

IUB Committee on Teacher Education

2013-2014 Annual Report

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The IUB Committee on teacher Education (CTE) met six times through April of 2014 (September 3, 2013, October 1, 2013, November 5, 2013, December 3, 2013, February 4, 2014, March 4, 2014). Over the course of the academic year the work of the CTE fell into three areas: consideration of requests for new courses or changes in existing courses, consideration of proposals for creating or revising teacher education related programs, and discussion items. The CTE's accomplishments in each of these areas are described below:

Actionable items:

Action Items:

- New G352 Course (for undergraduate minor in counseling)
- New G355 Course (Positive Psychology)
- Name change & credit change – M135. The name is being changed from “Self Instruction in Art” to “Individualized Instruction in Art.” Other changes include the course description, how the course is conducted, and the credit hours from “Variable 1 to 5” to “Variable 1 to 3.”
- Name change – G203 Communication in the Classroom → Communications in the Classroom and Youth-Serving Agencies.
- New H350 Course (comparative international education). Linked to the emergence of the School for Global and International Studies and the creation of a new International Comparative Education minor.
- New H305 Course. Joint listed course with the Anthropology Department.
- New F204 Course. One-credit seminar that is part of the new INSPIRE Living-Learning Center (LLC) in the Rose Residence Hall; will incorporate service learning projects.
- New – Educational studies minor. The minor will require a minimum of three credits from the Foundations of Education list, three credits from the Ed Psych list, it will add A308 as an option, and then delete W220, P315, all Math Ed, T450, and X490. Add a sub-track to be called “Pre-Licensure” which would be an opportunity for students who are not education majors to take the Teacher Education Program prerequisites during their undergraduate time. This would give the student a head start on completing licensure afterward.

- New courses – Field of Student Affairs (U300/U310/U320/U330). Traditionally, the field of Student Affairs has been a graduate-level program. This has started to change over the last several years and a few programs now offer undergraduate degrees or minors in Student Affairs. These courses are being presented currently as individual classes with the intent to offer a minor in the future.
- New program proposal - B.S./M.S. Expansion. Provide students in STEM areas a pathway to start early on their Master's degree, while still undergraduates, and do a joint B.S./M.S. program. Students can finish their undergraduate degree in the College, receive a Master's degree in Secondary Education, and could be recommended for licensure in five years.
- TEP Admissions/Graduation Requirements Policy Change. Allows undergraduate students to follow the requirements of their program in effect at the time they are admitted to IUB. This applies to all licenses and additions. If a student is away from the School of Education for more than a year, they would have to follow the new policy in place when they return.
- Additional course for recognized oral expression fulfillment (P155). After eliminating the speech course S121, all College students are required to take P155 for its fulfillment of the oral expression mandate. At this time, the SoE does not recognize this course for the oral expression requirement. This proposal is to add P155 as an option to the list already including C121, C122, and G203.
- Music education revisions. MUS-E232 will be required for all music education students and will be taken with the co-requisite course Multicultural, non-Western Music Performance Experience and will replace MUS-E231. Also, they proposed adding an elementary general music methods course as a requirement for all music education majors. This adds an additional three-credit hours forcing a three-credit cut elsewhere in the program, because of the 120-credit hour limit. This proposal includes embedding the special education information from K205 into the music school coursework so as to free up those three credit hours for the new methods course. It was a consensus of the Committee that discussions with the special education faculty should be held to get their insight into this proposal.
- International comparative ed minor. This proposal has also been vetted by both SPEA and Public Health. It was pointed out that L442 has a prerequisite of L441 and is offered only in the summer as a block with a field experience component. follow-up will be done on the L442 concern.

Discussion Items:

- **Collaborative Student Teaching.** A majority of respondents preferred the collaborative teaching model over the traditional student teaching model. Teachers who preferred traditional student teaching still had good things to say about the collaborative model. Overall, the feedback was positive.

- **edTPA updates** and connections with M420. Because of the positive feedback, videotaping students teaching will be piloted in one section of each secondary and elementary Social Studies cluster field experience. Implementation of edTPA is still in the pilot stage and we have 65 volunteers for the spring semester. Doctoral students are evaluating current students' edTPA portfolios under the guidance of faculty to determine if this could be a potential model for in-house evaluation.
- **CAEP Update.** Council for the Accreditation of Educator Preparation. A partnership between the old TEAC and the old NCATE. The SoE will be facing this for the accreditation visit in 2017.
- **SoE 2014 Exemplary Teaching Conference.**
- **Career Services Advisory Council Recap.** The SoE has established a Career Service Advisory Council. This Council includes many of the school district's Human Resources directors from Central Indiana. Key take-aways include the following: the need for our students to have experience and expertise in differentiated instruction; the need for experience and professionalism in working with adults, including both difficult people in the building and with parents; our students need to be familiar with various state evaluations that will be required of both students and teachers; and ways to analyze data and prepare and devise assessment based on that analysis. R. Kunzman shared that the central campus has increased its focus on career and advising services as well, and toward that end, the Provost has approved the funding for the addition of several permanent positions including the Assistant Director of the INSPIRE LLC, an advisor based in the University Division representing the SoE, and a Director position for Career Connections in the OTE.
- **Pearson Pedagogy Test.** Sample test questions were viewed and discussed by the committee. These questions highlight that test taking strategies will be as important as pedagogical knowledge. The Office of Teacher Education will reimburse faculty who take the practice test and discuss their findings afterward. There will also be an ad hoc working group formed to discuss ways to help SoE students be successful on this test. Students who are graduating in the spring or summer may also take the practice test and be reimbursed as well.
- **SPA Updates.** All program coordinators have the time-line from January 2014 through January-February 2015.
- **Early Field Experience Evaluation Data.** Trends show that students in the elementary field experiences need to improve on taking the initiative and professional elements such as being on time, being professionally dressed, and starting to think like a teacher. Later field experiences we see students struggle with the actual teaching concepts and using their instructional time well.
- **Secondary T2T Expansion Ideas.** Secondary Transition To Teaching (T2T) is considering expanding program offerings to include Music, Physical Education and Business Education.