

School of Education
PRAC Report
2003-2004

In order to successfully determine if its graduates possess the skills, knowledge and dispositions to be successful educators, the School of Education has developed a conceptual framework that describes what School of Education students are expected to learn and to do. The conceptual framework established the shared vision for the school's efforts in preparing educators to work effectively in P-12 urban schools. It provides direction for programs, courses, teaching, student performance, scholarship, and service.

The IU School of Education conceptual framework is embodied in the [Principles of Teacher Education](#). The "Learning to Teach/Teaching to Learn" logo represents the multiple facets of the LT/TL program:



The cityscape at the center of the logo represents the Principles of Teacher Education as the core of "Learning to Teach/Teaching to Learn". These principles synthesize the school's vision for urban teacher preparation and the standards for performance and learning into a manageable and memorable framework. All aspects of the program -- curriculum, field experience, assessments, planning with arts and sciences faculty, conversations with candidates, work with cooperating teachers and school personnel -- contribute to the school's vision.

The V-shaped bars under the cityscape represent the foundation formed by the state and national standards and the knowledge bases used to guide program development. These include both discipline-based standards for new teachers as well as academic achievement standards for P-12 schools. The programs build on the [IUPUI Principles of Undergraduate Learning](http://www.universitycollege.iupui.edu/UL/Principles.htm) (<http://www.universitycollege.iupui.edu/UL/Principles.htm>) and general education curriculum as it prepares education professionals to meet the INTASC and Indiana Professional Standards Boards Content and Developmental Standards for beginning teachers.

The overarching phrase "Learning to Teach" represents the curriculum that is the school's articulation of what is taught and how it is taught. The coursework is blocked so that faculty members collaborate across disciplines and focus on shared inquiry and deep conceptual development. The courses are carefully sequenced so that new experiences build on previous learning. Each strand of the curriculum is coordinated with different set of standards and develops the knowledge, skills and dispositions needed to teach children and youth in different contexts and levels.

The two diamonds located in the center on either side of the cityscape represent the ongoing cyclic process of reflection that is systematically built into the program. Candidates are taught to use technology as a tool for organizing and synthesizing their learning. They talk about their experiences and write in journals as they engage in cycles of learning and teaching. They learn that teaching requires constant critical thinking and problem solving. In a similar fashion, the faculty meets regularly to collaborate as teacher researchers who discuss their questions, collect data and candidate work, and share in the analysis and evaluation of the program.

Below the V-shaped bar, the phrase "Teaching to Learn" represents the partnerships with schools in the community that are key to the program. Candidates practice what they are learning in their courses and experience the diversity of urban schools as they work with children and teachers. Whenever possible, classes are taught onsite at Anchor and Partner Schools. Each block in the curriculum has a field experience component planned in collaboration with teachers at a partnership school site. The school's faculty, schoolteachers and candidates have created a learning community focused on learning to support children's learning.

The overall frame of the cityscape represents the unit assessment system that provides multiple measures for evaluating candidate performances and program quality. Candidates demonstrate their achievement of the professional standards in authentic teaching contexts. Time is set aside at the end of each semester to evaluate performance tasks and portfolios. This data, along with data collected on the performance of graduates, is used to evaluate the effectiveness of the curriculum and other program features. Regular dialogues with stakeholders make continuous improvement an ongoing process.

The Principles of Teacher Education represent the most important performance abilities that teachers need to develop. These principles are comprised of six key organizing principles that describe the understanding, commitments, and abilities which the school wants its candidates to develop. These principles were developed in coordination with a strong interest in preparing educators who can succeed in, and ultimately change, urban contexts. The faculty generated the principles after it became clear that no single set of standards could be used to guide the work of any program. The Learning to Teach/Teaching to Learn program is built on the [INTASC Standards](http://www.in.gov/psb/standards/teacherindex.html) and fourteen [Content Area Standards of the Indiana Professional Standard Board](http://www.in.gov/psb/standards/teacherindex.html) (<http://www.in.gov/psb/standards/teacherindex.html>), the [Indiana Academic Standards for K-12 curriculum](http://www.doe.state.in.us/standards/welcome2.html) (<http://www.doe.state.in.us/standards/welcome2.html>)

The Principles of Undergraduate Learning play a significant role in the design of the elementary education general education program. When restructuring that portion of the program, the faculty [mapped the general education requirements to the PULS](#) in order to guarantee that all students entering the Teacher Education Program had an opportunity to obtain the skills, knowledge and dispositions addressed in the PULS. In addition, the faculty [aligned the INTASC standards with the PULS](#) to assure that the PULS were being addressed within the Teacher Education curriculum. [The INTASC standards were then mapped to the Principles of Teacher Education](#), the overriding principles for the teacher education programs at IUPUI.

When developing the assessment system for the School of Education, the Principles of Teacher Education were the foundation for the types of assessments selected. Each [assessment has been associated with the specific Principles of Teacher Education](#) that it being used to evaluate.

The School of Education continues to assess its students at following points:

- Application to Teacher Education -- All candidates must meet minimum criteria to be considered for admission to the teacher education programs. These include PRAXIS I scores, GPA, criminal history check, grades in pre-requisite courses, and a written essay. Admission to the program has become highly competitive in the last few years with more

students meeting the minimum qualification applying that there are seats available. Thus, the qualifications of the student admitted to the program have risen in the last two semesters. The school continues to discuss the possibility of requiring a portfolio for admission to the program based on the PULS.

- Block I - The school continues to use the Benchmark I Rubric during each semester for all candidates in initial programs. The Assistant Dean for Student Services monitors GPA and course grade requirements at the end of each block, and candidates are not allowed to continue to the next block if these requirements are not met.
- Block II -- Benchmark II continues to be refined. Science and mathematics faculty have met on a regular basis to develop a rubric for the elementary Benchmark II and to obtain reliability in the scoring. During the spring semester all elementary students in Block II completed the Benchmark II assessment. Each assessment was evaluated by two faculty members who had participated in the scorer's training. Whenever the two scorers did not agree, then a third scorer evaluated the Benchmark. The secondary faculty has decided to move Benchmark II to the general education course in the future to better assure reliability and validity of the assessment. The monitoring of GPA and course grade requirements continues as with Block I
- Block III – The elementary faculty has restructured Benchmark III to include a lesson, video tape, discourse analysis, student work, and reflection. Discussion still continues as to the ability of the faculty to evaluate Benchmark III and provide students with feedback in a timely manner. Faculty has discussed the possibility of moving this to Block IV as a culminating activity and possibly moving the discourse analysis back into the courses. The monitoring of GPA and course grade requirements continues.

Data was collected for programmatic assessment at the following points:

- Application to Teacher Education -- The school's Evaluation Committee reviews the demographics of candidates applying to the teacher education
- Block I -- The school aggregates data on individual candidate assessment occurring during Block I as well the demographics of continuing candidates. Data on probationary candidates resulting from the Block I Rubric is shared with faculty. Students complete a Student Program Evaluation Survey and Student Services Survey at the end of this block.
- Block II, III & IV-- The same surveys and demographic data are collected as during Block I. The Evaluation Committee reviewed the [Title II Report](#) for program completers. The School of Education ranked in the first quadrant for the 2002-2003 academic year based on passing rates on PRAXIS I and II.
- During the spring semester, a survey was sent to the principals of schools where program completers are employed for their first year of teaching. The beginning teacher's supervisor is asked to complete the survey that is grounded in the Principles of Teacher Education.

New Initiatives:

In response to the university-wide satisfaction survey, the School of Education has adopted an additional approach to obtaining feedback from students. It is the hope that this feedback will allow the School of Education to address students concerns in a timelier manner. All students complete information sheets when they visit a School of Education advisor. In the past these information sheets have been kept by the advisors. These sheets are now gathered by the Assistant Dean and a random sample of students, from each advisor, is contacted via e-mail within 2-3 days of the visit. The students are asked to give feedback on their advising experience in relationship to that recent visit. It

is hoped that this will not only help the School of Education pinpoint any problems more quickly but also help to determine the strengths and areas of improvement for each individual advisor.

The School of Education has also re-designed their orientations for new students. In the past, the advisors had concentrated on trying to give the students factual information that they would need as they moved through the program. The tone has now been changed to more upbeat and positive.