06.37

Teaching All Learners: Program Requirement Change
Inclusion of Wxxx Series of Technology Courses

1)   Change/Program Description

In a change consistent with the Elementary Program, W201, W301, and W401 – all 1-credit hour courses, if approved, will eventually take the place of the 3 credit course W200.

The rationale behind the change from one 3 hour course to three 1 hour courses is that the course sequence will allow students to be exposed to technology education throughout their teacher education programs, instead of having a "heavy dose" early on, perhaps before they are ready to utilize the information effectively. It can also be better integrated into the needs of the TAL students, who unlike other elementary students in the SOE have an additional Assistive Technology Course, and an e-portfolio requirement.

W201 – (1 credit) Beginning Technology Skills. This baseline course will assess students' technical competence and provide instruction in basic technology; introduction to the Teaching Technology Lab, which will be staffed by 200-level instructors who can assist students with their technology needs throughout the three-course sequence. This is a required prerequisite before entry into the TAL program. (W200 will be allowed to be substituted for this course for students entering into TAL program the Spring of 2007).

W301 – Integrating Technology into Teaching, PT I (1 credit). This will be taken with their Fall junior M201 cluster with other elementary education majors. TAL e-portfolio will be introduced here in collaboration with their K352 methods course

W401 – Integrating Technology in to Teaching, PT II (1 credit course taken in conjunction with the K495 Urban practicum experience). These will be two special sections for TAL students only. Students will create and use a technology lesson for their practicum site. Students would be asked to videotape their technology lesson, and then digitize the video for insertion into an electronic portfolio. E-portfolio will be customized for professional presentation.

2)   Rationale
From our observation of student work and feedback from students it is clear there is a wide range of student competency in technology when they enter our program. Students also need more ongoing technology based assistance with their e-portfolios. In addition, because TAL courses are integrated into the Elementary

Program, the more consistent we are with the Elementary program, the easier it is to schedule courses.

3)   Faculty Staffing
Instructors will be needed for 2 sections (of 24 students each) of W201 each year, and two sections of W301 (in the M201 clusters, not especially designed sections) in the fall, and 2 (TAL only sections) of W401 in the spring. Since we will be eliminating sections of W200 (TAL students will no longer be taking W200), the instructor load for these sections will be shifted to support the additional sections of W201, W301, and W401.

4)   Principle/Standard Documentation
The W course sequence and the accompanying TAL e-portfolio meet standards 3-6 of the IU SOE 6 Guiding principal, and principals 3 and 9 of the INTASC standards (see appendix).

5)   Integration with Existing Programs
In a change consistent with the Elementary Program, W201, W301, and W401 – all 1-credit hour courses, if approved, will eventually take the place of the 3 credit course W200.

6)   Implementation Time Line
This will be required of TAL students entering the program as sophomores in the Spring of 2007. W200 will be allowed to be substituted for the W201 course for students entering into TAL program the Spring of 2007.

7)   Assessment Plan
TAL Unit assessment consists of e-portfolio review, yearly survey, and faculty reflection (report submitted February 2006).

8)   Documented Program Faculty and/or Department Chair Review and Approval
This request is submitted by Genevieve Williamson, Director of the Teaching All Learners program, in consultation with Tom Brush, Coordinator of the Wxxx course sequence.

Appendix

Standards Matrix by Course and Activity for TAL Program in Special Education	Check off if your course meets the principle and/or standard	Course Assignment/Activity meeting principle and/or standard
Indiana University School of Education Principles		
Principle 1: Community- Effective teacher preparation requires that participants develop a sense of community through engagement in shared activities and issues. The longevity of relationships required to establish community has several advantages for all its members. It brings a coherence to programs, foster an appreciation of the power of cooperative effort, and encourages a dialogue that promotes the continual rejuvenation of teacher education. Consequently all our teacher education programs must foster a sense of community among their students, among faculty members, between faculty members and students, and between the university and the schools.	K344 K343 K371,K352,K361, K362,K370 K495 A-C	- Students act as classroom mentors in schools - Students are allowed to collaborate on 1/3 of their assignments - Students are to visit community program of their choice related to issues of special needs - Group work on projects - Case studies - Field experience, study paper, classroom environmental ecology paper, behavior management catalog
Principle 2: Critical Reflection- Effective teachers reflect critically on the moral, political, social, and economic dimensions of education. This requires an understanding of the multiple context in which schools function, an appreciation of diverse perspectives on educational issues, and a commitment to democratic forms of interaction. Consequently all our teacher education programs must encourage students to develop their own social and educational visions that are connected to critically	K344 K343 K205	- Students work on teacher effectiveness guidelines (characteristics and Scenarios) - Outreach project-log and letter - Outline of "The Challenge" including application of the three derivative interview products - Analysis of Practicum using 5 constructivist questions - Case studies - Best Practice Lists (Autistic Spectrum Disorders) - Classroom discussions

reflective practice.		- Current issues in media discussions
	K371,K352,K361, K362,K370	- Do a portfolio on articles from print media on disability issues and write reflective commentaries
	K495 A-C	- Inquiry based critical review of assessment issues and devices - Teach formative evaluation
		- Field experience, study paper, classroom environmental ecology paper, behavior management catalog
Principle 3: Intellectual, Personal, and Professional Growth- Teachers are more than technicians or purveyors of information. Accordingly, they must be committed to lifelong intellectual, personal, and professional growth. Both faculty and students must continually develop these habits of mind, requiring that our programs stimulate the exploration and development of the full range of human capabilities. Consequently all our teacher education programs must foster intellectual curiosity and encourage an appreciation of learning through the sustained analysis of ideas, values, and practices, and through intuition, imagination, and aesthetic experience.	K344 W201,W301, W401 K205 K371,K352,K361, K362,K370 K495 A-C	- Teacher Effectiveness Guidelines (Characteristics and Scenarios) - Outreach project-log and letter - Outline of "The Challenge" including application of the three derivative interview products. - Analysis of Practicum using 5 Constructivist questions - Case studies - Best Practice lists (Autistic Spectrum Disorders) - Do a portfolio on articles from print media on disability issues and write reflective commentaries - Foster intellectual curiosity - Debates on intelligence and testing - Field experience, study paper, classroom environmental ecology paper, behavior management catalog, material collection, and lesson planning
Principle 4: Meaningful Experiences- Teachers must be	K344	- Outreach Project-Log and Letter - Case Studies

effective in actual educational settings. Thus, our teacher education programs must maintain or create experiences in schools and on campus that will assist in the development of their expertise in those settings. Students should be expected to act as thoughtful, reflective, caring practitioners as part of those experiences, and instructors must be able to assist in the development and assessment of their abilities in such settings. Consequently all our teacher education programs must include early and continuous engagement-through direct immersion or simulation- with the multiple realities of children, teaching, and schools.	K371,K352,K 361, K362,K370 K495 A-C W201,W301, W401	- I Can Problem Solve- content mastery – mini quizzed, 2 lesson expansions - Clear Thinking/Whispering Shadows – Secondary Student Profile and Content Mastery of Assigned worksheets - Assess school age students - Attendance/participation in field experience
Principle 5: Knowledge and Multiple Forms of Understanding- Effective teachers possess a well-grounded knowledge of the content areas that are central to their teaching. They also have an in-depth comprehension of the forms of knowledge embodied in the traditional disciplines, of the interdisciplinary nature of inquiry, and of the multiple forms of understanding that individual students bring to the classroom. Consequently all our teacher education programs must help students acquire a "practical wisdom" that integrates forms of understanding, skilled action in and outside classrooms, and particular sensitivity to the diversity of students	K344 W201,W301, W401 K343	- Students work on teacher effectiveness guidelines (characteristics and Scenarios) - Mnemonic for 12 behavioral influences - Outreach project-log and letter - Outline of "The Challenge" including application of the three derivative interview products - Analysis of Practicum using 5 constructivist questions - Case studies - I can problem solve- Content mastery – mini quizzes, 2 lesson expansions - Secondary student profile and content mastery of assigned worksheets - Psychodynamic Approach: Expressive Media Project - Best Practice Lists (Autistic Spectrum Disorders) - Classroom discussions - Current issues in media discussions

	K205	- Emotional Biography
	K371,K352,K361, K362,K370	- 4 extensive exams - 1 SA exam
	K495 A-C	- Variety of means to test student knowledge: test, discussions, and projects
		- Field experience, study paper, classroom environmental ecology paper, behavior management catalog
Principle 6: Personalized Learning-Good teachers build on their students' interests, orientation to learning, and hopes. Similarly, teacher education programs should offer their students opportunities to individualize and personalize their preparation as teachers. Consequently all our teacher education programs must give students a significant measure of control over how, when, and where their learning takes place, thus enabling their interests and values to shape major portions of their work.	K344	- Teacher Effectiveness Guidelines (Characteristics and Scenarios - Outreach Project-Log and Letter - Psychodynamic Approach: Expressive Media Project
	K343	- Emotion Biography
	K495 A-C W201,W301, W401	- Placement in field experience
Interstate New Teacher Assessment and Support Consortium (INTASC)		
Principle 1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students	K352 K370 K495 M 482 E328 E342 E343 E325	- Lesson plans, unit plans, environmental observations, analysis of video lesson - Exams interview and research paper - Field experience
Principle 2: The teacher understands	K495 A-C	- Lesson plans, child study paper,

how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.	P251	field experience
Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	K205 K370 E300 K343	- Portfolio on articles related to disability issues & reflective commentaries
Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.	K344 K352 K495 E328 E342 E343 E325	- Teacher effectiveness guidelines - Lesson plans, environmental observations - Field experiences
Principle 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.	K495 A-C K352 K344	- Lesson plans, child study paper, field experiences
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.	K 362 K352 K361 K495 A-C K344	- Software reviews, lesson plans, integrating internet and other media - Written reports and class presentations, SA exams - Inservice presentations, written exams, conflict resolution collaboration planned projects - Observations, field experience - Teacher effectiveness guidelines (characteristics and scenarios), psychodynamic approach: Expressive media project

Principle 7: The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.	K352 E328 E342 E343 E325	- Analysis of video tape sessions
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.	K371 E341	- Curriculum-based formal assessment projects, written exams - Critique of tests/exams
Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the earning community) and who actively seeks out opportunities to grow professionally.	K362 Y420 H340	- Software reviews, lesson plans, integrating internet and other media
Principle 10: The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.	K362	- Integrating presentations, conflict resolution collaboration planned projects
Indiana Standards: Teachers of Early and Middle Childhood		
Standard 1: Child development, learning, and motivation	K352 K370 K495 A-C K205 K344	- Lesson plans, unit plans, environmental observations, analysis of video tape lessons - Exams, interview and research paper - Lesson plans, child study paper, field experience - Portfolio on articles related to disability issues and write reflective commentaries - Teacher effectiveness guidelines (characteristics and scenarios)
Standard 2:	K352	- Lesson plans, unit plans,

Knowledge of curriculum content		environmental observations, analysis of video tape lessons
	K495 A-C	- Field experience
	K205	- Exams
	K343, 344	- Exams
Standard 3: Instruction		
(3a) How elementary students differ in their development and approaches to learning	K352	- Lesson plans, unit plans, environmental observations, analysis of video tape lessons
	K495 A-C	- Field experience, lesson planning, student study paper
		- Best practice list, case studies
(3b) Understands and uses a variety of teaching strategies	K352	- Lesson plans, unit plans, environmental observations, analysis of video tape lessons
	K362	- Software reviews, lesson plans, integrating internet and other media
	K495 B	
	K495 C	- Participation in field experience, classroom environment evaluation
	K344	- Behavior management catalog
		- Teacher effectiveness guidelines (characteristics and scenarios), psychodynamic approach: Expressive media project
(3c) Fosters engagement and positive social interaction	K352	- Lesson plans, unit plans, environmental observations, analysis of video tape lessons
	K495 A-C	- Field experience, observations
	K344	- Outreach project-log and letter
(3d) Uses effective verbal, nonverbal, and media communication techniques	K362	- Software reviews, lesson plans, integrating internet and other

	K371	- media
		- Written reports and class presentations, SA exams
	K361	
		- Inservice presentations, written exams, conflict resolution collaboration planned projects
	K495 A-C	
		- Observations, field experience
	K344	
		- Teacher effectiveness guidelines (characteristics and scenarios), psychodynamic approach: Expressive media project
Standard 4: Assessment, informal and formal	K371	- Curriculum based formal assessment project, written exams
		- Classroom observations, CBA project
	495 A-C	
		- Materials collection, student description paper, classroom environment evaluation, behavioral management catalog
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Standard 5: Develop Competence as a Professional career teacher	Y420	- Research projects
	K495 A-C	- Field experience
		- Teacher effectiveness guidelines (characteristics and scenarios)
		- Analysis of practicum using 5 contructivist questions
Indiana Standards: Educators of Students with Exceptional Needs: mild intervention		
Standard 1: Knowledge of History, philosophy, laws, and foundations of special education	K370	- Exams, interviews, research paper
	K205	
		- Exams
	K344	
		- Exams
Standard 2: Knowledge of Human Growth and Development	K370	- Exams, interviews, research paper

	K495 A K205 K343	- Student study paper - Exams - Case studies - Emotional autobiographical paper
Standard 3: Select, administer, and interpret formal and informal assessment	K371 K495 A-C	- Curriculum based formal assessment projects, written exams - Classroom observations, CBA project - Observations lesson planning
Standard 4: Relate new information to students' prior experience and knowledge	K370 K352 K495 B K344	- Curriculum based formal assessment projects, written exams - Lesson plans, unit plans, environmental observations, analysis of video tape lessons - Thematic unit - Organized 3" loose-leaf binder of K343 materials, exams
Standard 5: [Understands] importance of collaboratively designed active, enriched, nurturing and safe learning environments	K352 495 B	- Environmental observation, classroom design project - Classroom environmental evaluation
Standard 6: Understands developmental nature of learning, collaboratively implements multiple approaches to ensure success	K370 K362 K495 A-C K344	- Exams, interviews, research paper - Software reviews, lesson plans, integrating internet and other media - Student study paper, lesson plans, observations, field experience

		- Exams, psychodynamic approach: Expressive media project
Standard 7: Understands the teaching of appropriate behaviors and social skills	K495 C K495 A-C K344	- Behavior management catalog - Classroom observations - Analysis of practicum
Standard 8: Understands the importance of reflective practices and ongoing professional development	K495 A-C	- Materials collection
Standard 9: [Understands the importance of] Collaboration with families, colleagues, and community	K361 K344 K343	- Interviews, collaborative consultation project, inservice presentation, exams - Outreach project-log and letter - Students are to visit community program of their choice related to issues of special needs
Standard 10: Has awareness of wide range of community resources and accesses these services	K361 K362 K495 A-C K344 K343	- Interviews, collaborative consultation project, inservice presentation, exams - Software reviews, lesson plans, integrating internet and other media - Materials collection - Outreach project-log and letter - Students are to visit community program of their choice related to issues of special needs