

Committee on Teacher Education Meeting
November 18, 2010
4:00 – 6:00 p.m.
School of Education, Room 2277

In attendance: A. Leftwich, T. Brush, S. Eckes (visitor), J. Bizzari, C. Wessel-Powell, T. Niggle, P. Kloosterman, J. Novotny, J. Shedd, J. Bonner, E. Galindo, A. Mobley

I. Approval of minutes from October 18, 2010 (A. Leftwich)

There was a motion to approve the minutes by T. Niggle. The motion was seconded by P. Kloosterman. The minutes were unanimously approved.

II. Voting Item

A. A308 Course Change (Eckes)

Suzanne Eckes presented a proposal to change the course number of E310 to A308, and change the name of A308 to “Legal and Ethical Issues for Teachers.” Eckes teaches the required 3 credit law course for both elementary and secondary education majors, which total approximately 150 students per semester. The course is taught as a lecture that meets once a week with 5 different discussion sections that meet separately. Currently, elementary education majors register for E310 and secondary education majors register for A308, but the two courses are combined and there is no division or differentiation between elementary/secondary education majors. The current system of having two separate course numbers for elementary and secondary majors results in an overly complicated registration process, especially with registering for discussion sections. The proposed change is to have one course number for all students regardless of major program.

There was a question regarding the implementation date, and it was agreed that Fall 2011 would be the soonest this change could take place. The course program advising sheets would be updated over the summer to reflect the change if approved.

There was a motion to approve the proposal by T. Niggle. The motion was seconded by J. Bizzari. The proposal was unanimously approved.

III. Information Items

A. Requests for proposals for elementary areas of concentration (T. Brush)

REPA guidelines require that all elementary education students must have a minor as part of the program. Currently, there are limited options offered in SoE that would fulfill this requirement whereas there are many options for content area minors in CoAS. It was agreed upon in Elementary Council that this could be an opportunity to develop and propose new options for minors in SoE. Tom is designing an official proposal process that he will bring to Elementary Council for approval, and then bring back to CTE to share with faculty throughout the SoE.

It was clarified that a minor or area of concentration is different from a license addition, as a license addition usually requires more credit hours than a typical minor (15 – 18 credit hours). It was suggested that it might be more useful to use the terminology “area of concentration” in lieu

of “minor” if it will not result in licensure. There is confusion at the state level regarding this terminology as well as the definition of “minor.”

B. Summary of 2007-08 graduate follow-up (J. Shedd)

Jill Shedd presented the results from the survey OTE conducted in spring 2010 of 2007-08 Education B.S. graduates (green handout). This is the second study of this type that OTE has conducted. Graduates were contacted initially by phone and surveys were conducted on the phone if possible, or if phone contact was not made, the survey was made available electronically to the graduate. 309 graduates were contacted, representing 10 different programs of study with random samples drawn from the larger cohorts. A total of 138 surveys were completed, which is a 44.7% response rate of those surveyed and represents more than 30% of all graduates.

The survey details the percentage of graduates that are currently employed, where they are employed and what type of schools and environments they are teaching in. The survey also collected feedback on the graduates’ satisfaction with the program and suggestions for changes or additions to the program. Most graduates indicated they were overall satisfied and would recommend the program to others. Common themes for suggestions included classroom management, teaching diverse learners, assessment/testing, and job search information.

Jill will pass this information on to Elementary and Secondary councils to share the results with departments.

It was noted that the survey has since been modified to offer more specific questions regarding preparation in specific program areas. It was noted that this study was extremely helpful in preparing the NCATE report and it is additionally beneficial for providing feedback to departments.

It was suggested that the information from this survey could be useful for a newly forming graduate student group of former teachers planning to host "brown bag" events on relevant topics for undergraduate students.

C. Use of CourseEval for field experiences (J. Shedd)

Jill presented the questions from the Early Field Experience Office that will be asked of students participating in a field experience (yellow handout). The change to CourseEval provides the opportunity to pilot the separate evaluation of students’ feedback on the field experience.

D. Report from meeting of Indiana Professional Standards Board (J. Shedd)

Jill Shedd reported on the major decisions made at the most recent meeting of the IN Professional Standards Board. It was reported that an organization, the American College of Education (an online group out of Texas, <http://www.ace.edu/default.asp>), sought approval by the board to offer master’s degrees and licensure in education leadership. They offer a 30 credit hour program comprised of 5 week long 3 credit online courses, followed by an extended internship. The organization’s representatives gave a thorough presentation and their program was approved by the standards board.

The teaching standards developed by the board are now up for public review (not formal public comment) until December 10. IACTE is soliciting feedback from members in order to engage them in discussion on these standards and will submit collective comment to the board.

The board approved all the new Praxis pass scores and approved a new Praxis II test for elementary. The new test focuses more on content rather than curriculum and instruction, and ETS has designed the test such that it allows them to provide the state (and candidate) a separate reading and math score. Candidates will no longer have to take the reading specialist test. The board approved the implementation date of September 2011.

The board also approved revised criteria and alternatives to Praxis I for admission to teacher education programs. These include the minimum requirement of: a composite score of 527 on Praxis I, or ACT of 24, or SAT (composite reading/math) of 1100, or GRE of 1100, or testing requirement waived for candidates that already have earned a Master's degree from a regionally accredited institution.

IV. Discussion Item

A. Revisiting the Six Guiding Principles (T. Brush and J. Shedd)

The Six Guiding Principles are the conceptual framework for the entire teacher education program. There have been thoughts in recent history about revising these principles, but it was agreed to wait until after the NCATE process, which is now. The central question up for discussion is if now is an appropriate time to revisit and update 6 Guiding Principles. If it is the time, the question then becomes how to facilitate this process. There was a discussion regarding considerations on how the student teaching evaluations are directly linked to the principles. It was also noted that these revisions could reflect the new teaching standards and NCATE standards and also be updated in a way to reflect 21st century skills/global citizenship ideas and vocabulary. There were concerns raised about how to avoid a long and laborious process, and it was suggested that it would be helpful if the focus is on enhancing/revisiting rather than a complete upheaval or creating something new from scratch. It was noted that the long-range planning committee will be looking at reviewing the strategic plan. Since this plan is related, as the goals in strategic plan overlap with the principles, it may be helpful to coordinate these efforts.

There was a motion to adjourn the meeting. The motion was seconded. The meeting was adjourned.