Indiana State University

2006 - 2007 Academic Annual Report

Department of Curriculum, Instruction & Media Tech.

Vision Statement

<u>View/Modify Vision</u>

Below is your vision statement from previous years. Please take this opportunity to review it and if necessary update it.

The Mission of the Department of Curriculum, Instruction, and Media Technology Focusing on an experiential programmatic approach, the departmental faculty provide superior professional programs to: Foster the development of essential knowledge, dispositions, and performance capabilities of all students who desire to teach or assume positions of service or leadership in schools or other service organizations; Engage in scholarly activities that advance the knowledge base of education; and Conduct collaborative development of state-of-the-art curricula, educational projects, and technologies in order to provide continual professional development that will enhance teaching and learning for all people. These are accomplished through collaborative, supportive, professional relationships in a collegial learning community.

Year in Review

<u>Accomplishments</u>

As you have heard, increasing public awareness of Indiana State University's accomplishments is crucial to building student enrollment, influencing policy makers, and developing a place of pre-eminence in the Midwest. What do you consider to be your department's accomplishments for the 2006-2007 year that will contribute to this effort? [Please list in priority order and limit to no more than 8.]

We have been selected as a Program of National Distinction. Significant program redesign for All-Grade and Middle School/Junior High and Senior High School programs is currently underway at the undergraduate level. This redesign involves stakeholders from other academic units on campus as well as professional development school partners. As such, it is a far-reaching and complex process demanding significant time and energy. The ongoing work is building stronger programs, stronger communication, and enhancing collaboration and collegiality among stakeholders in the community and across the state where our student teacher candidates practice. The redesign reinforces and promotes our standing as a program of national distinction; it also will enhance our teacher candidate's performance in support of public schools and K-12 students' academic achievement. Significant program redesign is underway at the graduate level. The M.Ed. program redesign, driven by program prioritization, involves stakeholders from other academic units who desire to fold their master's programs into the CIMT program. The redesign will support promulgation of a culminating experience directed at action research in public school classrooms. The action research projects are to enhance teacher's abilities to conduct data-based decision making in refining and enhancing the academic experience of public school students in service of supporting student development and academic achievement. The M.S. in Educational Technology has been redesigned to meet the field's standards, and assessments are now aligned with standards ensuring our students enter the professions with cutting-edge knowledge and skill. Redesign is concurrently underway for our Ph.D. program. Working in tandem with units across campus in service of program prioritization outcomes, the redesign will enhance our candidate's abilities to impact the future design and delivery of educational programs in public schools, institutions of higher learning,

and in business and military educational programs.

Research and Scholarship

What is your assessment of accomplishments in the area of research and scholarship that is focused primarily on contributions to practice and discipline-based scholarship? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?

Much of the scholarship activities within the department have been focused on our programs redesign. However, multiple publications crafted by departmental members have appeared in various print venues including: Journal for Liberal Arts and Sciences, Ethnographic and Qualitative Research in Education, Proceedings of the Alliance for Excellence through Engagement and Experience, and the Handbook of Research on Instructional Systems and Technology. Multiple presentations have been given at regional, national, and international conferences. Venues include: Association of Teacher Educators, American Association of Colleges of Teacher Education, NCA: Commission for Accreditation and School Improvement Advanced Ed (new NCA title), Indiana Computer Educator (ICE), Society for Information Technology and Teacher Education, Association for Educational Communications and Technology, Teaching and Learning with Technology (TLT), Educational Technology in China E-Learning Forum, and Educational Technology Conference of Jiangsu Higher Education. Additionally, presentations have been given at Nanjing University, Shanghai Normal University, South China Normal University, and The Chinese University of Hong Kong. Multiple professional development presentations have been conducted in school districts in Indiana. Given our constraints with the heavy scholarship that must be applied to program redesign, we are satisfied with our contributions. Our satisfaction will increase as the redesigned programs are made fully operational and institutionalized so that research efforts can be focused into the efficacy of programs as well as into broader areas of investigation in teaching, learning, and the general concerns of the educational enterprise.

Grants, Contracts & Off Campus Professional Service

What is your assessment of accomplishments in the area of grants, contracts, and off campus professional service? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?

Our faculty is heavily involved in the program redesign associated with Project PRE. Even though no departmental member is considered a PI on that grant, the grant initiatives would not be realized without our full participation. We do have one faculty member who is, as Co-PI on a Teachers for a New Era Numeracy and Quantitative Literacy Project grant, bringing significant program improvement initiatives to our redesign efforts – expanding our reading literacy thread to include also a numeracy and quantitative literacy thread. We expect this enhancement to be of significance as our teacher candidate's support the academic achievement of public school students across the curriculum. A faculty international travel grant is supporting one of our faculty members as she works to establish connections with China and a proposed Cultural Center. Our department also recognizes and appreciates the work our faculty complete as outside evaluators for both large and small grants secured with and for our professional development school partners. The work these investigators do to help partners gather, interpret and apply data outcomes to practice is central to our mission in the College of Education and to the Professional Development Schools Partnership. Supporting these initiatives demands much of our faculty's time and energy so to speak of areas of improvement does not honor the tremendous effort underway.

Teaching

We would like to highlight innovative approaches to teaching. Has your department developed

any pedagogies or practices you'd like to share with us? Please describe briefly.

Our pedagogical practice is steeped in experiential learning and efforts at program redesign are increasing this already significant emphasis. At the undergraduate level, we are moving to a more intensive, field-based clinical practice for teacher candidates prior to student teaching. To carve out the time for such in the curriculum, we are working closely with our content and public school colleagues to design targeted learning experiences that immerse the teacher candidate in practice while simultaneously reflecting on theory-practice connections to guide and enhance refinements to practice. Action research conducted by the teacher candidates supplies the data upon which reflection and decisions for subsequent practice are considered. The triad of faculty involved in overseeing the clinical practice – departmental, content, and public school – team together to support, assess and provide feedback to enhance the professional growth of teacher candidates. At the graduate level, our faculty embraces experiential learning as a central feature of our programs. Whether the format is a face-to-face or online class, students learn by doing as they investigate topics, conduct research, and cooperatively construct knowledge through projects and critical dialogue. Moreover, students are encouraged to, and do, share the results of their investigations in professional conferences at the local, state and national level.

Course Scheduling/Enrollment Management

How is the department making sure that students are able to get the classes they need to graduate in a timely manner?

With shrinking faculty numbers, class sizes have had to increase. While on the surface this appears to be an efficient resolution, given the performance-based, standards-assessed teacher licensing system to which we must respond, the workload associated with multiple projects and field-based clinical is taxing. A continuing issue is the need to offer independent study for graduate students. It has been a while since the department has had a regularized three-year plan for course delivery. It is hoped that this issue will be resolved during the summer hiatus, especially as the Master's and Ph.D. program redesign is finalized.

Outreach

What are the outreach opportunities for your discipline? (non-traditional modes of delivery and timing, etc)

The department is continuously engaged in outreach as a function of our membership in the Professional Development Schools Partnership. Given our clinical work, work with schools in professional development activities, as partners in grants, as external evaluators in multiple school-based grants, and in collaborative inquiry, outreach is a way of life. Our outreach is also enhanced by our distance courses and programs. For instance, the School Library Media courses associated with the non-degree, post-licensure program (currently being formalized in the curriculum approval process) serves students around the world. Our Transition to Teaching program, which is distance-based, reaches mid-career changers across the state. Under the leadership of our new coordinator, the Transition to Teaching program promises to build strong relationships with ISU through its enhanced cohort approach. Our department has participated in teacher recruitment activities structured by Admissions and will continue to do so. Perhaps the strongest tool we have for recruitment at the undergraduate level is the quality of student teachers we send out to locales across the state. We know their preparation yields strong teacher performance via data derived through our information management system; however, their potential for recruiting new students is largely untapped. One of our faculty members has proposed that our candidates complete a required activity during student teaching wherein the candidate works with the school's guidance office to prepare and present an information session on ISU. It is felt that information

session, coupled with the teacher candidate's continuing presence in the building, will allow public school students an ongoing opportunity to learn about the various facets of the university as well as learn about the experience of being a student at ISU. Given the quality of our candidates, and the excellence of their character and conduct, the department will give strong consideration to developing this opportunity as part of the program redesign. One of the strongest recruitment tools we have at the graduate level is the day-to-day contact we maintain with our professional development school partners and the local school districts. Fortunately, our faculty is well-received and valued, contributing to opportunities to encourage participation in our graduate programs.

<u>Assessment</u>

Please share your stated student learning outcomes.

Teacher Licensure/Renewal Programs BECOMING A COMPLETE PROFESSIONAL The overarching theme of Indiana State University's educator preparation programs is "Becoming a Complete Professional." The word complete in the title acknowledges that, to be truly successful, an educator must be effective in all essential areas of an educator's work. Similarly, the word becoming is included in the title because all teachers strive for lifelong professional development in order to best support their learners. The theme encompasses three broad areas that articulate to standards for novice (INTASC) and veteran teachers (NBPTS): The educator as an expert or mediator of learning • Demonstrates command of subject matter (INTASC 1; NBPTS 2) • Uses understanding of development and learning (INTASC 2; NBPTS 1) • Uses suitable instructional strategies (INTASC 2, 3, 4, 7; NBPTS 1, 2) • Uses assessment appropriately (INTASC 8; NBPTS 3) The educator as a person • Understands and responds to diversity (INTASC 3; NBPTS 1) • Maintains a supportive learning environment (INTASC 5; NBPTS 3) • Uses effective communication skills (INTASC 6; NBPTS 2, 3) The educator as a member of communities • Understands and uses the community (INTASC 10; NBPTS 5) • Reflects on and collaborates to improve instructional practice (INTASC 9; NBPTS 4) • Builds productive relationships (INTASC 10; NBPTS 5) A successful educator must at the same time be a competent mediator of learning, a person viewed as worthy of respect and even emulation by students, and a contributing member of the communities in which educators are expected to function. NBPTS Standards with correlates to INTASC Standards The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities and commitments reflected in the following five core propositions. NBPTS # 1 Teachers are committed to students and their learning. INTASC Correlates: Principle 2: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development. Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. NBPTS #2 Teachers know the subjects they teach and how to teach those subjects to students. INTASC Correlates: Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students. Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. Principle 6: The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. NBPTS 3# Teachers are responsible for managing and monitoring student learning. INTASC Correlates: Principle 5: The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation. Principle 6: The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the

classroom. Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. NBPTS #4 Teachers think systematically about their practice and learn from experience. INTASC Correlate: Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. NBPTS #5 Teachers are members of learning communities. INTASC Correlate: Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being. Educational Technology Program (AECT Standards/Outcomes) Standard 1: DESIGN Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles, theories, and research associated with instructional systems design, message design, instructional strategies, and learner characteristics. Standard 2: DEVELOPMENT Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences by applying principles, theories, and research related to print, audiovisual, computer-based, and integrated technologies. Standard 3: UTILIZATION Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles, theories, and research related to media utilization, diffusion, implementations, and policy-making. Standard 4: MANAGEMENT Candidates demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles, theories and research related to project, resource, delivery system, and information management. Standard 5: EVALUATION Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles, theories, and research related to problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning. Ph.D. Programs Candidates demonstrate current and historical knowledge of the theoretical bases and practices in education generally, in the fields of curriculum and instruction, and in the area of specialization. Candidates demonstrate inquiry skills associated with selected research methodologies. Candidates apply appropriate research methodologies to the examination of an identified problem, offering authentic solutions or implications for practice.

Strategic Initiatives

Community Engagement I

Please summarize your faculty's efforts in community engagement this year.

The department is continuously engaged in the community as a function of our membership in the Professional Development Schools Partnership. Our engagement activities include clinical work, work with schools in professional development activities, as partners in grants, as external evaluators in multiple school-based grants, and in collaborative inquiry.

Experiential Learning

What is your vision for experiential learning in your department?

Experiential learning was, is and will continue to be central to our programs through clinical work and research in professional settings.

Fundraising Activities

What steps have you taken to support fundraising activities in your department? How can your efforts be supported?

Other than maintaining good relationships with current and prospective donors, the department is not actively pursuing development activities. Our department will actively seek counsel from our

new development officer in the college.

Quality

Please provide 1-2 suggestions to increase the ability of your department or the University to meet the criteria above.

Our teacher education programs' redesign, as described in various portions of this report, will continue to enhance the work that is recognized by our designation as a program of national distinction. In a like manner, the redesign work underway for our master's programs and the Ph.D. program will enhance our standing. Encouraging further development of community engagement initiatives within the Ph.D. program promises to not only widen the experiential component of that program, but will also enhance important cultural and intellectual interchanges between our international students and the community. As to suggestions to increase the ability of the department, our prime need is for additional faculty and support staff.

Feedback

This section is to allow you to share your ideas for enhancing enrollment, dealing with budget and other challenges facing the university community.

A single instance is offered as summary for a condition on this campus that needs immediate and serious consideration. A call was fielded on the Friday before graduation from a more-than-frustrated student looking for some guidance as to courses to take for renewing a license. The individual had been, on more than this instance, bounced around campus via phone forwards, trying to find an answer to what classes could be taken that would qualify her for renewing her license. Though she was pleased that our department had taken the time to talk her through various options, and given her information needed for registration, she still felt that the multiple times she had called without resolution contributed to her sense of this being "the worst experience" she had ever had with a university. In this day when colleges are aggressively catering to students to win their loyalty, we cannot afford for this mode of operation to continue. Granted, we are all trying to do "more with less" but, though we appear to be more efficient on paper, it is the lived experience of our students that will win loyalty and enhance enrollment. Clearly, efficiency did not translate from paper to a positive experience for this student. Therefore, it is strongly suggested that primary consideration be given to devoting resources to enhance the student-centeredness of this campus. Faculty and staff being stretched too thinly is a key issue; the stress level is palpable when one calls most any office on campus. Beyond that, there is need to educate faculty and staff campus-wide on services and contact protocol for the variety of services a student might require.