

**Indiana University Southeast  
School of Education  
Strategic Plan 2007-2012**

Approved by SOE  
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Prepared by

The 2006-2007 Long-Range Strategic Planning Committee

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## **Mission Statement**

*The mission of Indiana University Southeast School of Education is to develop high quality, caring professionals who are leaders in the continuous transformation of schools within a diverse society.*

## **Introduction**

The school began awarding degrees in elementary education in 1968, secondary education in 1970, special education in 1978, and masters in 1971. IUS 1999/2000 Reference book reported that in 1983/84 the unit awarded BS degrees to 53 candidates and 69 degrees to master candidates. Nineteen years later, the unit reported a fall enrollment of 1172 undergraduate and graduate students. It graduated 130 undergraduates and 161 graduate students' spring 2002 for a total of 291 graduates. Twenty years later, in spring 2003 the school awarded degrees to 158 undergraduates and 176 graduate students for a total of 334. The school has grown significantly since it began awarded degrees in 1968 and 1970. We serve nine (9) Indiana counties and, under a reciprocity agreement with Kentucky, we work with three counties in Kentucky. The unit was fully accredited by NCATE in 2006 without any area needing improvement. The next NCATE visit will be 2012.

There are six programs in the unit and several licensing areas. Undergraduate programs include secondary, elementary, special education, middle level, and early childhood education. Graduate programs include masters in secondary, elementary education and school counseling. Several licensing areas are also available which include: Gifted and Talented, Reading, Special Education, Education Leadership, Computer Technology, ESL/ENL (joint program with IUB), Kindergarten, and an alternative certification program, Transition to Teaching. We are a site for the National Writing Project, WHAS Crusade for Children Diagnostic and Resource Center and the New Neighbors project which serves ESL/ENL learners and teachers.

## **Context for new Strategic Plan**

The former plan guided the unit from 2003-2007 and after a successful NCATE review it was time to look at the future direction of the unit. Also, the unit faced a number of retirements, five retirements in 2006 and possibly 3-4 more in 2009.

The SOE work on the new strategic plan began during the spring 2006 faculty annual review process and continued at the spring 2006 retreat. During the retreat the unit themes were defined and the mission statement reworked. Additional input about the direction of the unit was collected fall 2006 retreat and the new mission statement was approved. A strategic planning committee was developed consisting of all the chairs of the quality teams. The strategic planning committee developed a set of indicators and priorities for consideration at the January 2007 faculty meeting. Following this input from faculty and staff the team developed a format for the plan and worked with quality teams on long-range plans using the indicators. Further input was gathered from participants at the spring Superintendent Breakfast and a survey was distributed to students and advisory board members. After working with quality teams on their long-range plans, and data gathered from meetings and surveys, the strategic planning team presented a draft strategic plan to the faculty for discussion at the March 2007 faculty meeting. The plan was approved at the May 2007 spring retreat.

The plan provides guidance for the unit. It is structured around the four themes of the conceptual framework and is aligned to NCATE standards, SOE student outcomes, and IUS Strategic Plan. Teams and programs develop annual action plans to implement the strategic plan. Teams and programs provide end of year reports to monitor progress on the strategic plan. The four themes of the conceptual framework provide the organizational structure of the Strategic Plan.

### **Executive Summary of Unit Conceptual Framework**

Indiana University Southeast School of Education (SOE) prepares candidates to work in schools as teachers and other professional school personnel through the following programs: Bachelor of Science in Education with majors in elementary education, secondary education and special education and the Master of Science in Education with majors in elementary education, secondary education and counseling. The Unit currently prepares candidates for initial licensing for elementary and secondary education, educational leadership, special education, and school counseling under the Indiana Professional Standards Board (IPSB) licensing patterns, "Rules 46/47." \*\* The Unit is transitioning to IPSB's 2001 content and developmental standards with individual programs piloting these standards and assessment measures during 2001-02 with full Unit implementation scheduled for 2002-03.

The theme, "Educators Engaged in Growth," is used by the Unit to denote both commitment and reflective action. This descriptor highlights the proactive expectations established for Unit candidates: to engage in life-long professional growth aimed at bringing about renewal of schools within a multicultural society.

The "Educators Engaged in Growth" Unit Conceptual Framework and underlying knowledge base are aligned with the IUS Campus mission that calls for a "challenging, innovative, supportive learning community, committed to the intellectual and social

growth of students” (IUS Bulletin, 1999-2001, p. 1). This campus mission supports the Unit because the better a teacher is educated, the better an education that teacher potentially can provide (Soltis, 1987).

The Unit Conceptual Framework incorporates the SOE Mission, SOE Goal Statements, SOE Disposition Statements and individual program goals. The beliefs of the Unit are explicit, pervasive and evident within instructional practices. The Unit Conceptual Framework establishes a benchmark for high-quality, challenging and innovative programs. Unit programs provide opportunities for students to gain skills, knowledge and dispositions for growth and success as our candidates strive to meet the changing needs in our communities. High quality educators are shaped and reshaped by their continuous preparation, educational practices and teaching environment. The complex endeavor of learning the work of schools is embodied in the Unit’s beliefs and goals. The Unit Conceptual Framework articulates our professional commitments to knowledge, professional practices, teaching competence and student learning.\*\*\*

## **Four Themes**

The Unit framework outlines four themes that embody the Unit’s beliefs, goals, and dispositions. Each theme incorporates a set of assumptions about learning, teaching, and professional competence and signifies commitment to professional education at Indiana University Southeast. These themes are:

- High Quality Educators
- Caring Professionals
- Continuous Renewal of Schools
- Multicultural Society

### **High Quality Educators**

Successful candidates meet standards representative of both general and discipline specific teaching knowledge and can apply this knowledge differentially when working with students with special needs. Program standards delineate key aspects of professional practice and incorporate planning and preparation, creating a multi-cultural learning environment, effective instruction, leadership qualities and professional responsibilities.

Candidates in the Unit understand the central concepts, tools of inquiry and structure of the discipline(s) they teach and can create educational experiences that make these aspects meaningful for students.

The Unit Conceptual Framework is supported by a knowledge base of professional practices outlined by the Indiana Professional Standards Board (IPSB). The Unit ensures that candidates blend content knowledge with teaching knowledge to

understand how children learn and develop, incorporating IPSB Developmental Standards at appropriate levels. Unit candidates meet standards regarding how and why instructional variety is important to motivation, management, and learning and provide learning opportunities to support intellectual, social, and personal development.

Candidates use their understanding of intellectual, cultural, social, emotional, physical and psychological development to make informed decisions about which techniques to use in a particular context. By understanding how students think, why they tend to do what they do and how their needs and desires change, educators can facilitate instructional success. Candidates demonstrate mastery of subject content, appropriate practices, and the processes of critical thinking, creative thinking, and problem solving. Candidates use effective methods, including Instructional Technology, to achieve diverse educational goals aligned with professional standards and make decisions based on data and information. Candidates create safe and effective learning environments aligned with the concerns, needs and resources of individual students, their families, the school, and the community.

Field and clinical experiences of SOE programs are a series of sequential activities in schools and are integral to standards' assessment. Candidates are immersed in school communities and develop and demonstrate competence in the professional roles for which they are preparing.

The Unit Conceptual Framework establishes a formalized system for ensuring coherence among curricula, instruction, field experiences, clinical practice and assessment across a candidate's program. Adherence to Unit standards is monitored in various ways by program teams, quality teams (i.e., Diversity, Instructional Technology, etc.), a unit assessment team, stakeholder groups and the SOE coordinators.

### Caring Professionals

The SOE firmly believes that high quality educators cannot separate sound educational decision making from the dispositions associated with "caring." The values found in the theme of "caring" are crucial to educators engaged in growth (Noddings, 1987). The common threads that run through this theme include the role educators play in the lives of their students, in the welfare of the community, and in the ethics of personal and professional accountability (Ladson-Billings, 1995).

Educators are caregivers, models, and mentors and must treat students with respect, set good examples, and support positive social behavior (Lickona, 2001). The Unit is mindful that there is no prototypical "teaching personality" but believes that standards would be incomplete without attention to dispositions. The Unit supports values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and that affect student learning, motivation, and the educator's own professional growth. Candidates engage in continuous self-improvement and professional growth, support the professional development of others and display positive professional behaviors and dispositions as further evidence of caring professionals engaged in effective practice. Service learning is incorporated into several programs within the Unit.

### Continuous Transformation of Schools

School reform efforts call for knowledge of schools as organizations, knowledge about central issues that are at the center of school change, and skills to analyze and revise new approaches proposed in reforms (Holmes Group, 1986). Systematic reform takes into consideration the interrelatedness of all components that function together in the education system. As one component changes, so must the others in order to maintain the integrity, unity, continuity, and consistency of the entire system (Slick and Burrett, 1995).

A caring, high quality, educator is well positioned to participate in the continuous renewal of schools. SOE preparation includes attention to four key knowledge and skill areas needed for renewing schools: effective communication, knowledge of assessment, Instructional Technology, and professional development. Knowledge and skills addressing these areas are imbedded in Unit and program standards and assessments.

### Diverse Society

The Diverse Society theme stresses the central human values of social justice, equal opportunity and respect for the dignity of all, regardless of their backgrounds and individual characteristics. “All students of all backgrounds bring talents and strengths to their learning and as educators we need to find ways to build on these” (Nieto, 2001, p. 121). The Unit defines diversity as the multiplicity of identities such as culture, race, ethnicity, socioeconomic status, language, gender, religion, sexual orientation, geographic origin and exceptionalities in accordance with NCATE (2000).

This fourth theme is operationalized through program curricula, diverse field experiences and faculty development. Recruitment and retention of diverse faculty and students are also highly valued by the Unit representing these backgrounds. The Unit understands that attitudes and beliefs about diversity affect decisions about student standards and assessment. The Unit provides candidates with opportunities to reflect on their own membership in multiple groups (e.g., ethnicity/race, class, gender) and to self-assess their access to power and privilege (hooks, 1994; Ladson-Billings, 1994; Zeichner, 1993).

Candidates in the Unit learn knowledge, skills and dispositions to respond appropriately to diversity and to the needs of all students, and promote educational success and positive personal change in themselves and others. Candidates familiarize themselves with the literature on multicultural differences, read with a critical eye, and attempt to assess their own classroom practices (Asante, 1987, 2001; Banks, 1991, 1994, 1995, 1997; Hirsch, 1987; McCarthy and Crichlow, 1993; Nieto, 1992; Ogbu, 1991; Schlesinger, 1991, 2001; Sleeter and Grant, 1993; Spring, 2001; Tatum, 1994). Candidates learn to work in inclusive settings and seek assistance from other key formative institutions that shape the values of the young, such as families and community organizations and resources (Davern, 1999).

## **Conclusion**

The Indiana University Southeast School of Education Unit Conceptual Framework provides the basis for the Unit's intellectual philosophy that distinguishes IUS graduates from other institutions. The framework establishes a shared vision for the Unit's efforts in preparing educators to work in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, and field experiences as well as guides the faculty in directions of scholarship, service, and unit accountability. The Unit Conceptual Framework portrays an image of the teacher as a caring intellectual rather than a technician, and a knowledge generator rather than simply an implementer.

The Indiana University Southeast School of Education Conceptual Framework is not permanent, and will undergo continuous development and systematic management and change. The Unit is "engaged in growth."

\* The Executive Summary of Unit Conceptual Framework document is composed of excerpts from the SOE Unit Conceptual Framework. Detailed information and full citations can be obtained from the SOE Unit Conceptual Framework document (SOE approved 9/19/01), located at [www.ius.edu/Education/](http://www.ius.edu/Education/).

\*\*The Unit also complies with Kentucky Statutes for the preparation of Kentucky candidates qualifying under the "Memorandum of Understanding between Indiana and Kentucky Regarding Tuition Reciprocity 1997-2005."

\*\*\*This conceptual framework is a shared vision developed with our professional community composed of unit faculty (tenure-track, lecturers, and part-time) Unit professional staff, content faculty, P-12 faculty and administrators, program candidates, and program alumni.



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## **High Quality**

1. SOE will prepare **high quality** teacher candidates in content knowledge. (NCATE 1a) (SOE 1) (IUS 1.1.1, 1.1.2, 1.1.3, 1.3.1)
2. SOE will prepare **high quality** teacher candidates in pedagogical content knowledge and skills **to support student learning**. (NCATE 1b) (SOE 1) (IUS 1.2.1, 1.2.2)
3. SOE will prepare **high quality** teacher candidates in professional and pedagogical knowledge and skills **to support student learning**. (NCATE 1c) (SOE 1) (IUS 1.2.1,1.2.2)
4. SOE will prepare candidates to accurately assess **student progress towards meeting state standards** and to develop learning experiences based on developmental levels **and** prior experience. (NCATE 1d) (SOE 1) (IUS 1.2.2)
5. SOE will ensure candidates develop and demonstrate knowledge, skills and dispositions to help all candidates learn **as** shown in their work with students with exceptionalities and those from diverse ethnic, racial, gender, and socioeconomic groups in classrooms and schools. (NCATE 3c, 4a) (SOE 1,2,3) (IUS 1.4.3)
6. SOE will prepare other school professionals for the roles that **undergird a high quality**, in-depth understanding of knowledge in their fields as delineated in professional, state and institutional standards. (NCATE 1e) (SOE 1) (IUS 1.4.2)
7. SOE will prepare other school personnel to establish environments that support **high quality** student learning. (NCATE 1f) (SOE 1) (IUS 1.4.2)
8. SOE will maintain and modify the assessment system that engages all stakeholder groups in a **high quality and** continuous review of all unit programs. (NCATE 2a) (SOE 1) (IUS 1.2.3, 2.9.1)

9. SOE will maintain and modify the electronic data collection, analysis and evaluation system utilizing **high quality** multiple candidate assessments and **reports on program results**. (NCATE 2b) (SOE 1) (IUS 1.2.2)
10. SOE will evaluate data for program and unit improvement. (NCATE 2c) (SOE 1) (IUS 1.2.2)
11. SOE will collaborate with school partners in designing, implementing, evaluating **and promoting IUS programs**. (NCATE 3a) (SOE 1) (IUS 1.4, 2.9.5)
12. SOE will design, implement and evaluate field experiences **as to their alignment** to the conceptual framework **and how well they** provide a wide variety of experiences and participation levels for all program candidates. (NCATE 3b) (SOE 1) (IUS 1.4.2, 2.2.7)
13. SOE will ensure that **clinical and higher education faculty** are: **a)** master teachers, **b)** with contemporary professional experiences, and **c)** have exceptional expertise in the areas for which they teach. (NCATE 5a) (SOE 3) (IUS 1.7.1)
14. SOE will ensure that **education faculty** reflect the conceptual framework in their teaching and model best practices in instruction and assessment, including the use of technology, to enhance candidate learning. (NCATE 5b) (SOE 1) (IUS 1.7.1)
15. SOE will engage in systematic and comprehensive evaluation of education faculty performance in the areas of teaching, scholarship, service, collaboration with the professional community, and leadership in the institution and profession. (NCATE 5b, 5c, 5d, 5e) (SOE 1, 3) (IUS 1.7.2)
16. SOE will ensure high quality work **within the** unit and its school partners through **appropriate and necessary** budgetary allocations. (NCATE 6b) (SOE 1) (IUS 1.9)
17. SOE will ensure that workload policies and practices, including on-line course delivery and part-time faculty assignments, are purposeful and directed towards strengthening programs. (NCATE 6c) (SOE 1) (IUS 1.9)
18. SOE will ensure that the unit has outstanding facilities to support meeting standards, including **state-of-the-art** technology for instructional purposes. (NCATE 6d) (SOE 1, 3) (IUS 1.9, 4.3, 4.4)

## **Caring Professionals**

1. SOE will prepare **and evaluate** all program candidates to recognize and demonstrate professional dispositions – *see SOE approved dispositions document*. (NCATE 1g) (SOE 2) (IUS 1.4.2)
2. SOE will ensure that program policies and procedures are described and published clearly and accurately. (NCATE 6a) (SOE 1) (IUS 1.3.2, 2.5.1, 2.5.3, 2.9.2)
3. SOE will document that candidates **receive high quality** services. (NCATE 6a) (SOE 1) (IUS 1.3.2, 2.5.1, 2.5.3, 2.9.2)
4. The SOE faculty and staff will model professional dispositions **on and off campus**. (NCATE 5b) (SOE 3) (IUS 3.3)
5. The SOE will provide mentoring for staff, students, and faculty. (NCATE 5f) (SOE 2) (IUS 4.1, 4.2, 3.3)

## **Transformation of Schools**

1. SOE will systematically study the effects of program changes, using data for program improvement needed for the transformation of schools (NCATE 2c) (SOE 3) (IUS 1.2.1)
2. SOE will engage in professional activities with school partners to ensure that all students learn. (NCATE 2b, 3a) (SOE 3) (IUS 1.4)
3. SOE will ensure that professional education faculty demonstrate and model best professional practices including the evaluation of teaching approaches in their scholarly work related to teaching, learning and their fields of specialization. (NCATE 5b, 5c, 5e) (SOE 3) (IUS 1.7.1)
4. SOE will ensure that professional education faculty are actively engaged in dialogues about the design and delivery of P-12 and instructional programs through service **and** leadership in the profession, schools, and professional associations at the state, national, and international levels. (NCATE 5c) (SOE 1, 3) (IUS 6.6)

5. SOE will collaborate with colleagues in P-12 schools and faculty in other units in the institution to develop and refine knowledge bases, conduct research, make presentations, **publish** materials, and improve the quality for all students. (NCATE 5d) (SOE 1, 3) (IUS 6.1, 6.2.1, 6.2.3, 6.8)
6. SOE will provide opportunities for all professional education faculty to be continuous learners. (NCATE 5f) (SOE 3) (IUS 1.8)
7. SOE will **support high quality and exemplary programs** that include access to library, curricular, and electronic information resources. (NCATE 6c) (SOE 1) (IUS 4.4, 4.7)

## **Diversity**

1. SOE will continuously design, implement, and evaluate curriculum experiences to ensure that they are based on well-developed knowledge bases that work towards **engaging and challenging P-12 students towards cognitive complexity, including those with exceptionalities**. (NCATE 4a, 1c) (SOE 1) (IUS 1.4.3, 3.2.1, 3.2.2, 3.3.2)
2. SOE will **ensure diversity in faculty to strengthen the unit's** knowledge about and sensitivity toward preparing candidates to work with diverse students, including students with exceptionalities. (NCATE 4b) (SOE 1, 3) (IUS 3.4.7, 3.4.8, 3.4.9, 3.4.10)
3. SOE will increase **numbers of candidates** with exceptionalities and from diverse ethnic, racial, gender, language, socioeconomic, and religious groups and provide experiences for all candidates to interact, collaborate and participate together. (NCATE 4c) (SOE 3)(IUS 2.4.4, 3.2.5, 3.3.2, 3.4.2)
4. SOE will **continue to seek high quality strategies for improving student learning and candidate effectiveness that include service learning, field, and clinical experiences with diverse groups that affect teaching and student learning** (NCATE 4d) (SOE 1,2,3) (IUS 3.2.3)