

Indiana University School of Education  
Committee on Teacher Education  
Minutes  
March 1, 2005  
Room 2277

**Present:** Jose Bonner, Keith Chapin, David Estell, Karen Jackson, Diana Lambdin, Lissa May, Luise McCarty, Greg Mongold, Sara Moore, Tim Niggle, Jill Shedd, Laura Stachowski

**Others present:** Valarie Akerson and Frank Lester to comment on the ASC report, David Kinman to present Praxis I Data

**Handouts:** 1.1 February 7 Minutes (green), 2.1 Music Education Proposal (blue), 3.1 Students Admitted to TEP 2004-2005 (yellow), 4.1 Praxis Data (white), 5.1 ASC Summary (white), 5.2 ASC comparison chart (pink); materials for item 6 posted on Oncourse

**I. Approval of February 7, 2005 Minutes**

(handout: 1.1)

Luise McCarthy opened the meeting with reminding members of a meeting change from April 28 to April 21, then directed members' attention to the review of the February 7 minutes. After briefly reviewing the February 7 minutes, the minutes were APPROVED UNANIMOUSLY.

**II. Voting Item: Change to TEP admissions requirement for music education majors—Lissa May**

(Handout: 2.1 proposal)

Lissa May presented a proposal from the music education department to substitute the course E321 for K205 as a prerequisite course for admission to the Teacher Education Program. Because of scheduling conflicts for music education majors, it has been difficult to fit K205 into students' schedules, especially during the sophomore year, thus delaying their eligibility for admission to TEP. K205 will still be required for music education students, however, by using E321 as the prerequisite for admission to TEP, students will be able to complete the prerequisites for admission in a timely fashion. This policy change will be effective for those seeking admission in the 2005-2006 school year, beginning with the October 1 admissions deadline. APPROVED UNANIMOUSLY.

**V. Informational Item: Academic Standards Committee Report—Tim Niggle**

(Handouts: 5.1 ASC summary, 5.2 ASC comparison chart)

Tim Niggle, along with Valarie Akerson and Frank Lester, presented data on the role of the Academic Standards Committee (ASC) and the decisions made from July 2003 to June 2004. The ASC is the committee responsible for interpreting School of Education policies to individual cases in response to appeals from individual students. Students with extenuating circumstances may appeal to the ASC to make an exception in SoE policy for their case. Common requests include permission to substitute or waive courses, permission to waive PPST/CBT for admission to TEP with a disability waiver, and

requests to waive a prerequisite course for TEP admission. The committee considers students' requests on a case-by-case basis depending on the rationale given for the change. The ASC may approve a request, deny a request, or refer a request back to the student to supply more information. The ASC's decision is the first step of due process for student appeals. If a student takes issue with the decision of the ASC, he or she may then appeal to Diana Lambdin, Associate Dean of Teacher Education, with additional information to support the appeal. Diana Lambdin noted that she will only appeal an ASC decision if there is compelling evidence can be given in addition to what was seen by the ASC. If a student takes issue with the decision made by Diana Lambdin, he or she may then appeal to the Dean if there is further compelling argument for the request. Handouts 5.1 and 5.2 document the 577 decisions made in 2003-2004 by type of appeal with the action taken by the council and by Diana Lambdin. Luise McCarty, on behalf of the Committee on Teacher Education, offered sincere appreciation to the Academic Standards Committee for their work and for the clear documentation of due process given to students in the School of Education.

#### **IV. Informational Item: Praxis Report—Dave Kinman**

(Handout: 4.1 Praxis Data)

Dave Kinman gave a report on how students are performing on the Praxis exams compared to state and national scores. While the Praxis I exam is considered an exit exam by the state of Indiana (required before one can be licensed), in the IU SoE, it is an entrance exam for admission to the Teacher Education Program. Handout 4.1 shows the 2003-2004 pass-rate data by field of assessment, by ethnic group, and by type of assessment. In general, the numbers show the IUB passing rate as higher than the national passing rate in all testing areas, and higher than the state passing rate in all but one area (PPST Writing). It should also be noted that there was a higher pass rate for students taking the computer form of the Praxis I than the paper and pencil test. The question was raised as to what happens to students who do not pass the Praxis I and therefore cannot be admitted to TEP. Diana Lambdin noted that there needs to be more ways to support students in persisting to pass the test. Dave Kinman also noted political issues surrounding the Praxis, in that standards boards are raising the qualifying scores in an effort to maintain competitive students, resulting with less students passing the Praxis. Nevertheless, IUB students tend to perform well on the test, with more students passing the test than most state and national averages.

#### **III. Informational Item: Enrollment history and projections—Tim Niggle and Diana Lambdin**

(Handout: 3.1 Students Admitted to TEP 2004-2005)

Tim Niggle gave a summary of students admitted to the Teacher Education Program in 2004-2005. Because the deadline for spring admission is March 1 and applications are still coming in, the data is subject to change. Tim Niggle reported that the numbers are down, but can't say if they will stay down and how many will be added post-deadline. It is possible that the numbers are becoming more stable after the elimination of the SoE entrance program. There is growing concern about the smaller enrollment numbers, however, there is also growing concern among faculty members as to capacity issues. There is a need to consider what is the optimal numbers for class size, number of clusters, etc. Tim Niggle also raised two more issues. The first issue concerns whether or not TEP

will allow students to stop and start program at will. This is becoming more of a problem and may need rules to structure progression through the individual programs. A second issue concerns the potential over-diversifying of program categories. There is a large number of undergraduate and graduate certification programs, some with a very small number of students enrolled. Because of the high costs of keeping programs separate, Tim proposed a future discussion on refocusing programs. Jill Shedd and others expressed concern over the low enrollment in math and science fields. Lissa May also expressed interest in learning how these entrance numbers compare to exit numbers, although currently there is no accurate way of obtaining this information.

## **VI. Informational Item: Follow-up study of Teacher Education graduates—Diana Lambdin**

(No handouts; full report and powerpoint presentation available on OnCourse)

Diana Lambdin gave an overview presentation of the results of CEEP's *A Follow-up Study of Three Cohorts of IUB Teacher Education Graduates*, a study of three cohorts of IUB SoE graduates who graduated from the Teacher Education Program one, three, and five years ago. A summary of results are as follows:

- Most IUB SOE graduates contacted are currently teaching, and intent to continue teaching.
- Most feel that their IUB program prepared them as well, or better, than other beginning teachers.
- Instructional content and field experiences were praised as among the most valued aspects of their program.
- More graduates are teaching in urban schools than in suburban, town, or rural areas, which has been a difficult transition for some students. Scale scores regarding being prepared to respond to needs of students of different backgrounds were lower among urban teachers.
- Reading and writing are areas graduates most often report being expected to teach. Satisfaction in that area is highest among the most recent (2002) cohort. Some students felt more phonics instruction was needed.
- Recent graduates report being better prepared to deal with issues related to standards than graduates from earlier years.
- Undergraduate student teachers may overestimate their level of ability or preparedness in some areas, especially a)working with parents, b)responding to social and emotional needs of students, c)maintaining a safe classroom, and d)dealing with student behavior.
- Diversity and individual student needs are among the greatest challenges these teachers face.
- The graduates stressed the need for a focus on practical applications in their courses and learning from instructors who draw from personal experience.