Indiana University School of Education
COMMITTEE ON TEACHER EDUCATION
MINUTES
4:00 p.m., Tuesday, April 15, 2003, Room 4204

Present: Keith Chapin, Eric Ban, Tim Niggle, Marilyn Kindred, Diana Lambdin, Matt Hoagland, Peter Cowan, Terry Mason, Anne Dopkins Stright, Brent Gault, Mark Helmsing, Jesse Goodman, Genny Williamson, Sarah Franklin, Jill Shedd, Lynne Boyle-Baise, Gretchen Butera

Others Attending: Susan Klein, Bob Appelman, Tom Marshall, Janet Johnson, Mary Beth Hines

Handouts: 4/15 agenda, 3/26/03 CTE minutes, New "W" Technology Series Overview, Draft of Memo, *Approval for Methods of Inquiry in Middle School English/Language Arts*;
Course Change Request: W201, *Beginning Technology Skills*;
New Course Requests: W301, *Integrating Technology into Teaching – Part I* ; W401, *Integrating Technology into Teaching – Part II* ; M416, *Methods of Inquiry in High School English/Language Arts* ; M428/L528, *Methods of Inquiry in Middle School English/Language Arts*;
Memo, *CoT/Special Education Licensure*, Draft of CTE Subcommittee on K-12 Standards Recommendations, Proposal for Standardizing Admission Dates for Teacher Education Programs, Long-Range Strategic Plan: Goal 1 with 8 sub-tasks

1. **Approval of 3/26/03 minutes:**
   Handout: 3/26 minutes

   After briefly reviewing the minutes from the 3/26/03 CTE meeting, it was moved by Peter Cowan and seconded by Brent Gault that the minutes be approved as presented. **MOTION PASSED UNANIMOUSLY.**

2. **Program/Course Requests:**
   Handouts: New "W" Technology Series Overview, Draft of Memo, *Approval for Methods of Inquiry in Middle School English/Language Arts*; Memo, *CoT/Special Education Licensure*
   Course Change Request: W201, *Beginning Technology Skills*;
   New Course Requests: W301, *Integrating Technology into Teaching – Part I* ; W401, *Integrating Technology into Teaching – Part II* ; M416, *Methods of Inquiry in High School English/Language Arts* ; M428/L528, *Methods of Inquiry in Middle School English/Language Arts*

   - **New Technology Education Sequence (New Course Requests – W301 & W401; Course Change Request – W201): Required technology methods courses**

     Bob Appelman and Tom Marshall presented information about the proposed technology education sequence of courses. W201, W301, and W401 – all 1-credit hour courses, if approved, will eventually take the place of the 3 credit course W200. The courses will be pass/fail, as opposed to the letter grades currently given in W200.

     The rationale behind the change from one 3 hour course to three 1hour courses is that the course sequence will allow students to be exposed to technology education throughout their

teacher education programs, instead of having a "heavy dose" early on, perhaps before they are ready to utilize the information effectively.

W201 – this baseline course will assess students' technical competence and provide instruction in basic technology; introduction to the Teaching Technology Lab, which will be staffed by 200-level instructors who can assist students with their technology needs throughout the three course sequence
W301 – linkage to early methods courses; cohort groups within each section of W301 will be built based on program area, allowing students to develop lesson plans based on program specific standards as well as technology education benchmarks
W401 – course taken in conjunction with final field experience or student teaching, students create and use a technology lesson that meets both content and technology education standards; students would be asked to videotape their technology lesson, and then digitize the video for insertion into an electronic portfolio

After hearing the proposal, CTE members commented, posed questions, and voiced their concerns:

- Brent Gault – How will students who are in, for example, music education, and have been taking W200 to satisfy the technology requirement, fit into the new program?
    - Bob Appelman explained that eventually W200 will no longer exist as an option; however, this will not happen until all programs "buy in" to the three course idea. So, students will be able to take W200 for some time – currently, the only program with the three course sequence is the newly approved secondary program.
- Jill Shedd – Typically, coursework is not taken during student teaching, so it would be unwise to plan for W401 to coincide with the student teaching experience. Also, since some field experiences will not be taking place in actual classrooms, the creation and utilization of a technology lesson might be difficult. Therefore, conversations will need to take place concerning the integration of technology into these "nontraditional" field placements.
- Terry Mason – Has consideration been given to the difficulties of implementing one credit courses in terms of overall programs and course load?
    - Bob related that the logistics of implementation have been negotiated with the secondary program, and will continue to be polished as the three course sequence begins. He also noted that the benefits of the developmental approach that the course sequence provides outweigh the logistical problems they might create.
- Diana Lambdin expressed support for the program as proposed, but warned that videotaping in classrooms might be problematic.
- Jesse Goodman warned that a three course sequence has been implemented before, without success. He also noted the importance of ensuring that students are asked to do "1 credit hour's" worth of work for a one credit course, which is difficult.

After the conclusion of the discussion, it was moved by Anne Dopkins Stright and seconded by Peter Gault that the sequence of technology courses – W201, W301, and W401 be approved as presented. **MOTION PASSED, WITH 2 ABSTENTIONS (Jesse Goodman and Genny Williamson)**

- **New Course Requests – Language Education: M416, *Methods of Inquiry in High School English/Language Arts* ; M428/L528, *Methods of Inquiry in Middle School English/Language Arts***

  Janet Johnson, Mary Beth Hines, and Peter Cowan shared proposals for 2 new courses, M428/L528, Methods of Inquiry in MS English/LA; and M416, Methods of Inquiry in HS English/LA. The offering of both a middle school and high school methods course meets several IPSB standards, including the professional recognition that teaching high school is in fact different from teaching middle school. In addition, it is hoped that by offering a methods course designed specifically to deal with middle school will encourage students to pursue this interesting and challenging field of study.

  Concerns were discussed, including the fact that some programs (CoT for example) require that their students take a secondary English/Language Arts methods course. CTE members wondered how the two course offering would affect these students: Will the course titles imply that students who had not taken both courses were somewhat "lacking" in their coursework?

  To prevent this problem from occurring, it was suggested by Jesse Goodman that the courses be renamed:
  - **M416, Methods of Inquiry in Secondary English/Language Arts: High School**
  - **M428/L528, Methods of Inquiry in Secondary English/Language Arts: Middle School**

  Language Education faculty concurred, and agreed to the course title changes.

  It was moved by Jesse Goodman and seconded by Lynne Boyle-Baise that the new course proposals for Language Education be approved with their new titles. **MOTION PASSED UNANIMOUSLY.**

- **Program Request – Revision of CoT/Special Education program requirements**

  Susan Klein shared a proposal from the special education department regarding the revision of CoT/Special Education program requirements:

  Two special education teacher education programs were developed by the special education faculty three years ago and initiated during the Fall Semester, 2001: Teaching All Learners (TAL) (elementary/special ed) and CoT/Special Education (secondary/special ed/subject concentration). At that time, the special education faculty decided that some of the TAL courses would be appropriate for both programs.

  At the end of December, 2002, as the first group of CoT/Special Education students approached the student teaching semester, I asked them to provide evaluative feedback on their special education coursework to date. The students who provided the information not only completed multiple semesters of coursework, but all had secured mentor teachers in schools and had been observing/visiting those classrooms for at least one semester. Their perspectives were shared with the special education faculty and resulted in a proposal to change some of the requirements. That proposal is attached.

Further, when the CoT/Special Education program was designed, the special education faculty did not anticipate the increasing numbers of limited license middle and secondary special education teachers who would seek their license through CoT. Those students (teachers in reality) have provided a wealth of perspectives about their preparation program as well.

Thus, the proposal represents the latest thinking about the academic experiences needed by both our undergraduate and post-BA students seeking a teaching license in middle/secondary special education.

This proposal was approved by the special education faculty on March 12, 2003.

Briefly, the proposed changes are:

Now, all CoT/Special ed (undergrads and post BA students) are treated the same. Susan Klein recommends:

1. more spec ed courses (for undergrads) geared to mid/second aged students (less with TAL)
2. more opportunities for undergrads to attend classes with practicing teachers
3. reduced credits in content concentration (reduced to a maximum 24 credits)
4. elimination of content concentration for post-BA students

After some discussion and clarification of the content area concentrations, it was moved by Jesse Goodman and seconded by Anne Dopkins Stright that the revisions to the CoT/SpEd program requirements be approved as presented. **MOTION PASSED UNANIMOUSLY.**

- **Program Request – Revision of CoT eligibility requirements for admission to TEP**

Susan Klein briefly described the situation that warrants the revision of CoT eligibility requirements for admission to TEP. However, no handout was available to supply further details about the rationale and proposal. Therefore, CTE members suggested that Dr. Klein return at a later date and supply CTE with a handout documenting, in detail, the proposed revisions.

Tabled until 4/29/03, to allow CoT representatives to supply more information about proposed changes in eligibility requirements for admission to TEP.

3. **CTE sub-committee on Indiana Education Roundtable's Action Plan for P-16 Education: preliminary report**
Handout: draft of CTE sub-committee recommendations

Terry Mason briefly shared the draft of the CTE sub-committee recommendations in response to the Indiana Education Roundtable's Action Plan for P-16 Education. He asked that CTE members carefully review the document before the next meeting, and e-mail proposed changes to him, or to the graduate assistant, Kim Brattain.

After briefly commenting on the strengths and weaknesses of the document, CTE members agreed to study the document and then send comments to Terry or Kim. The goal of CTE is to

approve a set of statements and recommendations to be sent to Dean Gonzalez and Policy Council before the end of the 2002-2003 school year. Since there is only one CTE meeting left, a document needs to be approved at the 4/29/03 meeting to meet this goal.

4. **Discussion: enforcing TEP admission deadlines:**
   Handout: Proposal for standardizing admission dates for teacher education programs

   Tabled until 4/29/03, due to lack of time.

5. **CTE Assignment from Policy Council for Goal 1 of SOE Strategic Plan: Prioritize 8 tasks:**
   Handout: Goal 1, outline of 8 tasks

   Tabled until 4/29/03, due to lack of time.