

**Learning to Teach/Teaching to Learn
Curriculum/Assessment Development Meetings
Spring 2002**

Friday, February 15

9:00-12:00 Commons

Discussion of the mathematics and literacy sequences

M324 Teaching about the Arts (Elementary and Pre-K/Elem)

Friday, February 22

E345 Language Arts and Mathematics for Young Children

E340 Reading Methods I

M320 Diversity and Learning

M322 Diversity and Learning

Friday, March 29

9:00-12:00 Commons

S430 Teaching and Learning in the High School
Special Methods

M469 Content Literacy

S420 Teaching and Learning in the Middle School

H341 American Culture and Education / Precursor Course

Friday, April 5

9:00-12:00 Commons

8 week classes (Fall 2003-Spring 2004)

Elementary K307

E341 Reading Methods II

E325 Social Studies

H340 Education and American Culture

Thursday, May 2, 2002

9:00-4:00 Commons

Assessment Day

Everyone who teaches a class during Spring 2002 needs to attend and help with assessment on this day.

Assessment Meeting
9 a.m.-3:00 p.m.
May 2, 2002

Attendance

Ed Schilling
Charlie Barman
Cynthia Jackson
Polly Wolfe
Steve Fox
Jose Rosario
Kim Lovejoy
Melinda Stainbrook
Carole Damin
Bia D'Ambrosio
Michael Cohen
Vicki Walker
Natalie Barman
Bob Osgood
Beth Berghoff
Barbara Wilcox
Kathryn Lee
Monica Medina
Mary Held
Stacy Morrone
Beth Pickard
Anne Ociepka

Spring 2001

Friday, January 12

1:00-4:00 p.m.

Overview of the whole program

Divide into teams to work on curriculum description of each block

Friday, January 26

1:00-4:00 p.m.

Review the work of each team –take away and revise

Friday, February 9

1:00-4:00 p.m.

Finalize the new curriculum with titles and courses

February 23

1:00-4:00 p.m.

Bring a group together to work on the student teaching portfolio and to shrink/revise Framework

March 23

1:00-4:00 p.m.

Review December assessment work and clarify the process

May 3

9:00 a.m. – 4:00 p.m.

Scoring

June 12

9:00 a.m. – 4:00 p.m.

Workshop with Schools

December 3, 2001

Hello,

This is a second invitation and message about the Teacher Education meeting on **Thursday, December 13**. Catherine Souch reminded us last week at the Committee on Education meeting that December 13 is not a convenient time for a meeting because of finals and asked that we be clearer about the purpose and structure of the meeting so people could make better decisions about how to use their time. I appreciate her candidness. Please accept my apologies if we seem inconsiderate of your time. As a teacher education faculty, we have gotten in the habit of having assessment meetings during finals week. We block out the time from the very beginning of the semester and plan around it. There just is no other time when everyone can be together.

We really need to have two mini-meetings on the morning of December 13: one to discuss aligning the coursework students are required to take in their major areas to the content knowledge standards; and two, we need content specialists to help us look at the first portfolios completed by teacher education graduates. We hope you will come for one or both of these sessions if possible.

From 9:00-10:20, Linda Houser will lead a **discussion of the NCATE requirements** for the programs of study that lead to the licensure of secondary teachers of Science, Foreign Language, Social Studies, English, Mathematics, and Health Occupations. We are working on grids for each program that list the content standards from the Indiana Professional Standards Board and the Indiana Academic Standards for K-12. We will discuss how close each department is to being able to complete these grids. (Some of you may have done this already.) We know that different departments have been making decisions about how to change their programs. We want to discuss how all this can be accomplished and documented.

From 10:30-12:00, Beth Berghoff will lead faculty through a close look at the **Student Teaching Portfolios** turned in this semester as a part of our pilot assessment development. We should have about 13 portfolios: 2 Physical Education, 1 Art, 2 English, 3 Social Studies, 2 Mathematics, and 3 Science. We need help in assessing the content knowledge exhibited in the portfolios in each subject area.

We'll hold these meetings in the **Education Commons** on the third floor.

We are requesting that professors who teach Special Methods courses stay all afternoon and score portfolios. We welcome you to stay as well. If you want us to order a lunch for you or have time to let us know you are planning to attend any part of these meetings, email Gale Albright (galbrigh@iupui.edu).

Thanks,
Beth Berghoff
Chair of Undergraduate Teacher Education

Houser, Linda Lou

From: Berghoff, Beth A.
Sent: Wednesday, November 21, 2001 4:34 PM
To: Barman, Natalie S.; Blackwell, Jacqueline; BORGMANN, CINDY B.; Cohen, Michael R.; Anderson, Jeffrey A.; Barman, Charles R.; BORGMANN, CINDY B.; Houser, Linda Lou; Medina, Monica A; Morrone, Anastasia S.; Osgood, Robert L.; Rogan, Patricia M.; Rosario, Jose R; Schilling, Edmund C.; Gajewski, Roberta A; Held, Mary F; Jackson, Cynthia Ann; 'firsttate@aol.com'; BORGMANN, CINDY B.; WOLFE, MARY S; Bohnenkamp, Julie A; Cassity, Erin K; Lingvai-Smith, Sharon J.; Brenner, Ruth A.; Sebeckis, Sally Wood; SMITH, VICTOR; SOMERS, JOHN W
Cc: LELAND, CHRISTINE H.; MURTADHA, KHAULA H.; Rogan, Patricia M.; Barrick, Margo E.; Hardwick, Anne M; Albright, Gale L
Subject: TE Meeting and Assessment Meeting

Dear Teacher Education Colleagues,

Please keep the following meetings in mind as you plan the remainder of the semester.

Wednesday, November 28 3:00-5:00 p.m.

Teacher Education Meeting

Please bring samples of student work that you can submit for NCATE documentation.

Thursday, December 13, 9-4:00

Assessment Day

I also want to set up a meeting with each new teaching team to discuss the coming semester.

Just trying to keep everyone informed,
Beth Berghoff

Agenda
December Assessment Day
Thursday, December 13, 2001

- 9:00 Assemble in Commons and get into work groups
- Block I – meet to mark Block I Rubrics
(Katherine, Lakeisha, Monica, Michael, John Somers, Chris, Anne, Jeff)
- Block II – meet in Room 1121 will learn to score performance tasks and score as many
Discuss the scoring process. Score tasks. Double score as many as possible.
(Melinda, Vicki, Natalie, Beth, Cindy, Carol, Mary, Susan, Roberta, Bob)
- Content Area guests and faculty – meet in Education Commons with Linda Houser
Work on mapping curriculum to content standards.
(SOE secondary people – Charlie, Jose, Cynthia, Stacy, Pat) Joy Seybold
- 10:30 Secondary Portfolios
Content area and secondary folks
- 12:00 Lunch
- 12:30 Block II Performance Task - discussion about including the task in syllabi next semester
with secondary special methods faculty
- 1:00 Work in small groups
- Portfolio Group
Use rubrics to score portfolios
- Block II – finish scoring
- 3:00 Sharing time. Each work group report back about their process and findings.
- 4:00 Adjourn

Student Teaching Portfolio Rubric Development
Agenda
November 2, 2001

- 9:00 Discussion of outcomes we can assess in the portfolios
Building the rubric: How many levels?
Divide into groups to work
- 11:30 Reassemble to share progress
- 12:00 Adjourn

Houser, Linda Lou

From: Berghoff, Beth A.
Sent: Monday, October 08, 2001 7:38 PM
To: Anderson, Jeffrey A.; Barman, Charles R.; BORGMANN, CINDY B.; Houser, Linda Lou; Medina, Monica A; Morrone, Anastasia S.; Osgood, Robert L.; Rogan, Patricia M.; Rosario, Jose R; Schilling, Edmund C.; Gajewski, Roberta A; BORGMANN, CINDY B.; Schilling, Edmund C.; Jones, Elizabeth A.; 'jwatt@mat.iupui.edu'; OUKADA, LARBI; BARROWS, ROBERT G.; DAVIS, KENNETH W.; Gable, Karen E; Held, Mary F; Jackson, Cynthia Ann; 'mtate@iupui.edu'; Held, Mary F; Jackson, Cynthia Ann; 'mtate@iupui.edu'; LOVEJOY, KIM B.; FOX, STEPHEN L.
Cc: LELAND, CHRISTINE H.; MURTADHA, KHAULA H.; Rogan, Patricia M.; Barrick, Margo E.; Hardwick, Anne M
Subject: Secondary Sequence of Courses



Secondary Oct 1
revised4.doc

Dear Colleagues,

Here is the sequence of courses that we are proposing make up the secondary Teacher Education Program beginning in the Fall of 2002. We will be writing new course descriptions to make this work and see the curriculum as much more integrated than it has been in the past. We are suggesting that H340 be taken prior to beginning the program and have shortened the sequence by 4 hours. The changes reflect our need to embed the developmental standards into the curriculum and will permit students to spend focused time in the middle school and high school settings.

Please help us think through the repercussions of these changes if you see any. We know that we are working with many other departments as we prepare new teachers and that our work has to mesh with and augment what comes before and during the Teacher Education Program.

We will have a meeting to fill in the details of these courses and do some mapping to standards. Please join us if you see a role for yourself and it is possible.

Friday, October 26, 9:00 a.m. - 12:00 noon
Education Commons

Thanks,
Beth Berghoff
Chair of Teacher Education

Secondary Sequence (Revised and revised again)

Proposed by Chris and Beth

October 8, 2001

Shared with Physical Education

H341 Educational Foundations

Block I Diversity and Learning (7 hours)

M320 Diversity and Learning (new course)

M301 Field Experience

(P255 Ed Psych, M300 Multicultural, K205 Spec Ed)

Block II Middle School (4 hours)

S420 Teaching and Learning in the Middle School (new course) (Early Adolescent Standards- Content Literacy)

M303 Field Experience

Block III High School Context (7 hours)

S430 Teaching and Learning in the High School (new course) (Adolescent/Young Adult Standards – Content Literacy)

MXS Special Methods

M304 Field Experience (with the teacher they will student teach with)

Block IV Student Teaching (16 hours)

M470 and M480 Student Teaching (Middle School 8 weeks and High School 8 weeks)

Total 37 credit hours

Early Childhood Curriculum Development Meeting
Agenda
October 26, 2001

1:00 Review the sequence of courses.

Conceptual Framework – Strands of Curriculum and Standards

(Work in small groups on three strands)

What key concepts do our students need to develop?

What key skills?

What key dispositions?

What coursework should lead to their development?

Complete the grids.

Share.

2:30 Curriculum Revisions

Take the suggestions for each block and refine the description of the blocks and courses in the blocks accordingly.

3:30 Share revisions

Discuss staffing

Next steps for Early Childhood program

4:00 Adjourn

Early Childhood Curriculum
Meeting with Jackie
October 1, 2001

Issues:

F203 Practicum from Associate degree is worth 3 credits of student teaching in our new program. Transfer students will only have to do 5 hours in their final placement.

General Ed from Ivy Tech will need to be transferred in. Jackie needs to check back with Ivy Tech in November. Helping them to make the transition.

Credit for E335. This course is no longer a course in our program. Ivy Tech students will take it, but how will we give them credit? As an elective? As a part of the concentration?

There is a graduate level option for people who cannot work out the full time student option.

We will have a graduate program. (Adds kindergarten to an existing license.)

Standards Board question: What can be added to an existing license? Can we give an Early Childhood Generalist License as a result of 18 hours of graduate credit?

We can talk about the idea of student teaching within the student's program at a different site for pay, but what about the other students? (Is this a legal issue?) Can the student be responsible to us and to the employer at the same time? We need to be flexible to help people who need to finish to finish.

How does this program interface with the elementary program? How can a person be pre-K-5?

When we go through the program for 2002 some of the students who are part of the program will have completed E330 and E337 and possibly E338.

If a student needs to go part-time, they need to take a block at a time.

The number of part time instructors who will be part of a Block? – Melinda says that planning meetings help the part time people to be connected.

Criminal history is once a year. Jackie has worked this out with licensing (Family and Social Services Adm, Bureau of Child Development, Division of Childcare Licensing—Keith Carver

Students will need 2 criminal history check and physical.

These students will need to get Criminal History Checks in Block IA and then once year thereafter. We are the holders of the original criminal history. Before working in the Preschool, students will also need to have physicals and Mantoux TB screening tests.

PR -- How do we sell the Early Childhood program? With Ball State competition? TEACH (Teacher Empowerment and Compensation Helps—Ex Dir. Dianna Wallace -- interested in seeing the students take credit courses.)

Planning Meetings

October 26, 1-4 p.m.

Beth Berghoff, Melinda Stainbrook, Sally Crawford (Jackie will communicate with her.) Natalie Barman, Vicki Walker, Roberta Gajewski, Betty Jones, Cindy Borgmann/Polly Wolfe, Beth Pickard, Jackie Blackwell

Overall Program Description

Who will be teaching the ed psych/child development in primary block?

When will Jackie work with people in the first block so that she gets to know them in the first semester.

Block I B

Block IIB

Working with Jackie

E330 Infant Learning Environments -- Sally Reed Crawford (Noble of IN. Has taught with Jackie and is teaching it for the third year.)

P249 Ed Psych (last time it is offered) – Lanier DeGrella (Crossroads)

9-28-01

Hi Secondary Folks,

I need to check my understanding of what happened at the Teacher Education meeting on Wednesday, September 26, 2001.

Here is what I can construct from the conversation. (I have not been able to verify courses with Rae, but there are not a whole lot of course options open in the secondary area.)

The sequence might look like this:

H340 Educational Foundations –to be taught out of the Blocks as an intro course

Block I Diversity and Learning

P255 Educational Psychology

M300 Multicultural Education

M301 Field Experience

Block II Teaching for Understanding in the Middle School

S 487 Principles of Middle School Education

K306 Teaching Students with Special Needs

M303 Field Experience

Block III Teaching for Understanding in the High School

XXXX Special Methods

E469 Content Area Literacy

M304 Field Experience (with the teacher they will student teach with)

I think we would have to think of the P255/M300/K306/E469 people as a team who created a curriculum across three blocks. Each could teach at some time in any of the three blocks as the curriculum is designed. Each would have a course attached to their teaching, but that would not necessarily be the way the teaching actually gets accomplished.

It seems like our next step is to work with strands that cut across the curriculum.

The All-Grades Programs (PE and Art) are scrambling because we are changing again!! They have been planning around our old structure believing we were finished with our planning. Like many other departments. We need to move thoughtfully, but quickly here.

In a conversation with PE (Betty Jones), I agreed that it would be very helpful to talk through what needs to happen in these blocks together. I know we have not solidified our plans, but this would be a chance to think about what we have proposed again. **On Monday October 8th, we are invited to join the PE faculty in a discussion. 3:00-5:00 p.m. PE/Natatorium 253. Please let me (via email to Anne Hardwick) know if you can make it to this discussion.** It will be another opportunity to figure out what we are trying to accomplish.

Also please plan to attend a work session **on Friday, October 26, 9 a.m. -12 p.m School of Education.** This will be a critical meeting because we will have time to nail down what the changes mean and how they help us help our students to meet the standards. **Again, let me know (email to Anne)if this works for you.**

Thanks, Beth

Handwritten: *Michael*

Key Learning Community School Committee Meeting

September 5, 2001

Those in attendance were:

Patricia Bolaños	Norman Gwaltney	John Ariola
Margret Basinski	Lori Reed-Smedley	Donita Montgomery
Gari Williams	Chris Kunkel	Lawrence Patterson
Phyllis Scott	Duayne Engram	Kerry Brown
Michael Cohen	Nicole Cooreman	Pauline Rae-Turner
Patricia Waters	Wil Reyes	Mary Ann Sullivan

Parent Report-

- Patricia Waters advised the committee that the Family Directory and the first edition of Parent-to-Parent, a school newsletter, were soon to be distributed
- Margaret Basinski was informed that the food available in the lunch vending machines has improved, and additionally a refrigerated vending machine with dairy products was being ordered.
- Lori Reed-Smedley expressed an interest in collecting contact information for those interested in participating in the high school apprenticeship program .

Student Report-

- No students were in attendance.

Staff Report-

- Gari Williams reported out on the high school camp. Vista volunteers, led by Tom Littlefield, organized and conducted the camp and the learning experiences. Students cooked, cleaned and learned. It was a great time for bonding.

Community Report-

- Michael Cohen, of IUPUI, has placed 26 students with teachers in the elementary. They are part of the Teacher Education program at IUPUI.
- The committee discussed the year-round-school option for next year. It was decided that there would be two parent information meetings this month. On September 13, at 6:30, and on September 17, at 5:00pm there will be parent information meetings concerning this issue. Following the parent meetings, a session of the School Committee will be held to formulate a recommendation to the licensed staff, who will then conduct a final vote.

Next Meeting will be:
October 3, 2000

Initial Meeting (possibilities generated from our meeting on Aug. 23, 2001)

- I. Overview of issues in State
 - IPSB's new licensing procedures for new teachers and performance assessment portfolios during second year
 - National accountability movement linking standards for performance and multiple performance-based assessments for *everyone* (schools, teachers, students, teacher ed. programs)
- II. Overview of IUPUI's current reform in elementary and secondary education
- III. Discuss the "Charge" for departments over the next year – the purpose for the meetings:
 - Examine the current courses and assignments / assessments to determine if education students *have sufficient opportunities* to gain the deep content knowledge they need in order to help Indiana students meet the student academic standards. (curriculum and program review and mapping of content relevant to academic standards)

AND

 - Document the various ways in which education students are asked in their content classes to demonstrate their content knowledge in multiple course &/or department performance assessments. (Determine if these are rich enough to be incorporated in the Unit Assessment System)
 - Identify any gaps in the existing program (curriculum, program requirements, and/or assessment methods) and plan how to eliminate them (aim for revisions by Fall 2002)
 - Document how the departments are in the process of aligning their content-specific curricula and assessments with state and national teaching and learning standards (*I think this is our charge, right? You, Anne and I will be handling the documentation of this since it becomes part of the NCATE documentation.*)
- IV. Initial Activity – Wall Web of Academic ELA Standards for Indiana's Students (I will review these to determine how the wall web might look and send you a sketch.)

Procedures:

- Put the Wall Web on Wall – Use it to overview the 6th-12th ELA standards that participants have in front of them.
- Ask people in pairs to take one standard from the wall web and "flesh out" in terms of (1) where and how they teach to it, (2) what kinds of assignments they use that would help students learn the content they need in order to teach secondary students, and (3) what kinds of assessments they use to evaluate whether the IUPUI students have this knowledge.
- Discuss these to make sure everyone understands the task. Put the examples on the Wall Web.

- Individually, add to the Wall Web with other assignments and assessments from the courses. Use a "sticky" label that includes the basic directions:

Course: _____ Block: _____
 Description of the Assignment: What are students asked to do?

Description of the Assessment: How do you know they have gained the knowledge AND what criteria do you use to gauge the depth and quality of their learning?

V. Next Steps . . . if time allows:

- Examine the Wall Web for Gaps: Critical Questions to Ask and Answer ...

(a) Would ANY English ed. student have sufficient opportunities to gain the content knowledge needed to teach IN's students regardless of the courses selected? (Does the dept. need to narrow or direct course options and/or revise specific course curricula to assure this?)

Perhaps share student profiles that Anne will compile that help faculty see the course selections that real IUPUI students have made in the past. Track a few of these using the Wall Web to determine the nature of the content knowledge that these students have opportunities to gain and demonstrate in the existing courses.

(b) Do the current content-specific tasks in the courses help prepare education students for the performance-based assessments within IUPUI's Unit Assessment System and within the new teacher assessment portfolios?

Look at the first teaching standard for the content area (The Inquiry of the Discipline standard) and the guidelines for new teachers as they prepare assessment portfolios for licensure. If needed, share examples of performance-based assessments and samples of the new teacher portfolios that are available.

If this step occurs in the Spring, also share the results of the Block II pilot and the portfolios from the Fall 2001 semester students.

**** Also, ask for representatives for the December 13 portfolio assessment day. (How many? What are the expectations in terms of time and training?)**

Spring 2001

Friday, January 12

1:00-4:00 p.m.

Overview of the whole program

Divide into teams to work on curriculum description of each block

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June 12

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Workshop with Schools

Agenda
Partners In Education Meeting
June 21, 2001
School of Education Commons

1:00 Welcome and Introductions
Sign-in for stipends

Overview of the new Learning to Teach/Teaching to Learn Program

Small Group Discussions

What role do you play in this program?

What aspects of the program are most interesting to you? Why?

2:15 Break

2:30 Written reflection:

How well are we doing? Rate us on a scale of 1-10. (10 the best.) Why that rating? What are the strengths of the program? What are the barriers to our success? What needs attention or more work?

Small Groups

Share the ratings and comments. Prepare a list of "warm" and "cool" feedback.

Share evaluative comments

Small Groups

Think about the new program and the evaluative comments. Brainstorm ideas for the coming year. What do we need to do to strengthen the partnerships between IUPUI and schools?

Share

4:00 Adjourn

PDS Meeting: Early Childhood and Elementary Schools 6/21/2001

Susan Adamson, IUPUI	Cynthia Jackson, IUPUI
Carolyn Armacost, IPS #67	Beth Jeglum, IUPUI Center for Young Children
Julie Auger, IUPUI	Angela Kastner, IPS #69
Natalie Barman, IUPUI	Chris Leland, IUPUI
Bonnie Beaumont, CFI, IPS #2	D. Martin, IPS #69
Joycelyn Benson, IPS #42	Bob Osgood, IUPUI
Beth Berghoff, IUPUI	Jane McClelland, IUPUI
Jacqueline Blackwell, IUPUI	Marcia McDaniel, IPS #67
Marcia Cambre, IPS #69	Jacqueline Noel, IPS #67
Ruby Claytor, Cold Spring	Cheryl Norman, IPS #56
Chris Collier, CFI, IPS#2	Anne Ociepka, IUPUI
Patrick Cooney, North Wayne	Lewis Peterson, IPS #69
Rubie Crockett, IPS #44	Judi Piccolo, Children's Corner
Helen Daley, IUPUI	Sunny Powell, IUPUI
Beatriz D'Ambrosio, IUPUI	Latosha Rowley, CFI, IPS #2
John Davis, IUPUI	Sheryl Seabrook, North Wayne
Connie Gassner, IUPUI Center for Young Children	Sally Sebeckis, IUPUI
Roberta Gazewiski, IUPUI	Melinda Stainbrook, IUPUI
Patsy Hall, Cold Spring	Judy Williams, IPS # 69
Anne Hardwick, IUPUI	

Overview of the Learning to Teach/Teaching to Learn Program:

The IUPUI School Of Education is in the process of working toward reform with new legislation from the Indiana Professional Standards Board. This takes effect in 2002.

IUPUI needs partners at the preschool through doctoral level. We are making an effort to inform all participants and share common goals and visions. We want to share information, solicit feedback and brainstorm together at today's meeting.

Introduction of the new Learning to Teach/Teaching to Learn Program logo:

The logo represents the education program, its urban mission and principles linked to standards.

1. New teachers have to plan and teach so that children develop conceptual understanding and attain standards.
2. New teachers have to meet the learning needs of every student.
3. New teachers have to work within political, cultural, social and economic systems.

LT/TL Principles

1. Conceptual understanding of core knowledge
2. Reflective practice
3. Teaching for understanding
4. Passion for learning
5. Understanding school in context of society and culture
6. Professionalism

IUPUI has revised its curriculum. The elementary curriculum is included in the notebook given to partners. Taking an entire class to one school for teaching experiences is tremendously better than the previous individual field experiences. Having several teachers in one school committed to working with developing teachers makes a huge difference.

New initial teaching licenses begin in 2002:

Early childhood

Elementary

Middle school/high school content

Middle school/high school science

Visual arts, health, physical education

Exceptional needs

Interns will student teach 8 weeks in primary class and 8 weeks in intermediate class. Anchor schools host 4 blocks for a 2-year loop. Block schools host 1 or 2 blocks of a semester each.

Goal is to prepare students for initial license.

Students are assessed in many ways:

PPST test, admission to program, Block 1 rubric, interview performance task, Praxis test, reading test, student teaching portfolio, student teaching evaluations.

Small group discussions:

What role do you play in this program? What aspects of the program are most interesting to you? Why?

Placement and Scheduling:

Teachers like 2-3 students in one classroom; it gives them confidence, and they can talk together.

Too many students placed in same room means they sit and talk.

Need time for supervising teachers to talk with interns.

Concern: Block IV student teaching placement falls during testing.

Would like student teachers in early childhood classrooms at #67.

After accountability testing, teachers did projects that intern did not get to be involved in.

Need students back in schools at the end of the year.

Incentives:

Develop incentive for mentor teachers:

College credit for a course that could meet once a week. Evaluation of students could be part of course work.

Tuition reimbursement for supervising teachers.

Curriculum:

Early childhood now has more time without Associate degree program and can arrange curriculum differently.

Need more direct classroom management; look at models.

Students better understanding multicultural diversity, glad that's a focus at beginning.

Like 2 different student teaching experiences at different levels.

IUPUI faculty:

Staffing at IUPUI: lack of communication between staff and interns.

Need professors in all classrooms more.

Professor should teach lesson in classroom so supervising teacher and intern have time to talk.

Assessment:

Need follow-up assessment: some students are “creating” what they did in the classroom.

Need end of the year follow-up.

Written reflection:

How well are we doing? Rate us on a scale of 1-10. Why that rating? What are the strengths of the program? What are the barriers to our success? What needs attention or more work?

Warm:

Program:

Immersion of intern into school culture

Prepare intern in reflection

Class demonstrations

Well-prepared interns

Majority of the interns are hard working, creative and willing.

Authentic experiences

Intern can start working with teachers and students early in the program

Provides opportunity to see course content at work in the classroom

Increased flexibility and adaptability for all participants

Early Childhood Education program is well developed.

Assessment becomes more productive.

Communication for problem solving

Partnerships:

Cooperation between IUPUI & partner school

Instructors and teachers share philosophy

Intern and classroom teacher sharing perspectives and reflections

Interns become hiring pool for schools

Interns bring ideas and fresh approaches into schools

Children in the schools bond with and greatly appreciate working with the interns – effective mentoring

Interns allow more small group and hands-on activities; schools appreciate extra hands.

Professionalism, association with IUPUI

Teachers become lifelong learners by being involved with the program.

Like interns working in pairs: one teaches lesson, one handles discipline/problems

Program is working in schools.

Teacher-leader per building to meet with university, then meet with building teachers

Cool:

Students:

Range of students from very motivated to students who did not want to be in placement
Conflict between urban teaching philosophy and intern's future goals

Input/feedback:

Need follow-up time within schools for immediate feedback between intern and teacher
School input into intern placement; place only one student teacher per classroom

Curriculum/assignments:

Discuss more classroom management issues
Lesson plans need to fit in with the school curriculum
Focus should be to state standards
Phonics in schools / different from university preparation
Need sharing sessions of portfolios; teachers don't see final product.

Communication and roles:

Attitudes and expectations of all parties
Need more planned communication between instructors and staff
University turnover changes program quality and communication; need consistent university person in each school, so teachers can go to ONE person
Uncertain expectations and roles
Added expectations and time pressures
Financial stipend for program and teachers
New State licensing guidelines are restrictive to K-8 programs

What do building teachers need to know?

Communication about meetings and news - university responsible for e-mail newsletter with one column the same for all sites, then school fills in the rest with building news.
List of e-mail addresses to contact those who aren't in the building
Include university faculty and interns in school e-mails.
On PBA day, meet for an hour with university staff.
Teacher liaison with release time for communication.
Find time for university faculty to talk with school staff; schedule of all teachers' availability times; when CAN university faculty talk with school faculty?
University faculty need to attend faculty meetings at school; talk with teachers
Have intern representative attend these meetings and communicate with other interns.
Want meeting like today scheduled mid-year to share concerns before 2nd semester.

Remind teachers to give back to profession and welcome interns.
Encourage site teachers to see interns as colleagues and contributors rather than "drains" of energy and time.
Teacher in-service should be on-going, university bring together new building teachers with university program.
Help student teachers as they go through testing.
Want formal evaluation of program at end of each semester.

PDS Secondary Schools 6/21/01

Trudy Banta, IUPUI

Charlie Barman, IUPUI

Beth Berghoff, IUPUI

Sondra Bowers, IUPUI

Annjo Glenn, Crispus Attucks Middle School

Anne Hardwick, IUPUI

Cynthia Jackson, IUPUI

Chris Leland, IUPUI

Khaula Murtadha, IUPUI

Jose Rosario, IUPUI

Mary Tate, IUPUI

Joe Warren, Gambold Middle School, #108

Overview of the Learning to Teach/Teaching to Learn Program:

The IUPUI School Of Education is in the process of working toward reform with new legislation from the Indiana Professional Standards Board. This takes effect in 2002.

IUPUI needs partners. We are making an effort to inform all participants and share common goals and visions. We want to share information, solicit feedback and brainstorm together.

Introduction of the new Learning to Teach/Teaching to Learn Program logo:

The logo represents the education program, its urban mission and principles linked to standards.

1. New teachers have to plan and teach so that children develop conceptual understanding and attain standards.
2. New teachers have to meet the learning needs of every student.
3. New teachers have to work within political, cultural, social and economic systems.

LTTL Principles

1. Conceptual understanding of core knowledge
2. Reflective practice
3. Teaching for understanding
4. Passion for learning
5. Understanding school in context of society and culture
6. Professionalism

IUPUI has revised its curriculum. The elementary curriculum is included in the notebook given to partners. The secondary curriculum is currently being revised. Field experience is built into each block during teacher education. Taking an entire class to one school for teaching experiences is tremendously better than the previous individual field experiences. Having several teachers in one school committed to working with developing teachers makes a huge difference.

New initial teaching licenses begin in 2002:

Early childhood

Elementary

Middle school/high school content area

Middle school/high school science (science degree required)

Visual arts, health, physical education

Exceptional needs

Licenses will be built on standards from the standards board.

Developmental standards: Early adolescence and adolescence/young adult

School Setting: Middle School and high school

Content standards: language arts, social studies, mathematics and foreign language

Anchor schools host 4 blocks for a 2-year loop. Block schools host 1 or 2 blocks of a semester each. Students will student teach 8 weeks in a middle school class and 8 weeks in a high school class. The goal is to prepare students for initial license.

Students are assessed in many ways:

PPST test, admission to program, Block 1 rubric, interview performance task, Praxis test, student teaching portfolio, student teaching evaluations.

Discussion of Program and Needs:

Charlie -Former students are now in schools teaching. We are building connections with more schools. We need more workshops with schools; connections strengthen the program as people get to know each other. A true partnership is developing, especially beginning this fall.

Like to be able to create a team 2 of students with one mentor. Would like to team 2 students in one classroom for post bac program. Post bac program is summer to summer with more intense field experience. They start in middle school, and then move to high school. Students will meet with mentors and attend meetings before the semester starts. They are placed 4 days/week ½ days, then 5 days /week ½ days. Post bac program interns have been very well received in the schools.

Jose- Foundations and general methods block is the pre-student teaching block. Students are placed in alternative education sites. We currently have concerns with students not being paired with teachers in content areas. We may not have sufficient sites to place 60 students in the fall: 20 in English and almost that many in social studies. Content people need to help choose sites for students.

We currently work with these sites: Northwest, New Beginnings, Arsenal Technical, Manual, Key Learning Community and Howe Middle School. Sites are chosen to give students exposure to different types of students and integrate what they've learned. These sites are thought of as "dumping grounds" for kids. We hoped to stimulate the schools by being there, but that's not happening as planned. These schools did not attend the PDS meeting.

Mary -Students moving from the academic setting into the classroom is a concern. We should change the focus from what the intern needs to what the school and the students need. We want information from the schools to better prepare students; we need to help students decide if they really want to be teachers. The more the students have experiences in the schools, the better.

Khaula - We want to make the School of Education more responsive to neighboring schools. We need to talk with educators and create seminars to collaborate to serve the whole school - motivation, content knowledge, diversity, support services, health, families...

Sondra – Interns have concerns about their background and preparation in discipline.

There are interns with poor grammar. How did they get to this point in the program?
The group Block assessment helps to bring up concerns about the students, such as grammar. We look at the student, not just the grades. We may need more communication regarding remediation needs as students move from block to block. Students should not get to the point of student teaching and then fail; problems should be caught before student teaching.

All supervisors of interns need to be following the same program with similar expectations and requirements. This is not currently the case.

Joe – Let students spend time with a dean to discuss discipline. Interns must be able to adapt to change.

Place interns carefully with teachers who are most willing to work with them and mentor them. The teacher with the most years of experience is not necessarily the best mentor.

The School of Education needs feedback from university supervisors about places where students should NOT be placed. We need clear lines of communication between intern, teacher and university.

Annjo – LTTL is a strong program. Interns need to KNOW content, English... We want teachers who can teach and can reach atypical learners. The university is responsible to prepare teachers. Teachers MUST be prepared. It is hard to find GOOD teachers. Discipline is part of teaching.

Teaching is hard work with long hours and lots of paper work. Teachers need to be healthy and MUST love what they do.

Who will monitor the evaluations when they are complete?

Students need more content training.

Why aren't secondary schools participating more in this program?

Suggestion: Personally contact schools to send a person to the meeting.

Need continuity between faculty at the university to develop connections with the secondary schools. Someone on faculty needs to go to the schools and do today's program and present at IPS monthly principal's meeting.

Discuss with Beth, and send comments to Trudy Banta per Khaula.

Houser, Linda Lou

From: Berghoff, Beth A.
Sent: Tuesday, April 17, 2001 8:48 AM
To: Barman, Natalie S.; BORGMANN, CINDY B.; Cohen, Michael R.; Mau, Sue T.; OCIEPKA, ANNE; ADAMSON, SUSAN; Pickard, Beth Ann; Schilling, Edmund C.; Jones, Elizabeth A.; Houser, Linda Lou; Osgood, Robert L.; Rosario, Jose R; Gajewski, Roberta A; Silk, David N.; Martens, Prisca A.; Blackwell, Jacqueline; D'Ambrosio, Beatriz; Leland, Christine H.
Cc: Wilcox, Barbara
Subject: Important Teacher Education Meetings

Assessment Day, May 3, 2001
Education Commons

The schedule will be as follows:

8:30-12:00 Scoring Block I Rubrics and Block II Assessment Tasks
1:00-2:30 Debriefing as a whole group
2:30-5:00 Additional time for scoring if needed

Block I team members should come prepared with student work and other records that will enable them to assess individuals' performances in their classes.

Both secondary and elementary students are completing the Block II Assessment this semester, and we have many issues to deal with. We need everyone available to help assess the interviews and to discuss the problems associated with them.

Please RSVP to me when you get this message.

Also mark your calendar for Thursday, June 21.
A Meeting with Partnership Schools
Room ES1116
8:30-12:00 Elementary Schools
1:00-4:00 Secondary Schools

Send me the names of schools you believe should be invited. Also mention this to the schools you work with as often as possible. Their participation makes the partnership work.

Thanks.
Beth Berghoff

Curriculum/Assessment Update
From Beth Berghoff
Teacher Education Meeting
March 28, 2001

Upcoming Meetings

Spring Semester Assessment Day

Thursday, May 3

8:30-12:00 noon

Scoring Block I and Block II Assessments

We will meet briefly to get instructions and discuss the tasks. Then the Block I team members will go off to work, while everyone else stays to score Block II Performance Tasks.

Block I team members should come prepared with student work and other records that will enable them to assess individuals' performance in their classes.

Block II team members need to be certain students are doing the Block II Performance Task and turning it in. Both elementary and secondary students will be assessed this time.

1:00-2:30 p.m

Debriefing with the entire group.

- Confidential sharing about students in Block I who have areas that need to be addressed and planning for their support.
- Report from Block II elementary scorers about the students' work
- Report from Block II secondary about the students' work
- Cool and warm feedback about the program and curriculum based on the assessment work

2:30-5:00 p.m.

Additional time for scoring if needed.

Important Summer Meeting for Partnership Schools

Date: Thursday, June 21

8:30-12:00 a.m. Elementary Schools

1:00-4:00 p.m. Secondary Schools

At this meeting we will introduce the new teacher education program that will be instituted in the Fall of 2002 and discuss the needed collaborations with school people:

- Explain the standards/licensing and multiple strands of the program
- Explain the curriculum and blocks and their school-based components
- Share the student assessment system and the importance of school people's help with mentoring and assessment
- Share the program assessment system

IUPUI liaisons to the buildings need to make sure principals know about this meeting and that each school is going to send a team. We will pay \$50 stipends to the participants. (We have also been discussing the possibility of going to their buildings and presenting this information if they want to set up a meeting with the whole school.)

What schools should be invited to this meeting?

See chart.

Field Placement/PDS Schools

Anchors	Spring 01	Fall 01	Spring 02	Fall 02	Spring 03	Fall 03	Spring 04	Fall 04	Spring 05
1) IPS 67	Early Childhood	Early Childhood	Early Childhood	Block I – EC	Block II – EC	Block III – EC	Block IV – EC	Block I – EC	
2)				Block I – 1	Block II – 1	Block III – 1	Block IV – 1	Block I – 1	
3) Cold Spring	Block II – C	Block III – C	Block IV – C	Block I – 2	Block II – 2	Block III – 2	Block IV – 2	Block I – 2	
4) IPS 69	Block II – 1	Block III – 1	Block I – 1	Block II – 1	Block III – 1	Student Teach	Block I – 1		
5)			Block I – 2	Block II – 2	Block III – 2	Student Teach	Block I – 2		
6) Key	Block II – 2	Block I – 1	Block II – 1	Block III – 1	Student Teach	Block I – 1			
7)				Block III – 2	Student Teach	Block I – 2			
8) CFI/42	Block IV – C	Block I – 3	Block II – 3	Block III – 3	Student Teach	Block I – 3			
9) IPS 56	Block I – 1	Block II – 1	Block III – 1	Student Teach	Block I – 1				
10)				Student Teach	Block I – 2				
Partnrship Schools									
7) IPS 44	Block I – 2	Block II – 2							
8) Garden City	Block III – 1	Block III – 2							
		Block I – 2							

Mark Your Calendars!

As you know, teacher education is in the process of developing a performance-based assessment system for our students. This means we have to share responsibilities for looking at students' work and making decisions about their readiness to teach. The teacher education assessment system requires everyone involved with the teacher education program to set aside one or two days each semester to do assessment work. These days will always be during finals weeks and will be scheduled at the beginning of the semester with the expectation that faculty members will make it a priority to be available on these days to work in collaboration with their colleagues.

We are currently piloting and phasing in the assessment system. We will have assessment days in December and May, and the schedule below is a first effort to identify the individuals who need to be at each of the sessions. If your name or the name of a colleague does not appear as it should, please email the correction to Beth Berghoff.

December 13 9-2:30 pm.

Mark Block I Rubrics as Teaching Teams

Elementary: (approx. 30) Adams, Hart, Cohen, Sobeckis
(approx. 30) Adams, Hart, Cohen, Somers
(approx. 25) Berghoff, Adamson, Wilcox

Secondary: (approx. 50) Morrone, Anderson, Medina

Score Block II Tasks

Elementary: (approx. 60) Damin, Mau, Martens, N. Barman, Borgmann, Pickard, Ociepka, Leland, Osgood, Silk, Gajewski, D'Ambrosio, Houser, C. Barman

Secondary: (none given this semester)

December 14 9-4:30 p.m (Holiday Lunch from 11:30-1:00)

Everyone involved in teacher education should attend. We will:

- Finish any unfinished scoring.
- Analyze the data.
- Plan for students who are not meeting the standards.

May 2 9:00-4:00

Mark Block I Rubrics as Teaching Teams

Elementary: (approx. 30) Stainbrook, Hart, Medina, Somers
(approx. 30) Stainbrook, Hart, Medina, Bush

Secondary: (approx. 50) Morrone, Anderson, Medina

Score Block II Tasks

Elementary: (approx. 90) Mau, Cohen, Martens, N. Barman, Pickard, Ociepka, Leland, Osgood, Silk, Gajewski, Berghoff, Adamson, C. Barman,

Secondary: (approx. ??) C. Barman, Schilling, Borgmann, Watts, Okada, C. Jackson, J. Hill, Rosario, Houser

May 3 9:00-4:00 p.m.

Everyone involved in teacher education should attend.

We will:

- Assess student teaching portfolios
- Finish any unfinished scoring.
- Analyze the data.
- Plan for students who are not meeting the standards.

**IUPUI Learning to Teach/Teaching to Learn
BLOCK 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. > 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. > 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 Block II Performance Task

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. (12-11-00, 4-30-01)

Use white paper, one-inch margins, 12 point font, and double-spacing. Prepare a cover sheet with the title Block II Performance Task, your name, 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 will lose eligibility to continue in Block III.

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

Agenda for the Teacher Education Curriculum and Assessment Meetings
Thursday, June 22 and Friday, June 23, 2000

Thursday

- 9:00 Discussion of our progress and new issues
Block II Assessment
Revision of current program to meet licensing patterns
 Primary (Early Childhood) and Middle School (Early Adolescence)
 Developing underlying structures of school experiences and modules
 Restructuring student teaching
Relationship of special areas to core curriculum-
 Special Education, Early Childhood, Art, Music, PE
Developing a certification program
Public school partnerships
- 12:00 Lunch with school partners
- 1:00 Discussion of our effectiveness in working with schools
Mentor Teacher and Faculty Surveys – program assessment
Evaluation of the partnerships and LTTL experiences
Review of the Blocks--field experiences and assessments components of each
Proposed schedule of school experiences for coming year and beyond
Relationship of LTTL and special education
- 4:30 Adjourn

Friday

- 9:00 Review of progress and work on the general education component of curriculum
- 12:00 Lunch
- 1:00 IMPORTANT SESSION
Revisiting key issues and identifying decisions that need to be made as well as
the data or information needed to make each decisions

Develop a plan of action for the coming year
What processes, committees, responsibilities will move us forward?
- 4:00 Adjourn

5-5-2000

Create the chart to pull all this together. Put it on the P drive. Have each group enter their ideas into the chart.

When do we want to do the next revision of the program?

UAS must be submitted for approval by June 30, 2002

Music courses—E241 and M323 back to back?

Balancing cohort and blocks--amount of time in blocks

Developmental levels

Adding mathematics

Stephenson

Houser

Endorsements or Certificates

Bi-Lingual Ed?

Technology?

Reading?

Problem of School of Ed structure. Teacher Ed and HDLT—Is there a better structure given the new directions of the work? Are HDLT faculty expected to be active participants in teacher education? What else are they responsible for? What would make us a more functional team?

The Relationship between LTTL and Special Education, Physical Education, Art, Music
Jones

Anderson

What is the quality of our students' experiences in the schools?

Meetings on June 22-23

We said we would have taken students through the entire cycle by spring 2001. Need to design next year's assessments.

How do we do student teaching next spring? 16 week placements?

Pilot portfolios?

Reconceptualized General Education

Entrance Portfolio

D'Ambrosio

Martens

Leland

Wilcox

Secondary Block II Performance Task
Stephenson
C. Barman

Blocks and Field Experiences and Partnership Schools
Kathy Adams
Mike Cohen
Natalie Barman

Certification only as graduate credits
Community Partnerships with WESCO
CUME as a Research Umbrella
Rosario
Medina

Mapping the Standards to the program
Berghoff
Blackwell

Program Evaluation

Introducing Students to the Standards and Assessments

The Student Assessment System

Recruitment Sessions

Application—Essay, higher grade point average

Induction Meeting—Principles of Teacher Education and Curriculum/Assessment

Block I Rubric

Block II Performance Task

Working with a child to demonstrate that he or she can do

Block III Review

Block IV Portfolio

Second-Year New Teacher Portfolio

The Student Assessment System

Application/PPST (Admission)

Block I Rubric (Personal Development Plan)

Attitudes, basic knowledge, and communication skills

Block II Performance Task (Decision about Continuance)

Interview with a child to demonstrate the ability to:

- engage a child in a two-way conversation,
- apply educational knowledge,
- generate appropriate instructional plans,
- evaluate the quality of the interaction.

Block III Review (Decision about Continuance)

Block IV Portfolio (Initial License)

Video-taped teaching with student work and reflective summary

Second-Year New Teacher Portfolio (Teacher Certification)

Agenda
Curriculum and Assessment Meeting
February 18, 2000

9:00

Review draft of Block II Performance Task

- Suggest changes in wording, additions, or deletions

Do initial brainstorming on a rubric for scoring the tasks

Review curriculum and Principles and INTASC

- Primary (K-3)/Intermediate (3-6) Certification--Would Block II need to change? How?
- Key engagements
- Specific field placement needs
- Texts, resources
- Prerequisites

Block Assessment Survey?

Assessment Day
Tuesday, December 14, 1999

9:00 Warm/Cool Protocol
Small Teams with recorders
Give each group 2 overheads and pens.
Discuss the Warm for 10 minutes. Cool for 10 minutes.
On a scale of 1 to 10, where is your team? Why? Discuss needed adjustments.

Share overheads and ratings from each group.
Generate important issues to keep in mind.

- What policies need to be created?
- What responsibilities need to be better defined?
- What contexts need to be changed or improved?
- Gaps? Disconnects? How do we plug?
- Needed support?

11:00 Block I Rubric
Letter to students
Copies of rubric? How should it be recorded?

Block II – Read student assignments. Sort into three piles. Outstanding. Okay.
Weak.

12:00 Pizza

1:00 Designing Block II Rubrics
Copies:
The Task
Samples of rubrics
Verbs for rubrics
Criteria initially developed
Criteria immediately used to make distinctions
Principles of Teacher Education

Discuss purpose of the scoring. What is the score supposed to do for us? For the students? For our accreditation?

Which categories of analysis?
How many levels of achievement?
Where is the bottom line—unacceptable?

Divide into groups and complete the verbage for each category. Choose an anchor paper to demonstrate your levels.

Prepare what will be needed to teach the group to use the criteria tomorrow.

Fill it in on computer.

December 15

9:00 – 12 Scoring Block II tasks

12:00 Lunch

1:00 Explain the system as it is envisioned.

Criteria for assessment system and thinking about Blocks 3 and 4

Is this going to be manageable? What responsibility will people have?

Brainstorming Groups:

How do we add the levels to this system? Are they in the framework we have?

Should there be an end assessment that is scored? What would the scoring process look like?

How do we certify students? What do we do with the composite of info?

What about secondary? Middle School?

Explain the program evaluation.

Agenda
IUPUI Curriculum/Assessment Meeting
Friday, October 29, 1999

8:30 *What do you hope you know when you leave this meeting today?*

Lessons from the Cohort

- 1) We have to keep the bigger picture in mind. Support a developing teacher rather than teach a course.
 - Review the principles.
 - What is the relationship between the principles and the developmental standards?
- 2) Learning to teach is enhanced when the field experience is an integral part of the teaching.
 - Move into block groups. Study the curriculum and talk about what is
- 3) Relationships with schools develop over time.
 - Look at next semester's schedule and schools. What is working? Where are the gaps? Who needs to do what?
- 4) We have to integrate and be efficient. Less is more.
 - How can the assessment be both authentic and efficient?
 - How do we introduce students to the standards and assessment system? Who introduces students to the system?
 - Look at assessments for Blocks I and II. Are there obvious problems we can fix now? What will come to the table in December?
 - What should we be saying about these assessments?

Discussion of final blocks and design of final assessment.

12:00 Adjourn

MEMORANDUM

Date: 2 June 1999

To: Faculty involved in Teacher Education
Adjunct instructors with assignments to Blocks Ia thru IIIb for Fall 1999

From: Charlie Barman, Acting Chair, Teacher Education **CRB**
Barbara Wilcox, Executive Associate Dean **FW**

Re: Curriculum Planning Days June 24 & 25th

INDIANA UNIVERSITY
SCHOOL OF EDUCATION



We are writing to invite you to an essential meeting for curriculum planning on June 24 & 25 in the **Third Floor Commons of the Education/Social Work Building.**

Thursday June 24

WHAT: We will meet with representatives from PDS and partner schools to:

- Discuss the changes in the IUPUI Teacher Education program;
- Work in school-based teams to plan for the 1999/2000 school year; and
- Share plans with other school teams and university colleagues

WHEN: 8:30 a.m. to 4:00 p.m.

BRING: current course syllabus and artifacts [descriptions of assignments, grading rubrics for assignments; etc.]

Friday June 25

WHAT : Instructors scheduled for Fall 1999 assignments in the blocks will meet without school representatives to:

- Continue plan syllabus and assignments;
- Review the draft curriculum and assessment handbook and other support materials for students; and
- Discuss elements of the assessment plan that occur during a given course block

WHEN: 8:30 a.m. to 2:30 p.m.

BRING: Notes and/or materials from Thursday

We will provide lunch both days and parking [if you need it]. Instructors who do not have primary appointments at IUPUI will receive a \$200 stipend for attending both days.

RSVP to Carol Dillon (317-274-6858) by June 21. We look forward to seeing you on the 24th.

Enclosures: A summary of program changes
Elementary Pairs/Secondary Pairs [Fall 1999]
Elementary & secondary course blocks

902 West New York Street
Indianapolis, Indiana
46202-5155

317-274-6801
Fax: 317-274-6864