

Summary of Changes: We have moved the student teaching to a single semester as opposed to having it take place over two semesters. With the change in student teaching, we needed to move the fourth semester coursework to early semesters. We placed the arts/music methods course in the first semester and the history methods course in the third semester of the program. We have re-sequenced the foundations and diversity and learning courses so that the foundations course occurs in the first semester prior to the diversity and learning course. We also split the 6 credit diversity and learning course into two 3 credit courses to be taken during the second and third semester of the program. We split the 6 credit E345: Language Arts & Mathematics for Young Children course into two 3 credit courses one that focuses on mathematics and the other that focuses on language arts in grades K-2.

Rationale for Changes: A central impetus for the reorganization of the coursework was faculty desire to have a sequence of courses that explicitly addresses the urban mission of the school, and allows for students to develop socio-political consciousness, cultural competence, and racial, ethnic, and linguistic awareness over time. This sequence of courses is the H440, T320, and T321 sequence (see p. 4-5 of this document for more detail on these courses). These courses address key topical areas related to diversity including: linguistic, cultural, racial, ethnic, and ability. The first of the courses has a focus on historical, philosophical, and social trends in education including how these have effected educational policy (i.e., address legal and ethical considerations in education). The third of the courses specifically focuses on curriculum, *assessments*, and methods of instruction for diverse learners.

Moving student teaching to a single semester allows several key changes to the program. In the current program four courses (arts/music methods, social studies methods, special education methods, and our second reading methods course) all were taught as all day courses for a six-week period of time prior to a student teaching experience. These courses will now all be fifteen week classes which allows instructors significantly more time to engage students in the course contents. The other key rationale for moving to a single semester of student teaching is that it will likely require fewer student teaching placements which will allow us to focus on the quality of these placements, and enable student teachers to have a longer period of time to build relationships with students in schools.

Moving student teaching to a single semester required the social studies methods course and the art/music methods course into either the first or third semester of the program. Faculty choose to place the social studies methods class in the third semester of the program because of its connection to many of the other disciplinary areas that student study prior to taking this course. The arts instructor agreed that the placement of the arts/music methods course would work for the first block. Finally, we have decided to split the E345: Language Arts & Mathematics for Young Children into two courses because they are ostensibly taught as two independent courses. When instructors do not collaborate, this creates a number of practical problems for instructors.

CURRENT PROGRAM

ELEMENTARY: PROFESSIONAL EDUCATION

Students must apply and be admitted to this portion of the program. Requirements for admission: An overall 2.50 GPA, passing scores on all parts of CASA or its equivalent, and satisfactory completion of the required general education and pre-professional education courses. Once accepted into the program, an overall 2.50 GPA must be maintained and a grade of C (2.0) is required in each course before the student can progress to the next block. Blocks must be completed in sequence.

BLOCK I A: Diversity and Learning (7 credit hours) Course and field experience are 1 full day per week. Block I can be taken part-time.

EDUC M320	Diversity & Learning: Teaching Every Child	6	
EDUC M301	Field Experience	1	

BLOCK I B: Literacy & Numeracy in Early Childhood (7 credit hours) Course and field experience are 1 full day per week. Block I can be taken part-time.

EDUC E345	Language Arts & Mathematics for Young Children	6	
EDUC M304	Field Experience	1	

BLOCK II A: Middle Childhood A (7 credit hours) Course and field experience are 1 full day per week. Block II can be taken part-time.

EDUC E340	Methods of Teaching Reading I	3	
EDUC H440	Capstone Seminar in American Elementary Education	3	
EDUC M305	Field Experience	1	

BLOCK II B: Middle Childhood B (7 credit hours) Course and field experience are 1 full day per week. Block II can be taken part-time.

EDUC E328	Science in the Elementary School	3	
EDUC E343	Mathematics in the Elementary School	3	
EDUC M306	Field Experience	1	

BLOCK III: Individualized Instruction (14 credit hours) For the first 6 weeks of the semester, courses are 2 full days per week and field experience is 1 day per week. For the next 10 weeks of the semester, student teaching is 5 full days per week. Block III cannot be taken part-time. If Block III is taken during the fall semester, the student will spend one full week with the student teaching mentor at the start of the *mentor's* school's calendar year. Student teaching is done per the *mentor's* school calendar, not IUPUI's calendar.

EDUC E341	Methods of Teaching Reading II	3	
EDUC K307	Methods of Teaching Students with Special Needs	3	
EDUC M307	Field Experience	0	
EDUC M425	Student Teaching	8	

BLOCK IV: Curriculum in a Democracy (14 credit hours) For the first 6 weeks of the semester, courses are 2 full days per week and field experience is 1 day per week. For the next 10 weeks of the semester, student teaching is 5 full days per week. Block IV cannot be taken part-time. If Block IV is taken during the fall semester, the student will spend one full week with the student teaching mentor at the start of the *mentor's* school's calendar year. Student teaching is done per the *mentor's* school calendar, not IUPUI's calendar.

EDUC E325	Social Studies in the Elementary School	3	
EDUC M324	Teaching about the Arts (Music)	1.5	
EDUC M324	Teaching about the Arts (Art)	1.5	
EDUC M400	Field Experience	0	
EDUC-M425	Generalist Elementary Student Teaching <i>or</i>		
EDUC M470	ENL or Special Education License Addition Student Teaching <i>or</i>	8	
EDUC X425	Reading License Addition Student Teaching		

NOTE: Take Pearson content (Elementary Generalist 060, 061, 062, and 063) and the pedagogy test (Elementary Education 005) in Block IV. Passing scores are required for licensure but not for graduation.

NOTE: License Additions can only be added to a teaching license with passing scores in the appropriate Pearson content test: Special Education (Exceptional Needs-Mild Intervention 025), Reading (038), ENL/ESL (English Learners 019). Passing scores are required for licensure but not for graduation.

PROGRAM CHANGES

ELEMENTARY: PROFESSIONAL EDUCATION

Students must apply and be admitted to this portion of the program. Requirements for admission: An overall 2.50 GPA, passing scores on all parts of CASA or its equivalent, and satisfactory completion of the required general education and pre-professional education courses. Once accepted into the program, an overall 2.50 GPA must be maintained and a grade of C (2.0) is required in each course before the student can progress to the next block. Blocks must be completed in sequence.

BLOCK I A: Arts and Foundations (7 credit hours) Courses and field experience are 1 full day per week. Block I can be taken part-time.

EDUC M324	Teaching about the Arts (Music)	1.5	
EDUC M324	Teaching about the Arts (Art)	1.5	
EDUC H440	Capstone Seminar in American Elementary Education	3	
EDUC M301	Field Experience	1	

BLOCK I B: Literacy & Numeracy in Early Childhood (7 credit hours) Courses and field experience are 1 full day per week. Block I can be taken part-time.

EDUC E339	Language Arts for Young Children	3	
EDUC E342	Mathematics for Young Children	3	
EDUC M304	Field Experience	1	

BLOCK II A: Middle Childhood A (7 credit hours) Courses and field experience are 1 full day per week. Block II can be taken part-time.

EDUC E340	Methods of Teaching Reading I	3	
EDUC T320	Diversity & Learning in Urban Schools I	3	
EDUC M305	Field Experience	1	

BLOCK II B: Middle Childhood B (7 credit hours) Course and field experience are 1 full day per week. Block II can be taken part-time.

EDUC E328	Science in the Elementary School	3	
EDUC E343	Mathematics in the Elementary School	3	
EDUC M306	Field Experience	1	

BLOCK IIIA: Critical Perspectives in Education (7 credit hours)

EDUC E341	Methods of Teaching Reading II	3	
EDUC E325	Social Studies in the Elementary School	3	
EDUC M307	Field Experience	1	

BLOCK IIIB: Critical Perspectives in Education (7 credit hours)

EDUC T321	Diversity & Learning in Urban Schools II	3	
EDUC K307	Methods of Teaching Students with Special Needs	3	
EDUC M400	Field Experience	1	

BLOCK IV: Student Teaching (14 credit hours)

EDUC-M425	Generalist Elementary Student Teaching <i>or</i>	14	
EDUC M470	ENL or Special Education License Addition Student Teaching <i>or</i>		
EDUC X425	Reading License Addition Student Teaching		

NOTE: Students who intend to receive an elementary generalist license will enroll in 14 credits of M425. Students who intend to receive a license addition in special education, ENL/ESL, or Reading will enroll in 7 credits of M425 and 7 credits of M470 or X425.

NOTE: Take Pearson content (Elementary Generalist 060, 061, 062, and 063) and the pedagogy test (Elementary Education 005) in Block IV. Passing scores are required for licensure but not for graduation.

NOTE: License Additions can only be added to a teaching license with passing scores in the appropriate Pearson content test: Special Education (Exceptional Needs-Mild Intervention 025), Reading (038), ENL/ESL (English Learners 019). Passing scores are required for licensure but not for graduation.

Multicultural/Urban Education Sequence for the Elementary Education Program

Presented by Natasha Flowers and Tambra Jackson

As noted by Matsko and Hammerness (2014), context-specific teacher education must be designed around preparing teachers to teach in particular kinds of schools with a particular group of students. In an attempt to work towards defining our elementary program as “urban,” we propose a 3 course sequence during the professional “blocks” where teacher candidates have the opportunity to systemically learn about urban schools, communities and the students and families that reside within these spaces. The course sequence attends to Matsko and Hammerness’ notion of “layers of contextual knowledge” by nesting, overlapping, and interrelating what it means to teach in urban schools throughout the professional blocks. Specifically, the course sequence aims to build teacher candidates’ knowledge, skills and dispositions for effective teaching in urban schools by focusing on the federal/state policy context, the public school context, the local geographical context, the local socio-cultural context, the district context, and the classroom and student contexts.

Culturally relevant, culturally responsive and culturally sustaining pedagogies are different in nuanced ways, but similar in their representation of asset-based pedagogies. Asset-based pedagogies draw upon students’ cultural frames of reference and funds of knowledge in the learning process. The conceptual framework of the proposed course sequence is informed by Ladson-Billings’ framework of culturally relevant pedagogy. Her framework specifically notes 3 outcomes for learners: (a) developing sociopolitical consciousness, (b) developing cultural competence, and (c) ensuring academic success. These 3 tenets are the focus of the proposed sequence with the understanding that teacher candidates will also develop the pedagogical tenets for: (a) conceptions of self and others; (b) social relations; and (c) conceptions of knowledge.

	H440 (Block I)	T320 (Block II)	T321 (Block III)
	Developing sociopolitical consciousness		
		Developing cultural competence	
	Ensuring Academic Success		
Sample of Key Objectives/Goals	<ul style="list-style-type: none"> • Understand the importance of the socio-historical context of urban schools • Critically analyze current educational issues that affect children, families and communities from historical, philosophical and social perspectives. • Identify the historical and philosophical roots of education and schools in American culture. • Examine education philosophy through a critical lens 	<ul style="list-style-type: none"> • Recognize and explore the purpose of culturally relevant pedagogy in urban schools • Identify approaches to differentiation in all classroom settings • Examine the role of teacher bias (implicit and explicit) and teacher cultural background in classroom practice • Understand inclusion in terms of linguistic and cultural diversity (in addition to race and ethnicity) 	<ul style="list-style-type: none"> • Analyze and design interdisciplinary curriculum materials in light of principles of culturally relevant practice • Design authentic assessment tools that support the evaluation of student learning • Evaluate and create instructional methods for accommodating student differences

Proposed Topics	<ul style="list-style-type: none"> • Individual and institutional racism and oppression • Federal education policy • Segregation, desegregation & resegregation • History of disability and discrimination (ableism) • Tracking • School discipline policies • Parental involvement 	<ul style="list-style-type: none"> • Teaching for social justice • The significance of social identities in education • Deficit theories of learning & children • The intersections between disability and race/ethnicity • Cultural mismatch between home and school • Bi/multilingualism and African American English as cognitive and cultural assets 	<ul style="list-style-type: none"> • Successful models of culturally relevant schooling and teaching • Culturally relevant pedagogy across school subjects • Reflective practitioner
Examples of Key Readings	<p>Canestrari, A.S., & Marlowe, B.A. (2012) Educational Foundations: An Anthology of Critical Readings (3rd edition). Thousand Oaks, CA: Sage Publications.</p> <p>Berliner, David C., & Glass, Gene V. (2014). 50 Myths & Lies That Threaten America's Public Schools. New York: Teachers College Press.</p>	<p>Howard, T.C. (2010). Why Race and Culture Matter in Schools. New York: Teachers College Press.</p> <p>Ladson-Billings, G. (2009). The Dreamkeepers (2nd edition). San Francisco: Jossey-Bass.</p> <p>Derman-Sparks, L., & Edwards, J.O. (2010). Anti-Bias Education for Young Children and Ourselves. Washington, D.C.: National Association for the Education of Young Children.</p> <p>Au, W. (Ed.). (2009). Rethinking Multicultural Education: Teaching for Racial and Cultural Justice. Milwaukee, WI: Rethinking Schools.</p>	<p>Nieto, S. (2013). Finding Joy in Teaching Students of Diverse Backgrounds: Culturally Responsive and Socially Just Practices in U.S. Classrooms. Portsmouth, NH: Heinemann.</p> <p>Sleeter, C.E., & Cornbleth, C. (2011). Teaching with Vision: Culturally Responsive Teaching in Standards-Based Classrooms. New York: Teachers College Press.</p> <p>Tomlinson, C.A. & McTighe, J. (2006). Integrating Differentiated Instruction and Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development.</p>
Examples of Key Assessments	<ul style="list-style-type: none"> • Community Mapping Project • Urban School/Community Film Critique • School Philosophy Analysis • School Study 	<ul style="list-style-type: none"> • Cultural Autobiography • Inquiry into Culture • Counter-narrative for Effective Teaching • Multicultural Lesson Reflection 	<ul style="list-style-type: none"> • CRP Lesson Observation & Re-Design • Culturally Relevant Integrated Curriculum Unit