

Chair: Anne Leftwich

Wednesday, October 26, 2016, 2:30pm-4:00pm

School of Education, Room 2102

In attendance: *A. Leftwich, G. Weltsek, J. Shedd, D. Wyatt, W. Marencik, D. Estell, A. Mobley, E. Limas, G. Hopkins, B. Whitaker, M. Michael, B. Douglas, R. Kunzman, K. Barton*

I. Approval of minutes of September 27, 2016

A. Leftwich requested a motion to approve the minutes from last meeting, *R. Kunzman* moved to approve the minutes and *B. Douglas* seconded. The minutes were unanimously approved as written.

II. New Business

Drama in Elementary Education course substitution proposal

G. Weltsek made a proposal to allow F401: Topical Exploration in Education and Drama Elementary Education (2 credit course) as an optional substitution for M333: Art Experiences for Elementary Teachers (2 credit course) in Fall 2017. As the rationale, he noted that the Pearson test for elementary teachers includes drama and theatre material that is not currently included in M333 or other required courses. (He also proposed a future project to create a hybrid course including both visual arts and drama/theater content, which would need to be a 3 credit course to be able to accommodate all of the important content areas within these topics.)

J. Shedd sought clarification that elementary education students would be able to take F401 or M333 to fulfill their fine arts requirement, but they could not take it instead of a music course for example. *A. Leftwich* inquired about how the art education faculty feels about allowing F401 as a substitution, and *G. Weltsek* indicated that they are ecstatic. This inspired a more in-depth conversation about the best method of incorporating this course as well as other important course content that will more closely mirror the CASA standards in Fine Arts. Discussion focus on the number of credits available, the need for an overall configuration of Fine Arts content to more closely match tests and the elementary curriculum, seeking General Education credit for a new course, and potential conflicts with faculty in the Jacobs School of Music (who currently teach the required music education courses). *G. Weltsek* expressed that he will discuss this last issue with Brent Gaunt in the music department.

A. Leftwich raised a question about enrollment and number of sections offered in F401 versus M333, which generated further discussion about how enrollments might impact these courses and their instructors on a larger scale. *D. Wyatt* responded that the plan would be to offer fewer M333 and some F401 in their place. *G. Weltsek* expressed that he cannot provide a definitive answer about how many sections of each course will be offered, but he does have a collection of excellent graduate students who could teach these types of courses. *K. Barton* recommended continuing this conversation after more information is gathered from the instructor of M333 and other art education instructor, and *J. Shedd* indicated that the

Committee would only be approving a trial phase of F401, and the instructors could meet to reassess if the M333 art education instructors are willing to observe another decrease in their enrollment for students to enroll in more sections of F401 or a successor course.

Vote on course pilot: *A. Leftwich* asked for a motion to approve F401: Topical Exploration in Education: Drama in Education, 2 credits, to be offered as a pilot course for the 2017-2018 academic year as an optional substitution for M333 in the elementary education program. *D. Estell* offered the first motion to approve and *W. Marencik* seconded this motion. The course substitution was unanimously passed.

III. Discussion items

a. SoE student GPA comparisons

K. Barton raised the issue concerning academic achievement level of teachers versus students in other fields. He also noted the difficulty in making these comparisons and the widespread perception that education students are not as academically talented as those in other fields.

The following is a description of how this was addressed for accreditation preparation: GPA comparisons among teaching students in content area courses to students in comparable majors. For example, comparing GPAs of students getting a secondary license in chemistry to chemistry major students. This process was more difficult for elementary teachers, but these students were compared to students in the college who were getting a Bachelors in Liberal Studies. Results showed that in almost all cases, the teaching education students' GPAs were comparable to, or in some cases substantially higher than, those of the comparison groups.

A. Leftwich responded by asking how these results might be publicized. This inspired a discussion among committee members concerning methods to best publicize this information. *D. Estell* mentioned that historically, Gerardo took initiative and wrote editorials to publicize findings and perhaps Terry would be willing to do that. *M. Michael* inquired about disseminating this information to students to encourage them. *K. Barton* indicated that he would make the information publically available on the SoE website and send a link to faculty and students to notify them. *D. Estell* asked if there would be an option to put the information on the IU home website to both encourage students, bolster enrollment, and increase the status of majoring in education. *R. Kunzman* suggested incorporating this data into a larger statement about teacher education to reach a bigger audience. *A. Leftwich* proposed making students a part of sharing this information might increase its effectiveness. *B. Douglas* recommended broadcasting this information at a large event. *D. Estell* suggested events associated specifically with the state's attempts to address teacher shortages to serve as a combined message to encourage people to go into education. *A. Leftwich* added that partnering up with Purdue to obtain their support would be a good direction to go as well. Some pros and cons of paring with Purdue were also discussed. *W. Marencik* mentioned that it would be prudent to team up with Steve Henefell who writes articles and other organizations who have already reached out to the

public about these matters. *A. Mobley* added that Dr. Sandy Cole serves on the retention committee for the state who might publicize this material.

K. Barton mentioned that although the purpose of sharing these findings, in the present meeting and in meetings to come, is program improvement. Currently, the data show that the program is already doing well at attracting good students. He also added that this should be a continuing discussion regarding how to best publicize this kind of information.

In sum, the committee unanimously agreed that it is important to team with other organizations and good writers in the field to disseminate this information because of the positive impact that it could have on enrollment, student morale, and public perception of education programs.

b. Selected Improvement Plan

K. Barton indicated that as part of CAEP accreditation, it is required that the committee select an area to improve on over the next seven years. The School of Education last year agreed that this would involve systematically collecting data on assessment of teacher candidates. Currently, these are several assessments in place to evaluate students in particular areas, but no overall system of assessment or direct links to the culminating assessment, the EdTPA. The improvement plan is to develop a system of assessments that will extend throughout students' time in teacher education and prepare them for the EdTPA. The following actions need to take place:

1. Meeting of university faculty, university supervisors, teachers, and other school partners to discuss which assessments should be built into the overall programs. This process has already begun with the elementary and secondary programs.
2. Discern how these concepts are going to be integrated into the curriculum (i.e., include in syllabi and course content) and how the students should be assessed before the end of their program.
3. Design the system of assessments this year, begin implementation of system of assessments next year, and review and revise in coming years. This seems to necessitate that instructors participate in some professional development. Some possible avenues for this are:
 - *D. Estell* recommended that all instructors get trained as EdTPA graders to provide greater insight to their students.
 - *A. Leftwich* suggested that instructors make videos to demonstrate grading, rubrics, and language used on the EdTPA. She also recommended that students watch the video and then discuss with the instructor as a group to increase understanding and provide an opportunity to ask questions.
 - *A. Mobley* agreed that videos would be helpful and heard that collaborative co-teaching was implemented and showed effectiveness. She also indicated that it might be helpful for students to review the rubrics that their instructors are using.
 - *R. Kunzman* expressed that from a student perspective, it would be helpful to have students practice in class or field placement the skills that they are being asked to perform on the EdTPA. He also indicated that clear, specific goal identification is

key in this venture. *D. Estell* agreed with this idea and added that students should be evaluated on these skills throughout this process as well.

- *B. Whitaker* proposed that conveying expectations about the EdTPA could count for professional development credits for instructors. *A. Leftwich* added that these expectations could also be communicated by field placement supervisors to students in addition to providing students with feedback about their progress.
 - *W. Marencik* discussed the use of orientation assignments in field experience courses that specifically outlines tasks required for students to perform. This also helps to keep students accountable for what is expected of them and their supervisors to reinforce these expectations.
4. Re-design the overall teacher education framework, which currently includes six guiding principles. It is necessary to determine whether these existing six principles function well and build these into the courses or to revise them as necessary. *A. Leftwich* pointed out that currently, courses include content relevant to 6 guiding principles and *K. Barton* questioned the alignment between current course content and the EdTPA. This prompted a discussion about balancing how closely aligned courses are with the material on the EdTPA.

c. Standards for Field Experiences in Teacher Education

K. Barton alluded to a topic discussed in a previous meeting, which involved what is meant by the principles that underlie relationships between the SoE, college, and field experiences at schools. He introduced this topic to the committee, but there was not enough time for discussion. Instead, he asked all members to complete a survey prior to the next meeting to identify in the list of field placement guidelines which items are done well, which items are done less adequately, and identify the 3 most important guidelines to uphold regardless of how well it is done.

A. Leftwich asked for a motion to adjourn the meeting, *D. Estell* provided the first motion, *B. Douglas* seconded the motion, and the meeting was adjourned at 3:55 p.m.

Next Meeting Scheduled

Thursday, December 8, 2:30 PM

Wright Education Building 2102