

# Indiana State University

2006 - 2007 Academic Annual Report

Department of Elementary and Early Childhood Education

## Vision Statement

### View/Modify Vision

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

The Department of Elementary, Early and Special Education is committed to developing exceptional undergraduate and graduate educators who demonstrate the knowledge, dispositions, and performances required in the teaching profession. Graduating students will be equipped with the pedagogical, attitudinal, and content knowledge necessary to educate children in a variety of settings. Our students understand the importance of applying developmentally appropriate practices in collaborative educational settings. These educators represent complete professionals who are responsible for educating those who contribute to the society in which we live.

### Year in Review

### Accomplishments

**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.]**

1. The EESE department continues to use its strategic plan to provide direction in regard to marketing of the program, student recruitment and retention, and sources of private funding. 2. This year the EESE department secured \$199,727.00 in new grant funding from the Indiana Commission for Higher Education. 3. Faculty in the EESE department have been active participants in the laptop initiative. Faculty are now in the process of obtaining the second round of laptops and regularly use technology for enhancing the delivery of courses both on-line and in the classroom. 4. The Indiana Reading Corp and the SMART Program continue to meet the growing demand for literacy and math tutoring in Vigo County. These projects serve elementary students at both the Vigo County Library and the Vigo County School Corporation. 5. The Professional Development School partnership continues to be a successful initiative for the faculty in the department. Departmental faculty serve as liaisons to the various PDS sites (Deming, Fuqua, West Vigo, Sarah Scott, Meadows, Davis Park, Staunton, Rosedale, and DeVaney) and utilize many of these same sites for practicum and student teaching experiences. 6. The EESE department has active student organizations. The Student Council for Exceptional children provides a link to the special needs population in Vigo County. The Indiana Student Education Association sponsors programs and speakers, and is also active at the state level. Kappa Delta Pi provides leadership and information for pre-service teachers, and sponsors programs and speakers. Members of Kappa Delta Pi regularly present at the national conference. 7. Faculty and staff were actively engaged in the recruitment and retention of students as they participated in the Majors Fair, Dial-a-Student, Tele-Student, 20th Century Scholars recruitment, Graduate Student Recruitment and Knowing Sycamores. In addition, department faculty meet with individual prospective students and their parents on a continuing basis. The department encourages all prospective students to keep in contact with the department and to schedule a follow-up visit to participate in classes.

## 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?**

The Elementary, Early, and Special Education faculty continue to be productive in the area of research and scholarship. Faculty generated 17 publications and 2 curricular instruction and media materials. They reviewed 6 books/journals/web pages. They gave 68 presentations at the local, regional, state, national, and international level. Given that faculty are heavily engaged in Professional Development School work and also engaged in Project PRE initiatives, along with teaching and service, their accomplishments in this area are to be commended. The department will begin to hold higher expectations for more scholarly engagement on the part of faculty.

## 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?**

In the area of grants, contracts, and off campus professional services, the Department of Elementary, Early, and Special Education had notable activity. External sources included the Indiana Council for Higher Education, which funded the second year of “Writing Through the Arts” and awarded a new grant for “Thinking Through the Text”. In addition the BEST grant continued. Two federal grants were submitted, but the department has not been heard the results. Internal sources of funding included international travel grants, Promising Scholars, Community Engagement, Faculty Fellow, and technology awards. The Department of Elementary, Early, and Special Education faculty have been especially active in the area of off campus service. This service includes committee membership at the department, college and university level. Service is provided to local schools through professional development activities and joint grant activity. The faculty serve on local, regional, state, and national committees as members, committee chairs, reviewers, and officers.

## 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.**

Departmental faculty have been leaders in the laptop initiative. In addition, most faculty have now received new laptops through the second round of laptops. All faculty are using Livetext to assess and record undergraduate student mastery of content, developmental and INTASC standards. Many faculty receive internal technology grants in order to further enhance their teaching through technology. The departmental Reading Corp has supported pre-service teachers as they learn additional assessment and instructional methods related to reading instruction. The SMART program has enabled pre-service teachers to engage in additional experiences related to effective math methods.

## 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?**

The Department of Elementary, Early and Special Education has been meeting the departmental student credit hour targets for undergraduate and graduate courses. Each semester we assess the

numbers of undergraduate students enrolled in courses in the blocks and plan subsequent sections accordingly to ensure that there are no or very few low enrolled courses. However, enrollment in block classes is kept at a manageable level so that faculty can adequately supervise practicum experiences. These multiple practicum experiences are a strength of our program and ensure that our teacher education graduates have had multiple university supervised classroom experiences before the culminating student teaching semester. All classes are on a regular rotational basis. Graduate classes are scheduled so that university enrollment targets are met, and in addition they are on a regular rotational basis so that graduate students can attain a master's degree within 18 months to 2 years.

### Outreach

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

The Department of Elementary, Early and Special Education has taken the following steps: 1. A new departmental website provides links to program descriptions, requirements, the application process, and forms. 2. The website highlights faculty and student achievements, information on scholarships, and links to other sites of interest to students. 3. Scholarships support undergraduate and graduate students. 4. Programs are widely advertised through circulars delivered to area schools. 5. Courses are delivered as on-line courses or as hybrid courses. 6. Faculty are actively engaged in professional organizations to develop ISU name recognition and advertise programs. 7. Grants have provided support to graduate enrollment (Writing Through the Arts). 8. Faculty actively recruit students through participation in the Majors Fair, tele-counseling, Sycamore Advantage and meeting individually with students and parents 9. Development of a new articulation agreement for elementary education with Ivy Tech.

### Assessment

#### **Please share your stated student learning outcomes.**

The learning objectives for undergraduates are all tied to the INTASC standards and the Indiana content and developmental standards Graduate student learning objectives are linked to the NBPTS standards, along with developmental and content standards.

### **Strategic Initiatives**

#### Community Engagement I

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

The Department of Elementary, Early and Special Education is involved in community engagement through extension of learning and presentations. Extension of learning takes place through the Reading Corps and the SMART program. The Reading Corps provides tutoring in reading to area children at the public library and the SMART program provides an after school math tutoring program to children at DeVaney school. Faculty provide expertise to local schools through their role as PDS liaisons. This can take many forms: instruction in using technology, assistance in grant writing, and professional development. Other examples of partnerships include: Bridging for Effective School Transition – Vigo, Clay and Parke school corporations Writing through the Arts – IPS, VCSC, Art Department, and EESE collaboration Thinking Through the Text – IPS, VCSC, and EESE collaboration

### Experiential Learning

#### **What is your vision for experiential learning in your department?**

The Department of Elementary, Early and Special Education is committed to providing experiential learning for all students in its programs. Teacher candidates in all undergraduate programs engage in early field experiences beginning with 100 level classes and they continue to have intensive field experiences throughout the program culminating with student teaching. The department has been working to provide a professional semester prior to student teaching to provide more experiential learning for our candidates, and ensure their success as student teachers.

### Fundraising Activities

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

The Department of Elementary, Early and Special Education continues to seek scholarships and grants to support undergraduate and graduate students and programs. Scholarship winners are celebrated with an Honors Day Program. The department is interested in working collaboratively with the COE development officer for the enhancement of programs.

### **Quality**

### Quality

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

Additional \$ to support travel and professional development. Equity in faculty salaries to retain quality faculty.