IU School of Education
Teacher Education Council
May 2, 2001

Present: Christine Bennett, Ginette Delandshere, Tom Gregory, Janet Johnson, Fritz Lieber, Tim Niggle, Dave Kinman, Jill Shedd; Others attending: Cathy Brown; Minutes taken by: Janet Annelli

Handouts: Minutes - April 5, 2001, Annual Report of the Teacher Education Council (4/6/01), Fritz Lieber's notes from goal forums, Draft: Management of Unit Assessment System (4/13/01), TEC Retreat Agenda

I. MINUTES

Vote: Motion to approve minutes from the April 5, 2001 meeting.
PASSED.

II. ANNUAL REPORT OF THE TEACHER EDUCATION COUNCIL
Tom Gregory

This report was provided for the TEC to review. The date when the Teacher Education goal report was submitted to the Long Range Planning Committee was **1/30/01**.

III. ADDENDUM TO *AN ELABORATION ON GOAL 1: CONTINUE IU'S COMMITMENT TO STRONG PRE-SERVICE TEACHER EDUCATION*
Handout: *Fritz Lieber's notes from goal forums*
Fritz Lieber

A. Opening Statement

An opening segment should be written to include information about who was invited to the forums and had access to the report: SOE faculty, staff, and some AIs. The report and a summary of it were both provided on the web. Some school representatives were also involved in the first forum held during a JARB meeting. Some members felt that it was important to indicate that attendance at the forums was low and to indicate what types of people attended, i.e. faculty, staff, etc..

B. Notes

Fritz wrote up brief notes in a possible addendum format (see handout). In addition, Janet took notes, Jill and Tom also had some. The group discussed what should be done with the other notes and thought they should be reviewed and additional information included. Fritz will write an introduction, then Tom, Janet, and Jill can review Fritz's document and add information to it from their notes.

C. Format

The format of the addendum was discussed. The document will follow the format of the goal report as Fritz has in his notes, with other sections as needed.

D.   Scope and Focus

The scope and intention of the addendum was discussed, it will briefly summarize the meetings. When the addendum is complete it will be sent to the LRPC to accompany the earlier goal report. The TEC will not review the addendum again before it is submitted.

IV.   MANAGEMENT OF UNIT ASSESSMENT SYSTEM
<u>Handout:</u> *Draft: Teacher Education Council Management of Unit Assessment System* (4/13/01)
Jill Shedd

A.   Role of the TEC in the Assessment Process

Reports to the Professional Standards Board have stated that the TEC would oversee assessment of Teacher Education at IUB. The assessment approach at IUB is to allow each program to develop their own assessment model.

The TEC needs to develop some form of review for all of the assessment plans and the data received from the individual programs. This information can then be used to review and discuss the quality of our programs and graduates. Some provision for modifying the nature of assessment and the reports may need to be included in the process–the group may find they need other information collected, for example, enrollment data across programs.

The handout provides some ideas about the information that could be provided to the TEC on an annual basis so it can oversee programs and get a sense of the quality of students overall, the quality of students within individuals programs, our success rate, and issues related to the school as a whole.

After the Review
What is the next step after the TEC reviews the submissions from all the entities in the school? Once they review the documents they need to determine what will be done and to whom they will report. Each year there are annual reports to Standards Board and to NCATE. The TEC could review annual reports from the Associate Dean for Teacher Education or could create other reports. The TEC may not take action but they need to know how well things are being done, if program faculty are addressing issues, if admission criteria are working, etc.. The data will enrich our information about the quality of our programs.

B.   Questions and Comments

Unit Assessment/Program Assessment
There is some risk in the approach the school is taking because the program areas are doing individual assessments of their programs and what is needed for NCATE and the state is a *unit* assessment. To accomplish this, programs need to negotiate some common threads of information to report and a common way of reporting information.

Changes
If a program wants to change it's decision points or the manner in which it is handling unit assessment, would that come to the TEC for approval? The group will need to decide on the process.

Proposals for changes should be related to data collected and evaluations that the programs have done. Reports to the Professional Standards Board and NCATE would say that each program has reviewed these data and as a result of that changes may be made.

Benefits of Assessment Process
- An important aspect of the assessment process is that the school is gathering information about programs, reviewing it, reporting the findings, and then can act on what is learned about programs to improve them.
- One of the reasons for doing unit assessment is to make program modifications based on the findings–from what is learned from students, from schools, from graduates, and what's working about our programs.
- The assessment will establish and formalize a process for collecting information about all programs.
- This process will push each program to keep looking at their data and how they are doing--they may not do this now. It will necessitate that they routinely review their data, keep track of information, and determine what it means and its implications.

Information to Collect
Another area of information that the TEC may want to collect is the test performance of program graduates. Individual programs will be getting that data; the TEC could compare data across programs.

Programs/School
There could be two columns of information, one could list the areas that will be the responsibility of the faculty in particular programs, the other could list areas which will be gathered and compiled school-wide and communicated back to programs.

Trends Over Time
For the information from assessment to be useful it may need to be reviewed over time–it may not be that helpful to look at just one year of data. Information from different programs and different times needs to be aligned so trends can be seen.

Defining Programs
This assessment process raises question about how to look at programs, for example, is it a secondary program or are there various secondary-level content programs like science education? How data is summarized and the way we govern ourselves in individual programs may shape how programs are defined. If we talk about content areas as programs, are the content areas going to take responsibility for their students throughout the entire program? How does the way programs are defined line up with standards?

Other Questions
- Does NCATE and the Professional Standards Board have a list of areas that they want included in unit assessment? NCATE does have a list of the kinds of evidence that can be presented and documented.
- Will the assessment include information about recruitment? Some campuses are including recruitment as a benchmark they are working toward.

- Will assessment include the period after degree completion involving areas such as the induction portfolio and licensing? Some schools are extending their preparation program to include completion of teacher support and assessment programs. They are extending themselves beyond the initial licensing phase to include the success of their candidates.

C. Action

- Create the two column list in addition to this list.
- Could use sources of evidence as a way to organize ideas and information.
- Bring the NCATE standards on the unit assessment system to the retreat for people to review.

V. SECONDARY ANCHOR PROGRAM
Cathy Brown

A. Background

The secondary anchor group ceased to function last spring; they started meeting again this semester. Cathy met with the "generalists" in the program group including those in special education, multicultural education, educational psychology, foundations, technology, and reading. Then she met with the content "specialists." She asked each group to think about the standards related to their programs/courses, the recommendations of their own professional organizations for the preparation of secondary teachers, and to then come up with what is absolutely essential for the preparation of teachers.

It has been difficult in the secondary anchor program to create a program, to determine how to look at the program, to get "generalists" and "specialists" together to agree on programmatic things such as how different content areas can have parallel kinds of experiences. There is still tension among the content people about what they want in the field experiences--how much orientation to content should be included. It has been difficult to get the secondary program moving again, there is a lot of frustration–they have been working on this program for five years. Some groups such as English, Science, and Ed. Psych. have continued to do a lot of work on their programs and courses.

B. Course Blocks

They all met and came up with these blocks of courses:
- **Block A** (courses across disciplines): This includes the areas of foundations, adolescent development, multicultural issues, and learning. The block also includes a related field experience.
- **Block B** (courses within disciplines): These three areas are addressed in the block: special methods, literacy, and special education. The special education and reading faculty want to teach subject matter-specific courses in this block.
- **Block C:** The block includes another special methods course and student teaching. This block could consist of one or two semesters depending on the content area. Science now does this in one semester. Other programs may try different arrangements.

About the Programs:
- Students take courses as a cohort in a block and could start with Block A or B.
- The program will take 3 or 4 semesters depending on how student teaching is set up.
- The group needs to do more work on:
  - Assessment
  - Legal issues

    They may have a one semester course with 8 weeks of assessment and 8 weeks of legal issues, then the students could flip to the other topic. That way a given faculty member could teach all semester.
  - School structures: they need to include both middle school and high school organization

    Middle School: There won't be a stand alone program for middle school. The other campuses advised us that it would be better for our graduates to be eligible for middle school and secondary licensing or middle school and elementary but not just middle school. I&SJ will be eligible for middle school and secondary.

C. **Questions and Comments**

Starting Program
- The secondary group plans to give a finished program proposal to the TEC early in the fall. They would like to begin talking to freshmen soon but are not sure when they will be ready.
- Inquiry and Social Justice will wait two years before starting.
- If the anchor program and I&SJ start at the same time it will be easier to get students into the programs.
- If the general education requirements are about the same as the existing secondary program, then the transition to these new programs will be easier.

What is the Impact of the 21ˢᵗ Century Teacher Project?
That project may have some impact. They are considering creating shadow courses in some areas like math. The content course would have a one hour seminar that shadows it and raises questions about what it has to do with high school teaching, with curriculum, what pedagogical issues arise, what technological issues are involved.

What is the Impact of the 18-Hour Alternative Certification?
There is new legislation requiring the design of an 18-hour alternative certification (including student teaching). They need to consider that program in their planning. They may not have enough students in programs like math ed. to have two programs.

Transition
- There was concern about the transition from the old secondary program to the new ones. There were some problems with the elementary programs when they started, how will this transition be handled for secondary?
- There has been discussion in the Dean's office that we made a commitment to students as freshmen to the old programs.
- How will the programs handle transfer students? If they can handle transfer students, they should be able to handle students from the old program.

Faculty Load

- In Block B, if there are different versions of the literacy and special ed. topics for content areas like math education, will there be enough faculty to teach them? Can the faculty manage that many offerings? It was the recommendation of the special ed. faculty to have subject matter-specific courses because it would be easier for them to teach that way. It would make sense to have teams working in a block; they could have a set of faculty members, a content person, special ed. person, and reading person, that will develop a block of courses.
- In the elementary programs the faculty can't handle more diversification in their programs. Will this happen in secondary as well? Will we run out of room in the building and out of faculty time?
- How many students will be in the secondary program? How many multicultural course sections will be required each semester—how many instructors?

VI. AGENDA FOR TEC RETREAT

Handout: *Draft Agenda*
Jill Shedd

A. Introduction of New Members

The potential new members have been identified. Someone needs to contact them about joining and also about attending the retreat. Replacements for Janet Johnson and Fritz Lieber still need to be identified; both are in their third and final year.

The process of appointing new members was discussed. The number of SOE faculty was left at seven. It's still unclear to many TEC members how members are being selected now and how it should be done in the future.

B. Orientation

It would be a good idea to have an orientation and introduction for the new members to let them know what goes on in the TEC, not just what the TEC is and does/ its role, but what members do—*their role* (from their point of view).

C. Unit Assessment System Management Plan

- Will the *current* secondary program do a unit assessment?
- The TEC needs to work out a process and the logistics of unit assessment reviews.

D. Role of TEC

The group may want to discuss the role of the TEC. The LRPC report omitted a lot of work the TEC does and expects to continue to do in the future such as program and course approvals. The review of teacher education by the LRPC also stated that the TEC should remain independent and provide support rather than establishing or mandating policy. The group may not agree with that. The group should clarify their roles and responsibilities in a constitutional amendment—this could be worked on at the retreat.