

Indiana State University

Documentation of the Teachers for a New Era Learning Network

April 2009

INTRODUCTION

The Academy for Educational Development (AED) sent a research team to Indiana State University (ISU) on November 11-12, 2008 to conduct interviews with individuals who play important roles in the university's teacher preparation program. These interviews, along with additional documentation provided by ISU and identified by the AED research team, provide the basis for the case study that follows.

This case study is one of nine prepared by AED to document evidence of institutional change in teacher preparation at nine of the 30 universities that took part in the Teachers for A New Era (TNE) Learning Network, an initiative supported beginning in 2005 by a grant from the Annenberg Foundation, with additional funding from the Carnegie Corporation of New York. AED selected the nine universities based upon a variety of factors, including their degree of engagement in the Learning Network, and their willingness to specify a program objective and indicator (s) of change that reflected important work underway and would serve as the focus of this case study.

Institutional change, for the purposes of this study, means change that goes beyond adjusting course curricula, or degree requirements, or even holding meetings across university departments. It means change that transforms a teacher education program's organizational structure, culture, external relationships, and ways of assessing the outcomes of its work. Such change is often based on research evidence, involves sustained partnerships with school districts and personnel, establishes cross-college and cross-departmental pathways for work and communication, increases the quality and length of time that candidates spend in school settings, and assesses its teacher candidates on their effectiveness in the classroom. Institutional change is not change for change's sake, but a mission-driven effort to refocus the activities of the teacher education program on the effectiveness of their graduates in helping pupils learn.

Based upon the nine case studies, the AED research team will prepare a cross-case study that will document and analyze evidence with bearing on four broad research questions:

1. Is there evidence of institutional change along the lines of the TNE design principles in the preparation of teachers at these institutions?
2. In what categories of change does this evidence appear?
3. Around which indicators do these appear?
4. What aspects of the Learning Network, if any, are reported to have triggered or enhanced the occurrence of change or supported its continuation?

The nine case studies will be made available to the Annenberg Foundation and to Carnegie Corporation of New York. The cross-case study will be published as part of a major publication, also funded by the Annenberg Foundation, which will serve as a final report and recommend next steps for the TNE Learning Network.

DETERMINING THE FOCUS FOR THIS CASE STUDY

University-based teacher preparation is a complex enterprise with many elements and many players, and this is especially true for universities attempting fundamental change. To provide a manageable focus for these case studies, AED staff asked the TNE Learning Network universities to select one program objective by which they would wish to document their progress. AED asked that this objective (1) reflect an important aspect of teacher preparation at their institution, (2) address one or more of the TNE principles, and (3) logically connect to pupil success. They were also asked to specify indicators that the change sought was occurring.

The authors of the ISU statement selected three two-part objectives:

1 (a) Assess K-12 pupil learning during clinical field experiences; (b) Design pre-service training experiences that focus on measurement of pupil learning, interpretation of quantitative assessment data, and the utility of data to inform clinical practice.

This objective would address the first TNE principle, “Decisions driven by evidence,” especially with regard to that “essential criterion” of a teacher’s success, pupil learning (Carnegie Corporation of New York, p. 9-10). The selection of this objective by ISU faculty reflects their attempts in recent years to create a “culture of assessment” not limited to the College of Education (COE) but permeating the university as a whole.

2 (a) Increase the number of CAS faculty engaged in teacher education and improve the visibility of teacher education across CAS; (b) Increase cross college research, teaching, and grant collaborations.

This objective would address the second core principle of the TNE initiative, “Engagement with the arts and sciences.” This objective indexes the centrality of collaboration in the reform efforts underway in ISU’s teacher education program, an orientation that has already begun to engage College of Arts and Sciences (CAS) faculty in programs beyond the traditional governance structure in areas such as elementary education and assessment.

3 (a) Expand clinical teaching experiences in elementary and secondary programs; (b) Create content-centered and discipline-based learning opportunities for faculty, pre-service teacher candidates, and in-service teachers.

This last objective relates to the third and final of TNE's foundational principles, "Teaching as an academically taught clinical profession." ISU's decision to explore longer and more intensive field experiences was partly in response to dissatisfaction with older models among ISU teacher candidates as well as teachers and administrators in partner districts. COE is also retooling its professional development offerings in response to requests from staff in partner school districts.

While reforms aimed at achieving all three of these objectives are underway in ISU's teacher preparation program, this case study will focus most heavily on the third objective, "expand[ing] clinical teaching experiences in elementary and secondary programs," because it is apparent that the expansion and transformation of clinical field experiences envisioned at ISU is also promoting increased CAS engagement and enhanced focus on assessing pupil learning. Indeed, this is already occurring in the clinical experience pilots now underway at both the elementary and secondary levels.

The authors of the ISU statement proposed as their indicators of change for the third objective:

- Fall 2007 and Spring 2008 elementary and secondary programs pilot 10-week experiences in PDS schools. Academic Year 07-08 all grades and all secondary programs will pilot the clinical experience.
- Secondary, elementary, and all grades programs revising undergraduate curriculum.
- Content-centered faculty learning communities that emphasize PBL.
- Content-centered professional development opportunities.
- Team-supervised clinical field experiences that partner CoE and CAS faculty.

Lastly, the authors described the relationship of their objectives and indicators to student success as follows, understanding students as teacher candidates rather than pupils:

Current pilot projects have been designed jointly by CAS and CoE faculty and place teacher candidates in content-centered field experiences appropriate to their area of licensure. The field experiences include teacher candidate participation in the full range of building activities. Student progress is measured quantitatively to monitor student change related to professional identity development throughout the course of the semester.

This case study documents the expansion of clinical experiences for teacher candidates at ISU, as well as the intra-university and school partnerships that support this expansion, and concludes with reflections on progress toward the indicators of change and student progress that ISU had hoped to see as a result. Because this work occurs within the context of ISU's recent history with innovative teacher preparation and collaborative partnerships, the case study also describes key aspects of that history.

HISTORY OF INNOVATION

ISU was one of thirty universities selected by the Annenberg Foundation and Carnegie Corporation of New York to take part in the TNE Learning Network, whose most basic purpose was to encourage a broader circle of universities to adopt the three principles of Teachers for a New Era as the guiding directions for their work. Originally published in the *Prospectus* for TNE, the three design principles are: 1) decisions driven by evidence; 2) engagement with arts and sciences; and 3) teaching as

an academically taught clinical practice profession. ISU, among others, had already progressed significantly along the lines suggested by the principles before joining the Learning Network in 2005. ISU also competed successfully for a Learning Network mini-grant.

Indiana State University is located in Terre Haute, Indiana, a city of 60,000 near the state's western border with Illinois. ISU was established in 1865 as the Indiana State Normal School, with the purpose of educating the state's elementary and high school teachers. In 1965, the school was renamed Indiana State University in recognition of increased enrollment, and today it serves approximately 10,000 undergraduate and graduate students. Although ISU is now a comprehensive public university offering more than 100 majors in six academic units, teacher preparation is still central to the university's mission and identity.

In the 2007-2008 school year, COE granted 203 undergraduate teaching degrees and 254 graduate degrees. Undergraduates can pursue teaching licenses in one of 14 subject areas, with the largest enrollment in the Elementary, Early, and Special Education programs. COE also offers 15 master's degree programs, most of them leading to certification, and doctoral programs.

ISU's commitment to continual improvement in teacher preparation has received national recognition in recent years, including millions of dollars in grant and research funding from national sources and election to the Leadership Consortium on High Quality Teacher Preparation by the National Commission on Teaching and America's Future. The program's reputation for excellence has been solidified by national awards to COE programs, such as the 2002 Christa McAuliffe Award for Leadership and Innovative Teacher Education from the American Association of State Colleges and Universities. In 2007, ISU's Distinctive Program Initiative recognized teacher education as one of two university-wide Programs of National Distinction for achieving a national reputation for the quality of their work and reflecting the values of Indiana State while meeting state and national needs. Since 2003, reform efforts at the university have been guided by a \$3.9 million Title II Teacher Quality Enhancement Partnership grant from the U.S. Department of Education that led to the establishment of Project PRE (Partnering to Reform Education: An All-University/High Needs School Partnership).

Over the last 15 years, ISU has established formal partnering agreements with five of Indiana's 295 school districts, four in west central Indiana and one in Indianapolis. Twenty elementary, middle, and high schools in these districts compose the Professional Development Schools (PDS) Network, many of them serving high percentages of students living in poverty; in Indianapolis Public Schools, for example, 75.4% of students receive free or reduced lunch. ISU selected the sites to provide a cross-section of rural, suburban, and urban schools, with the urban sites, in particular, offering preservice teacher candidates opportunities to work with pupils of highly diverse cultural backgrounds.

One of ISU's aims with the PDS Network is to prepare teacher candidates for the different teaching environments they may encounter in a region that is increasingly diverse, with the number of Limited English Proficiency (LEP) students in Indiana public schools increasing nearly ten-fold since 1991 (Indiana Department of Education 2007). While many ISU graduates teach in and around Terre Haute and throughout Indiana, a significant number also teach out of state. As a "feeder school," ISU sends approximately 20 percent of graduates to surrounding states, primarily Illinois and Kentucky.

Although ISU sends many of its graduates out of state, state-level policy changes within Indiana over the last decade and a half have nonetheless had a profound impact on the way ISU prepares its teacher candidates. In 1994, Indiana's Professional Standards Board (IPSB, now known as the Division of Professional Standards) determined to transition from a course-based to a performance-based licensing system, linking educator standards to pupil standards. The board adopted the INTASC (Interstate New Teacher Assessment and Support Consortium) model standards for initial licensing of teachers as the basis for Indiana's new system (Indiana Department of Education). The first standards were adopted in 1998, with standards for additional subject areas adopted in subsequent years. These new content-specific teaching standards apply to pre-service training, induction, initial licensure, professional development, and licensure renewal alike. The revision of state standards dovetails with ISU's efforts to render its teacher preparation program more collaborative, clinically-based, and attentive to the issues of assessment and measurement of K-12 pupil learning.

PLANNING AND IMPLEMENTING AN EXPANSION OF CLINICAL TEACHING EXPERIENCES

The pursuit of a new model of clinical field experiences was prompted by the realization by ISU faculty that the old "parachute in and out" method of clinical experience for teacher candidates was ineffective, not only for pre-service teacher candidates but also for public school students. With this push for change already in place, ISU's receipt of a \$3.9 million Teacher Quality Enhancement grant allowed COE's departments of Elementary, Early, and Special Education (ESEE) and Curriculum, Instruction, and Media Technology (CIMT, where the pedagogical component of secondary teacher preparation is housed) to pilot new models of clinical placements offering immersion, and not simply observation, in school environments prior to the student teaching semester. These placements are longer and more intensive than any previous pre-student teaching clinical experiences for ISU teacher candidates. The first round of pilots in Fall 2007 focused on elementary education and secondary math, and the second round in Spring 2008 on social studies, math, and elementary education. The program was slated to expand to include all subject areas in the 2008-2009 academic year.

The elementary and secondary clinical pilots were designed in connection with the larger Project PRE initiative, the guiding force behind teacher education reform at ISU since the receipt of the Title II Teacher Quality Enhancement grant in 2003. Project PRE's purpose is to bring together the content knowledge represented by faculty in the College of Arts and Sciences and the three professional colleges of Business, Health and Human Performance, and Technology, with the pedagogical knowledge represented by faculty in the College of Education, coupled with the clinical knowledge represented by faculty in the 20 partner professional development schools. This expanded partnership is designed to (1) transform teacher education into an experiential learning, clinically-based program, supporting educator development from preservice through induction and continued professional development; and (2) create rich school environments that support learning by all children and serve as exemplary clinical settings for the preparation and continued development of professional educators. It is in the context of Project PRE's collaborative focus on clinical experience and pupil learning that these clinical pilots were developed.

Elementary Clinical Pilot: Teachers of Tomorrow Advancing Learning (TOTAL)

The TOTAL pilot program consists of an intensive clinical immersion experience in the semester prior to student teaching, coupled with content methods courses in math, science, social studies, and

reading. In the first eight weeks of the TOTAL semester, candidates attend content methods courses on Monday, and are placed in PDS schools with a master teacher for the remainder of the week. In the last eight weeks of the semester, TOTAL teacher candidates are in schools every day. During this time, teacher candidates participate in the full range of building activities, including teaching, assessment, administrative activities, and professional development. In the classroom, TOTAL interns observe and assist supervising teachers before gradually moving into small-group instruction and, finally, assuming responsibility for teaching some lessons at the end of the semester in preparation for their student teaching. The TOTAL internship semester differs from student teaching in that the intern is never left alone with the students and is never responsible for a full day of instruction, effectively resulting in a co-teaching arrangement between the intern and their supervising teacher.

The purposes of the TOTAL program are manifold, but the basic aim is to ensure that ISU teacher candidates are better prepared for student teaching and, subsequently, for teaching professionally. The hope is that the program will eventually help retention, as better prepared teachers may be more inclined to continue as teachers. One area in which this is especially true is classroom management. Some ISU teacher candidates prepared along the traditional clinical placement track were “bombing” at behavior management during student teaching, according to faculty members. The TOTAL program is partly an effort to address this issue before classroom management is subject to high stakes evaluation. Said one EESE faculty member, “Behavior management can be challenging for student teachers, and an earlier clinical experience makes a real difference during student teaching by allowing an entire semester to see classroom management modeled and to take part in it.”

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In addition to the guidance of supervising teachers, TOTAL interns are in regular contact with university faculty during required seminars and in the field. TOTAL supervisors, who are ISU faculty, are in the schools two to four times a week and also during the focus week for their content area, although this model will change as more candidates move into “TOTAL mode.” TOTAL interns are also required to participate in a blog on which they share specific problems and answers with one another and with university faculty. The blog is intended to promote reflexive practice and professional collegiality.

Teacher candidates who have participated in the TOTAL program are enthusiastic about their experience. A TOTAL intern nearing the end of his internship in a fifth grade classroom felt that, “I am so far ahead [in preparing for student teaching]. My classmates [who are not in the TOTAL program] have no idea what they’re walking into.” Supervising teachers, too, are pleased with their experiences with TOTAL interns, to the point that some have requested TOTAL interns in preference over student teachers. Supervising teachers are appreciative of the help in the classroom, particularly for the additional attention to low-performing students it allows.

While feedback from teacher candidates and supervising teachers has been overwhelmingly positive, EESE is working to make evidence collection more systematic, including a new evaluation form that will be used both for interns and for student teachers. Faculty acknowledge that there is more work to do in documenting the TOTAL program’s impact on pupil learning, but based on results from three pilot semesters, the department is committed to scaling up the program.

Secondary clinical pilot: The “Immersion Semester”

CIMT’s secondary teacher preparation program includes modules that incorporate early field experience for pre-service teachers. In the clinical pilot, this level of engagement escalates during the sixth or seventh semester of the undergraduate program, when CAS and COE faculty members team to create an extended block of time for candidates to be placed with a coaching teacher in their content area in a local high school. Candidates spend three hours a day for approximately eight weeks paired with a master teacher. CIMT’s goal with these clinical placements is that during the immersion semester, pre-service candidates are exposed to real experiences in a whole-school environment that previously would have been simulated. Erica, a secondary social studies teacher candidate, expressed disappointment with her earlier field experience. By contrast, she felt that her longer, more intensive experience in the pilot program helped her gain the trust of her supervising teacher and learn flexibility and adaptability in crafting lessons and responding to student needs.

As is the case in the elementary TOTAL program, university supervisors meet with teacher candidates both onsite and at the university. These supervisors include both COE faculty and faculty members from other colleges who teach content methods courses. Although initially CIMT faculty had concerns about whether candidates’ content knowledge was adequate at this earlier stage in their program to play this role in the classroom, schools have not responded with any such complaints.

Assessment of Pupil Learning and the 2007 Mini-grant

One important focus of both the elementary and secondary clinical experience pilots is a focus on pupil learning assessed through quantitative data. As part of the redesigned clinical placements, teacher candidates are asked to administer pre- and post-tests to one high-achieving and one low-achieving pupil bracketing the unit that they are responsible for teaching. Whether post-test scores are higher or lower, teacher candidates are required to demonstrate in their field experience Unit Reports that they have based subsequent decisions about lessons on the evidence of pupil learning captured through these pre- and post-tests.

The use of data to inform the clinical practices of teacher candidates and teachers was also the focal point of the 2007 Learning Network mini-grant to ISU, which focused on measurement of pupil learning, interpretation of quantitative assessment data, and the utility of data to inform clinical practice across the curriculum. The Quantitative Literacy Mini-grant had four ambitious goals: 1) Integrate numeracy and quantitative literacy across all CAS secondary education programs; 2) Promote quantitative literacy among all CAS teacher candidates; 3) Facilitate effective use of mathematics content across the secondary curriculum; and 4) Increase the ability of teacher candidates to measure pupil learning in a clinical environment.

Capitalizing on ongoing collaborations between mathematics educators in COE and in CAS through ISU’s Center for Mathematics Education, faculty from both colleges partnered to design a curriculum and series of training activities for content methods faculty that would infuse quantitative literacy into the pre-service teacher training experience. Although some content methods faculty proved resistant to the use of “math” in their courses, the grant investigators encouraged them instead to think of it as the use of pre- and post-tests and teaching to expected outcomes. The CIMT 400 course, “Teaching

III,” taken by all CIMT students in the semester prior to student teaching, encourages teacher candidates to maintain a similar orientation to quantitative literacy in their own field experiences.

To measure the effects of these efforts, grant researchers developed a pre- and post- spreadsheet to reflect changes in candidates’ ability to demonstrate continual assessment of pupil learning in their Unit Reports, as evaluated against a 19-item, three-point scale rubric. To establish a baseline group, older reports were re-graded using the same rubric. The post-test group showed significant improvements over the baseline group in grading, assessment development, and appropriate use of pre- and post- assessment. Researchers saw comparison of student grades in the newer reports to a much greater extent than in the old ones, indicating that candidates trained in CIMT 400 were much more reflective than their predecessors. Unit Reports from the post-test group also showed that candidates thought more deeply about *why* their students’ scores did or did not improve. Future directions for ISU’s efforts in the area of quantitative literacy are also suggested by the study’s results: based on their Unit Reports, it appeared that few candidates thought about validity, i.e., how the questions they asked mapped onto what their students should learn. Mini-grant researchers would also like to see the importance of linking cross-disciplinary standards emphasized in the pre-service teacher experience at ISU.

INTRA-UNIVERSITY PARTNERSHIPS

One unusual feature of ISU’s teacher preparation program is that content methods courses are taught outside of COE, by faculty in CAS and in the professional colleges of Business, Health and Human Performance, and Technology. While this means that teacher preparation is inherently a cross-college endeavor, the colleges, particularly COE and CAS, have begun in recent years to substantively engage one another on issues surrounding teacher education at a much deeper and more committed level. This collaboration extends to grant writing and research as well as curricular oversight. Enhanced collaboration is tied to Project PRE, which counts as principal investigators an associate dean of COE, an associate dean of CAS, and a representative from a local school corporation. The collaborative work promoted by the 2003 grant, however, has proven so successful largely because changes already underway at the university encouraged receptiveness to cross-college collaboration.

Perhaps chief among these changes was a shift in leadership of COE, of CAS, and in the Provost’s office, in what the Dean of the School of Graduate Studies described as a moment of “serendipity” that is leading to a change in the culture of the university. Deans of COE and of CAS each professed a deep commitment to working with their counterpart; according to the dean of COE, “It’s obvious that there’s good will and intent and willingness to problem-solve among all the different partners. It took years to get to the point of sharing with each other what each college is doing, but now even students are noticing the alignment between CAS and COE.”

Interest in teacher education among faculty members outside of COE is also increasingly visible. According to the dean, within CAS there is a growing cadre of faculty members interested in teacher education who have no official role in teacher education. This is partly the result of new hiring practices but also reflects significant attitudinal changes among tenured arts and sciences faculty within the last five years. According to a math faculty member, recent hires to the A&S faculty in fact

occurred partly because of ISU's reputation for collaboration. While there are currently no formal rewards in place for A&S faculty who become involved in teacher education, CAS plans to review its tenure structure shortly, and the college is implementing a new mission statement focused on community engagement.

Teacher Education Advisory Council (TEAC)

CAS has implemented new institutional structures that also signal the college's commitment to teacher preparation. Sending that message was one of the main motivations behind the 2006 formation of the Teacher Education Advisory Council (TEAC), a permanent teacher education advisory panel consisting entirely of content methods faculty from CAS. Discussions focus on program redesign, clinical pilots, the unit assessment system, and other teacher education activities. TEAC has strengthened relationships not just between COE and CAS, but also among CAS faculty members. "Now we know what each other is teaching," noted one member. "The networking is great."

The group has also proved invaluable for coordinating program changes under Project PRE, which, because content methods courses for teacher candidates are taught outside of COE, require cross-college planning. Stronger relationships with COE have also allowed CAS faculty to build on COE's existing relationships with local schools in securing clinical placements. "It's made a huge difference to me," observed one faculty member who secures placements for ESL student teachers. "I've taught the methods course since the early 80s. I just taught in isolation." Even CAS faculty who are not directly involved in the clinical pilots are watching with great interest, because faculty from many disciplines are interested in the value of placing candidates in the field for longer periods prior to student teaching.

Teacher Education Committee (TEC)

While TEAC is an entity within CAS, the Teacher Education Committee (TEC) counts both COE faculty and faculty from outside of COE among its membership. TEC maintains broad governance authority over policy pertaining to teacher preparation at the university-wide level. As the official collective voice of teacher preparation policy, TEC is the only campus curricular governance group that crosses both the undergraduate and graduate communities and spans several colleges. Established many decades ago, TEC functioned until recently as a "rubber stamp" committee, according to one member. The committee has become more active and intentional over the last five or six years as the membership has evolved and the culture of ISU as an institution began to encourage more cross-college collaboration.

TEC now meets twice monthly, once to address action items and once for more in-depth discussion of particular issues such as the role of the ISU admissions office in promoting teaching as a career to incoming students. Indiana's transition from course-based to performance-based teacher licensure also played a role in the committee's transformation: as one member put it, "We *needed* a campus-wide group to talk about those changes and doing so changed the nature of TEC radically." The relationship with state policy makers is one of mutual influence, as some ISU faculty members were included on the boards that developed the new performance-based standards. TEC members also expressed confidence in their collective ability to influence state policy.

HISTORY OF SCHOOL PARTNERSHIPS

ISU's network of Professional Development Schools includes five Indiana districts: Clay Community Schools, Indianapolis Public Schools, South Vermillion Community School Corporation, Southwest Parke Community School Corporation, and Vigo County School Corporation. The PDS partnership, founded in 1992, pursues the following four goals: (1) increase learning for all pupils in PDS sites; (2) provide optimal learning environments for preservice educators in schools committed to restructuring and continuous professional development for faculty; (3) provide meaningful professional development for university and school faculty based on their needs; and (4) support school/university collaborative inquiry.

ISU maintains a faculty liaison to each of the 20 professional development schools. These liaisons are typically onsite in local schools once a week, engaging in such tasks as attending faculty meetings and collaborating on school improvement plans. School administrators indicated that PDS liaisons were invaluable in bringing school needs to the attention of ISU's COE. In the past COE faculty alone served as liaisons, but since 2004 under Project PRE, faculty from outside of COE have also served as PDS liaisons.

Communication between ISU and its partner schools is also maintained by the clinical faculty associate, a public school teacher brought on as a full-time adjunct faculty member at ISU for one year. The clinical faculty associate serves as a liaison between the schools and the university, spending time in both and helping to make sure that the needs of each partner are well understood by the other. The associate also takes a lead role in planning and implementing training sessions for supervising teachers of TOTAL interns and student teachers. As a classroom teacher, the clinical faculty associate brings a unique perspective to the partnership between ISU and area schools.

ISU faculty and district staff alike express pride in the depth of their collaboration. Representatives of Vigo County School Corporation feel that ISU differs from other area universities in the depth of their partnership with schools and their responsiveness to school needs. Representatives of local schools were careful to emphasize that ISU faculty actively solicited their input as equals on the kinds of assistance their schools needed, and responded appropriately. School and district staff are included in planning efforts for new initiatives, including the Project PRE task force. Open lines of communication are key to the success of these partnerships: says one district administrator, "The communication with ISU is great—we know who to call to address concerns."

Requests from partner school district staff have encouraged ISU to retool professional development offerings in order to align them with state initiatives and curricular goals and respond to the needs of in-service teachers. This fresh look at professional development is also in part a response to the state's having eliminated incentives for in-service teachers to obtain terminal degrees. Indiana teachers are particularly desirous of professional development in the areas of English/Language Arts and Mathematics, as these are the areas tested by the ISTEP (Indiana Statewide Testing for Educational Progress), the standardized test used to assess Indiana pupils and school districts.

One example of this new approach to professional development is Project PRE's sponsorship of a summer teacher academy that offers area teachers the opportunity to attend workshops conducted by university faculty, including faculty from CAS. In the summer of 2007, seven faculty members from

CAS conducted four different workshops attended by a total of 167 teachers. In summer 2008, over 800 teachers attended 12 different workshops, five of which were facilitated by faculty from CAS and the remainder by COE faculty and school partners. At the administrative level, ISU hosts regular study groups for PDS principals to discuss issues drawn from *Educational Leadership* magazine and various books.

Districts have also leveraged their partnership with ISU to pursue other opportunities, such as attending national conferences and participating in grant competitions. For example, Vigo County School Corporation learned of the U.S. Department of Education's Smaller Learning Communities Grant from ISU faculty, and the district has now competed successfully for three rounds of funding totaling nearly \$2.9 million. The university also provides other substantial resources to their PDS partners, including \$900 annual block grants to each site, 13 semester hours of fee waivers per site to support faculty development, and a pool of \$6,000 in grants for collaborative inquiry.

The university's working partnerships with local school districts were instrumental in promoting change in the clinical experience that teacher candidates acquire at ISU, and school staff continue to be involved at every level of planning and implementation of the pilot clinical teaching experience programs: the redesign team that developed coaching teacher training for the TOTAL program was composed of K-12 teachers from two local schools and content methods faculty from ISU. Public school staff also serve as trainers for those supervising elementary and secondary teachers. Representatives of the Vigo County School Corporation described the clinical field programs as "very exciting," and expressed appreciation for the fact that their staff had been part of the planning, noting that this involvement allowed for ownership and "buy-in" in the programs on the part of district staff. "What I'm most proud of," said one CIMT faculty member of the secondary pilot program, "Is that we kept everyone—arts & sciences, K-12 practitioners—involved."

EVIDENCE OF INSTITUTIONAL CHANGE

At the outset this case study described ISU's proposed program improvement objectives, as well as the indicators of change and evidence of student success that they hoped would result from the expanded clinical experiences and discipline-based learning opportunities for teacher candidates. The AED site visit and other background information documented ISU's revised clinical experience model, involving earlier and more intensive immersion in clinical environments for pre-service teacher candidates. Clinical experience pilots in the elementary and secondary programs are now well under way, with promising feedback from stakeholders including supervising teachers, university faculty, and ISU teacher candidates. The clinical pilots have necessitated substantive collaboration between CAS and COE faculty on curriculum, assessment, and logistics such as course scheduling. The clinical experience pilots are simultaneously advancing two core TNE principles on ISU's campus, "engagement with arts and sciences," and "teaching as an academically taught clinical practice profession."

Impact on Supervision and Assessment of ISU Teacher Candidates

The authors of the ISU statement included in their indicators of change as a result of enhanced clinical teaching experiences and discipline-based learning opportunities, "Fall 2007 and Spring 2008 elementary and secondary programs pilot 10-week experiences in PDS schools; AY0708 all grades

and all secondary programs will pilot the clinical experience,” and, “Team supervised clinical field experiences that partner CoE and CAS faculty.”

Supervision and assessment of ISU teacher candidates in clinical placements has become increasingly collaborative, with CAS faculty serving as liaisons to partner schools and, in the secondary program, as intern and student teacher supervisors. Faculty from CAS supervised 11 student teacher placements in the fall of 2007 and 35 in the spring of 2008. COE faculty have also begun to engage their CAS colleagues in the assessment of interns and student teachers.

The two colleges together are taking steps towards a new approach to assessment that will capture and measure the changes teacher candidates undergo during their clinical experiences. Interns in the clinical pilots and student teachers are now asked at the end of their semester to create a Unit Report, documenting their performance and their impact on pupil learning. This report mimics the portfolio that beginning teachers in Indiana are required to submit at the end of their second year of teaching. CIMT is revising their policy on assessment of the Unit Reports to allow methods faculty from CAS to have direct input. This collaborative approach to assessment is also evidenced by cross-college assessment committees that actively examine assessment practices, and by the implementation of an annual “assessment day” during which faculty from across the university come together and demonstrate to each other how they use data. Participants also make recommendations for changes suggested by the data analysis.

Impact on Student Success

In describing the relationship of their objectives and indicators to student success, understanding students as teacher candidates rather than pupils, the authors of the ISU statement noted that “the field experiences [would] include teacher candidate participation in the full range of building activities,” leading to “student change related to professional identity development throughout the course of the semester.” Evidence of professional identity development is collected through the Unit Report and through surveys and feedback from supervising teachers, as well as observations and assessments by university supervisors. ISU faculty who have worked with teacher candidates in the traditional teacher preparation program and in the pilot programs declare that the difference in the two groups of candidates’ skills is readily apparent. Survey data and responses from supervisors are also showing that student teachers are better prepared because of the new clinical experience model. EESE is in the process of developing a new in-house evaluation that will be used both for TOTAL interns and for student teachers, and will contribute to making evidence collection more systematic.

Survey data and responses from supervisors are also showing that student teachers are better prepared because of the new clinical experience model.

CIMT and EESE have also sought quantitative measurements of ISU teacher candidates’ impact on K-12 pupil learning. They have conducted pre/post tests of K-12 pupil learning during clinical field experiences, usually two weeks apart, and found significant effects. Among secondary education teacher candidates in fall 2007, the average overall effect size for 7-12 pupil learning (N = 298), across various subjects, was 1.79. Among secondary teacher candidates in the spring of 2008, the average overall effect size for 7-12 pupil learning (N = 797) was 1.78. For elementary education teacher candidates (N = 47) in the spring of 2008, the average overall effect size for K-6 pupil learning (N=992) was 1.81. Faculty have interpreted these results to mean, first, that ISU preservice teachers

know how to construct an appropriate pre/post test, that they are then capable of designing lessons that increase student learning, and last, that they are having a sizeable impact on the short term learning of the pupils they teach. Beginning with pupil learning data collected in Spring 2009, ISU researchers will disaggregate the data to allow comparison between candidates in the clinical pilots versus those in the traditional track.

Elements of Learning Network Influence

A core purpose of the site visits was to document any evidence that participation in the Learning Network contributed to institutional change in teacher preparation at the university. Indiana State University was an active member of the Learning Network, sending teams to the three annual meetings as well as competing for, and winning, a mini-grant.

ANNUAL MEETINGS. University leadership found the annual meetings valuable as forums for exchanging ideas and sharing best practices. ISU's Dean of the School of Graduate Studies, a former associate dean in the College of Arts and Sciences, noted that the meetings provided opportunities to learn about innovative programs at other universities, but also affirmed ISU's own contributions to the field: "the Learning Network meeting in Philadelphia was an opportunity to run the flag up the pole about activities we're doing... we came away from the meeting convinced that we were doing it," he observed. The meetings also provided crucial impetus to project work at ISU; the dean of CAS pointed to the Learning Network meeting in Philadelphia as a "turning point" in the Teacher Quality Enhancement grant-funded Project PRE, prompting ISU to begin work on long-term sustainability of program improvements begun under the grant.

MINI-GRANT. ISU's 2007 mini-grant allowed the university to pursue quantitative literacy across the curriculum and, importantly, to begin documenting the effects of those efforts. Mini-grant funding supported the time and labor of a statistician to analyze and report on outcomes of project activities. The grant also allowed the research team to capitalize on and expand cross-college relationships that had been established through the efforts of Project PRE, TEAC, and TEC. According to one of the principal investigators on the grant, the project would not have worked without collaboration and the ability to talk across content areas.

CREDIBILITY. Finally, faculty and leadership at ISU felt that involvement in the Learning Network further enhanced the university's reputation for quality and innovation in teacher preparation.

Other Factors Contributing to Institutional Change.

The site visit documented other factors that have contributed in important ways to ISU's successful history of innovation in teacher preparation and continue to do so.

UNIVERSITY COMMITMENT TO TEACHER PREPARATION. ISU's history of excellence in teacher preparation is recognized by the university's top leadership. Reflective of high-level investment at the university level is the recent selection of the former Dean of COE as Provost and VP of Academic Affairs. This same provost said of ISU's larger mission, "The Board of Trustees and the President will tell you we are a great teacher education institution, and the [Indiana state] legislature recognizes that as who we are." The selection of a dean of CAS with interest in and commitment to teacher preparation also signifies the interest and commitment of the university's leadership.

The university's commitment to teacher preparation also has monetary implications: the program's designation as a National Program of Distinction was accompanied by a \$350,000 grant furnished by the Lilly Endowment's "Initiative to Recruit and Retain Intellectual Capital for Indiana Higher Education Institutions." The renovation of University Hall, soon to be the new home of COE at ISU, is further indicative of the university's investment in teacher preparation. The \$29.8 project is slated for completion in 2009, and will feature high-tech classrooms, a 445-seat auditorium, an enclosed atrium, and a comprehensive clinic.

COLLABORATION AMONG COLLEGES AND DEPARTMENTS. Collaboration is central to the vision of teacher preparation at ISU. The Dean of the School of Graduate Studies declared in so many words, "Collaboration is a major theme of reform." Faculty from outside of COE are engaged in teacher education advisory roles and oversight through TEAC and TEC, and in the everyday activities of educating future teachers through the teaching of content methods courses and student teacher supervision. Some CAS faculty members are also involved in the schools as PDS liaisons. The commitment to collaboration is so systemic that several faculty members from different colleges pointed to it as a change in the culture of the university. Faculty also believe that the structures and relationships put in place over the last five years will be enduring: said the Dean of CAS, "I don't think the changes we've made are fragile. We've got momentum and I think we'll keep it up."

TITLE II TEACHER QUALITY ENHANCEMENT GRANT. Since the receipt of a \$3.9 million Title II Teacher Quality Enhancement Grant in 2003, teacher education reform at ISU has been guided by Project PRE. PRE's purpose is to bring together the knowledge and expertise of education faculty, arts and sciences and professional faculty, and clinical faculty in professional development schools. Grant money was intentionally allocated to develop relationships, and university leadership indicated that, but for Project PRE, COE and CAS would likely not have been as tightly engaged as they are today. The grant was, however, what one faculty member referred to as "the near occasion of success," meaning that Project PRE would have made no difference if the university culture had not been ready for it. PRE's impact was amplified by other simultaneous change efforts underway, including an NCATE (National Council for Accreditation of Teacher Education) review scheduled for spring, 2008. Project PRE has evolved over time to be increasingly stakeholder-driven, according to university leadership. As the funding period winds down, ISU is beginning to look towards sustainability of the changes made under the auspices of Project PRE.

STATE-LEVEL POLICY CHANGES AND NCATE ACCREDITATION. The change in Indiana from course-based to performance-based licensure has had a profound impact on teacher preparation at ISU, and on the way teacher candidates are assessed. The emphasis on tracking teacher education students' performance outcomes prompted a curricular analysis at ISU and later led to alignment between courses and assignments and specific INTASC standards and Indiana Professional Standards Board (IPSB) standards. For each candidate, successful completion of these benchmarks is tracked through data collection on course activities and practica, GPA, Praxis I and II test results and more data points. COE also hosts an annual "assessment day," coordinated by TEC, during which faculty from across the university are invited to look at the data and engage in discussion about how the teacher preparation program is doing and what could be done better. The university's comprehensive system of evaluation

of teacher candidates, the Unit Assessment System, was the focus of ISU's spring 2008 NCATE accreditation visit. ISU achieved full NCATE accreditation in October of 2008.

CAPACITY FOR SUSTAINABILITY. ISU has put into place structural and curricular changes that bode well for the sustainability of recent reforms. These new or transformed institutional structures include TEAC and TEC, the latter of which maintains broad governance authority over curriculum at the university level. The strong working relationships forged among faculty members from different colleges in these groups look to carry on the collaborative spirit of Project PRE.

The newly-created Center for Collaboration and Innovation in Teacher Education (CCITE), based on a Center of Pedagogy model, will serve as the culminating activity of Project PRE's final funded year. Going forward, CCITE will continue the professional development activities begun under Project PRE, focusing especially on the first through fifth years of teaching. CCITE will also continue the supports for pre-service teachers begun under Project PRE, and add an online support module in the fall of 2009. In support of CCITE, the COE is pursuing external funding sources as well as a baseline budget increase.

As with the work begun under Project PRE, CCITE also serves as a site of collaboration, counting faculty members from across the university on its staff. This continuing collaboration is one important reason that university leadership believe that they have truly "transformed the culture of teacher education" at ISU.

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APPENDIX A

INTERVIEWEES

Indiana State University

Brad Balch, Dean, College of Education

Kathryn Bauserman, Elementary, Early, and Special Education

Rebecca Boehler, Clinical Faculty Associate

Elizabeth Brown, College of Arts and Sciences

Dan Clark, College of Arts and Sciences

Barbara Clauss, College of Arts and Sciences

Jay Gatrell, Dean, School of Graduate Studies

Eric Hampton, Educational Psychology Program in Communication Disorders, Counseling,
School and Educational Psychology

Harriett Hudson, Associate Dean, College of Arts and Sciences

Elizabeth Jones, College of Arts and Sciences

Sue Kiger, Curriculum, Instruction, and Media Technology

Marilyn Leinenbach, Elementary, Early, and Special Education

Rebecca Libler, Associate Dean, College of Education

C. Jack Maynard, Provost and Vice President of Academic Affairs

Diana Quatroche, Chair, Elementary, Early, and Special Education

Thomas Sauer, Dean, College of Arts and Sciences

Della Thacker, Curriculum, Instruction, and Media Technology

Sharron Watkins, Elementary, Early, and Special Education

Beth Whitaker, Elementary, Early, and Special Education

ISU teacher candidates

Vigo County School Corporation

Carol Chessman, Devaney Elementary School

Karen Goeller, Deputy Superintendent

Kathryn Gray, Devaney Elementary School

Mary Beth Harris, Principal, Fuqua Elementary School

Stacy Mason, Principal, Terre Haute North Vigo High School

Mick Newport, Director Secondary Education

Holly Pies, Curriculum & Staff Development