

## **IUB Committee on Teacher Education**

Annual Report

2003-2004

Prepared by Terry Mason, CTE chair, 4/24/04

The **IUB Committee on Teacher Education (CTE)** met seven times during the academic year. Work of the Committee falls roughly into three areas: consideration of requests for new courses or changes in existing courses, consideration of proposals for new teacher education programs, and the drafting of policy statements necessary to the effective governance of teacher education on the Bloomington campus.

Revision of Committee Operating Procedures: The CTE began the year by instituting a new set of procedures for reviewing course and program changes. The Committee now will require proposals to include the following information:

### **Change/Program Description**

Describe succinctly the change/program being proposed.

### **Rationale**

What student and/or future professional education/licensure needs will this proposal address? What evaluation evidence prompted the recommended change/program?

### **Faculty Staffing**

What are the anticipated necessary faculty resources? How do these align with the faculty needs/resources of existing programs?

### **Principle/Standard Documentation**

Include appropriate documentation as to how the proposal addresses the School's Six Guiding Principles (see attachment) and the respective Indiana Professional Standards Board (IPSB) standards. Documentation should include updated program matrices. Also include documentation as to how the proposal incorporates the Indiana K-12 academic standards.

### **Integration with Existing Programs**

How does the proposal contribute/depart from the existing program(s)?

### **Implementation Time Line**

Propose an implementation time line in terms of the first class of students for whom the change is required/available. State the proposed semester of the first class(es) offering.

### **Assessment Plan**

Provide a description of plans for self-assessment of the change/new program and the process of ongoing program review.

### **Documented Program Faculty and/or Department Chair Review and Approval**

## Appropriate University Forms

In addition, the CTE formed an agenda committee to review proposals prior to their being placed before the Committee as a whole for consideration. These new policies have greatly improved the efficiency and productivity of the Committee.

**Standards and Assessment Research Initiative:** This year the committee embarked on a new project made possible by funding from the Dean's Office to sponsor research on the impact of current standards and assessment programs at the federal and state level. A call for proposals was distributed and a committee was appointed to review research proposals and award funds totaling \$100,000. Awards will be announced by the end of the Spring Semester.

As a part of its regulatory function for teacher education on the IUB campus, CTE addressed numerous matters relating to the operation of programs including issues of course and program approval, admission policies, program alignment with other units on campus (e.g. COAS), grade change policies, and issues related to the IUB/IUPUI core campus. CTE continues to be responsible for monitoring the School of Education Long-Range Strategic Plan, **Goal #1: Continue IU's commitment to strong pre-service teacher education.** The following summarizes major efforts this year toward tasks related to Goal #1.

**Task 1.1** *Strengthen general education preparation in the content areas so that preservice teachers gain a deep understanding of the subjects they will teach.*

- Committee reviewed and provided comment on survey of teacher education graduates to be conducted by the Center for Evaluation and Education Policy (2/25/04; 4/27/04)

**Task 1.2** *Recruit and retain a talented and diverse student population.*

- Appointed and received report from a task force on undergraduate teacher education admissions that addressed the possibility of creating a one-step admissions process and revision of admission criteria. (3/31/04)
- Continued discussion of a direct admissions program to encourage early identification of highly talented prospective teachers. (4/27/04)

**Task 1.3** *Increase the quality of instruction delivered by all who teach pre-service teachers, including associate instructors, full-time clinical faculty, mentor teachers, part-time adjuncts, visiting professors, and tenure-line faculty.*

New and revised courses were approved in the following areas in an effort to improve the overall quality of teaching in our teacher education programs:

- Revision to courses in the secondary special education program: Adding *K465 Service Delivery Systems and Consultation Strategies* as an alternative to *K362 Team Approaches to the Education of Students* (10/21/03)
- Course and program changes in health and physical education certification programs to align with new secondary education program (12/9/03).
- Computer Education License program approved (12/9/03).
- Increase in field experience hours for Speech and Hearing certification program approved (12/9/03).
- Journalism Education certification program revision approved (3/31/04).
- Revisions to Secondary Science Certification program approved (3/31/04).
- New master's degree with certification in Music Education approved (3/31/04).

**Task 1.4** *Develop a commitment to evidence-based decision making related to the design, delivery, and on-going review of our pre-service teacher education programs.*

- In revising its operating procedures (9/23/03), the Committee adopted a process for reviewing new course and program changes that included documentation on the impact of course and program changes on the Unit Assessment System. This documentation will ensure that programs continually review their assessment methods and make sure that they are consistent with program and school-wide goals for teacher education.
- The Committee reviewed the Student Teaching Evaluation Summary and Analysis prepared by Jill Shedd (2/25/04). Data from this document provided a profile of student and cooperating teachers' perceptions of our students' strengths and weaknesses during student teaching.
- In addition to a regular, yearly review of the Teacher Education as a whole, the Committee adopted a plan for the on-going review of individual teacher education programs that would focus on program strengths, program challenges, and proposed program changes. Each program will be reviewed by the committee every three years.

**Task 1.7** *Foster socialization and professionalization of pre-service teachers.*

Many of the committee's actions related to improvements in coursework (see above **Task 1.3**) focus on this goal.