisorjobapp.pdf. Questions? Contact Kari Smith at 481-6448 or at smithk@ipfw.edu.