

School of Education at IUPUI
 Planning Review
 January 18, 2000

1999 Goal	Indicators	Evidence
<p>1. Complete full implementation of Teacher Education reforms</p>	<p>Schedule of Classes</p> <p># AS/BS degrees awarded</p> <p>% grads passing required tests [full report available; note that beginning 1999 PPST rather than NTE Core Battery will be test]</p> <p>Progress on developing “unit assessment system” required by Indiana Professional Standards Board [full report available]</p>	<p>During AY 98-99, some sections of core professional education courses were paired to create ad hoc blocks but the majority of sections were “free standing” ; many sections were offered at night.</p> <p>During Fall 99, most sections in the professional education core were offered as part of blocks. For Sp '00, all sections of professional education core have been scheduled in block format. No sections of core professional education courses offered at night. [Prerequisite courses & endorsement courses continue to be offered in evenings.]</p> <p><u>1998</u> 10, 244 <u>1999</u> 9, 220</p> <p><u>1998</u> [97 data] 88-95% on Basic Skills Assessment 85-100% on Subject Specialty Tests <u>1999</u> [98 data] 87-97% on Basic Skills Assessment 83-100% on Subject Specialty Tests IUPUI median scores above national median scores on all tests/subtests</p> <p><u>1998</u> Convened 5 full day curriculum/assessment work sessions with faculty, staff, and part-time instructors; drafted block descriptions for elementary and secondary programs</p> <p><u>1999</u> Distributed draft curriculum/assessment handbook; began formal pilot of Block 1 rubric and revised Block 2 assessment task; bi-weekly planning meetings of teaching teams in most blocks began Fall 99; full day planning for Block 1 instructors [faculty+part-time]; trained cooperating teachers & university supervisors to use new instrument for evaluation of performance during student teaching</p>

1999 Goal	Indicators	Evidence
2. Revise post-baccalaureate program offerings to reflect changes in license framework, trends in professional development, and characteristics of the post-baccalaureate market	<p># graduate cr hrs generated by M9 students [license renewal rather than degree-seeking]</p> <p>#master's degrees awarded</p> <p>Appointment of ad hoc Graduate Programs Committee</p>	<p><u>1998</u> 4788 cr hrs <u>1999</u> 5569 cr hrs</p> <p><u>1998</u> 67 <u>1999</u> 68</p> <p>Monthly meetings are taking place</p>
3. Continue the organizational improvements necessary to attract and retain well qualified students, especially minorities	<p>Satisfaction with academic advising [percentile rank]</p> <p>Status of formal process of application to Teacher Education</p> <p>Status of induction program</p> <p># in recruitment course [F200]</p> <p># engaged with faculty in research/scholarly activities</p>	<p>Consolidated personnel and duties of Office of Student Teaching/Field Experience with Education Student Services</p> <p><u>1998</u> 18 <u>1999</u> 29</p> <p><u>1998</u> Draft application process available; application on www <u>1999</u> F admits=100 [11 conditional]; Sp admits= 75 [12 conditional]; all full admits have met higher standard for Praxis I scores</p> <p><u>1998</u> No induction program; <u>1999</u> Fall matriculants had Dec induction; Spring matriculants scheduled for March induction</p> <p><u>1998</u> No course offered <u>1999</u> One pilot section offered in Sp2000</p> <p><u>1998</u> <u>1999</u> 9 publications with 10 student co-authors; 20 professional presentations involving 49 student co-presenters</p>
4. Balance the unit budget, repay \$100,000, and sequester support for Indiana Urban Schools Association	Deviations from credit hour projections	<p><u>1998</u> At this point last year, we were 3119 cr hrs behind projections, primarily in undergraduate cr hrs [as a function of enforcing GPA requirement for Teacher Education]</p> <p>The total budget shortfall for 1998-99 was \$156,496.</p>

1999 Goal	Indicators	Evidence
	Year-to-Date budget data	<p><u>1999</u> Through Spring semester [1/19/00], we are 974 credit hours ahead of projections. [However, the overall mix of graduate to undergraduate cr hrs is lower than projected.]</p> <p>Through 6 months of the fiscal year (December 30,1999) we are \$98,000 ahead in cr hr income [will be higher with incidental fees] and have a reduction of \$150,000 in expenses. At this time, we expect to end the year \$248,000 ahead of budget.</p>
5. Enhance financial resources [a] to maintain program integrity, [2] to support the unit at level comparable to peer institutions, and [3] to offer programs that support IUPUI's urban mission and that	<p>Faculty retention [Budgeted Academic FTE]</p> <p>Faculty demographics</p> <p>Staff support [total staff for RC]</p> <p>Availability of programs/with full-time faculty to meet the urban mission [especially in multicultural education, bilingual education, educational technology, secondary education, urban educational leadership]</p>	<p><u>1998</u> 33.9 <u>1999</u> 28.2 [lost Cousin, Friend, Noonan; partial FTEs from intercampus account transferred to IUB; 1 FTE to UC for AY]</p> <p><u>1998</u> 14% minority; 48% women <u>1999</u> 14% minority; 48% women</p> <p><u>1998</u> 27 <u>1999</u> 23 [lost Brown, Martinez; terminated Holland, ??; includes consortium coordinator and 3.5 from ETC]]</p> <p><u>1998</u> Indiana Urban Schools Association had interim director; CUME recruited/hired new director Continue to need full-time faculty in <u>basic teacher education</u> program areas [English education, multicultural education; social studies education; bilingual education] and have shortage in <u>mission-critical areas</u> [educational technology, early childhood education, urban educational leadership]</p> <p><u>1999</u> Continue to need full-time faculty in <u>basic teacher education</u> program areas [English education, multicultural education; social studies education; bilingual education] and have shortage in <u>mission-critical areas</u> [special education, mathematics education, educational technology, early childhood education, urban educational leadership] There is no doctoral concentration associated with IUPUI</p>

2000 Goal	2000 Indicators
<p>1. Complete full implementation of Teacher Education reforms</p>	<p>All 1999 indicators #degrees awarded % passing required tests Progress toward implementation of “unit assessment system” required by IPSB</p> <p><i>plus:</i></p> <p>Availability of draft revision of “general education requirements” for Teacher Education</p> <p>Availability of draft description of “concentrations” for elementary education majors</p>
<p>2. Revise post-baccalaureate program offerings to reflect changes in license framework, trends in professional development, and the post-baccalaureate market</p>	<p>All 1999 indicators # graduate cr hrs generated by M9 students [license renewal rather than degree-seeking] #master’s degrees awarded</p> <p><i>plus:</i></p> <p>Data from pilot graduate certification program designed for career change or limited license audience</p> <p>Certificate programs designed for areas not addressed by new license framework</p> <p>Enrollment management plan for each distinct graduate degree program</p>
<p>3. Continue the organizational improvements necessary to attract and retain well qualified students, especially minorities</p>	<p>All 1999 indicators Satisfaction with academic advising [percentile rank] Data on applications to Teacher Education Data on induction programs # in recruitment course [F200] # engaged with faculty in research</p> <p><i>plus:</i></p> <p>Availability of up-to-date promotional materials for both undergraduate & graduate offerings</p> <p>Data base designed and tested with initial data set</p> <p>Student services position descriptions revised to responsibilities of “blended unit” and demands of “unit assessment system”</p>
<p>4. Balance the unit budget, repay \$100,000, and assume support of Indiana Urban Schools</p>	<p>All 1999 indicators Deviations from credit hour projections</p>

2000 Goal	2000 Indicators
Association position	Year-to-Date budget data
<p>5. Enhance financial resources [a] to support the unit at level comparable to peer institutions, [2] to maintain program integrity, and [3] to offer programs that support IUPUI's urban mission and that</p>	<p>All 1999 indicators Availability of programs to meet the urban mission Availability of programs /with full-time faculty Faculty retention [Budgeted Academic FTE] Faculty demographics Staff support [total staff for RC]</p> <p><i>plus:</i> Report of CUME activities Identify salary targets as per peer institutions Availability of initial concept paper outlining doctoral program concentration in urban education</p>

School of Education at IUPUI Noteworthy Achievements for 1999

Student Learning...

The School of Education instituted a formal application process for admission to Teacher Education. Formal application/admission is both part of a larger assessment system being developed to support higher standards for teacher candidates and a key element of enrollment management/relationship management.

As a follow-up to the more formal and more rigorous admission process, we also began to hold formal induction sessions to orient students to program requirements and professional expectations.

With the reorganization of our program for part-time students, all teacher education candidates at IUPUI now are part of a cohort group and have an integrated field experience in “professional development school” [PDS] or partner school.

As a Senior Fellow of the Indiana Campus Compact and the new director of the School’s Center for Urban and Multicultural Education [CUME], José Rosario has been working with Hispanic youth at Arsenal Technical High School in IPS. He hopes to improve graduation rates by having students from his H340: Rosario’s Education and American Culture class work with Club Latino students at Tech on service projects in for the community surrounding ATHS.

During 1999, SOE faculty publications included 9 students as co-authors, while 49 students were involved in presentations to state, national, and international conferences. In addition, 17 students were involved with faculty in funded course development work, research or professional development activities.

Responsibilities of Excellence

The Indiana Association recognized Professor Beatriz D’Ambrosio as 1999 Distinguished Teacher Educator for Teacher Educators in April.

Professor Michael D. Parsons spent 4 months in Kazakhstan as a Fulbright Visiting Scholar.

The School hosted a post-doctoral fellow from Brazil for a 10-mo visit to study mathematics education in the context of a field-based teacher preparation program.

In 1999, SOE faculty had 1 book published with a second in review; published 35 refereed articles/chapters with 12 additional either accepted or submitted; and authored 14 articles in national association newsletters. They made 64 national or international presentations and 33 regional or local presentations. Faculty submitted 30 grant applications; 23 were funded and 2 applications are still pending. Education faculty held 16 editorial appointments and served on 17 review boards for scholarly journals.

Collaboration

The SDC-funded collaboration among Education, Nursing and Social Work was described in an article published Fall 1999 [Murthada-Watts, K., Belcher, M., Iverson, E., Medina, M., (1999). City school/city university: A partnership to enhance professional preparation, The Journal for Middle Level and High School Leaders, 80 (611) 64-70.] The interprofessional course growing out of that collaboration was offered both spring and fall semesters.

The new program structure in the “Learning to Teach/Teaching to Learn” program supports greater collaboration among faculty. Faculty teaching in the same block have begun to meet regularly to coordinate curriculum and assignments.

Drs. Charles Barman and Paula Magee joined Professor Pascal de Caprariis in the School of Science to team-teach an introductory Geology class Spring 1999. The goal of the collaboration was to add active learning and group work to a traditional course. The outcomes of the collaboration were presented at a December meeting of the Association for the Education of Teachers in Science.

A grant from Campus Compact enabled Professor Charles Barman to work with two students in the School of Medicine to develop web-based course in advanced biology for high school science teachers.

Two Educate Indiana grants supported [1] the involvement of area teachers & administrators in the development of a performance assessment system for IUPUI’s teacher preparation program and [2] the delivery of standards-based professional development in mathematics education to 5th and 6th grade teachers in IPS. A third award from IPS supports the development of web-based professional development modules in math education.

IUPUI is one of three Indiana institutions to receive a grant from STEP [Standards-based Teacher Education Project] sponsored by ACE and AACTE. The three-year project supports the collaboration of Education, Liberal Arts, and Science to strengthen the content preparation of teacher candidates.

Community Connections

One important way that the SOE connects with the community is to offer courses, not on campus, but out on location in area schools. During Sp & F 1999, 45% of the total credit hours generated by the SOE were taught off campus.

Students, faculty, and staff of the School provided in excess of 500,000 hrs of service to the Indianapolis community. Student contributions occurred as part of curriculum requirements and service learning opportunities; faculty and staff contributed by leading professional development “study groups,” by serving on building or district advisory boards or task force groups, or by leading voluntary organizations or area professional associations.

The undergraduate teacher education program alone collaborated with 23 “professional development” or “partner” schools [13 in IPS].

On behalf of the Excellence in Writing Alliance housed at Orchard School, Professor Beth Berghoff drafted a grant to the Pulliam Foundation. In October the Alliance received \$300,000 to start a writing project with four schools--Orchard and three elementary schools in IPS. Berghoff serves on the steering committee for the project.

The Indiana Urban Schools Association—IUSA—hosted its second statewide conference in Indianapolis in July drawing 250 teachers and administrators to Indianapolis. This year's event was sponsored in part by the Indiana Department of Education.

A team comprising SOE faculty [Wilcox, Murtadha-Watt, & Rosario] and IPS collaborators [principal Phyllis Coe and consultant Cindy Jackson] went to PA to provide technical assistance to the Special Master in a federal court case.

Accountability & Best Practice

In summer 1999, the Office of Student Teaching and Field Experience was merged with Education Student Services. By merging these two units and reorganizing staff responsibilities, we are able to manage student information more effectively and to provide more consistent advising.