

## **Continuation of Integrating Fluency Standards Into the Curriculum—Revised 3-03**

We feel good progress has been made with the first part of our project. However, we want to request permission to alter the second part because of changed circumstances combined with the benefit of increased knowledge learned from the first part of the project.

Originally, the Education Faculty anticipated that we had outlined our efforts in technology and, therefore, information fluency to a sufficient point. In meeting with the rest of interested faculty in the original BSC IF, the education faculty efforts seemed to be in an advanced stage of development. Our initial meetings last summer and this academic year have us questioning ourselves. We know we need more productivity in critical thinking skills, in particular, and propose a change in our strategy.

We now have a unique opportunity. As we have learned more about information fluency, we realized that it should become an even bigger part of what we do. We want to learn even more and integrate information fluency into the conceptual framework we use for NCATE accreditation. Our conceptual framework is currently based on invitational education, and we would like to explore the possibility of having a two-pronged framework—invitational education and information fluency. We think it can work.

We know we need to spend dedicated hours to expanding our understanding of teaching questioning skills and designing means of teaching those skills to preservice teachers. Attached is a chart representing our current commitment, course by course. To meet our needs we propose that four faculty members of our division spend time this summer studying the literature and design means of gradually presenting a full complement of critical thinking skills over a series of courses.

The goals for the summer, while ambitious, are ones that describe our needs. They are as follows:

- A. Conduct an in-depth study of critical thinking skills for educators.
- B. Rewrite the Division's conceptual framework to incorporate Information Fluency as it relates to critical thinking skills with an accompanying bibliography.
- C. Redesign the rubrics for the Teacher Education Program to include the rewritten conceptual framework.
- D. Rework the division course plan to include in-depth teaching of critical thinking skills.

The four faculty members are Eileen Moore, Rusty Kirkpatrick, Phyllis Williams, and Bette Kersting Bell. Eileen Moore will coordinate the group and be responsible for all documentation. Initially the faculty committee will begin by reading Navigating Change: Preparing for a Performance-based Accreditation Review edited by Boyce C. Williams, et.al. (National Council for Accreditation of Teacher Education, 2003), Learning to Question, Questioning to Learn: Developing Effective Teacher Questioning Practices by Marylow Dantonio and Paul C. Beisenherz (2001, Allyn and Bacon) and The Web Portfolio Guide: Creating Electronic Portfolios for the Web by Miles A. Kimball (2003, Addison

Wesley Longman, Inc.). We anticipate adding other materials as we plan for the summer work.

The committee members would be a direct part of recreating the conceptual framework in which each has a vested interest. It involves new knowledge of our own, working directly together as a team, getting agreements about how the strategies will be incorporated into our own classes, and shared efforts at collecting data over the next two years. We will gain individually and collectively. The Division will gain as well.

The remaining money in the budget for the ACS project would be used to pay small stipends to the faculty involved and obtain needed copies of related books. By the end of the summer, the majority of the work should be done and the budget should be depleted.

The course plan will become a part of BSC's "best practices" as listed on the Academic Resource Center page at <http://www.bsc.edu/library/infocenter/default.htm> from the library's page. Additionally, we would like the opportunity for our division chair to present this information to the ACS Education Deans' meeting. We would welcome other chances to share this material.