

Committee on Teacher Education
Tuesday, December 3, 2013
10:45 a.m. – 12:15 p.m.
School of Education, Room 2277

Participating: A. Leftwich, R. Kunzman, J. Shedd, D. Danns, D. Halloran, T. Niggle, S. Akridge, B. Gault, L. McCarty, D. Pillar, M. McClaine, K. Chapin, A. Mobley, A. Warren, L. Stachowski, J. Danish, M. Manifold, D. Caulfield. *Also in attendance to present: J. Damico and B. Sherwood*

I. Approval of November Minutes (A. Leftwich)

D. Danns moved to approve the minutes and B. Gault seconded. The minutes were approved unanimously with one abstention.

II. Action Items

A. F204 Course Approval (J. Damico)

This is a one-credit seminar that is part of the new INSPIRE Living-Learning Center (LLC) in the Rose Residence Hall. This will begin in the fall of 2014. Students will be required to enroll in this seminar every semester they are living in the INSPIRE Center. It is anticipated there will be around 55 students next year. There will be service-learning project as part of this course. One goal of the LLC is to include all students who are interested in education and not necessarily just those wanting to be teachers. Another goal is the creation of community by facilitating interactions between students and faculty. This seminar will be based on an inquiry model, granting more flexibility for those students who enroll in the seminar over multiple years. This will also allow these repeating students to assume more of a leadership role as senior members of the LLC.

T. Niggle moved to approve the proposal for F204 and D. Danns seconded. The motion passed unanimously.

B. M130 Change Proposal (M. Manifold)

This is the prerequisite course to enter into the Art Education Program. The current course description of M130 conflicts with a different graduate-level course, C525. Also, the course title does not explain well enough that this course can be used in a multitude of settings and not just K-12. The course is taught as more of a pre-methods course so the description and title should reflect this more clearly. The Committee had some concerns about how well the new title represented the intended focus of the course. M. Manifold will share the Committee's ideas for a new course title with the Art Education faculty and bring this item back in the future.

C. B.S./M.S. Expansion Proposal (B. Sherwood)

(This item was discussed after III.A.) The idea for this is to provide students in STEM areas a pathway to start early on their Master's degree, while still undergraduates, and do a joint B.S./M.S. program. Students can finish their undergraduate degree in the College, receive a

Master's degree in Secondary Education, and could be recommended for licensure in five years. The proposal is to allow students within the College who are doing a major in an area for which certification or licensure can be obtained to have this option to do the joint B.S./M.S. or B.A./M.S. degrees. Being also considered is expanding beyond just the Transition-to-Teaching (T2T) program and including the Community of Teachers (COT) as a possible option for students, though this would probably take longer than five years to complete. The next step planned in the process will be to move to the College and work there to receive approval before going to the SoE Policy Council and then on to the Campus Curriculum Committee. D. Halloran pointed out that there will be some difficulties with the proposal in the College concerning the B.A.-B.S. line and can a B.A. be combined with an M.S. because of the structural differences between the B.A. and B.S. degrees. The Committee discussed drawbacks for several of the listed majors that would make student teaching placements problematic and finding a job difficult.

B. Gault moved to accept the proposal and L. McCarty seconded. The motion passed unanimously.

III. Information/Discussion Items

A. SoE 2014 Exemplary Teaching Conference (R. Kunzman)

(This item was discussed after II.B.) The past several years the SoE has had an exemplary work conference which has been an opportunity for P-12 teacher education candidates to be nominated for exemplary work done over the previous year and then present this work in conference-like sessions. The issue is that these sessions have not been well-attended. The idea is to leverage both the Armstrong and Jacobs's teachers involvement more fully for the event. Planning is underway that will have the formal panel with the Armstrong and Jacobs teachers and then have break-out sessions which will be chaired by the Armstrong and Jacobs teachers where students will present their work. Faculty are encouraged to devise strategies to increase undergraduate attendance at this conference, similar in nature to those used for the Armstrong Panels. The date is Friday, April 4, 2014, but no time has yet been determined.

B. Career Services Advisory Council Recap. (R. Kunzman)

The Office of Teacher Education (OTE) recently hired a long-time veteran, as both a teacher and a guidance counselor, of Marion County schools. His role can best be described as one of networking, recruitment, and cheerleading. He has allowed the SoE to strengthen connections with Indianapolis-area schools through his connections which has led to the establishment of a Career Service Advisory Council. This Council includes many of the school district's Human Resources directors from Central Indiana. The first meeting was November 22 up in Indianapolis. It was learned in this meeting the types of things these HR directors are looking for from the IUB SoE in terms of candidates; in terms of both preparing students and for the job search process and marketing themselves as viable, attractive candidates. This Council will continue to meet once each semester in the future. Key take-aways include the following: the need for our students to have experience and expertise in differentiated instruction; the need for experience and professionalism in working with adults, including both difficult people in the building and with parents; our students need to be familiar with various state evaluations that will be required of both students and teachers; and ways to analyze data and prepare and devise assessment based on that analysis. R. Kunzman shared that the central campus has increased its

focus on career and advising services as well, and toward that end, the Provost has approved the funding for the addition of several permanent positions including the Assistant Director of the INSPIRE LLC, an advisor based in the University Division representing the SoE, and a Director position for Career Connections in the OTE.

C. EdTPA Field Test Summary Report (R. Kunzman)

This is edTPA's analysis of the thousands of assessments that have happened over the past couple of semesters. This summary includes a focus on validity and reliability analyses which has been forwarded to experts in these kinds of statistics. A more detailed summary of this statistical review will be brought to the Committee in the future. Initial reaction is that the data do show reliability and validity with this assessment. Implementation of edTPA is still in the pilot stage and we have 65 volunteers for the spring semester. Doctoral students are evaluating current students' edTPA portfolios under the guidance of faculty to determine if this could be a potential model for in-house evaluation.

D. Danns moved to adjourn and L. Stachowski seconded. The meeting was adjourned.