2023-2024 Committee on Teacher Education Annual Report

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| Committee | Charges | Progress | Barriers, if any | Estimated Completion Date | Additional Notes |
| Committee on Teacher Education (COTE) | Charge 1: EdTPA analysis: Track the candidates to see the connection between their early field experience and their student teaching. Tabulate pass rates based on the first attempt. Look at candidates’ placement demographics and identify trends in different field placements. | The implementation of the new Watermark data management system (guided by Alex Cuenca) will provide these kinds of data in a clear and efficient fashion. |  | Fall 2024 |  |
| Charge 2: Continue to work with programs to incorporate the Sustainability Literacy Shared Goal. | We have provided the central campus administration with all the information they need as of now. |  | Completed |  |
| Charge 3: May be called upon to consult on creating implementation plans privy to committee work as it related to the Strategic and Diversity Plans. |  |  |  |  |

**Committee Membership**: Rob Kunzman, Chair, Curriculum & Instruction; Alex Cuenca, Associate Dean for Accreditation (Ex-Officio); Paige Andersson, Executive Director of Student Success (Ex-Officio); Jeff Anderson, Associate Dean for Undergraduate and Teacher Education (Ex-Officio); Denise Wyatt, Director of Academic Programs, Records, and Reporting, Staff Representative; Jordan Pyles, Undergraduate Student Representative; Ryan Cowden, Graduate Student Representative; Jill Vlcan, Principal, Poston Road Elementary; Dominic Stella, Principal, Jackson Creek Middle School; Glen Hopkins, Principal, University Elementary; Kathryn Engebretson, Faculty, Curriculum & Instruction; Quentin Wheeler-Bell, Faculty; Erik Tillema, Faculty, Curriculum & Instruction; Dan Castner, Faculty, Curriculum & Instruction; Brent Gault, Faculty, Music Education

**Meeting Dates:** September 12, 2023; October 24, 2023; January 22, 2024; April 1, 2024; April 29, 2024

**Discussions:** Throughout this academic year, the CTE has discussed several critical issues, and voted on policy proposals. Below, is a summary of the collective efforts of the committee. For more information about the topics raised in this summary, respective meeting minutes can be provided upon request.

* **Sustainability Requirement.** CTE was tasked with identifying courses that meet or could be expanded to meet IUB’s new shared goal of sustainability literacy. In the October meeting, CTE approved M469/M469 and Q200 as the courses that will satisfy this requirement.
* **Legislative Changes to Teacher Preparation**. During the 2023 legislative session, the Indiana General Assembly enacted legislation that directed changes to educator preparation programs. First, was legislation regarding the implementation of regarding the implementation of curriculum and instructional practices grounded in the science of reading for students in grades pre-kindergarten through fifth grade. Second, was legislation requiring teacher preparation programs to provide content within their curriculum on criminal gang organizations, homeless students, and the signs and symptoms of seizures. CTE discussed these prospective changes throughout the academic year and on April 1, 2024, approved changes that align our elementary licensure area curriculum with the science of reading legislative mandates. At that same meeting, CTE discussed how the gang, homeless, and seizures mandates could be incorporated into existing teacher education curriculum.
* **Departmental Vote Expectations.** A consistent challenge that CTE faces is the fact that it represents teacher education in the School of Education, yet teacher education is shared among four departments in the School of Education. A discussion emerged during the January 2024 meeting on how to address the fact that faculty governance over curriculum in teacher education is distinct from traditional governance models in higher education.
* **Affirming Withdrawal from Block Courses Policy in Elementary Education**. Faculty identified that some students in our elementary courses were not adhering to the withdrawal from block courses policy. The committee discussed how exemptions were made during the COVID-19 pandemic, and Office of Undergraduate & Teacher Education administrators affirmed a return to this policy.
* **Summer Courses.** IU has identified offering more summer courses as an important goal and as a factor in student retention. CTE was informed that advisors are looking at course offering for future summer courses.
* **CAEP Site Review Visit.** CTE was updated by the Associate Dean of Accreditation on the CAEP review process, which included the submission of the self-study report, the submission of an addendum response to comments, and the site review visit in May, 2024.
* **Common Attendance Policies in Elementary Education.** During the April 29 meeting, a brief discussion was conducted among members of the committee about the lack of common attendance policies within the elementary education blocks. Faculty committed to return to this question in the fall semester, with the possible appointment of an ad hoc committee to recommend future policies.
* **Review of Teacher Education Program Performance Data.** During the April 29, 2024 meeting, CTE reviewed candidate performance from the previous academic year on: content and developmental pedagogical exams; evaluations of student teaching; and edTPA. CTE also reviewed information on recruitment and enrollment management, student advising, the destinations and satisfaction of our program graduates and the satisfaction of our employers. CTE members discussed the following future requests to be revisited next academic year:
  + Based on the PRAXIS data presented by the Director of Academic Programs, Records Management, and Reporting, CTE requested that Associate Dean for Accreditation provide elementary and early childhood faculty more detailed reports about the specific areas within the PRAXIS exams where students are struggling.
  + The clinical experiences and the IDOE completer and employer satisfaction data there seems to be convergence around our candidates and completers struggles with working effectively to communicate with parents. This issue should be a priority for the Office of Undergraduate & Teacher Education to study and address next academic year.
  + CTE members noted that the original intent of making edTPA ubiquitous within our teacher preparation program has not been fulfilled given the dissatisfaction that candidates are reporting in terms of their preparation for edTPA prior to student teaching. CTE would like Undergraduate & Teacher Education to study this issue and make recommendations for future action next academic year.

**Action Items:** The following actions were voted on by a majority of the members on the Committee on Teacher Education. For more information about these action items, respective meeting minutes can be provided upon request.

* Approved the elimination of the courses currently in the Diversity in U.S. History requirement for social studies education candidates and replacing those courses with M483: Teaching Social Studies.
* Approved F203: Indonesia Travel Prep Course (F203) for INSPIRE students.
* Approved changes to the Theater License Addition Program.
* Approved M464/M469 and Q200 as the courses that will satisfy IUB’s Sustainability Literacy goal.
* Approved a new minor in early childhood education.
* Approved E225: Principles of History and Social Sciences in Learning Contexts as an elective for elementary education candidates.
* Approved changes to the Music Education program to replace I251 with P250.
* Approved a policy to allow students who earn graduate credit through participation in a School of Education-sponsored accelerated undergraduate/graduate five-year degree program to not be subject to the same limits on coursework taken at the graduate level as other students in the School of Education.
* Approved the following course numbers for the first-year seminar courses:
  + F102: First Year Seminar (teacher education programs)
  + F103: First Year Seminar (other undergraduate programs)
  + F104: First Year Seminar I (INSPIRE)
  + F105: First Year Seminar II (INSPIRE)
* Approved a policy that special topics undergraduate-level courses with the same variable title should not be offered more than three times.
* Approved changes to the secondary math education program.
* Approved changes to the early childhood, elementary, and Teaching All Learners programs to align with the legislative “Science of Reading” requirements.
* Approved an accelerated master’s program in secondary education that will lead to initial certification in mathematics, language arts, historical perspectives, political science, geography, economics, biology, chemistry, physics, Earth & Atmospheric Sciences, and World Languages.

**Future Questions for CTE to Consider:**

* How can CTE assist the Office of Undergraduate and Teacher Education in the identification of summer courses that will help student retention?
* How should CTE prioritize the feedback and recommendations provided by the CAEP accreditation site review visit in May 2024?
* What should be the department vote expectations of CTE? What kinds of policies would be inclusive of all departments associated with teacher education in the School of Education?
* What kinds of common policies should exist for all elementary education candidates?
* How can CTE incorporate discussion of issues that are especially pertinent to our P-12 partner representatives on the committee?

**Requests of Policy Council:**

* For the 2024-2025, we would like to respectfully request that the five-faculty member appointed to CTE are representative of the four departments that contribute to teacher education in the School of Education. We would appreciate at least one member from each department being appointed to CTE.