

Continuation of Integrating Fluency Standards into the Curriculum

Final Report
16 September 03

Dr. Kirkpatrick and I appreciate the summer stipend that afforded us the opportunity to work toward our Information Fluency goals. We met our goals and have a sense of what else needs to be accomplished by the division.

Our specific efforts included reading the five planned upon texts and two additional ones and working to fulfill the Information Fluency efforts we had adopted. We worked within our timeframe and thoroughly enjoyed the professional collaboration.

At Dr. Bruess's suggestion, we held two extra meetings to review our efforts with our faculty and staff and to include the ideas they suggested. We've modified our work and now propose the faculty adopt the following items:

1. The Conceptual Framework in early draft form to be expanded over the next two years with its accompany logo and goals.
2. Adopt the Interstate New Teacher Assessment and Support Consortium's (INTASC) standards that relate to expectations for first-year teachers.
3. Adopt the "Makes Sense Strategies" for the critical thinking facet of Informational Technology.
4. For collaborative, approve a combination of ED 210 and 275. The additional unit would be used as a third reading course and work into our senior conference expectations in the future. Secondary majors will complete their senior conference in their content major.

Our summer stipend efforts included but aren't limited to the following.

Materials:

INTASC and NCATE Professional Standards

Navigating Change: Preparing for a Performance-based Accreditation Review

Learning to Question, Questioning to Learn: Developing Effective Teacher Questioning Practices

The Miniature Guide to Critical Thinking Concepts and Tools

The Web Portfolio Guide: Creating Electronic Portfolios for the Web

Additional – Developing a Professional Teaching Portfolio: A Guide for Success which has been adopted by ED 470.

"Makes Sense Strategies," CD has been adopted in ED 210 this term and Dr. Ed Ellis came to campus and did a workshop for our faculty.

**Birmingham-Southern College
Education Division
Conceptual Framework**

The Birmingham-Southern College’s Education Division mission is to provide teacher candidates who are highly qualified. To meet this mission statement, the Division focuses on reflective teaching and learning. Purposeful reflection occurs as teacher candidates work with faculty in all course work and field experiences. This cumulative reflection culminates in the internship.

Invitational education has been a part of the Division philosophy since 1988. The Division of Education faculty at Birmingham-Southern College believes that students learn best when the teacher, the classroom, and the school setting are invitational.

Levels:	AWARENESS	STUDY	PRACTICE	APPLICATION
Stages:				
Intentionally Disinviting				
Unintentionally Disinviting				
Unintentionally Inviting				
Intentionally Inviting				
Ownership of Invitational Education				

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Evaluation of the modeling, teaching and learning of invitational education must be continuous for growth to be facilitated. The Invitational Education Model was designed by education faculty for administration to students at the entry level, the mid-level, and at the exit level to determine if progress is being made in the modeling, teaching, and learning of invitational education. In addition, an Invitational Education Questionnaire is given to graduates for post-degree feedback. As a result of this regular and systematic evaluation, faculty members have examined their teaching methods and styles as well as the content of their courses and on several occasions made significant modifications in either or both. The consensus is that improvements have been made in student achievement, the conceptual framework or knowledge base and the programs themselves.

Added to the Invitational Education Model is the comfortable fit of Reflective Teaching and Learning. Reflective teaching calls for careful reflection in the midst of planning, making provisions, acting, collecting data, analyzing data, evaluating that data and reflecting on the necessary changes to continue the process. This work is done in an inviting manner, in an inviting setting, and in a way that invites the students to “own” the content.

To reach the point of productive practice the teacher candidates have built a disposition that encompasses invitational and reflective teaching and learning. Through reflective communication the faculty and candidates maintain a professional e-portfolio that demonstrates values that are consistent with those of the knowledge base of invitational education; show commitment to being a highly qualified and inviting teacher; teach using high and challenging professional standards; hold values, commitment, and ethical behaviors consistent in all student, family, collegial, and community settings; demonstrate commitment to continued professional growth; affect positively student learning, motivation, and development; demonstrate caring, fairness, honesty, responsibility, and social justice to all students in all teaching situations; believe that all students can learn, including all diversities; and, seek to provide a safe and supportive learning environment.

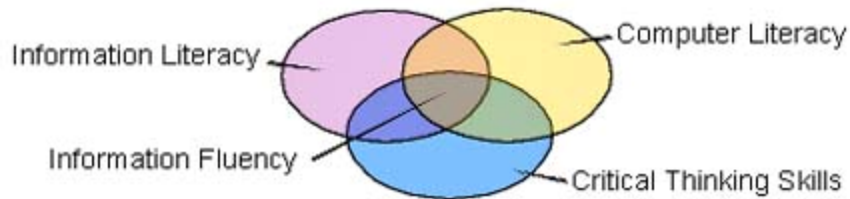
Added to the beliefs in a disposition within an inviting framework, the concept of information fluency is layered. An important challenge facing liberal arts education today is to anticipate how emerging technologies will change the traditional ways we have taught and learned.

We believe one of the best ways to address the challenge is by bringing the faculty, librarians, and IT staff together to develop a common understanding of the task before us. One of our goals is to find ways to guide our students in becoming adept at using the varied types and sources of information available to them in productive and responsible ways in their learning; in other words, to become information fluent. To that end, we provide the following definition.

Using critical thinking skills and appropriate technologies, information fluency integrates the abilities to:

- Collect the information necessary to consider a problem or issue
- Employ critical thinking skills in the evaluation and analysis of the information and its sources
- Formulate logical conclusions and present those conclusions in an appropriate and effective way

Information Fluency may be envisioned as the optimal outcome when critical thinking skills are combined with information literacy and relevant computing skills.



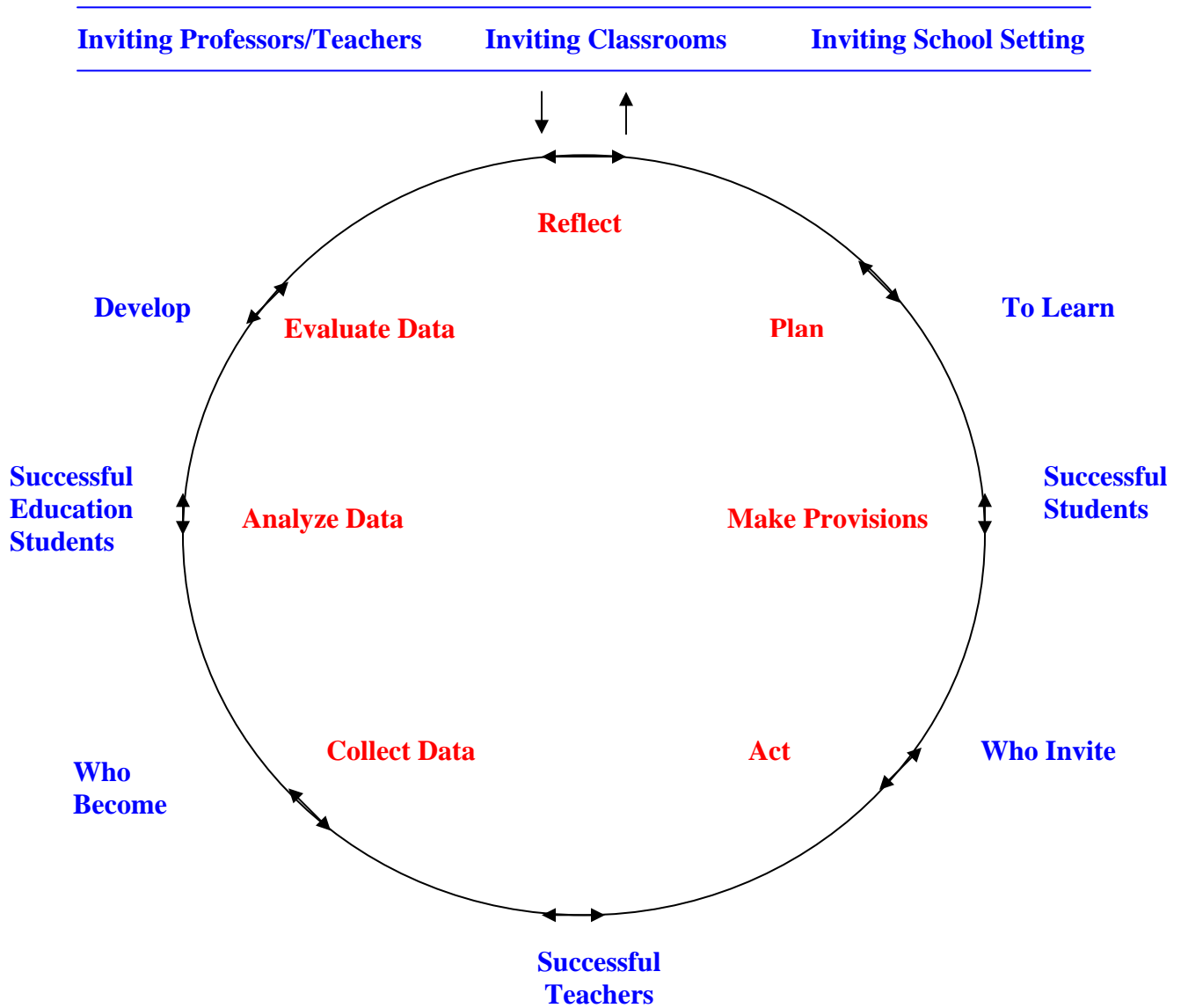
This area relates to all others in that it means identifying an information need, knowing when and how to seek information, evaluating that information and synthesizing the relevant information. This model, as identified by James Rettig at the University of Richmond and Susan Hagen at Birmingham-Southern College, has six essential elements which are: the recognition of the need for information; formulation of a plan to obtain it; discovery, identification, retrieval of that information; evaluation and selection; synthesis of knowledge or creation of new knowledge; and, presentation or publication to an audience.

As a part of the scholarship of information fluency, the Division faculty has adopted the “Make Sense Strategies” developed by Ed Ellis from “GraphicOrganizers” as a means of developing questioning skills. This material was first adopted by the Alabama Department of Education as a part of the “Lee versus Macon” requirements for all teachers.

The third part of reflective teaching and learning is the research teacher candidates do as a means of building toward their senior conference. For collaborative majors, this means working on an identified topic through their three reading courses, collecting data in their field experiences, and reporting that data to their colleagues and supporters at Birmingham-Southern College. That research, while using some formal and standards techniques, would also include summative data as well.

This model combines the NCATE definition of “scholarship” into two areas of “scholarship” and “research.” The division of tasks means teacher candidates meet the needs of learning content questions in school settings and carefully collecting and analyzing data to make learning and teaching most productive for the particular students.

Invitational and Reflective Teaching and Learning



The collective work of this conceptual framework will result in teacher candidates who are highly qualified through an inviting disposition, own information fluency, have attained skills of scholarship, and have demonstrated their research prowess. They graduate and go on to teaching positions where they are productive contributors in their chosen field.

Official Timeline:

Date	Goals	Materials
Monday June 16 th	Discussion of NCATE materials. What do they mean to us? What thinking should we still do based on our reading?	<u>Professional Standards and Navigating Change: Preparing for a Performance-based Accreditation Review</u>
Tuesday June 17 th	How will we use this information to enhance Information Fluency? What are the initial ideas for our use from this reading?	1 st half of <u>Learning to Question, Questioning to Learn: Developing Effective Teacher Questioning Practices</u>
Wednesday June 18 th	Create details of incorporation of critical thinking as a part of Information Fluency.	2 nd half of <u>Learning to Question, Questioning to Learn: Developing Effective Teacher Questioning Practices</u>
Monday June 23 rd	Initial incorporation of Information Fluency into Invitational Education with assignments of writing tasks.	<u>The Miniature Guide to Critical Thinking Concepts and Tools</u>
Tuesday June 24 th	Continuation of incorporating of Information Fluency into Invitational Education.	Drafts of parts of the Conceptual Framework.
Monday June 30 th	Continuation of incorporating of Information Fluency into Invitational Education.	Drafts of parts of the Conceptual Framework.
Tuesday July 1 st	Review the book and discuss means of assessing our Conceptual Framework.	<u>The Web Portfolio Guide: Creating Electronic Portfolios for the Web</u>
Monday July 8 th	Make recommendations of documents and data for assessing our Conceptual Framework.	
Tuesday July 9 th	Finalizing drafts of all documents to present to the Education Division in Fall, 2003.	
Monday July 28 th 9:30am to 12:30pm	Finalizing bibliography/webliography for Conceptual Framework.	

We feel the summer has been most productive. More work must be done but the initiation of the Conceptual Framework was the most important step. Now, data must be collected to document the productivity of that Framework.

Sincerely,

Dr. Eileen E. Moore

Dr. Katherine Kirkpatrick

Goals for Dispositions Within the Context of Reflective Invitational Education

Through reflective communication, the faculty and candidates will:

- A. Demonstrate values that are consistent with those of Invitational Education.
- B. Show commitment to being a highly qualified and inviting teacher.
- C. Teach using high and challenging professional standards.
- D. Hold values, commitment, and ethical behaviors consistent in all student, family, collegial, and community settings.
- E. Demonstrate commitment to continued professional growth.
- F. Affect positively student learning, motivation, and development.
- G. Demonstrate caring, fairness, honesty, responsibility, and social justice to all students in all teaching situations.
- H. Believe that all students can learn, including all diversities.
- I. Seek to provide a safe and supportive learning environment.

These dispositions will be documented in the eportfolios.

Scholarship *Information Fluency Through Education Coursework*

The teacher candidates will, through course work as outlined on the attached chart,

1. Participate in educational technology from simple to the complex, first introduction electronic library searches to a course in education technology be technologically literate.
2. Become adequate researchers from initial library searches to a formal study in their senior conference toward becoming information literate.
3. Value and be able to use critical thinking in the teaching by full exposure to “Makes Sense Strategies.”

Research

Field Experiences and Senior Conference

The teacher candidates will learn systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Field experiences will be the main avenue of this inquiry on the following levels:

- A. Observation only
- B. Single subject, single event lesson planned and taught
- C. Unit taught in single classroom
- D. Internship – for collaborative majors in resource room, lower grade level and upper grade level and for secondary students in middle school and high school

Teacher candidates will, through their scholarship efforts, have become fluent in literacy and be able to demonstrate that fluency through their Senior Conference. This is a time when teacher candidates publicly share their research, scholarship, and creativity with faculty and students inside and outside their major (2001-2003 BSC Catalog, p. 59).

The senior conference is a time to demonstrate skills in traditional research and publication as well as the rigorous systematic study of pedagogy and the application of current research findings in new settings. The work will be displayed in a public presentation, either at an Education Honors Day or an alternative method documented to the Education Division Faculty such as a presentation at a professional meeting such as the Alabama Council for Exceptional Children.

BSC Education Mission is to provide teacher candidates who are highly qualified.

**APTT
TEP
Entrance**

Disposition
Invitational Teaching
and Learning

Research
Field Experiences and
Senior Conference

**Reflective
Teaching and
Learning**

Scholarship
Information Fluency Through
Education Coursework

**PRAXIS
Certification
Graduation**

