

Indiana University School of Education
Committee on Teacher Education
Minutes
May 3, 2005
Room 2277

Present: Thomas Brush, Terry Mason, David Estell, Peter Cowan, Tim Niggle, Brent Gault, Laura Stachowski, Lynne Boyle-Baise, Diana Lambdin, Jill Shedd

Others present: Charles Railsback, David Flinders, Carrie Chapman, Jonathan Michaelson, Robert Kunzman

Handouts: 1.1 March 29 Minutes, 2.1 Theatre and Drama program change proposal, 2.2 Theatre/Drama requirements sample sheet, 3.1 CoT UAS Report. 3.2 Program Change Proposal, 4.1 English License Addition Information

I. Approval of March 29, 2005

(Handout: 1.1)

After briefly reviewing the minutes from the March 29, 2005 meeting, it was proposed that the minutes be approved. MOTION APPROVED UNANIMOUSLY

II. Theatre/Drama Secondary License Addition Proposal

(Handouts: 2.1, 2.2)

Charles Railsback returned to present to CTE members the proposal to implement a full major for teaching secondary theatre and drama. Per member comments at the March 29 meeting, more attention was given to the methods courses required for the program. Two methods courses would be required for the program. The methods I course would involve a field experience and a portfolio documenting each learning experience. The methods II course would be a more traditional review of teaching methods related to theatre and drama. Questions were raised as to whether these methods courses would offer a grade or simply a satisfactory/unsatisfactory distinction. As a C or higher is required in education courses for student teaching to take place, it was proposed that giving a grade of satisfactory would be defined as a 70% or above. The theatre department will be working on a rubric for grading portfolios.

A pseudo-advising sheet was given to CTE members as a way to conceptualize the program requirements. As the program is a COAS degree and not a SoE degree, the actual advising form would be different in practice and would be tailored to COAS requirements. Certain differences between COAS requirements and SoE requirements will be resolved by COAS. For example, the SoE requires a 3-credit written requirement whereas COAS requires only a 2-credit written requirement; in this case the COAS requirement will be accepted by the SoE.

Two changes were requested by the committee. First, the course A110 will serve as an equivalent of the education course W200, thus fulfilling a TEP technology requirement. This would assist students in meeting SoE requirements without exceeding the 29 credit maximum permitted from the SoE for a COAS degree. Secondly, students will take

M464 (a more general literacy course) instead of M469 (a course in content area literacy) as part of the professional education requirements. This will allow students to take a literacy course without developing a new content area course for only a small number of students.

Confusion was raised as to whether this proposal was intended for a second license addition or simply additional coursework not leading to a license addition. After discussion, the members decided that only the program itself should be voted on and another proposal should be laid out completely before returning to the committee with a proposal for a license addition. It was motioned that the theatre/drama secondary education program be approved with the changes to A110 and M464. MOTIONED APPROVED UNANIMOUSLY.

III. Community of Teachers

III A. UAS Report

(Handout: 3.1)

The Community of Teachers Faculty presented the information requested by CTE as part of the Unit Assessment System. Detailed documentation was provided in handout 3.1. The Community of Teachers (CoT) is a performance-based program centered around student seminars, an apprenticeship (which includes student teaching), and a professional portfolio which is later used to obtain a teaching license. CoT faculty presented information on student demographics, enrollment numbers, and degrees granted. Evaluations were collected from students, cooperating teachers, and school administrators. As a result of student feedback and CoT faculty discussion, four recommendations are proposed for the future:

1. Create CoT faculty, student, mentor study group to consider the Portfolio content and structure.
2. Increase the visibility and knowledge about CoT within the SoE and across campus.
3. Improve Special Education course coordination.
4. Improve data collection about CoT students, both current and graduates.

Currently, students must submit their portfolio for a teaching license within 12 months of student teaching. CTE members expressed the need to collect more information on the number of degrees attained and number of graduates who go on to received a license. Suggestions were offered to ensure that students do obtain a license after graduation.

After reviewing the information provided by CTE, it was motioned that the assessment report be accepted. MOTION APPROVED.

III B. Approval of K-12 Art, Music, PE Modification to CoT

(Handout: 3.2)

CoT faculty also recommended a proposal to formalize the existing practice of including Art, Music, and PE students in the CoT program. CoT is currently advertised in the SoE bulletin as an option for secondary educations majors. However, the bulletin needs to be clarified to include the options for K-12 Art, Music, and PE students. There are Art,

Music, and PE students in CoT now; the proposal would only formalize their participation in CoT. The proposal does not change any of the requirements for the content major in the K-12 program, except that CoT requirements would replace the prerequisite TEP courses. After admission to TEP, K-12 students would complete all requirements of students in the traditional program plus the 30 CoT portfolio proficiencies. The addition of this practice to the SoE bulletin is expected to only affect the few students enrolled or planning to enroll in CoT from these content areas. It was motioned that the program change be approved. MOTION APPROVED.

IV. Information Item: English Education Single Methods Class

Peter Cowan presented an informational item on the beginning stages of creating a license addition in English education. The English Education department was asked by the Secondary Education Council to begin thinking about ways to accommodate students seeking a license addition in English education with their program. Based on the requirements for highly qualified teachers from the No Child Left Behind Act as well as research suggesting that teachers who have completed a full licensure program have higher achieving students, there is a need to offer a license addition program that equips teachers with all the necessary qualifications and resources for teaching English. This is the first department to begin defining this process and will be followed by other departments in the coming years.

An informational handout was given to members outlining the initial proposal for requirements that a student must meet in order to obtain a license addition. The handout defines program requirements for inservice teachers, theatre/drama majors, CoT students, and Elementary teacher candidates seeking Middle School licensure. For any others seeking to add English as a license addition, it is recommended that they complete the full English education program.

There was confusion as to the distinctions between cognates and license additions, as they have been used in very different ways by different programs. It was clarified that this proposal is for a license addition in English education. The word cognate is sometimes seen as a license addition and sometimes seen as a cluster of related courses not leading to any type of licensure. It is a vocabulary issue that needs to be resolved across programs.

V. Election of 2005-06 Committee Chair

In closing, information was given concerning the Committee on Teacher Education for the 2005-06 academic year. Both Lynne Boyle-Baise and Peter Cowan have finished their terms as CTE members and will not be returning in the fall. Gerald Campano, Paulette Dilworth, and Peg Sutton will begin terms on the committee beginning in the fall of 2005. The committee elected Thomas Brush as the 2005-06 CTE chairperson and thanked Luise McCarty for her service and leadership as chairperson over the past year.