

**IU School of Education
Teacher Education Council
January 24, 2001**

Present: Lanny Beyer, Tom Gregory, Janet Johnson, Diana Lambdin, Fritz Lieber, Jill Shedd; Minutes taken by: Janet Anelli

Handouts: An Elaboration on Goal 1: Continue IU's Commitment to Strong Pre-Service Teacher Education (12/18/00)

I. POLICY COUNCIL RESPONSE TO GENERAL EDUCATION PROPOSAL

Lanny and Diana reported back to the TEC from the Policy Council's meeting concerning the general education proposal. The TEC had submitted a response to the proposal to the Policy Council.

A. Issues Discussed

- The Policy Council voted against the COUGER general education proposal. They had concerns about the general education approach because would be out of the SOE's control and it was unclear what process would be used to select the courses offered. Some people didn't think any course should count as general education requirement for the SOE.
- They had three additional information items at the meeting:
 - TEC response
 - Response from Tim Niggle: Tim's memo talked from the perspective of the advisors and the difficulty of having a general set of general education course that students could chose from.
 - Response from Alfreda Clegg: Alfreda took the list of proficiencies in the original proposal and tried to document how each program meets those proficiencies currently.
- If the SOE is one of a few schools who don't adopt the COUGER or other general ed. proficiencies, would it have a negative effect on enrollments?

B. Proposal for TEC

The SOE endorses the notion of general proficiencies campus-wide but they want the oversight of those proficiencies delegated to the individual units. The Policy Council would like the individual unit delegation to be to the TEC.

They are asking the TEC to create a process to address the question of meeting proficiencies. The process would be submitted to the Policy Council and then to the Curriculum Committee. The Policy Council asked Lanny and Diana to talk to the TEC and to see if there was any objection to the TEC taking on this responsibility. (This could be coordinated with the unit assessment plan.)

II. TEACHER EDUCATION GOAL FROM RETREAT

Handout: *An Elaboration on Goal 1: Continue IU's Commitment to Strong Pre-Service Teacher Education (12/18/00)*

The focus of this meeting was to discuss and revise this document.

A. Intent of Document

The dean intended the development of the goals as an elaboration of the retreat ideas, but it was not restricted to them.

What is the purpose of this document?

- It is an elaboration of ideas from the retreat to stimulate discussion and to be a useful working document.
- It's for the LRPC to consider as it develops action plans and makes recommendations.

B. The Process

Many ideas represented in this document originated at the retreat. The TEC took those ideas, grouped them into categories, and summarized them in this document. The next step may be to have a larger group again reflect on the ideas and provide input.

Last fall the TEC discussed the need for generating dialogue about the issues in this document from those outside the TEC. Are we going to do this? Some thought that the response to the goal won't be complete if the TEC doesn't get additional input from faculty, staff, and students. If the TEC thinks that the broader dialogue is important, then they will have to conduct this process. It will also mean that the TEC will have to compile the information and write another report. At least one member thought the TEC should be careful about committing to this continued process.

C. General Comments About Document

- Include a brief description of the process of generating the document in the first page.
- Framing some of the ideas as questions might help to trigger discussion of the ideas.
- Could other themes be added? These ideas were suggested as possible new themes or ideas to incorporate into the sections:
 - Transforming the undergraduate culture of the SOE
 - Reaffirming the central importance of inquiry practices and an inquiry orientation
 - Inquiry wasn't included as one of the six principles because it was considered as basic to all the others, but perhaps it could be included with the ideas in this document.

D. Pervasive Influences

Communication

Are we really talking about a question of critical dialogue and reflection? This is also related to assessment. The practices in this school are a necessary part of the process of the ongoing improvement of programs. Could there be a link to the assessment white paper? It could serve as a resource.

Governance

The title for this section will change from "Governance" to "Decision Making."

Issues/Comments

- Issues about size and stakeholders were discussed. Data will be included in this section to back up the comments.
- There was also discussion about faculty being involved/uninvolved. Is this language accurate? Is it true that people uninvolved with teacher education are making budget decisions? There are ways to contribute to teacher education without teaching a class such as coordinating a group of courses taught by AIs.
- The document may need to consider different levels of stakeholders. How involved should students be with governance? Do students want to be involved?

E. Educating Teachers in the Content Areas

The group made some wording changes and checked the tone of the section.

Issues/Comments

- What's best for our students in terms of general education coursework is the highest quality courses offered in COAS and other areas.
- Beyond the core courses, in the higher level course, our study may need some special content knowledge, different from what they might offer in courses for students who are going on to graduate school. Not watered down courses, but courses that are designed for students so they can get a deep understanding of the content and will be able to teach it.

F. Enhancing Quality & Diversity

Issues/Comments

- Bullethead Lists:
 - Add bullet: Promote the passion and intellectual culture of teaching.
 - Break list into two parts using these topics:
 - * Increasing quality - activities to attract more and better students
 - * Diversity - activities that will improve the culture
- The TEC discussed the goal for ethnic and gender diversity and thought that the school should target diversity state-wide as a minimum. It was also suggested to add class as a type of diversity.

G. Cultivating Partnerships with Local Schools

The title was changed to "Cultivating Productive Partnerships with Schools."

Issues/Comments

- Quality of Experiences: The programs could conceptualize the experiences better. Some improvements can be made without additional costs or resources.
- Faculty in the Field: Our goal may be to get more faculty involved with students in the field. It would be helpful to have faculty meet with teachers in the schools to increase dialogue and clarify expectations.
- Maintaining Partnerships: We can't just create partnerships, we need to maintain them as well—it takes continuous commitment.
- Resources/Incentives for Teachers and Faculty: The school needs to look into the incentives and resources related to faculty and teachers. The school needs to revamp the tuition credit back, and look at other related areas. If faculty work with students in the field, then this should be made part of the faculty load.
- Resources: Should resources be considered another pervasive influence?

H. Increasing the Quality of Instruction & Developing a Commitment to Evidence-Based Decision-Making

Some minor wording changes were made to these sections.

I. Reaffirming Teacher Education's Six Guiding Principles

Could new principles such as diversity and equity, and inquiry be added? A mechanism needs to be created so the principles can be reconsidered and possibly new ones added.

J. Next Steps

The last part of the report could be called "Next Steps" and it could include an outline of a process the TEC intends to pursue to collect more information on the ideas presented in this document. The TEC will have to conduct the additional discussions if they are going to occur. This section could also discuss the need for a process to review the guiding principles and also to review broader teacher education issues.

Members need to rewrite the section they are working on and submit it to Tom by January 29 so it can be incorporated back into the document.

