

Indiana University School of Education
COMMITTEE ON TEACHER EDUCATION
MINUTES

4:00 p.m., Wednesday, March 26, 2003, Room 2277

Present: Christine Bennett, Lynn Boyle-Baise, Gretchen Butera, Peter Cowan, Jesse Goodman, Genny Williamson, Terry Mason, Anne Stright, Tim Niggle, Keith Chapin, Brent Gault, Eric Ban, Diana Lambdin, Jill Shedd

Others Attending: Frank Lester, Greg Knollman (subbing for Mark Helmsing)

Handouts: 3/26 agenda, 2/20 minutes, Letters from Dean Gonzalez & Jesse Goodman regarding P-16 standards, Darling-Hammond & Youngs (2002) article, Proposal to Change the Mathematics Content Requirements for Elementary Education Majors, Memo: Changes in Math Requirements in ECE TEP, Memo: Changes in Math Requirements in TAL TEP,

Course Change Requests: M421, *Methods of Teaching Junior/Middle High School Social Studies*

New Course Requests: M341, *Foundations for Teaching Social Studies*, W201, W301, and W401, *Required courses in Technology Education*

Overview of the New Secondary Social Studies Program, SoE strategic plan – goal #1 (8 tasks), Process of Awarding the Grade of “T”, Student Teaching Handout

1. Approval of 2/20/03 minutes

Handout: 2/20 minutes

After a brief discussion, minutes from the 2/20/03 CTE meeting were approved as presented.

2. Informational Item: Creation of CTE sub-committee in response to the 2/20/03 discussion of Indiana Education Roundtable's Action Plan for P-16 Education

Handouts: Letters from Dean Gonzalez & Jesse Goodman regarding P-16 standards, Darling-Hammond & Youngs (2002) article

After briefly revisiting the conversation that took place during the February meeting, Terry Mason requested that CTE approve the formation of a subcommittee to draft a response to Dean Gonzalez's proposal.

In support of the creation of a subcommittee, Jesse Goodman pointed out that the Dean's proposal to assess or document teacher candidates' knowledge of the Indiana Academic Standards would affect all programs in teacher education; this is in contrast to other proposals brought before CTE, most of which affect only one program. Also, most proposals brought before CTE are specific in nature, whereas the Dean's proposal is quite nebulous.

Given those considerations, Jesse stated that a subcommittee would be able to take an extended amount of time to craft a response that could be adopted by CTE and forwarded on

to the Dean and Policy Council. He also stated that he would be interested in serving on the subcommittee.

There was some discussion about the merits of creating a subcommittee to deal with the Indiana Education Roundtable's Action Plan for P-16 Education. CTE members supported the formation of the subcommittee, and volunteers were taken to serve:

- Genny Manset Williamson
- Jesse Goodman
- Jill Shedd
- Terry Mason
- Lynne Boyle-Baise
- A student representative from the Dean's Advisory Committee

The subcommittee will meet before the April 15th CTE meeting to draft a response to be shared with CTE as a whole.

As an informational item, Terry also pointed out the handouts regarding this issue, which included a correspondence between Dean Gonzalez and Jesse Goodman, and a journal article.

3. Program/Course Requests:

Handouts: Overview of the New Secondary Social Studies Program, Proposal to Change the Mathematics Content Requirements for Elementary Education Majors, Memo: Changes in Math Requirements in ECE TEP, Memo: Changes in Math Requirements in TAL TEP, **Course Change Requests:** M421, *Methods of Teaching Junior/Middle High School Social Studies*, **New Course Requests:** M341, *Foundations for Teaching Social Studies*, W201, W301, and W401, *Required courses in Technology Education*

- **New Course Request – M341: Secondary social studies methods course:**

Terry Mason reminded CTE that a proposal was presented in October. Previously, there had been some concerns about the clarity of the information presented about the field experience component of both M341 and M421.

Christine asked CTE members to refer to the overview provided, and walked CTE through the various field experience options to be offered. She also pointed out that M341 is currently being piloted with one of the options available.

The goal is to provide students an experience in a middle school and high school. The diversity of settings will allow this to happen without further overloading MCCSC with field experience students.

Jill Shedd expressed concern that perhaps the plan as presented might not provide adequate time in actual classrooms to merit the 2 credit hours attached to it.

Lynne Boyle-Baise countered with her opinion that the “beyond the classroom” approach might actually provide teacher candidates with a highly enriched experience not possible in a regular classroom setting.

Although Jill agreed that the experiences proffered would be highly educational, she said that she was worried about the “administrative” and classroom management issues that might not be addressed in these non-traditional settings.

Lynne pointed out that M341 is somewhat similar to M301 in the elementary education program; therefore, the amount of time in the field is appropriate for the level of the course.

Christine said that difficulties are still being ironed out, and that much thinking and planning is happening during the pilot.

It was moved by Brent Gault and seconded by Jesse Goodman that the new course proposal for M341 be passed. **PASSED UNANIMOUSLY.**

- **Course Change Request – M421/M441: Secondary social studies methods course:**

M421 will offer a more traditional approach to field experience, with the exception that this experience will provide a longer period of time in the field.

The course is currently being piloted with students serving their time in the field with their prospective cooperating teachers for student teaching.

It was moved by Genny Williamson and seconded by Peter Cowan that the course change request for M421/M441 be passed. **PASSED UNANIMOUSLY.**

- **Explanation of Rationale behind math requirement changes:**

Frank Lester, chairperson of the mathematics education program, gave a brief history of the development of the current rationale for the change in math requirements for the elementary education, ECE, and TAL program.

The current recommendation, that 9 credit hours of math be taken by teacher candidates in EIEd and TAL, is the result of the national trend toward increasing math instruction for teacher education students.

Lynne Boyle-Baise asked, if 9 credit hours is the standard, why is the ECE TEP asking about reducing the math requirement to 6 hours?

Dr. Lester shared that he feels that 9 credit hours of math would be optimum. This being said, it might be logistically difficult to require the full 9 credit hours. The ECE TEP has undergone many labor-intensive changes, and requiring 9 credit hours of math might add to those difficulties.

- **ECE Program Change – change in math requirement: T101 & T103:**

It was moved by Christine and seconded by Lynne that the change in the ECE math requirement be approved, with the caveat that 9, not 6 credit hours of math be required for early childhood majors. In other words, T101, T102, and T103 will be taken by ECE teacher candidates, unless a representative from ECE makes an alternate proposal to CTE. **PASSED UNANIMOUSLY.**

- **TAL Program Change – change in math requirement: T101, T102, & T103:**

After a brief discussion, it was moved by Anne Stright and seconded by Christine that the change in the TAL math requirement be approved. **PASSED UNANIMOUSLY.**

- **New Course Requests – W300 & W400: Required technology methods courses:**
- **Course Change Request – W200: Required technology methods course:**

Although the listed technology course requests will not be presented for approval until April, copies of the requests were provided to CTE members so that the documents could be adequately studied, and appropriate questions raised before the next meeting.

Diana Lambdin asked any CTE members with specific questions to e-mail their concerns to Bob Appelman before the April 15th CTE meeting.

4. CTE Assignment from Policy Council for Goal 1 of SOE Strategic Plan: Prioritize 8 tasks

Handout: SoE strategic plan – goal #1 (8 tasks)

Tabled until April 15th, due to lack of time.

5. From the Office of Teacher Education (Diana Lambdin, Jill Shedd, & Tim Niggle)

Handouts: Process of Awarding the Grade of “T”, Student Teaching Handout

- **Report on recent initiatives:**

Diana shared information about recent initiatives from the OTE, including Teacher Education Forums during the Spring 2003 semester. She announced that the next forum, which will focus on academic standards in teacher education programs, will take place on April 16th. Lowell Rose will be the keynote speaker.

In addition, Diana told CTE about the education movie nights that have been sponsored by the Dean’s Advisory Council. The movies have been relatively well attended. There will be another movie night in mid-April dealing with prejudice in schools.

On April 10th, the Dean's Advisory Council will sponsor an ice cream social to make students more aware of the existence and function of the council in the early afternoon, while the Celebration of Teaching will take place later on the same day.

In December, the OTE began holding focus groups to look into relevant issues:

- enrollments,
- scheduling,
- predicting the number sections to create for courses
- professional growth of teacher candidates – dealing with students who act unprofessionally during student teaching or other field placements, and preparing students for the professional demands of teaching

As a result of these focus groups, the following ideas have been proffered:

- teacher ed orientations for each program – idea piloted with ECE in January
- hopefully, idea will be extended to other programs, as well

- **Discussion: direct admission of select students to SOE:**

Diana explained that historically, students have first been admitted to the University Division, and then, only after initial coursework has been successfully completed, students are admitted to the SoE.

Currently, the business school is allowing select students (highly qualified) to be admitted directly to the business program as freshman. Diana shared that this idea is being “mulled over” by the school of education, but that there were many logistical issues to be considered.

- **Assigning “I” grades: proposal for new tracking system:**

Diana explained that the OTE has spoken with department chairs about finding a way to keep better track of “Incomplete” grades that are awarded. The issue is that when awarded an “I” students are often unsure of what to do with or how to get rid of that grade. In addition, there has been a problem with “I’s” being awarded, and then the professor or AI who assigned the grade leaving without resolving the situation with the grade.

She shared a form that will give information to faculty about awarding incompletes, as well as ask faculty and AI’s to provide pertinent information about how the “I” is to be removed. It has been suggested that whenever an “I” is given, that this form be filled out and turned in to departmental offices.

- **Report from student teaching: trends, projections, and feedback on the new student teaching evaluation process:**

Jill related that she will be bringing an “executive summary” of data concerning student teaching to a future CTE meeting, either April 15th or April 29th.

In addition, she will be sharing results from the “overhauled” student teaching evaluation procedure. There is a lot of data available to facilitate good decision making.

- **Discussion: enforcing TEP admission deadlines:**

Currently, students are being admitted on a “rolling” basis, which sometimes means that some students are technically being admitted after classes have already begun in the fall. In the past, this has not been a problem, as most programs would allow for a fall or spring start.

The OTE is starting to think about how they might better plan and organize courses and schedules, as well as facilitate the creation of a more select population in each program. One option for making these things happen is to standardize enrollment dates. This would create a pool of candidates that could be compared and chosen from to create each cohort in teacher ed programs. This would provide more control over who is admitted to various programs.

As many CTE members expressed interest and concern about the standardized admission date, this issue will be discussed again at the April 15th meeting.