

**INDIANA UNIVERSITY SCHOOL OF EDUCATION
COMMITTEE ON TEACHER EDUCATION**

End of Year Report (AY 2020/2021)

Date of Report: April 19, 2021

Committee Membership: Jeffrey Anderson (former Chair), Sharon Daley (new Co-chair), Glen Hopkins (new Co-chair), Jill Shedd, Denise Wyatt, Robert Kunzman, Alexander Cuenca, Anne Leftwich, Amy Hackenberg, Cory Irwin (school partner), Jill Vlcan (school partner), Lori Burch (graduate student representative), Braden Barlett (undergraduate student representative),

Meeting Dates: September 08, 2020; October 06, 2020; November 03, 2020; December 01, 2020; January 12, 2021; February 09, 2021; March 09, 2021; April 13, 2021;

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

- *Appointing new chairmanship*
 - In February 2021, the Committee has voted and appointed two co-chairs – Sharon Daley and Glen Hopkins to replace Jeff Anderson.
- *AI Orientation*
 - OTE provided virtual training for AIs at the beginning of the academic year, and CTE discussed year-round support for AIs.
- *Annual Reports to/from Program Coordinators*
 - CTE sent annual reports (*Student Teaching Report* and *Post-Graduate Survey Report*) to program coordinators and discussed program coordinators' feedback in the December 2020 meeting. *Classroom management* was seen as a common concern in the programs' feedback;

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thus, was a major point of discussion during the meeting. Faculty members, school principals, and student representatives shared their views on classroom management and agreed that there was a lack of understanding of how candidates, faculty, and schools define classroom management or how coursework was integrating classroom management with content and instructional strategies.

- *Discussion on edTPA data (three-year trend analysis – 2017-2020)*
 - The Committee reviewed the reports and data analysis for edTPA results. Committee members discussed the values of edTPA results in regard to providing faculty some insights into what candidates have learned in courses. There were concerns about how university supervisors conceptualize instruction and to what extent their feedback echoed the strengths and weaknesses of teacher candidates.
- *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 on how these objectives are incorporated and built upon in our professional education blocks. By April 2021, Convening members and Early Field Experience Coordinators of the Elementary Education Program reached the agreement on the EFE block reconfiguration as below:

CURRENT CONFIGURATION	NEW CONFIGURATION
Block I: Language Arts & Reading 8 credits	Block I 8 Credits
EDUC-E339 <i>Methods of Tech Lang Arts in Elem</i> 3	EDUC-X460 <i>Books for Reading Instruction</i> 3
EDUC-E340 <i>Methods of Teaching Reading I</i> 3	EDUC-E340 <i>Methods of Teaching Reading I</i> 3
EDUC-M301 <i>Lab/Field Experience</i> 2	EDUC-M201 <i>Lab/Field Experience</i> 2
Block III: Social Studies 6 credits	Block III 9 credits
EDUC-E325 <i>Social Studies in Elem Schools</i> 3	EDUC-E339 <i>Methods of Tech Lang Arts in Elem</i> 3
EDUC-M401 <i>Lab/Field Experience</i> 3	EDUC-E325 <i>Social Studies in Elem Schools</i> 3
	EDUC-M401 <i>Lab/Field Experience</i> 3

- The Teacher Education Convening has also been working on identifying common learning theories and principles across the education courses. The

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Convening members expected to accomplish a final draft document to share with program coordinators for feedback by May 2021.

- The Convening also discussed considering tutoring as part of Early Field Experiences. In retrospect to the exceptional circumstances of this year, the Convening members saw the value of tutoring for candidates to connect with school students and gain teaching experience.
- *Review and approval of Academic Policy and Procedure Appeals*
 - The Committee discussed and voted on Academic Policy and Procedure Appeals in four meetings – October, November, December 2020, and January 2021.
- *Review and approve course change proposals, program proposals, and license proposals.*
 - During the academic year 2020-2021, the Committee has reviewed and voted on a number of proposals:
 - Proposal for Academic Minor and Certificate Requirements
 - Proposal for Second Bachelor's Degree Requirements
 - Proposal for an Undergraduate Dean's List
 - Proposal for changing the title from *Computer Education License* to *Computer Science License Program*
 - Proposal to create a Computer Science area of concentration including 4 courses W200, W210, W220, W310
 - Proposal for new course titles of Computer Science courses: EDUC-W210: Introduction to K-12 Computing, Computer Science and Technology Integration; EDUC-W220: Computer Science and Programming in K-12 Classrooms; EDUC-W310: K-12 Computing and Computer Science Teaching Methods.
 - Additional elementary program academic minors proposal
 - Proposal for Undergraduate concentration in Child Adolescent Mental Health
 - Proposal for offering Satisfactory/Fail option as a grading basis for F203 – *Topical Exploration in Education* (one-credit workshop course)
 - Proposal for offering variable credits for F204 – *Seminar Inspire LLC*
 - Proposal to change the course description for K305 – *Teaching the Exceptional Learner in the Elementary School*
 - Proposal to change the title and description for K352 – *Education of Students with Learning Disorders to Specially Designed Instruction for Students with Mild to Moderate Disabilities*

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- Proposal to change the title and description for K370 – *Introduction to Language and Learning Disorders to Language and Learning Characteristics of Students with Mild to Moderate Disabilities*
- Proposal to create the new course K353 – *Urban Education Seminar* (one credit), which complements the K495 practicum and replaces K352 in the TAL junior spring block with K353.
- Proposal for adding some academic minor options in Elementary program: *African American and African Diaspora Studies, Asian American Studies, East Asian Languages and Cultures, East Asian Studies, Latin American and Caribbean Studies, Latino Studies, Native American and Indigenous Studies.*
- Proposal to change Admission Criteria for Transition to Teaching (T2T)
- Proposal for amending policy for CoT/Global Gateway Policy regarding the Navajo Nation and Urban Program
- Proposal for changing the course title of K343 from *Education of the Emotionally and Socially Disturbed* to *Introduction to Behavior and Classroom Management*
- Proposal for changing course description of K448 – *Families, School and Society*
- Proposal for removing course requirement of HIST-A363 for secondary social studies candidates – *Hoosier Nation: Indiana in American history*
- Proposal for Graduate Initial License in Secondary Special Education: Exceptional Needs - Mild Intervention

Recommendations for Future Action (bulleted list):

- *Year-round AI support*
 - The Committee suggested continuous and year-round support for AIs.
- *Annual Reports to/from Program Coordinators*
 - The Committee suggested sending our annual reports to program coordinators to solicit their feedback and initiate discussion for improving programs.
 - As *Classroom Management* continues to be a significant concern among candidates, the Committee looked at the impact of the Winter Offering course in classroom management and considered it one of the solutions. There is also a recommendation from Committee members to better

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- understand how candidates and faculty conceptualize classroom management and how classroom management is referred to in courses.
- *edTPA data analysis*
 - Committee members suggested obtaining a holistic understanding of how supervisors understand instruction to better prepare candidates for Task 2 – the most concerning aspect of edTPA results.

 - *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.
 - After the Teacher Education Convening has finalized a draft of Common Theories and Learning Principles and solicited feedback from program coordinators, the document would be shared with CTE members.

 - *Considerations for the Elementary Teacher Education program*
 - Considering more course flexibility in the Elem Teacher Education Program as more students are coming in with AP courses. The 100-level courses might be no longer relevant for candidates.
 - CTE members suggested having elementary faculty coming to a retreat to discuss the issue.

Prepared by Quynh Dang

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