

Faculty Accomplishments

Dr. Joe Nichols
At the recent annual meeting of the American Educational Research Association in Montreal, Canada, Drs. Jeff Nowak and Joe Nichols presented a manuscript entitled, "A comparative analysis of the academic achievement of full-day versus half-day kindergarten attendees" and Drs. Dorace Smith, Phyllis Agness and Joe Nichols presented "Beliefs of classroom environment and student empowerment: A comparative analysis of pre-service and entry level teachers".

Dr. Jeffrey A. Nowak was among those recognized by NASA for the LEGO Robotics for Teachers Workshop. NASA recognized the efforts of seven Allen County teachers for the development of curricular unit plans in this year's LEGO Robotics for Teachers workshop. The robotics workshop is a popular one due to the number of area school children who are involved in the FIRST LEGO League competition held every fall at IPFW. The plans were published on the peer-reviewed NASA RCC site: <http://robotics.nasa.gov/rcc/>. The workshop, co-sponsored by the School of Education and Engineering, Technology and Computer Science, is for teachers interested in using LEGO robots to help their students understand various curricular concepts. The participating teachers design, build, and program mobile LEGO robots for use in their respective K-12 curricula, and publish Problem-Based Learning (PBL) unit plans on the World Wide Web. Content area topics were aligned to Indiana State Standards and cover a breadth of topics such as the Civil War, landfill issues, mapping, math, Olympics, and veterinarian medicine. The IPFW LEGO Robotics for Teachers Website may be viewed by visiting <http://SOEScience.ipfw.edu/LEGOWorkshop2005>. Due to the generous support of regional industries, each teacher enrolled in this workshop received a \$250 LEGO Mindstorms Robotics kit with kid-friendly RoboLab programming software. This course will be offered again in summer 2006; enrollment

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will be limited to 20 teachers. In spring 2006, visit the Teacher Workshop Web page at www.ipfw.edu/dcs/workshops/. For more information on the NASA curricula and FIRST Lego League, contact Dr. Nowak at 260-481-6960.

Dr. M. Gail Hickey, Professor of Educational Studies, was the recipient of several grants: a Wallace LEAD grant for her proposal entitled "Cultural Competence in K-12 Educational Settings: Facilitating Local Staff Development"; an Indiana University International Conference Grant; and an IPFW International Conference Grant. Dr. Hickey also had several publications: a book chapter, "Exploring Asian Indian immigrants' cultural models of schooling", in C. Park (Ed.), *Educational issues of Asian and Pacific-American students K-16* (Vol. 3), published by Information Age Publishing; an article, "This is American get punished": Unpacking narratives of Southeast Asian refugees, published in *Intercultural Education*, 16, 1: 25-40; and a book review, "Review of Pieroth, D. H. (2004), *Seattle's women teachers of the interwar years: Shapers of a livable city* (University of Washington Press), published in *Oral History Review* 32. Additionally, Dr. Hickey presented four conference papers: "'This is American get punished': Unpacking narratives by Southeast Asian refugees", and "Creativity in the classroom: Case studies of 20 creative teachers", at the American Educational Research Association in Montreal, Quebec; "Developmental characteristics of Asian Indian children in the U.S.", at the First International

Congress for Qualitative Research in Champaign-Urbana, Illinois; "'My mother always talked about the war': Unpacking women's memories of World War II", at the International Conference of the Oral History Society, Kings College, in London, England.

ENG W233 for Education Major Course

The English and Linguistics Department will offer a specialized section of Intermediate Expository Writing (W233-06, CRN 21490) on MWF at 11:00 in the spring. Taught by Karol Dehr, the course meets the General Education writing requirement and is designed for those pursuing an education major or teacher certification. For more information contact Karol Dehr at dehr@ipfw.edu

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.

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School of Education IPFW Student Newsletter

Issue 16 Fall 2005

Notes From the Dean

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Welcome to our new and returning students! Along with the warm weather and anticipation of Fall, come the School of Education's high expectations for our students and ourselves.

This year will be extremely busy. Our accreditation agency, The National Council for Accreditation of Teacher Education (NCATE), will be visiting the School of Education for 3 days (November 6-8). Their role is to review our Masters of Education programs. We have undergone major revisions, highlighted by concentrating our efforts on building a Scholar-Practitioner framework. Thanks to the very capable leadership of Dr. Kathleen Murphey, our Unit Assessment System is up and running. None of this would be possible without the wonderful support of the many faculty and staff who are collecting and analyzing data. A very special thank you to the students involved in offering viewpoints and filling out rubrics for our use and NCATE's assessment of us! In my next letter to you, I hope to report that the School of Education passed NCATE's visit with flying colors!

Our new Graduate programs are now operating well. The Educational Leadership cohort and our new M.S. Ed. in Secondary and Elementary Education programs are presenting both State mandated material as well as new visions of how to be a Scholar-Practitioner and use Action Research effectively. This is very exciting for the faculty and will be for the students, as they prepare to become scholars of educational theory and practice. In the Fall of 2006, our new Masters in Special Education will commence. I invite all completing undergraduates to consider the new Special Education program as an option to

market yourselves better for employment in teaching.

On another note, we are continuing to build our Scholar-Practitioner Institute, as well as make inroads into a Holocaust-Genocide Institute, headed by our resident Holocaust expert in the School of Education, Dr. David Lindquist. The goal of both the above institutes is to bring awareness of the social conditions that allow for inequities to exist, as well as search for ways to solve these problems. Faculty in the School of Education are involved in numerous other projects apart from preparing for the NCATE visit. We are looking to becoming nationally accredited in Counselor Education in the very near future as well. Preparations are underway. Additionally, this year we will be searching for at least an additional 4 new faculty. As you can tell, the School of Education is growing rapidly. More importantly, we are getting even more focused on our mission of preparing teachers, administrators and counselors to be public intellectuals, skilled in the practical art of delivery and the intellectual art of decision making and interpretation.

Indeed, these are exciting times in the School of Education. None of this would be possible without the enthusiasm you students show towards our incredible profession. For this I say thanks . . . and keep up your stunning work! Please don't hesitate to call on any one of the faculty or staff for assistance where and when necessary.

Barry Kanpol
Dean, School of Education

School of Education New Faculty

Dr. Stella C. Batagiannis, Assistant Professor in Professional Studies.
 Dr. Batagiannis earned her Ph.D. in Educational Administration from Indiana State University in 1984; her Master's degree from Indiana University Northwest in Secondary Education in 1977; and her Bachelor's degree from Valparaiso University in 1973, with teaching majors in English and in French. Dr. Batagiannis has devoted her career of over thirty years in Indiana to serving children in public schools. She has also served as a secondary English teacher; as an assistant principal, principal, and assistant superintendent; and for twelve years as a superintendent. Dr. Batagiannis enjoys writing, art, photography, and cooking for family and friends, and she loves the ocean.



SOE UPDATES

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, 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.

IPFW Hosted Guest Lecturer

Dr. Jane Prochnow, a senior lecturer in the Department of Learning & Teaching at Massey University in Palmerston North, New Zealand, visited the US during the month of September. Her scholarly visit included the Evaluation Center at Western Michigan University, the SOE at IPFW and she presented at the Council for Children with Behavior Disorders International Conference in Texas. During her visit to IPFW she presented her research to the faculty of the SOE, visited schools of student teachers, and guest lectured in select special education courses. Her areas of teaching and research include behavior disorders of students and applied behavior analysis for educators. One of her current publications is "Policies and practices for learners with severe behaviour: New Zealand principals' recommendations" in *School Leadership and Management*.

IPFW Community Counseling Center Provides FREE Counseling Services

The IPFW Counseling Center is a non-profit agency that offers free community mental health services to IPFW students and to the community. Counseling services are provided by second year Counselor Education graduate students under the close supervision of faculty. They provide individual, couple, and family counseling for people of all ages. The Counseling Center offers services to 150-200 people each year. The IPFW Counseling Center has moved to the Dolnick Learning Center on the State Developmental Center campus. For more information or to make a referral, contact Rebecca Berghorn, clinic manager, at (260)-481-5479.

The counselor education program continues to offer 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 for both degrees are offered from 4:30-7:15 p.m., Monday through Thursday so that students can maintain full-time employment. For more information or to obtain an application, call (260) 481-6450.

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.

Licensing Updates by Jim Beard, Director of Licensing and Advising

New Criminal Background Check Required
Beginning Fall 2005 all students seeking admission to Block 1 Teacher Education courses will be required to submit a valid Indiana State Police Criminal Background Check. Police checks may be no older than one year. Forms for obtaining these checks are available in Neff 243, and must be turned in to Laura Reynolds, Director of Field Services (Neff 243), before you register for Block 1 courses. These background checks will be used to satisfy K-12 school requirements when we seek to place you in your Block field experiences.

June 30, 2006 Deadline

June 30, 2006 is the last day that the Division of Professional Standards will accept applications for original Rules 46/47 licenses. Therefore, if you are completing teacher certification requirements under this "old" program, you must turn your application in to the Licensing Office (Neff 243) no later than June 23, 2006 to insure that your application can be processed in time to meet this deadline.

Beginning July 1, 2006 all individuals must complete their certification requirements under the "new" Rules 2002 license requirements, regardless of when they first enrolled at IPFW.

Note: It was previously reported that this deadline also pertained to additions and professionalizations to Rules 46/47 licenses. However, in April 2005, the Division of Professional Standards eliminated the deadline for additions and professionalizations. Therefore, it will be possible to add and professionalize subjects to Rules 46/47 licenses after this date (pending final DOE approval).

GRE Requirement Removed

Effective immediately, the Graduate Record Exam (GRE) requirement for enrollment in the Master of Science degree in Educational Leadership has been eliminated. Graduate students will not be required to complete

this exam for admission into or completion of their degree in Educational Leadership. This move was made to encourage more students to enroll in this program. If you have questions about the M.S. Ed. in Educational Leadership, you can contact Dr. Pat Garvey (260) 481-4123.

Fall 2005 Student Teaching Update by Laura Reynolds, Director of Field Services

Currently (Fall 2005) there are 130 aspiring educators from IPFW busily working in schools throughout the local area and beyond. Next semester (Spring 2006) approximately the same 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 it is a rewarding experience to the students involved.

If it is your intent to join IPFW's student teaching forces during the upcoming 2006-2007 school year, be sure to digest the following important information:

All SOE students are reminded that student teaching applications for any upcoming school year are due October through December for Fall and January through 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: early childhood/middle childhood) (secondary: adolescence/young adulthood & early adolescence) 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 at www.ipfw.edu/adlc/STappforms.htm, 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

What's New in the Curriculum/Computer Lab?

The Curriculum Lab has many new materials including lots of new children's literature, Praxis study guides, DK e.guides, a mighty mouse, and several new computers. In October, one of the large mastodons from the Mastodons on Parade will be coming to live in the Lab. A presentation by the LOST IN THE WOODS book team about their book will be held on Tuesday, October 18th from 4:30 p.m.-5:30 p.m. at Holland School. The event is free and refreshments will be served. Come visit and explore the resources in the Lab.

For further information, contact Janet Jordan at [260-481-6459](tel:260-481-6459).

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.

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 upcoming year's student teachers. Thank you for your cooperation!!

Need to Withdraw from Classes?

October 28 is the last day you can withdraw from Fall 2005 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 October 28 will result in "F" grades for courses not completed.

New Graduate Degree in Special Education Planned

The SOE is planning to establish a new M.S. Ed. in Special Education beginning Fall 2006. Completion of this degree would qualify a licensed teacher to add *Mild Interventions* to his/her license for all school settings. For more information on this new program contact either Dr. Jane Leatherman or Dr. Steven Crites.