

A Conceptual Framework for Advanced Programs in the IUB School of Education

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Teacher education has been a part of the historical mission of Indiana University since it was chartered in the early 1800s. Over the years the mission of Indiana University School of Education (SOE) has expanded or broadened dramatically to include the preparation of a wide variety of professional educators as well as to prepare professionals in educationally related fields. Students in advanced programs in the School of Education have been prepared to serve as change agents who seek solutions to problems which affect schooling and the needs of the clients they serve. Likewise, advanced programs of educator preparation focus on the development of reflective professional practice. Finally, just as teaching, research, and service are among the basic tenets in the life of a university professor, we expect our advanced program graduates to model appropriate levels of scholarly inquiry.

Thus, our faculty concluded that our collective and collaborative efforts should be focused upon developing professionals who model **Reflective Practice, Facilitation of Change, and Scholarly Inquiry**. All advanced programs include these guiding principles among the coursework in which graduate students enroll and within the field work which advanced students experience.

The School of Education in its quest for preparing educators for the 21st century is constantly reminded and keenly aware of the change forces which affect its programs, curriculum, instructional strategies, diversity and the need to prepare professionals who have the ability to adapt easily and naturally to changes in their environment. Therefore, the faculty recognize its responsibility to prepare all advanced students to serve as **facilitators of change**. Our graduates must view change as a normal and expected part of their work, even a part of their professional life. Graduates of advanced programs must be prepared to provide leadership for change within their professional positions.

As our advanced students and graduates continue their professional careers in teaching, student services, and in administration, we strive to prepare them to become problem solvers of difficult school - related problems through **reflective thinking and practice**. Key writers emphasize that action is an essential aspect of the reflective process. Thus, the unit prides itself in providing well-planned practica, internships, and other field experiences which are key to the development of reflective thinking and practice.

Finally, as a research University, it should be no surprise that our faculty have included **scholarly inquiry** as one of the foci of advanced programs. Therefore, our students are prepared to assume leadership roles in solving educational and social problems within their professional environments. It is our belief that the acquisition of knowledge

and professional development in a research oriented environment provides the best forum and climate for students to experience scholarly inquiry and research and collaborate with faculty who are involved with their own scholarly endeavors.