

MINUTES  
POLICY COUNCIL  
SCHOOL OF EDUCATION  
**November 9, 2011**  
1:00-3:00 p.m.  
IUB – Room 2140  
IUPUI – Room 3138E

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\*\*What follows is a summary of speaker contributions\*\*

**Members Present:** D. DeSawal, E. Galindo, R. Helfenbein, T. Ochoa, E. Tillema, C. Thompson, D. Winikates, J. Wong; **Alternates Present:** Y. Cho, K. Pepler; **Student Members Present:** E. Sanborn; **Dean's Staff Present:** J. Alexander, T. Brush, G. Gonzalez, R. Sherwood; **Staff Present:** J. Lawrence; **Visitors Present:** J. Goodman.

**I. Approval of the Minutes from October 26, 2011 (12.19M).**

The minutes were unanimously approved with no abstentions.

**II. Announcements and Discussions**

Dean's Report

Recently, President McRobbie announced the plan to reduce undergraduate summer tuition by 25%. To help cover the costs, the idea of increasing enrollment minimums or decreasing the number of courses offered had been discussed, however the point was raised recently this puts additional pressure on faculty who teach summer courses. To help alleviate this pressure, the idea of competitive summer research fellowships has been discussed. These fellowships allow faculty to write grants for external funding and would come with a stipend of about \$8,000, similar to what a one-course load would typically pay. There will likely be 5-7 fellowships available for the Bloomington School of Education and 2-3 at IUPUI.

Indiana Legislature will begin their organizational meetings next week. The issue of teacher quality will likely be raised during the session. Growth and/or value-added models will likely be used to measure and increase teacher effectiveness. Beginning next year, Senate Bill 1 will start to use the results of local teacher evaluations to place teachers in one of four categories: ineffective, needs improvement, effective, or highly effective. Results of those evaluations will be reported to the Department of Education who will then be able to link teachers back to their schools of education. A group of faculty interested in this area have formed a task force to discuss the issues of teacher evaluation. Some of the questions they're addressing include what a teacher evaluation system might look like, how effective it could be, and what the research tells us about such systems. The group has produced a concept paper that identifies issues with value added and growth models. They will hopefully continue their discussion to help inform the development of a meaningful evaluation system that we might implement here or use to inform legislation at the state and national levels.

### **III. Old Business- Diversity Topic**

- a. Enrique Galindo asked that any ideas for future diversity topics be sent to Suzanne Eckes. Ideas raised include help for international students' writing in the School of Education library, support for LGBT students at the school, and how the consortium agreement might affect students wanted to take courses at a different campus. Since assistance with writing is offered at the School of Education, there needs to be more effort in getting the word out to students.
- b. Joyce Alexander discussed the agreement with Ivy Tech that allows students to transfer in as juniors, after the student has completed their A.A. degree. She then presented graphs that display information about the students who are entering IUB this way (information from IUPUI will be shared at a later meeting). The first chart showed that in the last five years combined, 126 students have transferred into IUB from Ivy Tech. Of those students, 77 transferred in with 20-30 credits, 30 with 31-40, 17 had between 41-70 credits, and 2 had 71-80 credits. Demographically, most students who entered this way were white but there were also 9 African American/Black students and 11 Hispanic/Latino students who entered into the school through this program in the last five years. There has been an increase of students who transferred from Ivy Tech since the academic year 08-09', when the Elementary Articulation Agreement was signed. Most transfer students enter in the fall, which follows the typical transfer student pattern. When looking at admissions by program, the largest group is the elementary education program. A few students have entered into the early childhood program, and some into social studies at the secondary level. There are a significant number of students entering IUB through this agreement. Typically, students are admitted if they have 24 credits or more from Ivy Tech, have completed at least one year, and have a good college GPA, regardless of their high school GPAs and SAT scores.

### **IV. New Business- Proposed Changes in the Elementary Certification Master's Program**

Jesse Goodman discussed the proposed name change and program changes to the Elementary Certification Master's Program. In 1991, the program started and was named the Elementary Certification Graduate Program. The state required that all university teacher education programs offer a Transition to Teach (T2T) post-baccalaureate option for certification. In response, IU created two options, the certification-only track or the Master's and certification track. In 2003, the state limited the number of credit hours teachers needed and Elementary Transition to Teach Programs. Last summer the state suspended the certification-only option and rescinded the requirement that all teacher education programs offer the T2T program. Dean Gonzalez then recommended that the name of the program be changed so as not to be confused with other T2T programs in the state. Additionally, the Dean recommended reducing the number of credit hours in the program from 46 to 36 to be

more competitive with similar programs in the country yet still keep its integrity intact.

The proposed changes include four parts:

- 1) Reducing the number of student teacher practicum credit hours from 10 to 3. Students will still be required to student teach for the entire semester, thus not effecting the student teaching experience, but students will only have to pay for 3 credits. This tuition for these credits still more than covers the cost of field supervision.
- 2) A course change request proposes changing the number of credit hours from *Inquiry in Elementary Education* (E579) from 3 credits to variable 1-3 credit hours. Since most of this course is completed as an independent study, the faculty agreed that this reduction makes sense.
- 3) Reducing the number of “Campus Based” requirements from 12 to 9.
- 4) Students will no longer be allowed to transfer 9 credits from their undergraduate degree to meet licensure and degree requirements.

Dr. Goodman noted that the program satisfies the new Rules for Educator Preparation and Accountability (REPA) requirements that include courses in reading (6 hours needed), subject theory, health, legal responsibilities, special education, multicultural education, and educational psychology. Dean Gonzalez asked what would change about the student teaching experience. Dr. Goodman responded that nothing would change and although the number of credit hours would be reduced, students would still be required to spend 15 weeks student teaching and 10 weeks of full classroom teaching (where the student controls the classroom). Students will take classes to earn their licensure and then complete their student teaching. Once student teaching is finished they will receive a return incomplete grade for E579 (*Inquiry in Elementary Education*). They will then conduct independent research on their own teaching, under the supervision of a faculty member, and will be allowed to graduate with a Master’s upon completion of this project.

When asked about what is innovative about this program, Dr. Goodman said that the innovation comes from the quality of the faculty and students who enter into the program. The program has had Wells Scholars participate as well as faculty from medical programs. Dean Gonzalez reported that graduates of the program often state that assessment has been a problem (ISTEP, growth, value added) and that they have had to learn about it once already in the field. Students also have reported feeling underprepared in classroom management, English as a Second Language students, and working with students’ families. Dr. Goodman said that because of the state-imposed limit on credit hours and increasing standards, a class on ESL is not offered. However, all field-related seminars in the program deal with classroom management. Classroom management is also a topic that while covered in courses, it cannot be mastered until the student begins teaching. In every curriculum course in the program the topic of assessment is raised, as studying assessment in context is more useful than on its own. The Seminar in Elementary Education (E594) deals with students’ families, parents, and the school community as a whole. Dr. Goodman has also asked the chairs of ELPS and CEP to discuss the possibility of designing a new course that would combine the content in the

psychological and social foundation of education. The program will likely be revised again if this new course is designed.

The proposed changes to the Elementary Certification Master's Program were approved with one abstention.

**V. New Courses/Course Changes**

Enrique Galindo directed the Policy Council members' attention to the new courses/course changes. The courses are open for faculty remonstrance for 30 days.

\*\* The meeting was adjourned at 2:30 p.m. \*\*