

**Committee on Teacher Education Meeting**  
**January 24, 2011**  
**4:00 – 6:00 p.m.**  
**School of Education, Room 2277**

**In attendance:** D. Estell, A. Mobley, M. Manifold, A. Leftwich, T. Brush, C. Wessel-Powell, J. Bonner, J. Shedd, K. Chapin, D. Danns (for L. McCarty), T. Niggle, B. Gault, J. Novotny, B. Edmonds, P. Kloosterman, K. Wohlwend (for T. Hall), M. Remstad

**I. Welcome and Review of minutes from November 18, 2010 (M. Manifold)**

M. Manifold introduced herself as she will be assuming the duties of chair of the CTE after spending the fall semester on sabbatical.

T. Niggle motioned to approve the minutes with no revisions. B. Gault seconded the motion. The November minutes were approved as written.

**II. Voting Item**

**A. New SAT, ACT, GRE, and PRAXIS admission requirements (J. Shedd and T. Brush)**

(Blue handout)

J. Shedd presented a change issued by the IDOE regarding teacher education program admissions criterion for assessing candidates' basic skills. Previously, the state required that all candidates for initial teacher licensure must achieve a minimal score on Praxis I tests in reading, writing and math. The state has recently changed this requirement to allow teacher education programs to utilize alternative assessments of candidates' basic skills other than Praxis I. These alternatives include: 1100 composite score on SAT (reading and math), 24 on ACT (math, reading, grammar, science), 1100 composite on GRE (verbal and quantitative), a previously earned Master's degree from an accredited institution, or a Praxis I composite score of 527 (reading, writing and math) in lieu of a minimal pass score on each of three exams. The proposal to be voted on by the CTE is whether to approve utilizing these alternative assessment measures of basic skills as set forth by the IDOE for admissions to teacher education programs at IUB.

It was noted that if approved this change would go into effect for fall 2011 and these alternatives would be available for new admits applying for the October 1 deadline. It was mentioned that this proposal has been presented to, discussed and approved by both Elementary and Secondary Councils. There was a discussion regarding the issue that none of these alternatives include an assessment of basic writing skills. It was clarified that this change would pertain to candidates applying to all Teacher Education programs, including T2T, yet it was noted that the state has not made any specifications with regard to T2T.

There was a motion to vote on the proposal. The motion was seconded.

The issue of the lack of assessment of basic writing skills by the proposed alternatives was revisited. It was noted that historically TEP candidates pass the writing part of the Praxis and have struggled more with the reading.

There was a vote on the proposal. The proposal to utilize new admissions alternatives set forth by the IDOE for all Teacher Education programs beginning in fall 2011 was unanimously approved.

### **III. Information Item**

#### **A. Demo/Overview of Learning Connection use in teacher education (A. Leftwich)**

(Purple handout, website: <https://learningconnection.doe.in.gov/Login.aspx?ret=/default.aspx>)

The IDOE has created a free online resource called the "Learning Connection" in order to foster greater online community among teachers in Indiana. This website is envisioned to be a portal for teachers, administrators, school district officials, etc. throughout Indiana to access and utilize student achievement data collected by the state. As such, it may be beneficial for SoE faculty to consider how to incorporate this tool into the Teacher Education curriculum. A. Leftwich has piloted the use of the website with some of her W200 students, so T. Brush requested that she give a presentation to the CTE on the basics of Learning Connection and how it could be used in teacher education program courses. It is planned to present this information at upcoming meetings of the Elementary and Secondary Councils. Learning Connection trainers have come to IU and worked with the W200 students; these sessions were recorded and have been uploaded to the Learning Connection site to serve as training tutorials for other users throughout the state.

Learning Connection has three main purposes. It is a course management tool (similar to OnCourse), it is a means to collaborate with colleagues and search for lessons and instructional resources, and it provides users with the capacity to analyze student data. Higher Education institutions throughout the state have been granted access to the site in order to familiarize future teachers with this technology and how it can be utilized for data-driven decision-making.

A. Leftwich demonstrated how to search for a lesson that addresses a specific topic and content standard. She showed the user's ability to save resources and lessons to the site. It was noted that the users have the ability to rate the lessons, which is a feature that Learning Connection added based upon W200 students' feedback.

It was highlighted that this tool may be a means for teachers to access K-12 students' historical data. There was a discussion regarding how much of a "fad" this may be versus a long-term investment by the state. It was noted that even if this particular technology is replaced or changes (which always happens with technology), the students are gaining exposure to what is currently in place and thus learning how to utilize technological resources that are available, which should be transferrable skills whenever and wherever they will eventually be teaching. It was further mentioned that the Learning Connection prototype was being developed around 10 years ago, which seems to indicate long-term investment by the state in this technology. It was reiterated that IDOE sees this tool as an efficient way to provide access to assessment data to schools and teachers.

### **IV. Discussion Item**

#### **A. Policy on distance education courses in teacher education (J. Shedd)**

(Yellow handout)

The OTE has encountered issues regarding how to manage and respond to requests by students to take on-line/distance education courses. Currently, there is not a formal policy that addresses

these concerns. The 2008-10 undergraduate bulletin includes limitations regarding "correspondence courses", and the 2008-10 graduate bulletin includes a stipulation of the residency requirement but makes no other reference to online, distance, or correspondence courses. Some, but not all, of the other schools/colleges at IUB have guidelines that limit the type and maximum credit hours of online courses permitted. It was suggested that at a minimum it may be necessary to update or clarify the vocabulary in the bulletin with regard to "correspondence courses".

There was a discussion regarding students who transfer in credits from other institutions and whether those credits can be identified as earned through on-line courses by the information on transcripts. It was questioned whether there are common core courses being offered on-line at IUB. It was noted that there are differences in needs between undergraduates and graduates and that policy should reflect those.

It is generally assumed that this topic is likely to receive more requests and require more attention in the future, due to both students who want to take courses on-line, and instructors who want to teach courses on-line. The central questions that the policy would need to address include: *What type of courses would be permitted? How many credit hours to permit? At what stage of the program would on-line coursework be permissible? What would be the process for faculty that wants to offer a course online? What type of oversight may be needed?*

It was decided that to move forward on this issue a fact-finding subcommittee should be formed to identify courses that are currently being offered online, gather faculty feedback, etc. Tim, Tom, and David volunteered for the subcommittee.

There was a motion to adjourn the meeting. The motion was seconded. The meeting was adjourned.