

Committee on Teacher Education
End of Year Report for 2018/2019

Date: April 15, 2019

Committee Membership: Jeffrey Anderson (Chair), Valarie Akerson, Sharon Daley, Catherine Gray, Justin Grossman, Glen Hopkins, Cory Irwin, Anne Leftwich, Jill Shedd, Christina Stiso, Jill Vlcan, Denise Wyatt

Meeting Dates: 10/4/18; 11/1/18; 12/6/18; 1/28/19; 2/25/19; 4/15/19; May work session will be scheduled.

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:

- Created and approved the Early Field Experience Progression Proposal
 - Proposed an integrated, progressive structure to the teacher education programs' early field experiences. The proposal is to begin workshops in the spring 2019 semester, along with the required training of all early field experience AIs/supervisors in preparation for the 2019-2020 academic year. This work would be piloted in both the G203 and E/M300 service learning components during the 2019-2020 academic year. The proposal was unanimously approved with a friendly amendment to specify that a minimum of two-thirds of time scheduled in a school should be in classrooms.
- Health License Addition Revisions
 - Proposed a license addition in health education. The proposal was unanimously approved contingent on adding in a one credit field experience.
- Elementary Education Fine Arts Area of Concentration Proposal
 - The new proposal offers the same methods course in music, the same art methods course, but also a drama methods course. In addition to six credits in methods, the area of concentration includes nine content credits; Introduction to Music (3cr) is required, and students can take two other courses, from among four options. The proposal was unanimously approved with the stipulation that they do not start until fall 2019 for new matriculants.

- Visual Arts Graduate Initial Certification Program
 - The Visual Arts Graduate Initial Certification Program was unanimously approved with the caveat that admissions criteria include either details regarding the type of art coursework (i.e., 2-D, 3-D, digital, etc.) candidates have completed or that faculty review a portfolio of previous work.
- Elementary Education Fine Arts Content Requirements
 - The proposal was to expand the art course options to include M135, M200, M235, or Z401. The proposal was unanimously approved for elementary program and the early childhood and TAL programs, with the stipulation that it does not go into effect until fall 2019 for matriculants.
- Secondary Transition to Teach Hybrid Program
 - Unanimously approved a curricular change, in addition to moving the program to a hybrid model, rather than face-to-face only, in order to accommodate students.
- L418/L518 - Reading Foundations for Literacy Leaders Course Proposal
 - Unanimously approved the new course, L418/L518. Unanimously approved the change to the literacy concentration to reflect the new course number, L418, and remove L407. Unanimously approved the reading addition at both undergraduate and graduate levels that would replace L407 with L418 and replace L507 with L518.
- L338/L538 - Early Literacy Learning and Play-Based Instruction Course Proposal
 - Unanimously approved the new course. Unanimously approved the program change for the early childhood education program that would substitute E340 with L338.

Recommendations for Future Action:

- Enhance the experience and education of Associate Instructors, such as provide additional training and discuss areas for improvement.
 - Develop and pilot an orientation and ongoing professional development series for all Associate Instructors teaching in undergraduate/teacher licensing programs.
 - Implement methods for assuring quality teaching from all teacher education instructors, such as requiring a pedagogy course for AIs
- Revise the Early Field Experience (EFE) evaluations to better reflect EFE goals developed through the spring 2019 EFE workshops. Evaluate implementation and effectiveness of the EFE goals developed during 2019 EFE workshops
- Pilot information/orientation programs for classroom teachers who work with early field experiences. Include a follow-up assessment of the pilot and ways to capture and analyze teacher feedback.
- Pilot an information/orientation program for teachers who have student teachers