

Indiana University School of Education  
**COMMITTEE ON TEACHER EDUCATION**  
**MINUTES**

4:00 p.m., Wednesday, January 22, 2003, Room 1080

**Present:** Genevieve Williamson, Lynne Boyle-Baise, Tim Niggle, Brent Gault, Jill Shedd, Diana Lambdin, Marilyn Kindred, Mark Helmsing, Terry Mason, Peter Cowan, Matt Hoagland, Eric Ban, Christine Bennett, Sarah Franklin, Donald Gray, Gretchen Butera

**Others Attending:** Jack Cummings, Donetta Cothran (subbing for Keith Chapin)

**Handouts:** 12/2 minutes, TEC management of UAS outline, SoE strategic plan – introduction & goal #1, Course Change Requests: E450, *Senior Seminar and Student Teaching I*; E451, *Senior Seminar II* – (Both early childhood courses)

**1. Approval of 12/2/02 minutes:**

**Handout:** 12/2 minutes

Minutes from the 12/202 CTE meeting were reviewed and approved with the following corrections – Brent Gault and Ginnette Delanshere were present at the 12/2 meeting, although they were not acknowledged as having been present.

**Approved and corrected minutes, along with an updated action chart, were sent to Jane Kaho in the Dean's office for posting on the School of Education Website.**

**2. CTE management of Unit Assessment System (Jill Shedd)**

**Handout:** TEC management of UAS outline

Jill Shedd spoke about the Unit Assessment System (UAS) management plan concerning CTE. The following is a summary of the main points she covered:

- Program faculty would report to CTE
- CTE would review data about field experiences and student teachers
- Determine relative success of teacher ed program
- Director of information management – job created to provide data for unit assessment system
- What kinds of data? Where is it? Is the data collected useful in terms of assessing success
- Recommendations for what kinds of data to collect...individual program assessment plans:
  - Put programs on a three-year cycle
  - Identify programs that need to “go first” – for example, CoT hasn't changed much; however, ECE is graduating first class – this might be a logical first program for assessment
  - Responsibilities of programs must be communicated to program chairs
  - Most problematic is the graduate profile and graduate data:

- IU not in the habit of collecting data from graduates
- Responsibility falls on OTE
- CTE encouraged to ask programs to provide data/reasoning behind program changes as requests are brought to CTE – to better ensure constant data collection – more rich data for CTE to base its decisions on

After Jill Shedd's initial comments, CTE members shared their concerns, questions, and opinions regarding the UAS management plan, along with possible solutions to problems:

- Christine Bennett – Would all programs send in reports? Secondary programs?
  - Methods instructors are close to students, so they would be a logical choice to aid secondary coordinators to create data
  - It might be that secondary report would include some smaller, sub-reports that encompass content areas
- Brent Gault – Where do programs fit in, like music ed, and phys ed? Are they on the three year cycle as well?
  - Programs will be on three year cycle, with support from secondary coordinator
- Donald Gray – Is there going to be contact with COAS? Feedback from COAS might provide some good data.
- Peter Cowan – Described praxis meetings in lang ed
  - Common interests might be identified with Teacher Education
  - Student Data could be shared between and among teacher ed programs
- Tim Dibble – teacher ed won't be able to identify students until they apply to teacher education program – so, OTE will have depend on COAS to collect student data
- Eric Ban – Will the three year cycle be a three year plan? Or “once every three years?”
- Matt Hoagland – constant assessment necessary to identify trends
- Terry Mason – course assessment is part of culture – program assessment is not
  - What will be CTE's responsibility in handling the massive amount of data that they'll be receiving?
  - Data must be put in manageable form
  - CTE has been charged with assessing data collection in terms of whether or not constant assessment is occurring
  - CTE is the only group with the “big picture.”
    - Make decisions about programs – resource allocation – if no one is applying to a program, will CTE recommend that programs be cancelled; or, if tons of people are applying, should more faculty be appointed to accommodate influx of students?
- Need to decide what data, and in what form, should be given to CTE
  - Diana suggested that programs give a brief 2 page report annually that outlines changes over the year and describes data collection processes used over the year, as well as reports enrollment data, etc
  - Terry encouraged the use of a core battery of information for all programs as well as unique features and concerns + recommendations based on program areas' assessments
  - Graduate feedback is a really important piece, if used and collected correctly – teacher ed as “value-added”

- Jill – core graduate survey + questions and letters from programs – graduates might respond better to program heads as opposed to OTE
  - Field experiences
  - Speak to content coursework, as well
  - Evolutionary process – learning something from one program and begin wondering about others
  - New work for teacher education
  - Help facilitate the sharing of “best practice” or good ideas
  - CTE provides the only place where ideas or information crosses program lines.
- Mark – graduates don’t see themselves as part of a program, but rather a product of a four or five year experience

Terry – CTE must decide on the mechanisms to be used for data collection and organization

- Recommendations to programs of data collection methods
- Sub-committee to work on proposals for next meeting of general structure for data collection instruments

Some data is already available through Tim in the OTE – descriptive data – some reports will be ready for next meeting.

Jill said that program outlines could be provided to complement descriptive data – CTE needs to consider what kinds of information should be provided.

Lynne Boyle-Baise – Why not ask program areas to decide what kinds of data and collection techniques would be useful to their program areas?

- Need for gathering data for plans already in place

Jill – looking at programs as a whole – example – elementary education – do the collective programs do what they are intended to do?

Genevieve Williamson suggested that CTE let programs decide on goals and then how to assess them. She cited the TAL program as an example of a program that has already developed an assessment plan.

It was decided by CTE members that program coordinators should be approached, and their opinions sought, regarding various programs’ progress on assessing the six guiding principles. This might be a good place to start discussion of program assessment.

Also, CTE will hear from programs that already have data collection mechanisms in place: Genevieve Williamson will speak at the next CTE meeting regarding TAL.

### 3. Secondary social studies methods courses (Christine Bennett)

Christine shared that she has been asked to take over the secondary Social Studies program. She wanted to discuss CTE concerns with coursework and field experiences within the program. She asked the following question about new course/course change requests previously tabled by CTE:

- M341 and M421 – how does CTE feel about the program piloting their field experiences so that they can try something new?

CTE members responded with the following concerns regarding secondary SS courses and field experiences:

- Jill – over the course of 2 field experiences we have to provide MS and HS field experiences + integration of field experiences with methods courses
- Diana – piece that needs to be built in – classroom experience before student teaching
- CTE Concerns – overloading the schools – what about a summer workshop, or academy with technology?

### 4. CTE Assignment from Policy Council for Goal 1 of SOE Strategic Plan (Jack Cummings)

**Handout:** SoE strategic plan – introduction & goal #1

Jack Cummings explained to CTE members that the assignment to monitor Goal #1 of the Longterm Strategic Plan is a request that comes from Policy Council. The process of the plan's development is outlined below:

- Last two years – Policy Council, directed by Dean Gonzalez, has been thinking about longterm strategic goals
- Views of various stakeholders in and outside of the SoE were taken into account during the process of developing goals
- 5 goals derived from these – retreats held to gather input from faculty
- long range plan approved in fall 2002
- policy council looked at 5 goals and looked at standing committees and tried to pair committees with appropriate goals

CTE is working on goal #1 – charged with overseeing progress of undergraduate teacher education process. Jack explained that the tasks involved in monitoring goal #1 are not iron-clad; that is, tasks can be added or subtracted as needed.

Terry Mason commented that there is a lot to take on in goal #1:

- maybe CTE needs to whittle down and prioritize list to make it manageable
- maybe for next time, CTE could look over document and try to make sense of what can be done realistically by CTE

Jack suggested that CTE maybe prioritize tasks by timeline or other appropriate means. He also acknowledged that many complex tasks outlined under goal #1 – example, the optimum size of SoE.

## 5. Course Requests:

- **Course Change - E450 & E451: Early Childhood Courses**

**Handout:** Course Change Requests: E450, *Senior Seminar and Student Teaching I*; E451, *Senior Seminar II* – (Both early childhood courses)

Cary Buzzelli, EC Program Chair, was unable to attend the CTE meeting. After a brief discussion, it was decided that the course change requests should be table until the 2/20 meeting, so that Dr. Buzelli might be present to answer CTE questions before members vote to approve the proposals.

Below are some of the questions/concerns raised by CTE members:

- Should the student teaching experience be graded or ungraded?
- A concern that students taking a three-hour seminar do three hours of work...is this even possible during full time student teaching?
- maybe variable credits should be dropped from 3-15, to 1 or 2-15
- Does program change stay internal and course changes go out to other campuses?