

**Committee on Teacher Education**  
**Wednesday, September 24, 2014**  
**1 – 2:30 p.m.**  
**School of Education, Room 2277**

**Participating:** D. Halloran, P. Kloosterman, P. Miksza, R. Kunzman, J. Shedd, D. Pillar, L. McCarty, M. Manifold, D. Adomat, M. McClaine, K. Chapin, B. Whitaker, L. Stachowski, J. Danish, A. Mobley, L. McClain, G. Gursel-Bilgin

**I. Welcome and Introductions (P. Kloosterman)**

Committee members introduced themselves and briefly shared their professional roles.

**II. Approval of May Minutes (P. Kloosterman)**

McCarty moved to approve the minutes D. Halloran seconded. The minutes were approved unanimously.

**III. Action Items**

**A. Revalidation of Non-licensure Coursework (R. Kunzman)**

R. Kunzman briefly presented the proposed policy statement. Around the beginning of the semester a question regarding non-licensure coursework arose. For example, former students who have been out for ten or fifteen years come back to complete a minor, for instance, in the School of Education. The question was whether they could count their former coursework. This policy has been proposed to guide us in such kind of cases. Kunzman continued to share the policy statement which was approved by both the Elementary Education Council and Secondary Education Council: “The seven year currency policy for professional education courses applies to degree requirements and teaching license additions. Professional course work more than seven years old must be revalidated at the discretion of the faculty/department. Non-teaching minors do not need to be revalidated unless individual courses are subsequently used for a teaching credential.” L. McCarty asked how many people are experiencing this and Kunzman answered that it is very rare. Although it does not happen very often, some students especially the ones who aim to pursue a career in non-education fields first might experience this situation.

This policy proposal was approved unanimously.

**IV. Information and Discussion**

**A. OTE restructurings: Career Connections and Clinical Experiences (R. Kunzman)**

R. Kunzman briefly shared information on restructuring within the Office of Teacher Education (OTE). Career Connections has expanded opportunities for students to upload resumes, have resumes reviewed and see the job board for job openings. In order to be able to improve their services, OTE staff need to know where our students are getting jobs. Andy Bosk who is the

director of Career Connection is helping the OTE to expand opportunities for both current and former students. Council members will continue to see more communication about this.

The Office of Clinical Experiences has also undergone restructuring in that the Office of Student Teaching and the Office of Early Field Experience have merged. The purpose of this restructuring is to have a more unified approach and a collaborative structure for field experiences. Rather than having an artificial distinction between Early Field Experiences and Student Teaching, OTE is aiming for a more unified continuum and an opportunity for partnership across all levels of field experience. Regina Weir, a recent PhD graduate in Curriculum and Instruction, has joined OTE and will work in field experiences, as well as teacher performance assessments. She will also support candidates who are out in the field and those who have supervised those candidates, - university supervisors, faculty and our K-12 partners. Graduate students had been overseeing our teacher performance assessment and while they did an excellent job, we are aiming for a more robust performance assessment program.

### **B. IUtpa Progress Report (R. Kunzman)**

R. Kunzman talked about the white paper he distributed last spring. Still available on the CTE Oncourse site, the intention of that paper was to strengthen the relation between our course work and field experiences. He also mentioned a massive study underlining the importance of the opportunity to practice in the classroom, observe other teaching, and getting feedback on teaching. Kunzman also mentioned particular challenges about how to achieve that. As students need to see a stronger connection, we need to ensure a real sense of communication and collaboration between faculty members so that students have those opportunities to enact core teaching practices during their field experiences. How we support, supervise, and mentor throughout the process is also another important focus. Towards this goal, Kunzman shared a document called IUB Teacher Education Start-of-the-year Update. According to this document, there are three points of emphasis: 1) robust interplay between academic coursework and field experiences, 2) spiraled opportunities for candidates to enact key practices (tpa-related and otherwise), and 3) consistent, collaborative supervision and mentorship during field experiences. As Kunzman emphasized, these can be achieved summative demonstrations of key elements of teaching (i.e., planning, instruction, assessments, analysis), and feedback for ongoing program development. Kunzman continued by saying that successful and fair implementation of all of these requires three aspect: 1) familiarity with tasks, both content (e.g., Context for Learning assignment) and process (e.g., video recording), 2) formative opportunities for enactment throughout coursework and field experiences, and 3) collaboration with P-12 partners. Kunzman went on to briefly talk about three types of assessment. edTPA is a national assessment which is required in a number of states including Illinois but not Indiana. It includes 3 tasks and has 15 rubrics. Completing edTPA requires collecting video evidence of teaching and is subject-specific. edTPA includes academic language and formal scoring of candidates is done by Pearson, which is a cause for legitimate concern among faculty. IUtpa is the assessment which is

being developed by IU. It is not state mandated but is similar to edTPA in several aspects. In contrast to edTPA, IUtpa is internally evaluated. The last type of assessment Kunzman summarized is the M420 portfolio. It includes 3 tasks and 11 rubrics but does not include video. It is not subject-specific but it does not require academic language. Like IUtpa, it is internally evaluated. R. Kunzman also shared that the goal is to transition from the current M420 portfolio to the more robust IUtpa. The key benefit of internal evaluation is that it gives us feedback that we need for our program evaluation. Piloting of IUtpa is going on in several classes.

A few committee members discussed the importance of educating faculty who are supervising a particular course. J. Shedd shared that Weir is in a position to have time to collect the information and to make the observation about how our teacher candidates are doing. She is in a position to provide feedback to inform the faculty and the councils as well.

In response to a question, several of the K-12 members of CTE stated that a robust relation between course work and field experiences would be very beneficial from their perspective as well. The council members agreed upon the vitality of the link among the university supervisor, the faculty, and the student teacher. As the only link among all these elements is the M420 portfolio, such a transition to IUtpa would mean a lot. Kunzman stated that discussion of the move to IUtpa will continue throughout the year.

The meeting was adjourned.