

Committee on Teacher Education
Minutes
January 28, 2004

Present: William Boone, Lynne Boyle-Baise Thomas Brush, Keith Chapin, David Estell, Brent Gault, Harold Green, Diana Lambdin, Terry Mason, Tim Niggle, Jill Shedd, Christi Smith, Darlene Vaughn. Guests: Troy Sadler, Jack Dvorak.

Handouts: Letter to Peter Kloosterman: Faculty Load for Student Teaching, Letter of Intent: Theatre Education Program, Revised Contact List, Program Change Proposal from Speech and Hearing Sciences, Proposal for Modifications to the Secondary Science Education Program, Letter of Intent: Journalism Education Program.

Minutes from December 9, 2003: Approved with the change that David Estell was in attendance.

Informational Item #1: Faculty Load for Student Teaching

Terry Mason reported that in response to CTE's discussion and recommendation at our last meeting, he had drafted a letter to Peter Kloosterman, who then forwarded it to Peg Sutton at the Policy Council in response to their request that CTE discuss the issue of faculty load for student teaching. Policy Council then sent Terry's letter to Faculty Affairs. (The letter was distributed to CTE at this meeting.) Terry Mason indicated that the issue may return for further discussion at the CTE in a broader context of faculty load.

Informational Item #2: Theatre Education Program

Tim Niggle introduced the item by reviewing a previous discussion of potential program changes. Due to its size and limited placement opportunities, concern has been expressed that theatre could not be a stand-alone program. Diana Lambdin articulated that the concern was two-fold: employment opportunities would be limited for graduates with only single-certification and that arranging suitable field experiences would be difficult. Keith Chapin questioned whether the theatre cognate would only pair with English to which Tim Niggle responded that there had been discussion of other pairings and that ultimately, the answer would lie with COAS. Tim Niggle reported that the theatre department is also considering a graduate program for in-service teachers. These proposals will likely come before the CTE in March.

Status of Committee to Review SOE Admissions

Terry Mason reported that he had contacted a number of faculty and identified the following faculty who were willing to serve on a task-force to consider a one-step admissions process: David Flinders, Donald Warren, David Kinman, Jill Shedd and Terry Mason.

Status of H340

Diana Lambdin reported to the group that since the last meeting, the Education Council, representing all eight IU campuses, had met and discussed the issue of articulation raised by H340. Diana related that the meeting had been very spirited. During the course of the discussion, it became clear that H340 is used in very different ways across the campuses (as a pre-requisite, a professional education course or even as a capstone course). The Education Council came to no resolution. A distance meeting including representatives from all eight campuses is being arranged. Diana noted that the CTE could expect more issues about articulation agreements. Terry Mason asked whether there might be other courses with similar issues to which Diana Lambdin said that there were many. Brent Gault shared that a similar issue had come before the School of Music and had been resolved for an individual student, not at a policy level. Diana

noted that when thinking about performance-based assessment, the completion of certain courses implies an acquisition of certain skills, which cannot be guaranteed for transfer students unless the IU-system courses share similar course expectations. Tim Niggle stressed that the problem is that the university system has shared numbers but not an understanding of the learning that transpires during those courses.

Thinking about the 2004-2006 Undergraduate Bulletin

Diana Lambin explained that there is usually significant lag time in publishing an accurate bulletin, given the time it takes to prepare and publish. She wondered whether publishing only an electronic format would facilitate having a more accurate and timely bulletin. She requested opinions from the committee on this matter. Lynne Boyle-Baise expressed her feeling that in advising students, it's nice to have a hard-copy and that for applicants, it is nice to receive a packet of information. Lynne stated her concern with publishing only electronically is it would simply mean that she would have to print it off herself. Keith Chapin also articulated an appreciation for a hard-copy when sitting with students. Terry Mason raised the issues that the bulletin is often viewed as a legal/historical document which serves to articulate what the University has promised the student at their time of entrance to a given program.

Identify Review Committee for RFP's for Research on Standards and Assessment

Terry Mason reported that a call for proposals had been electronically circulated to faculty and a March 22nd deadline had been set. Terry stated that several faculty had been in contact with him to discuss potential research projects, the majority pertaining to how the standards movement affects the lives of students and both pre-service and in-service. Faculty must be the principal investigators, but there could be joint research projects with graduate students or in-service teachers. Terry asked for volunteers from the CTE or for nominations for other faculty who might serve on the committee to review proposals. Terry stressed that this would not require an extensive time commitment. Diana Lambdin suggested involving Emeritus faculty. David Estell recommended approaching someone from ELPS. Jesse Goodman recommended Phil Carspecken or someone from the Policy Center. Terry also asked for a volunteer from within the Committee, and Thomas Brush obliged. Terry closed the discussion by saying that he would try to balance out the list in terms of program areas and would begin contacting potential reviewers soon.

Consider Program Change for Speech and Hearing Education (M550 to change from 8 weeks to 10 weeks).

Jill Shedd introduced that Speech and Hearing would like to extend their student teaching from 8 weeks to 10 weeks. The program feels that 8 weeks isn't sufficient time for their students to gain an authentic experience. The proposal is to change M550 placements from 8 weeks to 10 weeks, with credit hours changing from 6 credits to 8 credits. Jesse Goodman questioned why 10 weeks instead of 12. Jill Shedd could not answer that but said she would be happy to ask the Speech and Hearing coordinator. Jill explained that these student teachers function in a service capacity, working individually with school children. Jesse Goodman expressed concern for the children whose benefits might be decreased by a rapid turn-over of speech and hearing teachers. Jesse suggested that the program consider something a bit more bold. Diana Lambdin questioned the implementation time line for those students in the pipeline. Jill Shedd felt that students, on the whole, would appreciate a more in-depth placement and that this would facilitate making field placements. Diana suggested that if someone in the pipeline felt strongly about the 8-week option originally contracted, then exceptions could be made. Motion to "accept their proposal with a friendly amendment to suggest that they consider increasing their placement to perhaps 12-15 weeks." Motion approved.

Proposed Changes to Secondary Science Education Program – Troy Sadler

Troy Sadler stated that currently Science Education in the Anchor Secondary Program operates differently from the other major content areas but he is interested in bringing Science Education in line with the other Anchor models. To do so, two science courses (M346 and M446) would need to be changed. The first course is currently a 2-credit course and he would propose a change to 3-credits and the second course is currently a 5-credit course which he would reduce to 3-credits. With recent changes to the Anchor program, students would need to do W401 during their final semester, which would bump that student teaching semester to 18 credits and Troy noted that the students are barely keeping up with the 17-credits currently in place. The Science Education faculty have talked about this and started to look at ways to bring the credit requirements down for science education majors, but as yet they do not have consensus. Terry Mason asked how many credits they were considering reducing. Troy responded that science education majors do an additional twenty content credits compared to math education majors. David Estell pointed out that given the high need for science educators, it seems important to reducing requirements of the program to help attract more students. Troy responded by saying that some students have elected to be science majors in COAS during their undergraduate years and then return to do a Transition-to-Teaching type program. Troy Sadler also explained that the faculty would like to move quickly on this as there are too many students who are caught between old and new programs. Terry asked if there was any way that the Office of Teacher Education could be of assistance in advising students during the interim. Lynne Boyle-Baise and Diana Lambdin both applauded the program for considering such changes and Terry suggested that Science Education work towards submitting program changes for the March meeting.

Plans for Survey of Teacher Education Graduates

Terry Mason reported that Jonathan Plucker did not yet feel that they had sufficient information yet to share with the CTE but that this would appear on the next agenda.

Letter of Intent: Journalism Education Program

Jack Dvorak, of Journalism Education, explained that his faculty are trying to redesign their program to conform to the Anchor secondary model. The current documentation shared at the meeting is merely a draft and other changes are planned. Journalism generally has about 30 students in the pipeline. In considering having students do both cEnglish and Journalism, Dvorak explained that, as a former educator, he was confident that the methods courses would be sufficiently aligned so as not to require duplicate methods course. He requested any thoughts and suggestions and indicated that he planned to return with a proposal for the March meeting. Jill Shedd asked whether the program would recommend specialized English/Journalism student teaching placements. Jack Dvorak expressed a hope that the students could obtain joint student teaching placements. Diana Lambdin asked if it would still be possible to obtain certification in journalism only. Jack responded affirmatively, though he indicated that while they advised students against such a course of action, some students had found successful teaching positions with single certification. Terry Mason closed the discussion by stating that the committee would anticipate this proposal coming for review in March.