

Indiana University School of Education
Committee on Teacher Education
January 29, 2008

Minutes

Present: David Estell, Louise McCarty, Katy Strand, Tim Niggle, Jose Bonner, Lara Lackey, Karen Wohlwend, Jill Shedd, Tom Brush, Meredith Park Rogers, Janice Bizzari, Keith Chapin, Tyler Sparks, and Juliana Hallows

I. Welcome/Announcements: Tom Brush will be the interim chair for spring semester.

II. Approval of December 5, 2007 Minutes: *Handout - December 5, 2007 Minutes*

Tim Niggle motioned to approve the minutes and Jose Bonner seconded: MOTION APPROVED UNANIMOUSLY.

III. Action Items - Course and Program Changes:

1. Proposed Early Childhood Education Program Changes – Revised: *Handouts (White)- Increase in Prog Hours Revised*

As requested by the CTE in the previous meeting, Cary Buzzeli revised the rationale section of this proposal so that it reflected the increase of work load the students complete. After reviewing the document Tim Niggle motioned to approve the proposal and Jose Bonner seconded: MOTION APPROVED UNANIMOUSLY.

IV. Discussion Items:

1. Unit Assessment Report Feedback: *Handouts - UAS Formative Review. DPS 12.07*

The state of Indiana offered to review the TEP's Unit Assessment System. This informal report was completed by three individuals who provided feedback for the committee to review. Please see the handout for more information.

There are several suggestions that the state gave including: completing graduate follow-up research, a revision cycle, ample time to evaluate data from UAS, timeline/history of development and implementation UAS, assessing content knowledge, and more. The committee discussed some of these topics. There was concern raised about graduates content knowledge and their implementation. This brought up the discussion of methods courses. There was a consensus that methods and content courses need to have more cooperation between one another.

2. State Review Report Discussion: *Handouts - State Program Review Results 12.14.07*

CTE has received 6 reports back from the state. Four of the programs have no issues to address however two of the programs have conditions that need to be addressed by Fall 2009. If the conditions are not met

by Spring of 2010 these programs will not be able to issue new licenses. The first program with conditions is the Secondary Education Chemistry program.

The second program with conditions is the Elementary Education Program (EEP). The first condition stated that the EEP adequately assess candidate's ability to teach in science and social studies. The second condition is that the EEP incorporate the Health and PE standards into their program. There was also a comment about the lack of reading/language arts assessments included in EEP report. The elementary council is discussing these conditions and comments. Jose Bonner asked that faculty look at how students are evaluated on content and teaching - specifically their ability to teach the content. Jill Shedd added that there is also a lot of data being gathered from the student teaching seminar that could be used. She asked the committee to provide recommendations to the Elementary Education Council.

3. Sub-Committee on Writing Question Review

The Sub-Committee on Writing would like the CTE to answer the following: Do you see issues with your students writing? Has it changed over time and what are some suggestions to address problems?

- Jose Bonner: He noticed that the biggest problem for students is not recognizing the use of English is different in different domains.
- Tim Niggle: He remarked that secondary students are required to take an intensive writing course but he noticed that some science students have had difficulty writing in other domains. He also stated that students have problems writing persuasive arguments.
- Karen Wohlwend: She has observed that students at this level are used to having their writing critiqued and graded on structure rather than content, purpose, and communication in writing. There should be a distinction between expectations of content versus structure of writing for students.
- Louis McCarty: She suggested that smaller classes allow for more writing assignments. She also stated that reasoning and abstractions are difficult for the students to write; there is a lack in analytic writing and analysis among the students she has worked with; and reasoning is crucial point for students. She suggested that professors be clear about expectations.
- David Estell: There is a difficulty teaching critical thinking and so it could be really useful to have some systematic teaching on this topic.
- Meredith Park Rogers: She stated there should more consistent and united in ways to teach core ideas of writing across the courses. There is a lack of understanding that there are different ways for writing among faculty.
- Tyler Sparks: There are different ways that students will be required to write for various audiences and different content needed for papers, letters, and such. It would help to help students in this regard.
- Keith Chapin: He said basic paragraph structure and basic writing level mechanics are lacking and there is also a lack of providing evidence and analysis in papers.
- Jill Shedd: Rubrics are all over the place for students and often allow for rewrites so there is no distinction on how many times it took students to reach their desired goal. It would be helpful to have some consistency across course rubrics of writing.

4. Sub-Committee for Freshman Scholarships

Pete Kloosterman has charged the committee to form a scholarship committee to help identify and award qualified freshmen students. Students will submit information to admissions for the scholarships. The committee will work on the criteria for the scholarships and defining the processes. Tom Brush suggested that one of the members be from special education. Meredith Park Rogers volunteered to be on the scholarship committee. Jill Shedd suggested Melissa Keller be nominated from math education. Gretchen Butera, Dionne Cross, and Amy Hackenberg were also nominated.

V. Information Items - Review of Student Teaching Evaluations:

Tyler Sparks provided a summary report of the student teaching evaluations for the committee to review. The report included a placement summary, a summary of student data, and a performance summary. See the handout for the report information. Karen Wohlwend asked for demographics of the students that dropped out so faculty could focus on support for similar students and help with specific eligibility issues. Tyler Sparks stated they could get at that information.

VI. Summary Actions and Handouts:

1. Approval of December 5, 2007 Minutes: MINUTES APPROVED UNANIMOUSLY
Handout (buff): December 5, 2007 Minutes
2. Proposed Early Childhood Education Program Changes – Revised: PROGRAM PROPOSAL APPROVED UNANIMOUSLY.
Handouts (White): Increase in Prog Hours Revised
3. UAS Report Feedback:
Handouts (Green): UAS Formative Review. DPS 12.07
4. State Review Report Discussion
Handouts (Yellow): State Program Review Results 12.14.07
5. Sub-Committee on Writing Question Review: General concerns included problems with critical writing, analytical writing, and transitioning between different formats of writing (letters, papers, memos, etc.).
6. Sub-Committee for Freshman Scholarships: Meredith Park Rodgers volunteered for the committee, and Gretchen Butera, Dionne Cross, and Amy Hackenberg were nominated.
7. Review of Student Teaching Evaluation: The committee reviewed the student teaching evaluation [report](#).
Handouts (Purple): Program_Report_Global