

School of Education

2002 PRAC Report

**Indiana University
at
Indianapolis**

June 20, 2002

Indiana University School of Education
Indianapolis

PRAC Report 2002

The State of Indiana required that all Schools of Education submit a report addressing seven criterion of a unit assessment system. This report is formatted to reflect how the unit assessment system for the School of Education at IUPUI meet those seven criterion.

Criterion 1: The unit assessment system incorporates stakeholders' involvement in its development and management. Minimally, stakeholders should include education faculty, content faculty, P-12 faculty and administrators, candidates in the programs, and program alumni.

- Over time, different individuals representing different stakeholder groups have been involved in assessment and program development. Several different formats and forums have been used to organize and support that involvement. Within the School of Education, the Evaluation Committee has had sustained responsibility for developing the UAS in collaboration with various stakeholders.
- During 1999-2000, there was considerable effort to increase the informed involvement of colleagues in the Schools of Liberal Arts and Science in teacher education. Two factors in particular focused attention on the general education of future teachers: (1) the Standards-based Teacher Education Project "STEP" which operates under the aegis of ACE and AACTE; and (2) IU President Myles Brand's "21st Century Teachers" initiative. STEP provided modest funding to support collaboration around several topics related to the UAS (e.g., admission to Teacher Education, university attention to P-12 academic standards, alignment of secondary majors to the new IPSB license framework, Liberal Arts and Science faculty involvement in student teaching and scoring the Benchmark III Portfolio). The core campus "21st Century Teachers" initiative explored both the content and pedagogy of courses offered by Arts and Science faculty that would prepare future teachers to support diverse learners to meet high standards. Teams representing IUPUI has since attended both the yearly STEP conferences in Washington D.C. in June and the Regional Conferences on Teacher Quality sponsored by the USDOE in Denver in July.
- In the fall of 2000, the "Council of Teacher Education" was created to serve as a forum for collaboration of education, arts and science, and P-12 teacher practitioners. The Council provides a broader audience for the reports of the UAS and serves as a vehicle to coordinate the various campus and university initiatives that involve teacher education.

- During 2000-2001, the Council on Teacher Education continued to meet on a bi-monthly basis. A subcommittee on internal communications was formed to strengthen the lines of communications between the School of Education and other schools across the campus and to provide a forum for addressing procedural and logistical issues originating in other schools.
- During 2001-2002, the Council on Teacher Education continued to meet. Additional meetings with content area departments were held to develop standard-based programs. Funding to continue the collaboration during Summer 2002 was provided by the 21st Century Teacher Project and six content area teams developed plans for curriculum and assessment development. Candidates piloted the Benchmark III assessment—the Student Teaching Portfolio—in the fall, and stakeholders from departments throughout the university and from PDS partnership schools participated in reviews of these assessments. Candidate feedback was obtained in the form of surveys and data from Town Meetings. The Evaluation Committee also started to collect survey responses from principals who hired IUPUI graduates.
- During the Fall 2002 visit, the BOE will find a general history of stakeholder involvement and a more detailed record of dissemination/outreach for each academic year. They will also find (a) files and artifacts of the Evaluation Committee, (b) agendas, artifacts, and list of participants for curriculum/assessment workdays, (c) meeting records of the Teacher Education Council and (d) procedures, records and data from candidate Town Meetings, and (e) reports from the STEP and the 21st Century projects.

Criterion 2: The unit assessment system includes evidence of the conceptual framework(s) for the unit's programs incorporate all Indiana Professional Standards Board (IPSB) standards. IPSB standards include the Interstate New Teacher Assessment and Support Consortium (INTASC) principles and the IPSB content and developmental standards for each licensure area.

- The IUPUI “Principles of Teacher Education” (PTE) (Attachment A) provide the conceptual framework for the Learning to Teach/Teaching to Learn programs. These principles are a distillation of the multiple standards governing teacher education (INTASC, IPSB, NCATE) as well as reflective of the IUPUI Principles of Undergraduate Learning. Linkages between the IPSB developmental and content standards and our Principles of Teacher Education have been mapped. Content area faculty have worked with the School of Education to map content area courses to the Indiana K-12 Academic Standards and IPSB standards. The standards created by professional organizations like NCTE, NCTM, and NSF have also been consulted.
- We continue to devote time at faculty retreats & faculty meetings, and convene regular curriculum/assessment workdays (2 per year) to assess our curriculum and

our candidates' performance in relationship to the conceptual framework. Faculty have designed syllabi that include the Principles of Teacher Education and licensing programs to meet the specific content and developmental standards established by IPSB. Each discipline-based program of study has been mapped to K-12 standards or the equivalent IPSB or national professional organization standards.

- During the Fall 2002 visit, the BOE will find (a) mappings of INTASC and state standards to the Principles of Teacher Education, (b) mappings of content area courses to the Indiana K-12 academic standards, (c) mappings of the Principles of Teacher Education to each program, (d) course syllabi and (e) Curriculum/Assessment Frameworks for each program.

Criterion 3: The unit assessment system includes a coherent, sequential, assessment system for individual candidates that include performance assessments. The standards are shared with candidates. The UAS utilizes for both formative and summative purposes, a range of performance-based assessment strategies throughout the program. The UAS has multiple decision points.

- The INTASAC standards are distributed as part of regular orientation/recruitment meetings offered by academic advisors.
- At a formal induction after admission to Teacher Education, an expanded version of the INTASC statements of knowledge, disposition, and skills expected of beginning teachers and the IUPUI "Principles of Teacher Education" are distributed/discussed.
- We have modified the general script for the "induction to teacher education" to introduce the evolving UAS. Candidates admitted to Teacher Education since Fall 99 have been involved in a pilot of various processes, assessment activities, and rubrics that are under development.
- We have links from the SOE home page to the INTASC principles, and to the IPSB framework of content and developmental standards documents.
- A schematic of the UAS (Attachment B) at IUPUI identifying decision points, and the type of information used to make decisions related both to individual candidates and to the overall program has been developed. The plan details when each assessment will be piloted and implemented. A plan (Attachment E) exists for how the data will be used to bring about programmatic change.

- We have encouraged faculty to incorporate explicit reference to the PTE in syllabi for each course/block of courses. Content area faculty have also started to incorporate standards into their syllabi. PTE and INTASC principles are posted on a shared drive of the School of Education server so that all faculty/instructors can simply cut-and-paste relevant sections into syllabi. Faculty refer also to the standards in their responses to candidate work.
- During Fall 2001, a representative sample of elementary and secondary student teachers were involved in a student teaching portfolio (Benchmark III) pilot project. The portfolios will be used to develop rubrics to assess student teaching portfolios in the future.
- Training has occurred as faculty, advisors, supervisors, P-12 teachers/administrators have participated in the development of instruments or protocols during curriculum/assessment workdays.
- An orientation and training in use of the “IUPUI Framework” (1998), which is completed during the student teaching semester, is now incorporated into the standard Student Teaching Orientation sessions.
- Each summer, we offer a graduate course for mentor teachers or university supervisors orienting them to the “Framework” and other elements of standards- and performance-based teacher education.
- Faculty from the School of Science, School of Liberal Arts, and the School of Education meet with high school teachers to review the secondary Benchmark II assessment (Attachment H) and student teaching portfolios (Benchmark III).
- We debrief with teachers/faculty after the assessment to gather feedback to improve the instrument and/or the assessment process. Over time, some cooperating professionals and some faculty may be involved in entire series of rubrics; other P-12 collaborators (and perhaps other faculty) will be called upon to employ only a subset of the rubrics.
- During fall 2001, we held an orientation for mentor teachers at PDS and partner school sites to the Benchmark I Rubrics and the Benchmark II performance assessment. If the interns at a school site were completing Block I, then cooperating professionals at that site (as well as instructional faculty who teach in Block I) were introduced to the Benchmark I Rubric. If interns were completing Block II, the PDS teachers and faculty teaching in Block II received training on the Benchmark II Performance Assessment.

- We have experience with several rounds of decisions using the updated Admission to Teacher Education process and we have developed a standard report format to summarize that information (e.g., number of applicants, number admitted/denied, reasons for denial, etc.)
- We are experimenting with different formats for providing feedback to candidates, such as face-to-face meetings with single faculty members, members of a teaching team, or with written summaries. Different formats seem likely for different decision points.
- A compressive candidate database is being developed to support the UAS, and map the process/logistics of implementation. Data from the elementary Benchmark I Rubrics were entered into the database at the end of the Spring 2002 semester.
- We are in the process of aggregating data for groups of candidates from entering classes.
- Once rubrics are finalized, we will conduct small-scale studies to establish the reliability and validity of each new rubric. Though these studies have not yet been designed, we anticipate that they will involve independent review of candidate performance by faculty and mentor teachers who are not familiar with the candidates (but who are familiar with the program expectations and standards), by faculty from academic departments in Arts and Sciences (for candidates seeking secondary education licensure), as well as by teacher education faculty from other institutions. Candidates' performance on Praxis II, feedback from building supervisors, and graduates' status on the induction portfolio will also be used.
- At the Fall 2002 visit, BOE will find (a) evidence of the revision of performance benchmark tasks and rubrics; (b) standard formats for summarizing data for cohorts of candidates at each decision point in the UAS; (c) clear descriptions of how candidates are provided feedback about their performance at each decision point; (d) a schematic of how assessment data will be used for candidate assessment and programmatic changes, (e) evidence of how the assessment information is shared with candidates, and (f) plans for validation studies.

Criterion 4: The unit assessment system uses the collective presentation of candidate assessments and related data to document the quality of programs to prepare candidates to meet the IPSB standards.

- Elements of Criterion 4 are being addressed as we work with a contractor to design a comprehensive candidate data system to support the UAS. This data system will be able to produce reports of aggregated candidate data in a variety of formats. These reports will be used to assess the quality of our programs.

- At the next visit, the BOE will find summary (a) data from pilot assessment work, (b) summary reports of candidate assessment data and (c) mapping of the candidates assessments to the standards. The unit is developing standard summary report formats for each decision point in the Unit Assessment System and has records of meetings where summaries of candidate performance are shared and discussed

Criterion 5: The unit assessment system uses aggregated assessments from individual candidates and other sources to refine and revise the conceptual framework and programs

- At a general level, the top half of the UAS schematic (Attachment B) presents how we approach individual candidate assessment while the lower half of the figure depicts how candidate data and other measures will be used for program level decision-making.
- After reviewing IPSB standards and PTE during Spring 1999, we decided that we wanted to see a cycle of reflective teaching at the end of Benchmark II. Faculty designed a task that called for each candidate to (1) plan and teach a series of connected lessons, (2) select one lesson and assess student learning, and (3) self-evaluate the quality of the teaching.
- During December 1999, 25 candidates in one section of a methods class submitted the task, and their products were 10-15 pages long. Having multiple readers for each submission was extremely time consuming. As we began to develop a rubric for scoring, it became apparent that the task was too complex for candidates at this point in their program and quite unmanageable for faculty as we anticipated “scaling up” to assess the approximately 175 candidates who would be ready for the Benchmark II task each semester.
- We designed in Spring 2000 an alternative interview task that required interns to (1) select an activity that would engage a child and facilitate an assessment of his/her understanding of a particular concept, (b) tape record and transcribe their conversation/interview and analyze the child’s conceptual understanding, and (3) suggest appropriate follow up activities, and (4) reflect on the quality of their interaction with the learner. We developed a rubric to score the task.
- In May 2000, faculty responsible for the math methods component of Benchmark II were responsible for introducing the task to candidates, and as a consequence, the tasks and interviews all focused on mathematical concepts and understanding. The faculty all read 6 anchor papers and applied the rubric. The resulting conversation was entailed the math educators focused on the interns

understanding of the math while other faculty addressed other aspects of the interview. After a day's work with the task it was decided: (a) specifically focus

the Benchmark II assessment on mathematics so that we ensure interns have the knowledge to support children's learning, (b) to build a portfolio task for student teaching that focuses on literacy development so that we ensure that candidates are strong in both numeracy and literacy, and (c) to ensure that (for candidates focusing on early childhood or middle childhood) any/all performance tasks are reviewed by teams comprising faculty with different subject matter expertise.

- We revised the Benchmark II task and rubric and piloted it again December 2000.
- During Spring 2001, the faculty decided that results from piloting the Benchmark II assessment indicated the need for an addition of a second mathematics method course to the elementary program beginning in the fall of 2002.
- A similar assessment task was piloted at the end of Benchmark II of the secondary program during the Spring 2001 semester. School of Education and content area faculty scored the task. Results of the pilot project and candidate feedback resulted in the modification of the task to better address the secondary program. The revised task will be piloted again during the Fall 2001 semester. We expect to review summaries of candidate data with scoring teams at the end of each semester, and with both the Evaluation Committee and the Teacher Education Council annually.
- During the Fall 2001 semester, twenty secondary student teachers piloted the Benchmark III assessment, a student teaching portfolio. These candidates met with faculty to provide feedback on the guidelines and turned in videotaped teaching episodes along with written documentation of their teaching. School of Education and School of Liberal Arts and Sciences faculty assessed these in December.
- The Benchmark III portfolios were shared in a variety of ways with faculty in both the School of Education (including the clinical supervisors) and Arts and Sciences during Spring 2002. These conversations led to the development of 21st Century work teams for 2002 and new plans for working with student teachers out in the PDS sites.
- The Evaluation Committee has piloted several instruments to collect data to document the quality of programs. A timeline (Bottom portion of Attachment B) for implementing these instruments has been developed along with a plan using the data for programmatic change (Attachment E).
- A plan for evaluating the unit assessment system itself has been developed (Attachment D)

- How and when data will be collected and how it will be used has been determined (Attachment F)
- At the Fall 2002 visit the BOE will find (a) a schematics for how the collective data will be used to make program improvements and (b) a process for reviewing the data and using it for programmatic change.

Criterion 6: The unit ensures that its assessment system is continuously managed.

- The UAS remains the responsibility of the Evaluation Committee (7 faculty and staff). The Associate Dean oversees the entire process.
- We began to introduce elements of the UAS in Spring 1998. Candidates who intended to matriculate Fall 1999 were the first required to complete a formal application for admission on the Worldwide Web.
- These initial experiences lead us (a) to make adjustments to the schedule and management of application materials for candidates applying for admission Spring 2000 and (b) to develop additional informational materials describing program changes.
- With the Fall 99 matriculants, we began to build new management systems, and to plan for a unified candidate database to support the UAS.
- Managing data for IUPUI's large and complex Teacher Education program does require a powerful data infrastructure. Assessing the entire program will require tracking multiple decisions for a large group of interns over an extended time period (4-7 semesters depending on full vs. part-time enrollment).
- Over the past year, a small design team of faculty/staff from the School of Education has worked with Custom Computer Applications (CCA) to define our needs and outline the parameters of a data management system. In July, we received a detailed proposal to develop a Microsoft Access-based application that would manage data from the UAS and interface with other campus databases. Work with relevant faculty and staff began in September. The goal is to have a prototype of the data system ready by December so that we can begin to determine the logistics of entering data from benchmark assessments of candidates.
- We have experience managing the UAS for an entire "class" as well as multiple experiences with the use of Block 1 and Block 2 procedures and rubrics. In December, we will be in a position to test the logistics of simultaneously applying the Benchmark I and Benchmark II rubrics to candidates at different points in the program.

- IUPUI's Program Review and Assessment Committee (PRAC), which reports to the Office of the Vice Chancellor for Planning and Institutional Improvement, is the principle vehicle for coordinating university assessment initiatives.
- The SOE representatives to PRAC are also members of the SOE Evaluation Committee.
- A plan has been developed for evaluating the unit assessment system that incorporates the university-wide PRAC self-assessment (Attachment D)
- At the Fall 2002 visit the BOE will find (a) charge, agendas, and minutes of the Evaluation Committee meetings, (b) a database system to electronically management the assessment data, and (c) agendas and minutes of PRAC meetings.

Criterion 7: The unit assessment system provides for review and revision of the assessment system.

- We have developed a process for assessing the assessment system (Attachment D) that incorporates a self-study completed for PRAC as well as the feedback from accreditation visits. The system will be reviewed on a five-year cycle.

ADDENDUM to the Report:
Planned Licensing Areas

Rules 2000 Standards

The School of Education at IUPUI plans to offer programs leading to licensure in the following areas:

Elementary License

Preparation to teach kindergarten through sixth grade

Developmental Standards: *Early Childhood and Middle Childhood*

School Settings: *Elementary: Primary and Elementary: Intermediate*

Content Standards: *Generalist: Early & Middle Childhood*

Elementary/Middle School License (Starting Fall 2003)

Preparation to teach third grade through eighth grade

Developmental Standards: *Middle Childhood, and Early Adolescence*

School Settings: *Elementary: Intermediate, and Middle School/Junior High School*

Content Standards: *Generalist: Middle Childhood, Generalist: Early Adolescence, and two of the following: Language Arts, Social Studies, Science, Mathematics*

The Middle School/High School Content Area License

Preparation to teach sixth through twelfth grades in a particular content area

Developmental Standards: *Early Adolescence and Adolescence/Young Adult*

School Setting: *Middle School/ Junior High School and High School*

Content Standards: *Language Arts, Social Studies, Science, Mathematics, or Foreign Language*

All -Grades License

Preparation to teach kindergarten through twelfth grades

Developmental Standards: *Early Childhood, Middle Childhood, Early Adolescence, and Adolescence/Young Adult*

School Settings: *Elementary: Primary, Elementary: Intermediate, Middle School/ Junior High School, and High School*

Content Standards: *Visual Arts or Physical Education*

Dual Licensure Programs:

Candidates may complete any of the following dual programs in conjunction with one of the licensure programs listed above. The developmental standards and school setting of the license will be the same as the partner license.

Adaptive Physical Education

Preparation for Physical Education majors to teach adaptive physical education

Content Standard: *Adaptive Physical Education*

Computer Education Dual License

Preparation to teach computer education

Content Standard: *Computer Education*

English as a New Language (ENL) Dual License

Preparation to teach children whose first language is not English

Content Standard: *English as a New Language*

Exceptional Needs Dual License

Preparation to teach children with special needs

Content Standard: *Exceptional Needs*

Health Dual License

Preparation for Physical Education majors to teach health education

Content Standard: *Health Education*

Reading Dual License

Provides extra expertise in the teaching of reading

Content Standard: *Reading*

The School of Education at Indianapolis also offers programs at the graduate level that lead to the following licenses:

School Services (Counselor)

Building Level Administrator

District Level Administrator

Attachments

A: Principles of Teacher Education

- B. Schematic of Unit Assessment System (UAS)
- C. Plan for Use of Individual Benchmark Data
- D. Plan for Evaluating Unit Assessment Systems
- E. Plan for Programmatic Changes Based on Data
- F. Table of Data for Programmatic Changes
- G. Benchmark I Rubrics
- H. Benchmark II Assessment
- I. Benchmark II Rubric
- J. Benchmark III Portfolio Description
- K. Benchmark III Rubrics
- L. Elementary Curriculum/Assessment Framework
- M. Secondary Curriculum/Assessment Framework

Principles of Teacher Education

Indiana University School of Education - Indianapolis

Principle 1: *Conceptual Understanding of Core Knowledge* - the ability of teachers to communicate and solve problems while working with the central concepts, tools of inquiry, and structures of different disciplines. For secondary students, this means developing rich expertise within their chosen discipline.

Principle 2: *Reflective Practice* - the ability of teachers to step outside of the experiences that make up teaching and to analyze and critique the impact of the experiences and context from multiple perspectives.

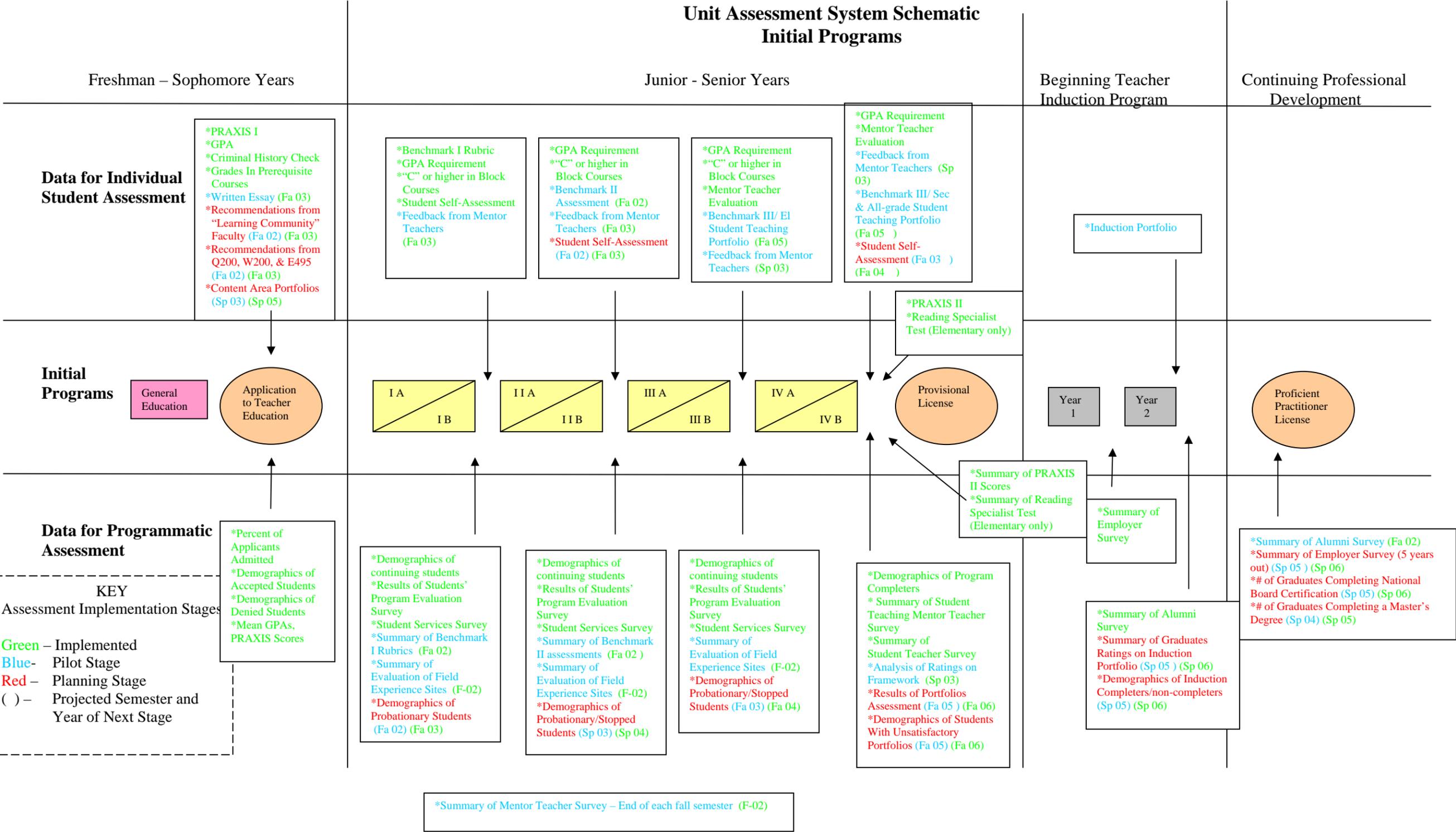
Principle 3: *Teaching for Understanding* - the ability of teachers to draw on their knowledge and frameworks to plan, implement, and assess effective learning experiences and to develop supportive social and physical contexts for learning.

Principle 4: *Passion for Learning* - the ability of teachers to continually develop their own complex content and pedagogical knowledge and to support the development of students' habits of continual, purposeful learning.

Principle 5: *Understanding School in Context of Society and Culture* - the ability of teachers to value and teach about diversity, to recognize the impact of social, cultural, economic, and political systems on daily school life, and to capitalize on the potential of school to minimize inequities.

Principle 6: *Professionalism* - the ability of teachers to be active contributors to professional communities that collaborate to improve teaching and student achievement by developing shared ethics, standards, and research-based practices.

Unit Assessment System Schematic Initial Programs



Freshman – Sophomore Years

Junior - Senior Years

Beginning Teacher Induction Program

Continuing Professional Development

Data for Individual Student Assessment

- *PRAXIS I
- *GPA
- *Criminal History Check
- *Grades In Prerequisite Courses
- *Written Essay (Fa 03)
- *Recommendations from "Learning Community" Faculty (Fa 02) (Fa 03)
- *Recommendations from Q200, W200, & E495 (Fa 02) (Fa 03)
- *Content Area Portfolios (Sp 03) (Sp 05)

- *Benchmark I Rubric
- *GPA Requirement
- *"C" or higher in Block Courses
- *Student Self-Assessment
- *Feedback from Mentor Teachers (Fa 03)

- *GPA Requirement
- *"C" or higher in Block Courses
- *Benchmark II Assessment (Fa 02)
- *Feedback from Mentor Teachers (Fa 03)
- *Student Self-Assessment (Fa 02) (Fa 03)

- *GPA Requirement
- *"C" or higher in Block Courses
- *Mentor Teacher Evaluation
- *Benchmark III/ EI Student Teaching Portfolio (Fa 05)
- *Feedback from Mentor Teachers (Sp 03)

- *GPA Requirement
- *Mentor Teacher Evaluation
- *Feedback from Mentor Teachers (Sp 03)
- *Benchmark III/ Sec & All-grade Student Teaching Portfolio (Fa 05)
- *Student Self-Assessment (Fa 03) (Fa 04)

*Induction Portfolio

Initial Programs

General Education

Application to Teacher Education

IA
IB

II A
II B

III A
III B

IV A
IV B

Provisional License

Year 1

Year 2

Proficient Practitioner License

Data for Programmatic Assessment

- *Percent of Applicants Admitted
- *Demographics of Accepted Students
- *Demographics of Denied Students
- *Mean GPAs, PRAXIS Scores

- *Demographics of continuing students
- *Results of Students' Program Evaluation Survey
- *Student Services Survey
- *Summary of Benchmark I Rubrics (Fa 02)
- *Summary of Evaluation of Field Experience Sites (F-02)
- *Demographics of Probationary Students (Fa 02) (Fa 03)

- *Demographics of continuing students
- *Results of Students' Program Evaluation Survey
- *Student Services Survey
- *Summary of Benchmark II assessments (Fa 02)
- *Summary of Evaluation of Field Experience Sites (F-02)
- *Demographics of Probationary/Stopped Students (Sp 03) (Sp 04)

- *Demographics of continuing students
- *Results of Students' Program Evaluation Survey
- *Student Services Survey
- *Summary of Evaluation of Field Experience Sites (F-02)
- *Demographics of Probationary/Stopped Students (Fa 03) (Fa 04)

- *Demographics of Program Completers
- * Summary of Student Teaching Mentor Teacher Survey
- *Summary of Student Teacher Survey
- *Analysis of Ratings on Framework (Sp 03)
- *Results of Portfolios Assessment (Fa 05) (Fa 06)
- *Demographics of Students With Unsatisfactory Portfolios (Fa 05) (Fa 06)

- *Summary of PRAXIS II Scores
- *Summary of Reading Specialist Test (Elementary only)

*Summary of Employer Survey

- *Summary of Alumni Survey
- *Summary of Graduates Ratings on Induction Portfolio (Sp 05) (Sp 06)
- *Demographics of Induction Completers/non-completers (Sp 05) (Sp 06)

- *Summary of Alumni Survey (Fa 02)
- *Summary of Employer Survey (5 years out) (Sp 05) (Sp 06)
- *# of Graduates Completing National Board Certification (Sp 05) (Sp 06)
- *# of Graduates Completing a Master's Degree (Sp 04) (Sp 05)

*Summary of Mentor Teacher Survey – End of each fall semester (F-02)

KEY
Assessment Implementation Stages

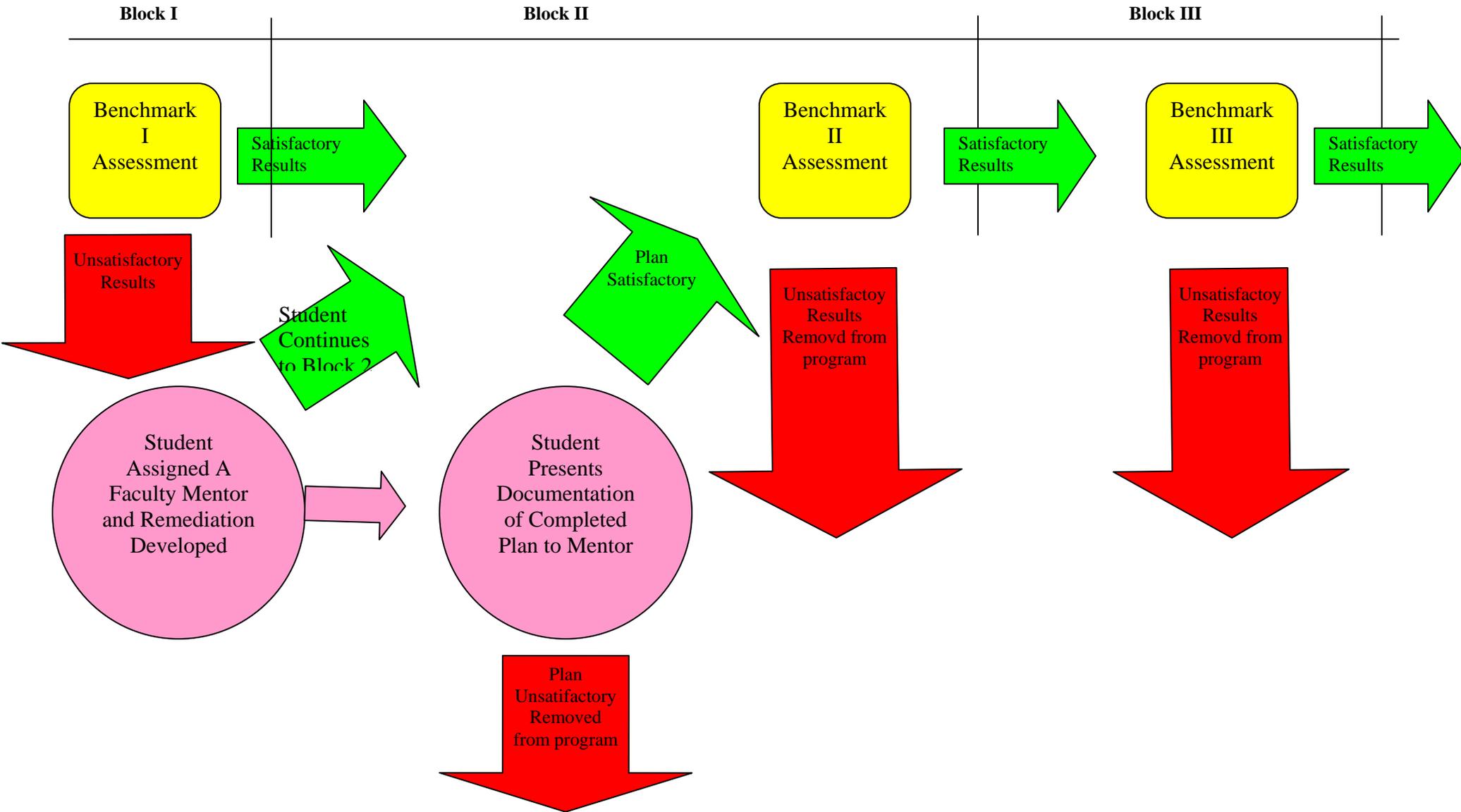
Green – Implemented

Blue – Pilot Stage

Red – Planning Stage

() – Projected Semester and Year of Next Stage

Plan for Use of Individual Student Benchmark Data



Assessment Plan for Unit Assessment System

Year 1

Year 3



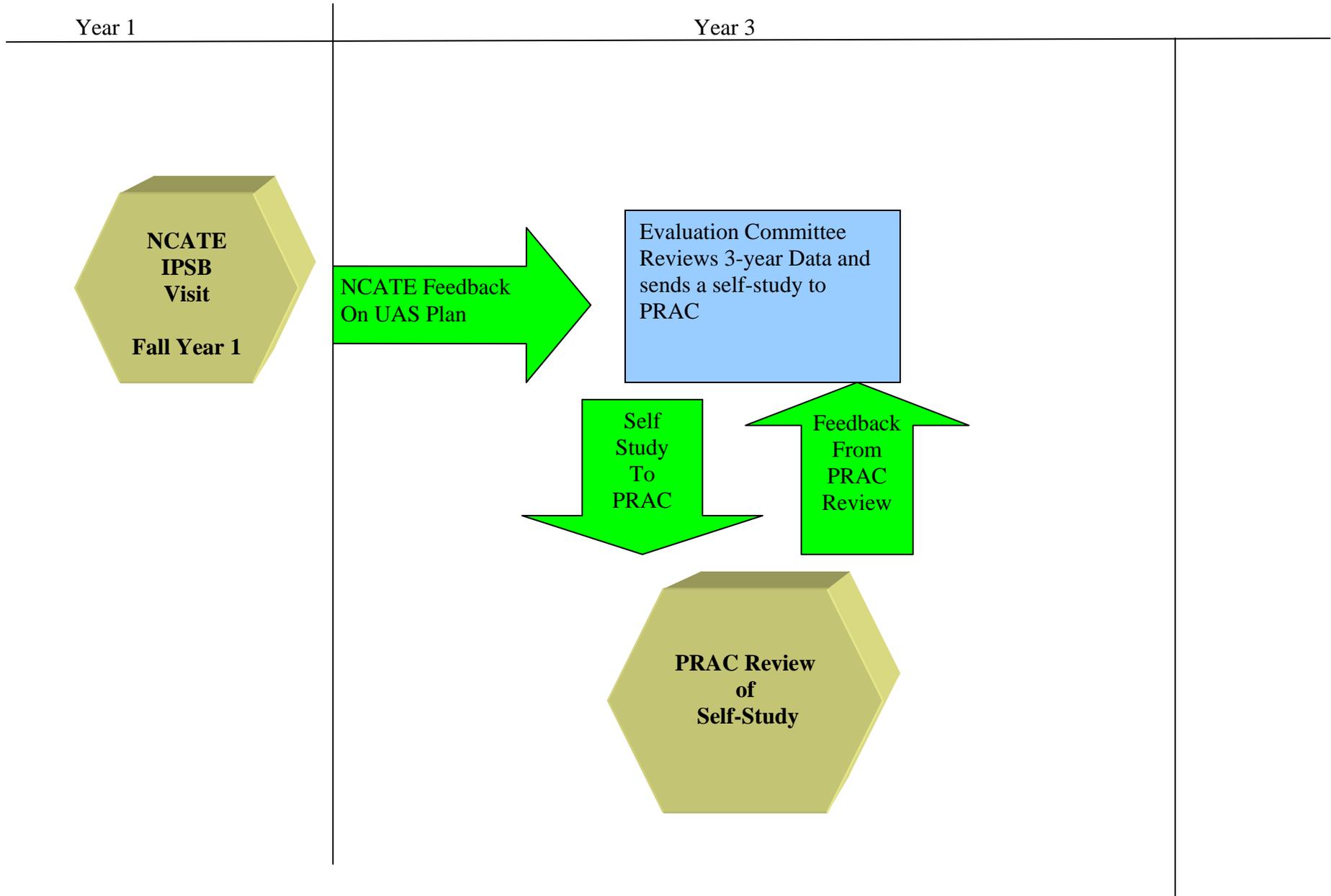
**NCATE Feedback
On UAS Plan**

**Evaluation Committee
Reviews 3-year Data and
sends a self-study to
PRAC**

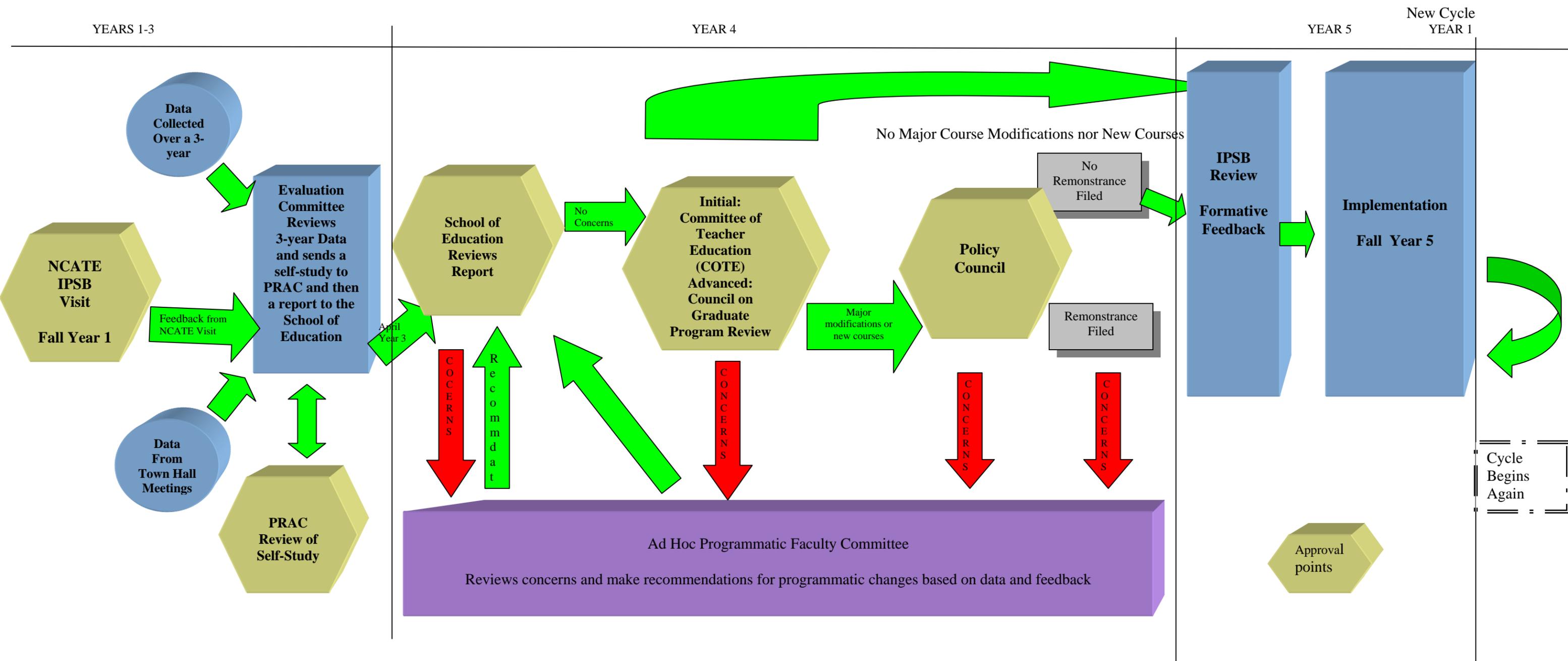
**Self
Study
To
PRAC**

**Feedback
From
PRAC
Review**

**PRAC Review
of
Self-Study**



Five-Year Summative Program Evaluation Plan



Data for Programmatic Assessment

Assessment	Frequency	Timing of Data Collection	Participants	Means of Administration	Action for Immediate Concerns	Use of Assessment Data
Demographics of Students Applying to Teacher Education Program	Each Semester	Mid-semester	All students applying to the Teacher Education Program that semester	UAS Database	Reported to Executive Associate Dean for action	Monitor diversity and quality of applicant pool and admitted cohort
Demographics of Continuing & Probationary Students	Each Semester	Beginning of semester	All students in Blocks I, II & III	UAS Database	Reported to Chair of Teacher Education for action	Monitor progress of admitted cohort and minority/non-traditional pool
Demographics of Graduates	Each Year	June	All students completing a Teacher Education Program in Dec or May	UAS Database	Reported to Chair of Teacher Education for action	Monitor success of admitted cohort and minority/non-traditional pool
Summaries of Benchmark Assessments	Each Year	June	All students completing a Benchmark Assessment	UAS Database	Reported to Teacher Education faculty for action	Track systematic difficulties of students
Summaries of PRAXIS Data	Each Year	End of fall semester	All program completers for the academics year	Title II Report	Reported to Chair of Teacher Education for action	Compare passing rates of programs completers with other state institutions and national rates.
Mentor Teacher Survey	Once a year	End of fall semester	Mentor teachers of early field experience students Blocks 1-4 (El) Blocks 1-3 (Sec)	Delivered by faculty liaison to each teacher Mailed to IUPUI (?)	Reported to Chair of Teacher Education for action	Assessment of field experiences/program from practitioner prospective
Evaluation of Field Experiences	Every semester	End of semester	Instructors Blocks 1-3 University supervisors Block 4	Completed during teacher education meeting	Meeting with block instructors/visit to site	Monitor quality of field experiences
Students' Program Evaluation Survey	Every semester	End of semester	Students in Blocks 1-4	Completed during class with Student Services Survey	Reported to Chair of Teacher Education for action	Assess how well block instructors are working together
Student Teacher Survey	Every semester	End of semester	Student teachers doing their final placement	Completed during seminar	Reported to Chair of Teacher Education for action	Assessment of students' perceptions of quality of program in preparing them for teaching
Student Teaching Mentor Survey	Every semester	End of semester	Mentor teachers of student teachers completing Student Teacher Survey	Delivered by university supervisors – Mailed to IUPUI	Reported to Chair of Teacher Education for action	Assessment of practicing teachers' perceptions of quality of program in preparing teachers
Student Services Survey	Every semester	End of semester	All students in Blocks 1-3	Completed during class along with Program Evaluation Survey	Reported to Assistant Dean for Student Services	Evaluation of Advising and Student Services for the past year
Alumni Survey	Every two years	Spring semester	Random sample of graduates 1-2 years out	Conducted university wide	Reported to Administrative Team	Graduates perceptions of quality of program in preparing them to teach.
Employer Survey	Once a year	Early April	Principals/supervisors of IUPUI Beginning Teachers	Mailing	Reported to Administrative Team	Graduates perceptions of quality of program

**IUPUI Learning to Teach/Teaching to Learn
Benchmark I RUBRIC**

Semester: Fall Spring

Year: 200__

Student: _____

Knowledge and Habits of Mind

Positive Indicators		Negative Indicators Personal Development Plan Required	
	Demonstrates understanding of the central concepts and content taught in the block.		Demonstrates some gaps or misconceptions about central concepts and content of the block.
	Has good foundation of prerequisite knowledge		Lacks essential prerequisite knowledge.
	Engages in critical thinking and personal inquiry.		Avoids or lacks development as a critical thinker. Shows little depth in reflections.
	Attentive and active during class activities and discussions.		Frequently inattentive or overly self-centered in class.
	Respectful of peers and instructors.		Disrespectful of peers or instructors.
	Diligent in fulfilling assignments and preparing for class.		Careless about assignments and preparation for class.
	Efficacy guided by conscientious self-assessments. Willing to take risks.		Misjudges personal strengths or weaknesses when self-assessing.

COMMENTS:

Written and Oral Communication

	Competent writing. <ul style="list-style-type: none"> ➤ Insightful, solid content. ➤ Appropriate language. ➤ Good organization. ➤ Fluent. ➤ Concise. ➤ Few mechanical errors. 		Writing may show improvement, but the quality is still an area of serious concern. <ul style="list-style-type: none"> ➤ Underdeveloped content. ➤ Language problems. ➤ Underdeveloped organization. ➤ Requires rereading and filling in gaps. ➤ Many mechanics errors.
	Speaks clearly and models Standard English.		Speaks in a nonstandard dialect when it would be more appropriate to model Standard English

COMMENTS:

Interactions with Teachers and Students

Positive Indicators		Negative Indicators Personal Development Plan Required	
	Establishes good rapport with teachers and students.		Shows little aptitude for building rapport with teachers and students.
	Comes to field placement experiences prepared with plans and resources.		Comes to field placement experiences unprepared.
	Takes the initiative to ask questions and help where needed in the classroom or school.		Takes little initiative to become involved in the classroom or school.
	Demonstrates enthusiasm for teaching and seeks success for all students.		Very tentative about teaching and easily frustrated by students.

COMMENTS:

Disposition and Professional Behavior

	Focuses on the positive		Complains. Blames problems on others.
	Makes adjustments as necessary.		Struggles with interruptions and changes.
	Works well with different personalities and cultural backgrounds.		Occasionally displays negative attitude, bias and/or prejudice.
	Appreciates multiple perspectives.		Prioritizes personal perspective.
	Willing to give and receive help.		Not attuned to the needs of others or open to constructive feedback.
	Commits to being in class. Takes responsibility for making up work.		Misses 3 or more days worth of classes. Makes little effort to make-up work.
	Commits to being on time.		Not consistent about being on time.
	Meets deadlines.		Turns in late assignments.
	Has good organization.		Lacks effective organization
	Neatly, appropriately dressed.		Grooming or dress is often inappropriate.

COMMENTS:

OVERALL COMMENTS AND/OR RECOMMENDATIONS:

EVALUATOR 1:

EVALUATOR 3:

EVALUATOR 2:

EVALUATOR 4:

IUPUI Learning to Teach/Teaching to Learn Benchmark II Performance Task

Elementary

To the Intern:

This performance task is designed to assess your ability to analyze a child's conceptual knowledge. You will demonstrate that you can engage a learner in a two-way conversation that allows you to assess his or her grasp of a mathematical concept. You will also show that you can identify good follow-up experiences for the learner and self-assess your own effectiveness as an interviewer.

This task should be completed during the last 6 weeks of Block IIb and submitted at the Student Services window before 12 noon of the last day of classes.

Use white paper, one-inch margins, 12 point font, and double-spacing. Prepare a cover sheet with the title Block II Performance Task, your student identification number, and the date. Staple the packet. No notebooks or folders, please.

The School of Education is in the process of developing a reliable scoring rubric for this task and will retain all submissions to help with development work. Because this is a pilot assessment, no scores will be reported to students.

School of Education faculty will assess performance tasks during finals week. An intern who fails to submit a task or to demonstrate the expected skills may lose eligibility to continue in the Teacher Education program.

Steps to Follow:

- Choose a child who is likely to be responsive and secure permission to tape record your conversation about a mathematical concept. (Please do not interview your own children.)
- Plan a specific mathematics activity as an entry point into the interview. Choose an activity that will help you discover how the child thinks about a particular concept. Choose a concept that is appropriate to the age and experience of the child. For example, you might want to know what a student understands about counting, multiplication, or volume.
- Engage the child in a conversation while doing the activity. Probe the child's understanding with questions and problems. This is not a teaching exercise, but an assessment interview. You want to understand the child's grasp of the concept you have chosen. Tape-record your interactions with the learner.

- Listen to the tape and determine which segments are most significant. Transcribe two pages of the conversation. Use I: (Intern) and C: (Child) to identify the speakers. Please do not use names.

Preparing the performance task packet:

Write an analysis of the conversation with the learner using the headings and questions below to organize and guide your reflection. Please be concise.

The Student and Context:

Include age and grade, gender, setting, your professional relationship to the student, and any other important information. (Do not include the student's name.)

The Concept and Learning Activity:

Explain the mathematical concept you are interested in assessing. Why did you select this concept for this student? Explain the activity you selected. What did you predict you would learn from the child while doing the activity?

Analysis of the Child's Grasp of the Concept :

Draw on what you have read and experienced in Block I and Block II classes to analyze the child's actions and comments. What understandings has the child constructed? (Use quotes from the transcript or observations to provide specific support for your assessment of the child.) What is confusing or missing in the child's thinking about the concept? What are the strengths of the child's thinking? Was the activity developmentally appropriate? How do you know? Which theories of learning can you use to explain what you have observed?

Curricular Implications:

What would you do next with this student to help extend or develop the target concept? Why? Do you have follow-up questions or predictions to check? Have any of your own ideas about the concept under consideration changed as a result of this activity?

Evaluation of the Interview:

Assess the quality of your engagement with the child and your effectiveness as an inquirer attempting to understand the student. Does the interview yield meaningful insight into the learner? What are you missing? What can you observe about your own strengths and weaknesses as an interviewer? Do you see any missed opportunities when you reflect on the interview?

Appendix:

Interview Transcript

Student Work

IUPUI Learning to Teach/Teaching to Learn Benchmark II Performance Task Secondary

To the Intern:

This performance task is designed to assess your ability to analyze a student's conceptual knowledge. You will demonstrate that you can engage a learner in a two-way conversation that allows you to assess his or her grasp of a standard or concept in your area of certification or specialization. You will also show that you can identify good follow-up experiences for the learner and self-assess your own effectiveness as an interviewer.

This task should be explained in special methods classes, completed during the last 6 weeks of the semester, and submitted at the Student Service's window before 12 noon of the last day of classes.

Use white paper, one-inch margins, 12-point font, and double-spacing. Prepare a cover sheet with the title Benchmark II Performance Task, your student identification number, and the date. Staple the packet. No notebooks or folders, please.

School of Education faculty will assess performance tasks during finals week. An intern who fails to submit a task or to demonstrate the expected skills may lose eligibility to continue in the teacher education program.

Steps to Follow:

- Choose a student who is likely to be responsive and secure permission to tape record your conversation about a topic or skill in your area of certification or specialization. Plan to meet with the student in a quiet area. (Please do not interview someone from your own family.)
- Select a standard in your area of certification from the Indiana Academic Standards (www.doe.state.in.us) that is appropriate for the student with whom you are working based on the student's age and learning experiences.
- Based on the standard, design a brief learning activity that will enable you to probe what the student knows. Your goal is to assess the student's grasp of the concept and knowledge that underlie the standard you have chosen. This is not a teaching exercise, but an assessment interview. You are trying to assess what the student understands about the standard you have identified.
- Engage the student in a conversation while doing the activity. Probe the student's understanding with questions or problems to be solved. Tape-record your interactions with the student.

- Listen to the tape and determine which segments are most significant. Transcribe two pages of the conversation. Use I: (Intern) and S: (Student) to identify the speakers. Please do not use names.

Preparing the performance task packet:

Write an analysis of the conversation with the learner using the headings and questions below to organize and guide your reflection. Please be concise.

The Student and Context:

Include age and grade, gender, setting, your professional relationship to the student, and any other important information. (Do not include the student's name.)

The Concept and Learning Activity:

Explain the standard you are interested in assessing. Why did you select this standard for this student? Explain the activity you selected? How did you think this activity would highlight the student's understanding of the standard?

Analysis of the Student's Grasp of the Concept/Topic:

Draw on what you have read and experienced in Block I and Block II classes to analyze the student's actions and comments. What understandings has the student constructed? (Use quotes from the transcript or observations to provide specific support for your assessment of the student.) What is confusing or missing in the student's thinking? What are the strengths of the student's thinking? What weaknesses do you see in the student's thinking?

Curricular Implications:

What would you do next with this student to help extend or develop the standard? Why? Do you have follow-up questions or predictions to check? Have any of your own ideas about the concept under consideration changed as a result of this activity?

Evaluation of the Interview:

Assess the quality of your engagement with the student and your effectiveness as an inquirer attempting to understand the student. What can you observe about your own strengths and weaknesses as an interviewer? Do you see any missed opportunities when you reflect on the interview? If you had to do this again, would you use the same task? Why or why not?

Appendix:

Interview Transcript
Student Work

**Rubric for Elementary Benchmark II
Performance Task**

	1	2	3	4	5
<u>Principle 1</u>					
Conceptual Understanding	<p>Poor choice of concept with little or misconstrued explanation.</p> <p>Choice of task, questions, and responses to the child reflect confusion about the math concept.</p>	<p>Sensible choice of concept with unarticulated connections to children's mathematical development.</p> <p>Choice of task, questions, and responses to the child reflect a beginning understanding of math concept.</p>		<p>Sensible choice of concept supported by clear knowledge of children's mathematical development.</p> <p>Choice of task, questions, and responses to the child reflect thorough understanding of math concept.</p>	
Quality of Written Report	<p>Requires rereading and filling in gaps. Multiple errors.</p>	<p>Conveys the ideas. Minor errors.</p>		<p>Easy to read. Relatively error free.</p>	

<p><u>Principle 2</u></p> <p>Assessment of Learner's Development and Knowledge</p>	<p>Leads, more than follows, the learner's thinking.</p> <p>Does not recognize strengths and weaknesses present in the learner's thinking.</p> <p>Makes unwarranted statements about what the learner knows. Has little sense of what to do next.</p>	<p>Follows more than leads the learner's thinking.</p> <p>Recognizes some strengths and weaknesses in the learner's thinking.</p> <p>Makes statements supported by evidence of some sort. Has reasonable ideas for instructional follow-up.</p>	<p>Purposefully invites and probes the learner's thinking.</p> <p>Demonstrates a highly developed sense of how to analyze the learner's thinking.</p> <p>Accurate, insightful analysis of the learner. Suggests good instructional follow-up.</p>
<p>Self-Evaluation of the Task Selection And Interview</p>	<p>Generalizes rather than reflects on personal performance.</p> <p>May make invalid statements, fail to recognize weaknesses, or fail to set goals for improvement.</p>	<p>Reflects on personal performance, but reflection is limited by lack of knowledge.</p> <p>Makes valid observations, but misses key weaknesses or strengths. Has some sense of how to make improvements in next assessment interaction.</p>	<p>Reflects meaningfully on personal performance from informed perspectives.</p> <p>Accurate about what is working, what needs to be improved, and how to improve it.</p>
<p>Overall Effectiveness of the Reflective Cycle of Teaching</p>	<p>The performance raises concern about the intern's ability to conduct reflective practice.</p>	<p>The performance provides evidence that the intern is learning the concept of reflective practice.</p>	<p>The performance provides a convincing demonstration that the intern understands and can implement reflective practice.</p>

**Rubric for Secondary Benchmark II
Performance Task**

	1	2	3	4	5
<p><u>Principle 1</u></p> <p>Conceptual Understanding</p>	<p>Poor choice of standard with little or misconstrued explanation.</p> <p>Choice of task, questions, and responses to the student reflect confusion or lack of knowledge about the standard.</p>	<p>Sensible choice of standard, but limited explanation of how it relates to student's development or experiences.</p> <p>Choice of task, questions, and responses to the student reflect a beginning understanding of standard.</p>	<p>Sensible choice of standard supported by clear explanation of how it likely relates to the student's development and learning experiences.</p> <p>Choice of task, questions, and responses to the student reflect thorough understanding of standard.</p>		
<p>Quality of Written Report</p>	<p>Requires rereading and filling in gaps. Multiple errors.</p>	<p>Conveys the ideas. Minor errors.</p>			<p>Easy to read. Relatively error free.</p>

<p><u>Principle 2</u></p> <p>Assessment of Learner's Development and Knowledge</p>	<p>Leads more than follows the learner's thinking.</p> <p>Does not recognize strengths and weaknesses present in the learner's thinking.</p> <p>Makes unwarranted statements about what the learner knows. Has little sense of what to do next.</p>	<p>Follows more than leads the learner's thinking.</p> <p>Recognizes some strengths and weaknesses in the learner's thinking.</p> <p>Makes statements about the learner supported by evidence of some sort. Has reasonable ideas about instructional follow-up.</p>	<p>Purposefully invites and probes the learner's thinking.</p> <p>Demonstrates a highly developed sense of how to analyze the learner's thinking.</p> <p>Accurate, insightful analysis of the learner. Suggests good instructional follow-up.</p>
<p>Self- Evaluation of the Task Selection and Interview</p>	<p>Generalizes.</p> <p>May make invalid statements, fail to recognize personal weaknesses, or fail to set goals for improvement.</p>	<p>Some reflection, but limited.</p> <p>Makes valid observations, but misses key weaknesses or strengths. Has some sense of how to improve next assessment interaction.</p>	<p>Reflects on experience from multiple perspectives.</p> <p>Accurate about what is working, what needs to be improved, and how to improve it.</p>
<p>Overall Effectiveness of the Reflective Practice</p>	<p>The performance raises concern about the intern's ability to conduct reflective practice.</p>	<p>The performance provides evidence that the intern is learning the concept of reflective practice.</p>	<p>The performance provides a convincing demonstration that the intern understands and implements reflective practice.</p>

The Student Teaching Portfolio

A GRADUATION
REQUIREMENT
OF THE IUPUI
SCHOOL OF
EDUCATION

INTRODUCTION

The Student Teaching Portfolio gives you the opportunity to assemble convincing evidence that you understand and practice the *Principles of Teacher Education*. Your portfolio will include your personal philosophy about teaching as well as artifacts that show you can plan for, invite, and assess students' learning.

The contents of your portfolio will come directly from the preparation and teaching you do as a student teacher. It is important to keep the requirements of the portfolio in mind as you embark on your student teaching experiences as you will include a videotape of your teaching and samples of students' work.

This booklet explains the purpose of each part of the portfolio and provides guidelines that will help you develop professional quality entries. Teachers and principals from local schools help to evaluate these portfolios, and they are anxious to see conscientious and effective new teachers.

This portfolio is a rite of passage into a profession with new standards for beginning teachers, new licensing requirements, and new professional development expectations. It is the most important of the multiple performance assessments required in the *Learning to Teach/Teaching to Learn* program. When you successfully complete this portfolio, you will have demonstrated that you have the habits of mind and the practical strategies needed to be a successful teacher and learner.

DRAFT DRAFT DRAFT DRAFT DRAFT

Your portfolio should include:

- Your Philosophy of Education
- Integrated Unit of Study
- Analysis of Community, School, and Students
- Lesson Plan
- Video of Your Teaching
- Analysis of Student Learning
- Final Reflection

Your Philosophy of Education

Our democracy is founded on the notion that all students have a right to equal education. Schools are the institution wherein students learn to live as productive citizens in a democracy. When you become a teacher, you assume an important role in developing, nurturing, and protecting the habits of democracy. It is critical that you understand the importance of valuing all voices and multiple perspectives. Your teaching practice should demonstrate fairness and equity and empower students to weigh options and solve problems. Students need equal access to knowledge and experiences as well as opportunities to express their learning in multiple genres and media.

As a teacher, you will continually make decisions about what to teach and how to teach. You will need a clear set of beliefs to guide your teaching, commonly called your philosophy of education. Reflect on all that you have learned in the *Learning to Teach, Teaching to Learn* program and articulate the beliefs that are most critical to you at this time in your development as a teacher. List those and explain briefly what they mean to you and why they are important.

You can use this Philosophy of Education as part of your job search packet, so format it in a way that makes it easy for an administrator or principal to read. Be organized and concise.

An Integrated Unit of Study/A Focused Study

Plan a unit of study for your student teaching or future classroom that will span four to ten weeks and integrate knowledge so that students are learning significant content and concepts. Include the following components:

1) An introduction and rationale section that explains the central ideas underlying the unit. Explain what the unit is designed to teach and why this is important. Discuss in a narrative or show with a semantic map or web the related concepts, knowledge, and skills that may be taught during the unit. Demonstrate that you have thought about the unit from multiple perspectives and can break the deeper understanding you seek to teach into manageable chunks.

2) A Goals and Standards Statement that outlines the standards and learning goals for the unit. These should reflect your knowledge of the Indiana Academic Standards and the goals of the curriculum at the grade level you will be teaching. (one page)

3) Components of the Unit of Study

You may choose to use the following “focused study” framework to organize the presentation of your unit plan. There are some sample focused studies in the appendix. This unit planning is planning-to-plan rather than a series of completed lesson plans. Describe the learning engagements in brief, but clear summaries. Be specific about resources and texts to be used. Describe the steps you anticipate taking with the students in the cycles and inquiry processes.

Initiating Experiences: Experiences that set the stage for the unit.

Connectors: Engagements that involve recording analyzing, and evaluating information, thought, and insights across the span of the unit.

Cycles: Going through a learning cycle that includes dialogue, reflection, and revision.

Discipline-based Inquiry: Learning the logic and content of discipline-based knowledge by asking the questions and using the tools of a specific field of study.

Culminating Experiences: Events that mark the end of the study and provide the students with an opportunity to consolidate and share what they learned.

4) An Assessment Plan that articulates how you plan to assess students during the study.

An Analysis of Community, School, and Students

Teachers must be able to build a comprehensive understanding of the characteristics of the schools and communities wherein they teach. They need an awareness of the unique features of the school in the context of the community and the ability to design learning experiences that build on strengths and bridge differences.

Describe the important features of the school, students, and community where you will be student teaching.

Collect data 1) through personal observations about people, their life-styles, and the environments in which they live and work; 2) using SAVI or similar databases.

Write a profile that describes the cultural characteristics of the school context and students. Note the strengths and assets, as well as the social vulnerabilities of the community. Discuss how you as a teacher will respond to the specific qualities of this teaching environment. What challenges will you face and what will you do to meet them?

A Lesson Plan and Analysis

Select a lesson from your teaching to submit that demonstrates your ability to:

- set standards-based goals
- choose tasks that reflect the range of students' abilities and experiences
- engage students in meaningful learning experiences
- assess student learning
- reflect and modify your teaching to meet the needs of the learners

Include the following:

1. **Background Information about the Lesson:** Write a narrative that explains how this lesson fits with other learning experiences. Was this lesson part of a series of connected lessons? Where does it fall in the sequence? What concept is under development? What have the students done prior to this lesson? What do you believe you know about the students' grasp of the content and ideas being explored? How is this lesson likely to be responsive to the students? Are there particular students who need modifications? How familiar are the students with the resources or procedures being used?
2. **Lesson Plan Form (Appendix):** Use the form as a guideline for writing the lesson plan. The plan should be for one class session of 40 minutes or more. Provide copies of any materials or assessment used with the lesson plan.
3. **Analysis of Teaching:** Write a reflection about the lesson that analyzes its strengths and weaknesses. What did you want the students to learn? How did you elicit student thinking and promote students' participation? What adjustments, if any, will you make for your next lesson? What impact did your teaching have on the students?
4. **Assessment of Student Learning:** Include samples of work or homework from at least three students to show how you evaluated the students' learning. Explain what the work communicates. Did the students learn what you expected them to learn? What criteria did you use to judge the quality of the work? What feedback did you provide to the students?

A Video of Your Teaching

It is impossible to evaluate your teaching without seeing the interaction between you and the students in your classroom. Your video tape must document the lesson plan you submit.

You are strongly encouraged to tape as many lessons as possible. This will lead to greater comfort on the part of the students and yourself. You can use the tapes to reflect and improve upon your teaching. You can also discuss segments of tapes with your cooperating teacher or students and get significant feedback.

Submit a video tape of your complete lesson session that is clearly labeled. Choose a 5 minute segment of the video that you believe shows your ability to teach. Set the tape so that those 5 minutes are ready to play. (It is important that the reviewers can hear and understand the voices of the students and teacher. The reviewers may choose to watch other segments of the lesson as well.)

A Final Reflection

In this entry, you should reflect on your work in this portfolio and your own professional growth.

Student ID # _____

Scorer _____ Date _____

RUBRIC
IUPUI STUDENT TEACHING PORTFOLIOS

OBSERVATIONS/EVIDENCE	UNDERDEVELOPED	INITIAL PRACTITIONER	EXEMPLARY
<p>Describe how the new teacher demonstrates an understanding of and adherence to the IUPUI Principles of Teacher Education.</p> <p>Places to look for evidence:</p> <ul style="list-style-type: none"> ➤ Philosophy of Education ➤ Coherence and clarity of the portfolio overall 	<p>Portfolio contents provide evidence that the new teacher does not fully understand or operate on the Principles of Teacher Education.</p> <p>New teacher does not articulate a philosophy aligned with the principles or lacks the professional discourse skills to communicate his or her philosophy.</p>	<p>Portfolio contents reflect a general understanding of and intent to practice the Principles of Teacher Education.</p> <p>New teacher is using the professional discourse with enough clarity to communicate his or her personal framework.</p>	<p>Portfolio contents exemplify a deep conceptual understanding of the Principles of Teacher Education.</p> <p>New teacher has appropriated the professional discourse and communicates with unmistakable clarity.</p>
<p>Describe the new teacher's planning and instruction.</p> <p>Places to look for evidence:</p> <ul style="list-style-type: none"> ➤ Unit plan ➤ Lesson plan and analysis of student work ➤ Video tape 	<p>The objectives, content, sequence of learning activities, strategies, and selection of resources are not well aligned and unlikely to deliver effective student learning.</p> <p>Teaching is rote. Students lose interest. Little evidence of student learning.</p>	<p>The objectives, content, sequence of learning activities, strategies, and selection of resources reflect the ability to make connections and to motivate students to learn.</p> <p>Teaching encourages thinking and initiative. Students are engaged. Some evidence of student learning.</p>	<p>The objectives, content, sequence of learning activities, strategies, and selection of resources reflect the ability to envision cycles of classroom-based inquiry.</p> <p>Teaching is relevant and authentic. Students are involved in higher order thinking. Ample evidence of student learning.</p>

EVIDENCE	UNDERDEVELOPED	INITIAL PRACTITIONER	EXEMPLARY
<p>Describe how the new teacher addresses the learning needs of all students.</p> <ul style="list-style-type: none"> ➤ Description of school context ➤ Rationale for lesson ➤ Adaptations for exceptional needs children 	<p>Overlooks the importance of students' funds of knowledge, interests, or developmental needs.</p> <p>Displays a deficit or uninformed perspective about differences among the students.</p>	<p>Aware of students' unique funds of knowledge, interests, and developmental needs.</p> <p>Displays high expectations for all students.</p>	<p>Appreciates and consciously attempts to build on students' unique funds of knowledge, interests, and developmental needs.</p> <p>Respectful of diverse pathways to learning.</p>
<p>Describe how the new teacher assesses student learning.</p> <ul style="list-style-type: none"> ➤ Analysis of student learning during lesson 	<p>Little conscious thought given to the assessment of student learning.</p>	<p>Recognizes some indicators of student learning.</p> <p>Accomplishes generalized analysis of student learning.</p> <p>Provides feedback to students.</p>	<p>Plans ahead and is deliberate about the assessment of student learning.</p> <p>Provides accurate and specific feedback that is likely to improve student work.</p>
<p>Describe how the new teacher reflects on his/her teaching and learning.</p> <ul style="list-style-type: none"> ➤ Analysis of lesson ➤ Final reflection 	<p>Recounts the events or emotions of a lesson or program without probing their meaning.</p> <p>Sees very little in an experience that is deemed significance. Reflective writing leads to few new insights or goals.</p>	<p>Draws on knowledge and principles gained in teacher education classes and connects them to what is happening.</p> <p>Comes away from reflective writing with some new insights and action plans.</p>	<p>In-depth and purposeful analysis of data.</p> <p>Uses reflective writing to learn more about teaching and learning. Practices higher order thinking—poses questions, evaluates, solves problems, and synthesizes across experiences.</p>

Elementary Education Curriculum Block I A: Diversity and Learning

Component Courses: P251 – Educational Psychology M300 – Multicultural Education K305 – Diversity and Society Field Experience

Block I Overview:

This introduction to the profession of teaching will challenge students to re-examine their beliefs and assumptions about learning and teaching. Given exposure to constructivist learning activities and inquiry, the students reflect on how learning occurs for them personally, as well as how children develop their concepts and beliefs. Half of this block delves deeply into the math and literacy development of children aged five to eight. The other half immerses students into discussions of difference, diversity, equity and fairness that enable them to understand the complexity of supporting all learners. For many students, this may be a semester of disequilibrium and frustration as they move beyond their current beliefs and attempt to develop a viable professional stance toward learning and teaching. Students will specifically experience working with children in the primary grades.

Block IA Description	Key Content	Assessment Questions	Possible Assessment or Field Experience Tasks
<p>In this block, students are introduced to educational psychology, multicultural education and special education as they examine the role of teachers in 21st century schools.</p> <p>Students learn about child development, learning, motivation and assessment. They also learn about human difference and socially constructed practices and beliefs. Students are invited to reflect critically on their awareness and knowledge and to develop attitudes and beliefs consistent with and supportive of multicultural education and inclusion. They also practice and develop competence in communicating and collaborating with instructors, colleagues, students, families, and others.</p> <p>By the end of the block, students should be able to consider the complexity of a student’s individual differences and have the appropriate advocacy skills to support <u>all</u> learners.</p>	<p>Psychosocial, cognitive, and moral development</p> <p>Behavioral and cognitive theories of learning and motivation</p> <p>Standardized testing and assessment</p> <p>Influence of teacher expectation and gender biases in the classroom</p> <p>Historical and contemporary concepts of disability and special education—conceptual, legislative, litigative</p> <p>Disability as a form of diversity</p> <p>Types of special needs and disabilities</p> <p>Learning styles, cultural pluralism, and classroom/curriculum strategies that respond to all students</p> <p>Communication and collaboration skills</p> <p>Technology as a tool for accessing resources and networks</p>	<p>How does learning occur?</p> <p>What is known about patterns of development and multiple dimensions of learning?</p> <p>What aspects of children’s learning are observable and how do these inform teaching?</p> <p>What motivates children to learn and develop?</p> <p>How does a theory of learning and motivation inform teaching decisions?</p>	<p>Analysis of audio or video recordings—Review a series of interactions with children and discuss the quality of learning going on, applying the principles of learning theory.</p> <p>Interviews with families.</p> <p>Observe special education and general education classes and make comparisons.</p> <p>Dialogue Journals—Each student has a partner for the semester, and they exchange a journal as they reflect on the questions and experiences of the coursework</p> <p>Interview Project – Students tape record interviews with a variety of people about their understanding of diversity’s impact on teaching and learning. Each student writes a compare/contrast analysis of three interviews and concludes with personal insights.</p>

Recommended reading: Snowman, J., & Biehler, R. F. (2000). *Psychology applied to teaching*. (9th ed.), Houghton Mifflin Company.
 Nieto, S. (2000). *Affirming Diversity*, Longman Publishers; Kozol, J. (1996). *Amazing Grace*, Harper Perennial; Friend, M. & Bursack, W. (1999). *Including Students with Special Needs: A Practical Guide for Classroom Teachers*, Allyn & Bacon. Videos: *Brown Eye*, *Blue Eye*; *F.A.T. City*; *Skin Deep*; *Good Morning Miss Toliver*.

Elementary Education Curriculum
Block I B: Literacy and Numeracy in Early Childhood

Component Courses: E345 – Language Arts and Mathematics for Young Children Field Experience

Block I Overview:

This introduction to the profession of teaching will challenge students to re-examine their beliefs and assumptions about learning and teaching. Given exposure to constructivist learning activities and inquiry, the students reflect on how learning occurs for them personally, as well as how children develop their concepts and beliefs. Half of this block delves deeply into the math and literacy development of children aged five to eight. The other half immerses students into discussions of difference, diversity, equity and fairness that enable them to understand the complexity of supporting all learners. For many students, this may be a semester of disequilibrium and frustration as they move beyond their current beliefs and attempt to develop a viable professional stance toward learning and teaching.

Block IB Description	Key Content	Assessment Questions	Possible Assessment or Field Experience Tasks
<p>This block is designed to prepare students to teach in the primary grades of an elementary school. It is an introduction to the learning process and explores the development in numeracy and literacy in children between the ages of five and eight years old. Students discover what motivates active learning and how multiple dimensions of the physical body, cognitive processes, and life experiences interact. Students participate in learning experiences that demonstrate the nature of and strategies for constructivist instruction and assessment.</p> <p>Students discuss beliefs from their own history and relate to new information. They begin to develop and articulate personal theories of learning that reflect the knowledge developed in the field of education and start to put those ideas into practice by interacting with children, teachers, and their peers.</p>	<p>Developmental characteristics of children ages 5-8</p> <p>Developmentally appropriate practice</p> <p>Role of play in early childhood learning</p> <p>Nature of language and literacy</p> <p>Language acquisition</p> <p>Emergent literacy</p> <p>Writing process and instruction</p> <p>Inquiry as a framework for teaching and learning</p> <p>Value of children's literature for development of numeracy and literacy</p> <p>Nature of math and numeracy</p> <p>Construction of number sense</p> <p>Foundations for mathematical problem-solving, reasoning and communication</p> <p>Teaching math with understanding</p> <p>Using technology to support children's learning</p>	<p>How does learning occur in the contexts of literacy and numeracy?</p> <p>How do we foster an inquiry disposition in children?</p> <p>How does a theory of inquiry inform teaching decisions in math and literacy?</p> <p>What motivates children to become literate and to develop number sense?</p> <p>What are the key dimensions of a constructivist approach to teaching literacy and math?</p> <p>What are critical components of multicultural education and how can we infuse them in the math and literacy curriculum?</p>	<p>Case Study – Documenting an inquiry about one child as a learner by cycling through observing, interpreting, and offering support to the child.</p> <p>Invitations – Explain how curricular invitations can be used to support construction of knowledge in literacy and math.</p> <p>Reflective Journals – Use reflective journals to practice, situate practice in the research literature, and raise new questions for further inquiry.</p> <p>Professional Portfolio – Begin developing a portfolio with content such as personal philosophy of teaching, classroom management ideas, and technology resources.</p>

Recommended readings: Short, Harste & Burke (1995) *Creating Classrooms for Authors and Inquirers*, Heinemann; P. Martens (1996) *"I Already Know How to Read"*, Heinemann. NCTM (2000) *Principles for School Mathematics*. Rowan & Bourne (1994). *Thinking Like Mathematicians*. Heinemann.

Elementary Education Curriculum
Block II A: Literacy and Numeracy in Middle Childhood

Component Courses: E340 Reading Methods I E343 – Mathematics Methods Field Experience

Block II Overview:
 This portion of the teacher education program is designed to help preservice teachers develop a repertoire of strategies and skills for teaching children aged 7-12 in an inquiry-based curriculum. The focus will be on teaching and assessment strategies, lesson planning and organization, creating supportive learning environments, and managing students' behaviors so that inquiry is the primary activity of the classroom. The preservice teachers will also develop an understanding of how multiple sign systems (language, math, art, music) and multiple disciplines (language arts, mathematics, science, music, and art) provide avenues to support all learners and provide unique insights about the world in which we live.

Block IIA Description	Key Content	Assessment Questions	Possible Assessment or Field Experience Tasks
<p>This block explores the importance of and strategies for creating effective classroom learning communities. As students learn about curriculum, planning, methods of instruction, and assessment, they also learn to consider the experiences and prior knowledge of each child. They practice designing conceptually relevant experiences, asking good questions, organizing group work, and encouraging reflection.</p> <p>Students are also introduced to professional practices such as writing lesson plans, reading current research, and attending meetings of professional organizations.</p>	<p>Cycle of reflective teaching—planning based on knowledge of learners and curriculum, teaching and assessing in concert with learners' interests and questions, and reflective review of progress</p> <p>Supporting a community of inquiry through literacy, math, and music</p> <p>Building understanding from patterns and relationships, moving from concrete to abstract</p> <p>Linking conceptual thinking and reasoning to symbolic representation</p> <p>Critical importance of meaning and understanding to learning</p> <p>Role of phonics and basic facts in learning</p> <p>Literature-based instruction</p> <p>Patterns of learner development</p> <p>Knowing a discipline well enough to use its strengths to teach</p> <p>Knowing how to use technology to support learning</p>	<p>What is the role of the teacher in establishing a learning community?</p> <p>What are the qualities of a cognitively complex learning engagement?</p> <p>What role do different disciplines and sign systems play in learning?</p> <p>How can a teacher assess students' learning?</p> <p>What characterizes quality planning?</p> <p>How can technology support student learning?</p>	<p>Research paper – Students choose a question and do library research to familiarize themselves with the educational journals. Then write a formal research paper synthesizing their findings.</p> <p>Reflective Teaching – Students write lesson plans, teach the lesson, and reflect on their own and students' learning.</p> <p>Listening to Learners – Students teach a small group of children and tape record the interaction. They write a reflection about what the children know based on the conversation and questions.</p>

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Recommended readings: Short, Harste & Burke (1995). *Creating Classrooms for Authors and Inquirers*, Heinemann.; Goodman (1995). *On Reading*, Heinemann.; Hiebert, J. et. al. (1997). *Making Sense: Teaching and Learning Mathematics with Understanding*. Heinemann; *Principles and Standards for School Mathematics*; Videos: Sharon Taberski Set. *Visions of Literacy Series* (Harste).

**Elementary Education Curriculum
Block IIB: Scientific and Aesthetic Exploration**

Component Courses: M3?? – Fine Arts Methods

E328 – Science Methods

Field Experience

Block II Overview:

This portion of the teacher education program is designed to help preservice teachers develop a repertoire of strategies and skills for teaching children aged 7-12 in an inquiry-based curriculum. The focus will be on teaching and assessment strategies, lesson planning and organization, creating supportive learning environments, and managing students' behaviors so that inquiry is the primary activity of the classroom. The preservice teachers will also develop an understanding of how multiple sign systems (language, math, art, music) and multiple disciplines (language arts, mathematics, science, music, and art) provide avenues to support all learners and provide unique insights about the world in which we live.

Block IIB Description	Key Content	Assessment Questions	Possible Assessment or Field Experience Tasks
<p>This block explores multiple ways of knowing through integrated experiences with art, music, science, and other disciplines.</p> <p>This block focuses on learners' thinking and conceptual development. Students learn a variety of strategies that support conceptualization and divergent thinking i.e. constructing models, visualizing, designing concept maps, and drawing diagrams.</p> <p>The students learn to think of teaching as an inquiry process wherein the teacher collects evidence about what the learners understand, draws inferences from this data, plans experiences to help the learners expand or transform their concepts and knowledge, collects evidence of student learning and starts the inquiry process again.</p>	<p>Strategies for active leaning instruction--inquiry, demonstration, discussion, experimentation, etc.</p> <p>Effective questioning/wait time</p> <p>Conceptual development and misconceptions (Piaget/Vygotsky)</p> <p>Planning instruction that promotes conceptual change and process development.</p> <p>Use of visual information as it is connected to disciplines and across disciplines.</p> <p>Learning in non-school settings.</p>	<p>What characterizes questions that promote good thinking, challenge the learners' conceptual development, and encourages them to take on multiple perspectives?</p> <p>How does a teacher support students in making connections and generalizations, seeing relationships, and synthesizing knowledge?</p> <p>How do instructional strategies vary and what considerations are important in choosing strategies that help children develop intellectual curiosity, solve problems, make decisions, and grow as successful learners?</p> <p>What constitutes a stimulating learning environment?</p> <p>How does divergent thinking enrich the learning of a community?</p>	<p>Science misconception interviews</p> <p>Lead an inquiry group through a work of art.</p> <p>Mini-Unit (four consecutive lessons) taught to the whole class. Include plans for integrating science and art component, written reflections of the teaching/learning experience, and proposed revisions.</p> <p>Teaching/Learning Project documenting personal inquiry process in multiple sign systems.</p> <p>Music Portfolio – Students collect appropriate musical selections to support children's learning of content through rhythm, melody, and listening.</p>

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Recommended readings: Howe, Anne C. & Jones, L. (1998). *Engaging Children in Science*. NJ: Merrill/Prentice Hall. Friedl, Alfred E. (1997). *Teaching Science to Children: An Inquiry Approach*. NY: McGraw Hill. Day, M. & Hurwitz, A. (1991). *Children and Their Art*. NY: Harcourt, Brace & Janovich. Wachowiak, F. & Clements, R. (1993). *Emphasis Art: A Qualitative Art Program for Elementary & Middle School*. NY: Harper Collins College Publishers
Share the Music: A K-6 Music Program. McGraw-Hill.

Elementary Education Curriculum
Block III A: Individualizing Instruction

Component Courses: K206 – Methods of Teaching Students with Special Needs

E341 – Reading Methods II

Field Experience

Block III Overview:

This block focuses on disability, diversity and literacy development as the interns explore the skills and attitudes needed to educate students with disabilities and diverse backgrounds. The interns learn ways to assess the strengths and needs of individual students and learn how to tap into the students’ interests and background knowledge. They learn a variety of strategies for hearing the voices of all students and for adapting instruction to meet students’ individual needs. The interns become more sophisticated in planning and teaching in inclusive ways as they assume responsibility for student teaching during the second half of the block. They learn to use technology and to communicate and collaborate with other professionals and families as they strive to put a positive plan into action and reflect on their own effectiveness by judging the progress of individual learners. They also learn about conducting a job search and preparing resumes and employment portfolios.

Block IIIA Description	Key Content	Assessment Questions	Possible Assessment or Field Experience Tasks
<p>This block emphasizes a more sophisticated and detailed application of knowledge, skills, and dispositions related to identifying student strengths and needs, assessing those needs, and planning appropriate instruction.</p> <p>In this block, an understanding of academic, social, emotional, and behavioral areas is stressed. Further, interns are expected to use their understanding of collaboration to accomplish their work with others.</p> <p>Assessing students literacy development and designing lessons to meet their needs is another focus of the block.</p>	<p>Learning and assessment strategies Classroom management Adaptations and accommodations Inclusion Collaboration with professionals and families IEP (Individual Educational Plan)</p> <p>Critical literacy Using technology and multimedia to support literacy development Miscue analysis Designing and using strategy lessons to meet particular needs Using a variety of assessment tools (e.g. portfolios, interviews, learning logs, anecdotal records) Developing a literacy profile</p>	<p>What fundamental learning principles apply to all learners?</p> <p>What are various strategies for assessing students’ strengths and needs?</p> <p>What strengths, interests, and needs do learners commonly bring to the instructional situation?</p> <p>How is curriculum designed and adapted to meet the students’ strengths, interests, and needs?</p> <p>What management strategies can help a teacher insure that the classroom environment supports the learning of all the children?</p> <p>How does a teacher collaborate with other professionals and families to</p>	<p>Student profile that identifies a students’ strengths, interests, needs and learning strategies.</p> <p>Video tape of a teaching incident with analysis of the impact of the lesson</p> <p>Reflective analysis of the assessment, planning and implementation process.</p> <p>Reflective analysis of the adaptations/accommodations utilized to meet the needs of students.</p> <p>Participation in events/activities that promote professional growth.</p> <p>Portfolio development.</p>

		support students?	
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Recommended readings: Taylor, D. (1993) *From a Child's Point of View*. Goodman, Watson, Burke (1996) *Reading Strategies: Focus on Comprehension*. Goodman, Bird, & Goodman (1992) *Whole Language Catalog Supplement of Authentic Assessment*. Rhodes & Shanklin (1993) *Windows into Literacy*. Tomlinson, C. (1999) *A Differentiated Classroom*. Cole, Horvath, Chapman, et al (2000). *Adapting Curriculum and Instruction in Inclusive Classrooms* (2nd ed.).

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Elementary Education Curriculum
Block III B: Reflective Practitioner I

Component Courses: M425 – Elementary Student Teaching

Block III Overview:

The coursework in this block focuses on disability, diversity and literacy development as the interns explore the skills and attitudes needed to educate students with disabilities and diverse backgrounds. The interns learn ways to assess the strengths and needs of individual students and learn how to tap into the students' interests and background knowledge. They learn a variety of strategies for hearing the voices of all students and for adapting instruction to meet students' individual needs. The interns become more sophisticated in planning and teaching in inclusive ways as they assume responsibility for student teaching during the second half of the block. They learn to use technology and to communicate and collaborate with other professionals and families as they strive to put a positive plan into action and reflect on their own effectiveness by judging the progress of individual learners. They also learn about conducting a job search and preparing resumes and employment portfolios.

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Block IIIb Description	Key Content	Assessment Questions	Possible Assessment or Field Experience Tasks
<p>As student teachers, the interns work in the classroom of a mentor teacher and assume the full responsibilities of teaching. They practice developing lessons with appropriate content and focus, teaching skills and strategies, and assessing students' learning. They learn to establish and maintain a positive learning community. And they reflect on their own effectiveness and make adjustments so that their teaching supports the progress of individual learners.</p>	<p>Demonstrating knowledge of content Selecting appropriate instructional goals Designing coherent lessons</p> <p>Establishing a positive social learning environment Managing classroom procedures Handling discipline Setting up a good physical learning environment</p> <p>Communicating with clearly with students Conducting discussions and explorations Assessing students' learning Providing feedback to students</p> <p>Reflecting on own teaching Demonstrating a professional disposition Taking on professional responsibilities</p>	<p>How is the intern using curriculum guidelines and standards to learn what is expected and to help with instructional decisions?</p> <p>How well is the intern communicating with students and engaging them as learners?</p> <p>What are the unexpected issues and problems to be solved?</p> <p>What evidence is there that the intern has developed the dispositions needed by a teacher?</p> <p>How well is the intern implementing reflective teaching practices?</p>	<p>OnCourse Journaling—The interns write regular reflections about their teaching experiences and respond to each other in supportive ways that make the whole group more successful.</p> <p>IUPUI Assessment Framework—Use the framework to self-assess personal areas of strength and weakness. Generate goals and plans for ongoing development.</p>

Elementary Education Curriculum
Block IV A: Curriculum in a Democracy

Component Courses: E325 – Social Studies Methods

H340 – American Education and Culture

Field Experience

Block IV Overview:

In this block, the interns reflect on their experiences as student teachers in Block III and conduct personal inquiries about the facets of teaching that challenged them when they assumed responsibility for teaching. They also reflect on what it means to be teachers in a democratic society. They study many different ways in which individual differences and larger systems of power such as political, economic, philosophical, and historical roots impact teaching. They work to articulate a personal philosophical framework that consolidates their values regarding teaching and schools. They also refine their teaching practices, transitioning from writing single lesson plans to developing integrated curriculum units. During their final student teaching placement, the interns demonstrate reflective practice by systematically collecting data from the students and classroom, analyzing it from multiple perspectives, and making decisions about how to revise their teaching. As student teachers, they assume full instructional responsibilities as well as become involved in extra-curricular activities and other professional duties.

Block IVA Description	Key Content	Assessment Questions	Possible Assessment or Field Experience Tasks
<p>In this block, students revisit the critical issues of schooling in a democracy by examining the historical and philosophical roots of education. They explore teaching as a profession, using critical analysis to deconstruct status quo assumptions about education. Then they articulate their own guiding principles.</p> <p>Students also fine-tune their ability to create conceptually driven curriculum, learning how to bridge between the classroom and the real world. They access information using current technology and incorporate multiple disciplines and sign systems into meaningful units of study.</p>	<p>Democracy Education as a socio-cultural system that perpetuates inequities Historic and current trends in education Strands of educational philosophy Teacher as change agent Legal and ethical dimensions of teaching</p> <p>Methods of inquiry and content of social studies areas Planning units of study Innovative instructional techniques including technology Alternative assessment approaches Classroom organization and time management</p>	<p>How has the structure of schooling changed over time? How have changes in student population influenced the nature of teaching and schooling?</p> <p>What do we mean by “equality of educational opportunity?” What purpose has this served? Is there a real possibility of achieving this end?</p> <p>To what extent can a personally articulated personal philosophy improve our lives as teachers?</p> <p>What role should social studies play in school curriculum?</p>	<p>Write a refined personal philosophy of education statement.</p> <p>Engage in rigorous discourse and develop written products that demonstrate an authentic understanding of the historical, philosophical, and social forces affecting students, classrooms, and schools.</p> <p>Design an integrated unit of study and teach it during student teaching.</p> <p>Demonstrate the reflective teaching cycle.</p>

Recommended readings: Kidder, Tracy (1989) *Among School Children*. NY: Avon Books; Liu, Eric (1998) *The Accidental Asian: Notes of a Native Speaker*. NY: Random House; Newman, Joseph W. (1998) *America’s Teachers: An Introduction to Education*. NY: Longman; Rose, Mike (1995) *Possible Lives: The Promise of Public Education in America*. New York: Penguin; Joseph, P. B. & G.E. Burnaford (1994) *Images of Schoolteachers in Twentieth-Century America: Paragons, Polarities, Complexities*. New York: St. Martins; Seefeldt, Carol (2001) *Social Studies for the Preschool/Primary Child*. NJ: Merrill/Prentice Hall; Linquist, T. *Seeing the Whole Through Social Studies*. Portsmouth, NH: Heinemann. Cordeiro, Pat (1995) *Endless Possibilities: Generating Curriculum in Social Studies and Literacy*. Portsmouth, NH: Heinemann.

**Elementary Education Curriculum
Block IV B: Reflective Practitioner II**

Component Courses:
M425 – Elementary Student Teaching

Block IV Overview:

In this block, the interns reflect on their experiences as first time teachers (Block III B) and begin to seek out the resources they need to fill their own gaps in knowledge and skills. They give more thought to how they organize knowledge and transition from writing single lesson plans to developing integrated curriculum units. They also explore what it means to be teachers in a democratic society and study many different ways in which individual differences and larger systems of power such as political, economic, philosophical, and historical roots impact teaching. They work to articulate a personal framework that consolidates their values regarding teaching and schools. During their final student teaching placement, the interns strive to demonstrate standards-based practice and systematically collect data from the students and classroom, compare what the students are learning to the goals and expectations, and make decisions about how to revise their teaching. As student teachers, they assume full instructional responsibilities as well as become involved in extra-curricular activities and other professional duties. They also attend regular seminar meetings where they discuss their experiences with peers and think about preparation of the final performance assessment.

Block IVB Description	Key Content	Assessment Questions	Possible Assessment or Field Experience Tasks
<p>This block serves as a capstone experience for the preservice teachers. During this time, they have the opportunity to show and document that they can meet the standards of the profession. They consolidate all that they have learned in previous semesters in a final performance task—the Student Teaching Portfolio.</p> <p>The interns also learn that they do not enter the profession alone, but they can rely on the support and mentoring of peers and experienced teachers. They learn through experience how to balance the conflicting demands of teaching and acquire the resources they need to meet the learning needs of the children.</p>	<p>Demonstrating knowledge of content Designing appropriate learning experiences for all students Planning units of study</p> <p>Understanding the students Establishing a positive social learning environment Managing classroom procedures Handling discipline Setting up a good physical environment</p> <p>Communicating with clearly with students Engaging students in inquiry-based learning Assessing students' learning Providing feedback to students</p> <p>Reflecting on own teaching Demonstrating a professional disposition</p>	<p>How does the intern understand and deal with the school's impact on the day-to-day teaching experience?</p> <p>How well does the intern meet the learning needs of the children?</p> <p>How successful is the intern at communicating with parents and other professionals?</p> <p>How well does the intern demonstrate that he or she is meeting the standards of the profession?</p> <p>How well does the intern balance all the dimensions of a teaching life?</p>	<p>IUPUI Assessment Framework—Use the framework to self-assess personal areas of strength and weakness. Generate goals and plans for ongoing development.</p> <p>Student Teaching Portfolio--Create a portfolio which includes a well-articulated philosophy of education, an analysis of the teaching context, and a video taped teaching episode, student work, and a reflective analysis of a lesson.</p>

	<p>Taking on professional responsibilities Collaboration within a learning community Accessing learning resources within a learning community</p>		
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Secondary Teacher Education Course Sequence

EDUC H341/H520 American Culture and Education (3 credit hours)

Block I Diversity and Learning (7 credit hours)

M322 Diversity and Learning: Reaching Every Adolescent

M301 Field Experience

Middle School Block (7 credit hours)

S420 Teaching and Learning in the Middle School

M469 Content Area Literacy

M303 Field Experience

High School Block (8 credit hours)

S430 Teaching and Learning in the High School

Special Methods

M304 Field Experience

Student Teaching Block (16 credit hours)

M 451 and M480 Student Teaching (8 weeks Middle School, 8 weeks High School)

M322 Diversity and Learning: Reaching Every Adolescent
Outline of the Proposed Course
October 2001

Course Overview:

In this six-hour course, students are introduced to educational psychology, multicultural education and special education as they examine the role of teachers in 21st century schools.

Students learn about adolescent development, learning, motivation and assessment. They also learn about human difference and socially constructed practices and beliefs. Students are invited to reflect critically on their awareness and knowledge and to develop attitudes and beliefs consistent with and supportive of multicultural education and inclusion. They also practice and develop competence in communicating and collaborating with instructors, colleagues, students, families, and others.

By the end of the course, students should be able to consider the complexity of a student's individual differences and have the appropriate advocacy skills to support all learners.

Key Concepts

Psychosocial, cognitive, and moral development
Behavioral and cognitive theories of learning and motivation
Standardized testing and assessment
Influence of teacher expectation and gender biases in the classroom

Historical and contemporary concepts of disability and special education—conceptual, legislative, litigative
Disability as a form of diversity
Types of special needs and disabilities

Learning styles, cultural pluralism, and classroom/curriculum strategies that respond to all students
Communication and collaboration skills
Technology as a tool for accessing resources and networks

Key Assessment Questions

How does learning occur?

What is known about patterns of development and multiple dimensions of learning?

What aspects of children's learning are observable and how do these inform teaching?

What motivates children to learn and develop?

How does a theory of learning and motivation inform teaching decisions?

Possible Assignments:

Analysis of audio or video recordings—Review a series of interactions with children and discuss the quality of learning going on, applying the principles of learning theory.

Interviews with families.

Observe special education and general education classes and make comparisons.

Dialogue Journals—Each student has a partner for the semester, and they exchange a journal as they reflect on the questions and experiences of the coursework

Interview Project – Students tape record interviews with a variety of people about their understanding of diversity’s impact on teaching and learning. Each student writes a compare/contrast analysis of three interviews and concludes with personal insights

Possible Texts:

Snowman, J., & Biehler, R. F. (2000). *Psychology applied to teaching*. (9th ed.), Houghton Mifflin Company.

Nieto, S. (2000). *Affirming Diversity*, Longman Publishers;

Kozol, J. (1996). *Amazing Grace*, Harper Perennial;

Friend, M. & Bursack, W. (1999). *Including Students with Special Needs: A Practical Guide for Classroom Teachers*, Allyn & Bacon.

Videos: *Brown Eye, Blue Eye; F.A.T. City; Skin Deep; Good Morning Miss Toliver*.

This course will be team-taught by faculty members with special education, educational psychology, and multicultural expertise in the School of Education.

S420

Outline of the Proposed Course

October 2001

Course Overview

This course explores the relationship between middle schools and young adolescent development. Students will learn about the range of individual differences that exist in this population of students and apprehend the influence of social, cultural, and societal contexts on adolescent development. The students will further learn to create learning opportunities that are appropriate and challenging for young adolescents as well as classroom environments where differences are respected and supported and individual potential is encouraged. The course will prepare students to assess individual students and adapt curriculum, instruction, and assessments to the needs each child.

In addition, the course will familiarize students with the unique philosophical and organizational foundations of middle schools including multiple ways of knowing, learning styles, team teaching, exploratory activities, interdisciplinary learning, and advisory groups. Students should gain experience as positive role models, advocates, and mentors. They should practice working as members of a team and collaborating with other professionals to reflect on best practices, problem solving, and new ideas to improve education. They should also develop a commitment to working with families, resource persons, and community groups to create the overall learning environment for students.

Key Concepts

- Major concepts, principles, theories, and research of young adolescent development
- Range of individuals' differences
- How to develop learning activities that take the range of difference into consideration
- The social, cultural, and societal context in which young adolescents develop
- Issues of adolescent health and sexuality
- Potential risk behaviors
- Changes in society that put youth at risk
- Range of family structures and role of family in healthy development
- School and community resources to support development
- Philosophical foundations of developmentally responsive middle school
- Unique school organization employed in middle school
- Best practices for middle school settings
- Principles of instruction and research behind these
- Different assessment methods to evaluate instruction
- How to vary instruction and assessment to motivate and meet the needs of students
- How to facilitate and motivate learning via the use of a wide variety of materials and resources
- Effective classroom management
- Diversity and uniqueness of families
- How students' learning is influenced by prior learning, differing experiences, cultural background, unique family make-up.
- Need for family involvement.

- How to communicate with parents to gain support for student learning
 - The importance of the larger community context and relationships between other organizations and schools.
 - How to incorporate literacy into subject area taught
 - Interdisciplinary nature of knowledge
 - Different models of organizing curriculum
 - How to use assessment as part of curriculum planning
 - The role of the middle school teacher including his or her influence on the youth, responsibility to uphold high professional standards, and responsibility
- Explorations of healthy and risky behaviors and how schools have attempted to deal with these
- Influence of peers and popular culture on behavior

Key Assessment Questions

What is a developmentally responsive middle school?

What recommendations came from the Carnegie's Turning Point study?

What are the benefits of a good middle school?

How do data-driven decisions guide the course of restructuring schools?

Possible Assignments:

Possible Texts:

George, Paul and Shewey, Kathy (1994). *New Evidence for the Middle School*. ISBN 1-56090-084-9

Scales, Peter (1996). *How Middle Schools Continue to Fail Young Adolescents and What Good Middle Schools Do Right*. Search Institute. ISBN 1-547482-365-5

Wormeli, Rick (1998) *Meet Me in the Middle: Becoming an Accomplished Middle School Teacher*.

S430

Outline of the Proposed Course

December 11, 2001

Course Overview

High schools play a unique role in the continuum of K-12 education, and this course explores the challenges of working with adolescents and young adults in the high school context. Students will learn about the importance of identity formation, the range of developmental characteristics of adolescents, and the influence of various interpersonal, cultural, and societal contexts. Students will also learn about current teaching/learning research and its implications for the high school classrooms, about a variety of instructional strategies and resources, and about the role of technologies in advancing complex conceptual learning. Students will be expected to orchestrate dialogue and probing conversation, to plan integrated units of instruction, and to demonstrate innovative instructional techniques.

This methods course will deal with the ethical stance required of high school teachers, emphasizing the importance of positive, respectful, realistic expectations for students and continual reflection and refinement of teaching practices. Students will explore the role of the family and community in young adult development and become familiar with societal issues that influence the decisions made by adolescents and young adults. Students will learn about alternative ways to assess students' learning, including everything from self-assessment strategies to testing and grading. They will also learn about discipline, classroom organization, time management, and professional responsibilities for additional school programs such as after-school clubs, coaching, or curriculum committees.

Key Concepts

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Key Assessment Questions

Possible Assignments:

Possible Texts:

George, Paul and Shewey, Kathy (1994). *New Evidence for the Middle School*. ISBN 1-56090-084-9

Scales, Peter (1996). *How Middle Schools Continue to Fail Young Adolescents and What Good Middle Schools Do Right*. Search Institute. ISBN 1-547482-365-5

Wormeli, Rick (1998) *Meet Me in the Middle: Becoming an Accomplished Middle School Teacher*.