

Indiana University School of Education

Committee on Teacher Education

2021-2022

End of Year Report

Committee Membership: Sharon Daley (Chair), Glen Hopkins (Co-Chair/ School partner representative), Jeff Anderson (Ex-Officio), Jill Shedd (Ex-Officio), Denise Wyatt (Staff representative), Patti Walsh (Graduate student representative), Thomas Arndt (Undergraduate student representative), Jill Vlcan (School partner representative), Dominic Stella (School partner representative), Angela Pyle, Kathryn Engebretson, Robert Kunzman, Alex Cuenca, Amy Hackenburg.

Meeting Dates: October 6 2021, October 20 2021, November 9 2021, November 30 2021, February 1 2022, March 1 2022, March 29 2022, May 3 2022.

For goals, charges, actions, and outcomes, please see updates on the spreadsheet which can be found [here](#):

Recommendations for Future Action:

Throughout this academic year, the Committee has discussed a number of critical issues, voted on policy proposals, and fulfilled the charges tasked by the Policy Council. The following suggestions reflect the collective efforts of Committee members and cover a broad range of topics. For details of each suggestion, respective meeting minutes shall be provided upon request.

- AI training should include differentiating training for new and current AIs, considering revival of the teacher education one-credit course for continuous professional development, and clarifying what is explicit and what is assumed about AIs training.
- Suggestions for Dispositions Task Force Proposal: Looking at the data from past alerts and see how well the indicators correspond with the existing body of concerns. Incorporating the disposition statements into the recruitment process. Supporting AIs and instructors to prepare preservice teachers on these standards.
- EdTPA analysis: Tracking the candidates to see the connection between their early field experience and their student teaching. Tabulating pass rates based on the first attempt. Looking at candidates' placement demographics and identifying trends in different field placements.
- 13-week semester option: Members suggested not to move to 13-week semester courses at the undergraduate level in consideration of candidates' mental wellbeing and the workload associated with a shorter course offering. Members also suggested looking into asynchronous courses or introductory level courses for consideration instead of methods courses and fieldwork.
- The sustainability literacy shared goal: Members supported the general idea of the goal, yet believe that there should be options other than adding a new course given how demanding state-driven program requirements are.

Other comments:

- This year, the Committee spent several meetings to deliberate the Community of Teachers (COT) request to offer edTPA as an opt-in. The Committee invited CoT faculty to present their rationale and arguments in meetings, deliberated and voted to oppose the proposal due to concerns over accreditation, establishing validity, across-program alignment, given that the portfolio is not required.
- The Committee successfully facilitated a working group on the Lesson Plan Template and Rubric. As a result, the Committee approved the proposed Lesson Plan Template and Rubric, and that the Lesson Plan Template shall be used across programs and semesters as appropriate.
- The Committee offered some feedback for the Student Well-being report and fully supported the distribution of the survey in courses such as G203, W200, M and E300.
- List of proposals that have been approved:
 - o Course title change for EDUC-K371 from **Assessment and Individualized instruction in reading and mathematics** to **Assessment and Individualized Instruction in Special Education**
 - o Course title change for **EDUC-K344** from **Education of the socially and emotionally disturbed** to **Individualized Behavior Interventions and Supports**
 - o Change the course credit for **EDUC – F204** from **Seminar Inspire LLC** from fixed to variable credit 1-3 cr hrs. AND S/F grading NOT permitted. Change to pre-requisites, from living in the LLC to "Must get approval from INSPIRE living learning center Director or Assistant Director"
 - o New course proposal **EDUC-F203**: The Mathematics of Learning: Modeling Data in Education and Our World
 - o Proposal for **M420** credit hour change from 2 credit to 1 credit in the Elementary and Teaching All Learners (TAL) programs
 - o The Committee voted unanimously to approve the inclusion of EDUC–F203 as 1 credit Classroom Management course into the Elementary and Early Childhood programs. The course will be available as asynchronous modulized 8-week sections in spring 2022.
 - o Proposal for EDUC-F203 (1cr), *Guest (Substitute) Teaching - Guidelines and Tips* with the understanding that the faculty will continue to modify the syllabus to meet all requirements for substitute teachers.
 - o Graduate Course Policy Proposal with minor language addition.
 - o Proposal for creating the **EDUC-E303** as the permanent course number for the Comprehensive Classroom Management course.
 - o Elementary Education Academic Minor Proposal with the amendment to include consultation and approval by academic advisors.

Date submitted: April 13, 2022