

## **Committee on Teacher Education**

### **End of Year Report: 2019/2020**

**Date of Report:** April 20, 2020

**Committee Membership:** Jeffrey Anderson (Chair), Valarie Akerson, Alexander Cuenca, Sharon Daley, Catherine Gray, Jasmine Hawkins, Glen Hopkins, Cory Irwin, Jill Shedd, Jill Vican, Denise Wyatt

**Meeting Dates:** 9/10/19; 10/01/19; 12/10/19; 01/21/20; 02/25/20

#### **Goals and Charges**

- Make recommendations regarding program and policy changes related to undergraduate and graduate teacher licensure programs, including curricula, student recruitment and retention, admissions, academic appeals, and clinical partnerships.
- Exercise oversight responsibility with respect to accreditation of teacher education programs and advise the Policy Council and Dean (and/or his/her designee) on other matters pertaining to teacher education.

#### **Actions and Outcomes**

- *Weeklong AI Orientation*
  - Enhanced experience and education of Associate Instructors by providing additional training the week before the 2019-20 school year
- *Basic Skills Admissions Requirement*
  - Legislation passed July 1, 2019 that EPPs (Educator Preparation Programs) are no longer required to require a basic skills test for admission into teacher education programs. CTE proposed and facilitated changes to policies to eliminate basic skills requirements from admissions (Committee recommended elimination effective immediately)
- *Annual Reports to/from Program Coordinators*
  - CTE sent annual reports (*Student Teaching Report* and *Post-Graduate Survey Report*) to program coordinators. The Committee prepared questions that accompanied the reports. These questions, along with the reports, were sent to the program coordinators in an effort to solicit feedback that could be used to inform program improvements. Feedback was discussed by CTE and incorporated into the *Teacher Education Convenings* (see below). This information continues to help the Committee to make future recommendations.

- *Teacher Education Convenings*
  - As a follow up to last year's Early Field Experience Coordinator Meetings, CTE continues to facilitate work sessions for program coordinators to have conversations about course and program objectives and collaborate how these objectives are incorporated and built upon in our professional education blocks. Thus far, the group has met three times, discussing:
    - Providing candidates with a cohesive theoretical base for what is taught across time in the blocks
      - teaching candidates to apply and view theories and/or instructional strategies through critical reflective and practical lenses
    - Applying principles of learning, such as scaffolding, equity/accessibility, relationships with learners, social context and social interactions, in both TEP classes and students' work in the field
    - Assessment, particularly as related to teaching and learning, but across domains and uses
    - Classroom management and its varied and wide range of meaning, connecting directly to teaching and learning, while distinguishing from behavior management
    - Field experiences
  
- *Early Field Experience Coordinator Meetings*
  - CTE began these meetings during the 2018/2019 academic year and continues to sponsor meetings with all our field experience coordinators and classroom experts.
    - An expert group was brought together to reflect on last year's work and continue to discuss how to most effectively prepare candidates to understand their learners. Specifically, the group devised a list of skills/topics/themes that was sent out to classroom teachers to offer thoughts and feedback. The list included:
      - Communication skills
      - Learning theories
      - Student motivation
      - Cultural and social identities of learners and candidates, and equitable responses of candidates
      - Features of supportive learning communities
      - Learning differences among learners
  
- *Created Professional Dispositions Task Force*
  - Created a task force of faculty and classroom teachers to develop a disposition measure of the professionalism of candidates. Due to Pandemic, this work will continue beyond the end of the 2019/2020 academic year. *Such a measure is required by CAEP*

- *Proposal for Q205 - STEM for Educators*
  - Reviewed and approved a proposal for an introductory course in physical science, engineering, and computer science; that also focuses on preparing students how to teach the content. The proposal was unanimously approved.
- *Revisions to the Graduate ENL License Addition*
  - Reviewed and approved a proposal the removal of several courses/reduction in the number of credit hours. The proposal was unanimously approved.
- *Proposal for Graduate Teacher Certification Student Teaching*
  - After finding many inconsistencies between programs, the proposal was made for students to complete 12 weeks and register for 6 hours of the Visual Arts Teacher Certification program and the Secondary Community of Teachers program. The proposal was unanimously approved.
- Reviewed and approved a proposal for B.S. Ed. Counseling/Student Services Academic Minor GPA Requirement.
  - Reviewed and approved a proposal to make an adjustment to the academic minor requirements for this new major and require a 2.0 GPA instead of a 2.5, to be aligned with campus requirements. The proposal was unanimously approved.

### **Recommendations for Future Action**

- *Weeklong AI Orientation*
  - Use the experience from the first orientation last year to improve what is provided as part of the Associate Instructors training the week before the 2020/21 school year
- *Annual Reports to/from Program Coordinators*
  - The Committee will continue to make recommendations by first improving how CTE uses annual reports (*Student Teaching Report* and *Post-Graduate Survey Report*) and interacts with program coordinators to continue program improvements. These efforts will be reciprocal with the continued *Teacher Education Convenings* (see below), and program evaluation mechanisms will be embedded in the outcomes of these efforts.
- *Teacher Education Convenings*
  - CTE will continue to facilitate work sessions for program coordinators to solidify course and program objectives and implement mechanisms for continuous collaboration within and across blocks. This group (or groups) will continue to focus on:
    - Providing candidates with a cohesive theoretical base for what is taught across time in the blocks

- teaching candidates to apply and view theories and/or instructional strategies through critical reflective and practical lenses
- Applying principles of learning, such as scaffolding, equity/accessibility, relationships with learners, social context and social interactions, in both TEP classes and students' work in the field
- Assessment, particularly as related to teaching and learning, but across domains and uses
- Classroom management and its varied and wide range of meaning; connecting directly to teaching and learning; while distinguishing from behavior management
- Field experiences

Evaluative mechanisms will be developed to ensure these objectives are incorporated and built upon in our professional education blocks

- *Early Field Experience Coordinator Meetings*
  - CTE will connect the outcome from this group to work of the *Teacher Education Convenings*, including how to build bridges between courses, blocks, and field experiences with specific focus on these identified outcomes:
    - Communication skills
    - Learning theories
    - Student motivation
    - Cultural and social identities of learners and candidates, and equitable responses of candidates
    - Features of supportive learning communities
    - Learning differences among learners
  
- *Finish Professional Dispositions Measures and incorporate into the TEP*