

IU School of Education
Teacher Education Council
May 4, 2000

Present: Jim Ansaldo, Melissa Beeker, Cathy Brown, Tom Gregory, Janet Johnson, Diana Lambdin, Bradley Levinson, Fritz Lieber, Tim Niggle, Jill Shedd,; Others attending: Christine Bennett
Minutes taken by: Janet Anelli

Handouts: Minutes from Meeting 4/5/00; New Course Requests: Exploring Self as Teacher (G200), Communication in the Classroom (G203); Memo: Change in S500 requested by GPC (4/21/00); Annual Report of the Teacher Education Council (4/10/00); Memo: Graduation without Certification (5/4/00); **Inquiry & Social Justice:** Addendum (3/31/00) and New Course Requests: Educational Worlds: Social & Cultural Contexts of Teaching & Learning (S301), Ecology of the Classroom: Connecting Curriculum, Teaching, & Learning in Inclusive Classrooms (S302), Teaching for Social Justice in Middle & Secondary Schools (S401), Capstone Seminar: Professional Growth and Practice (S402)

I. MINUTES

Vote: Motion to approve minutes from 4/5/00 meeting.

PASSED.

II. INQUIRY & SOCIAL JUSTICE PROGRAM

Handouts: *Addendum (3/31/00) and New Course Requests: Educational Worlds: Social & Cultural Contexts of Teaching & Learning (S301), Ecology of the Classroom: Connecting Curriculum, Teaching, & Learning in Inclusive Classrooms (S302), Teaching for Social Justice in Middle & Secondary Schools (S401), Capstone Seminar: Professional Growth and Practice (S402)*

A. New Course Requests and Addendum

- o ***Educational Worlds: Social & Cultural Contexts of Teaching & Learning (S301) and Ecology of the Classroom: Connecting Curriculum, Teaching, & Learning in Inclusive Classrooms (S302)***

The program changed course numbers so their meaning and sequence might be clearer to students. These two courses are fixed at 8 credit hours and have a 1 credit hour field experience, M301.

- o ***Teaching for Social Justice in Middle & Secondary Schools (S401)***

They changed the course number and revised the syllabus to clarify questions from the last meeting.

- o ***Capstone Seminar: Professional Growth and Practice (S402)***

This course now includes P487 (presented at the last meeting).

- o ***Student Teaching***

Student teaching will be 12 credit hours. It will take up the entire second semester with the 4 credit hour seminar.

Addendum

Table 1 gives an overview of classes and the FTE components.

Total Credit Hours

The program is not trying to be in GradPact but some students could finish in 4 years. Math majors will need 125 credit hours; Social Studies majors will need 157 credit hours.

B. Field Experiences

S301: This field experience will be more general and observational and will be a service learning experience in a non-school setting.

S302: This field experience will probably be more than the micro teaching lab. It will also have some school experience or may continue the experience started in S301.

S401: This course will have 2 credit hours of field experience with it. It will likely consist of students going to a school twice a week for 3-hour sessions. It will also include a 10-day teach. Students will be placed in a middle school or high school. They would like to work closely with 3 - 6 schools, with some of them located in Indianapolis.

S402: If students were placed in a middle school for S401, they will switch to a high school for student teaching. Those placed in a high school for S401 will be placed in a middle school for S402. (See later comments about dual licensing.)

C. General Education Requirements

The general education requirements listed are suggested but not required. The program wants to be flexible especially when first starting up. They will use the current secondary requirements. They have also made some other suggestions for recommended courses. They hope to have students select the recommendations in the future; they want to encourage students to have a foreign language. Students need to take W200.

Math

What is the rationale for 6 credit hours in math? None of the other secondary programs have this requirement. It is a recommendation which the program adapted from the projected middle school program. They need to clarify which credits of math would be appropriate, some will count towards a degree, others will not.

TEC members would like more clarity on what's required and what is recommended. The program group will work with the advisors to clarify the general ed. requirements.

D. Student Teaching in Programs with Certification in Two Developmental Levels

If a program offers certification in more than one developmental level, should students have student teaching experience at each level? Programs and the TEC need to consider the new licensing format. The current secondary license runs from grade 5 - 12. The new structure will be different, requiring two levels of licensing for this range. The faculty needs to look at developmental level standards for the two levels and determine what it will take to meet those standards—courses, field experiences, etc..

How long should each experience be? Some alternatives:

- o 12 weeks at one level and an intensive early experience at the other level
- o 6 - 8 weeks at each level--Would 6 weeks be sufficient?
Some schools may not want students for just half a semester of student teaching.
- o 10 weeks at one level and 6 weeks at the other

Could look at how other areas handle this:

- o Early Childhood Education covers two developmental levels and has two student teaching experiences
- o Endorsements - some have 10 weeks of student teaching in the major and 6 weeks for the endorsement

Hiring

Will principals hire someone that doesn't have experience at their particular school level?

They will look at what kind of field experience students have. What do principals want to see?

Role of TEC

Should the TEC deal with this on a program-by-program basis or should it create some guidelines for second licensing level should it have in way of field experience in it? The TEC should create guidelines for programs to follow. The standards for licensing don't specify stipulations for minimum student teaching experience.

Next fall the TEC needs to deal with this issue. The TEC may want to identify some guidelines to programs in development on how to deal with this second level licensing. Should there be coursework about students at that age or an additional field experience, or something else? Existing and new programs may also need to take another look at student teaching.

E. Questions and Corrections

- o Addendum, Block 2, should be S302 not S401
- o S302: Page 3, there's a note, "Please add sources on literacy in multicultural contexts and student exceptionalities." These were added; that statement should be deleted.
- o S402: Page 1, course description, should read "the class meets"
- o Sentence 1 is vague—are faculty supervising student teaching? Does the seminar occur in school during student teaching? The faculty would like to have teachers working with them on the seminar. The first two weeks and the final week will be held on campus. The seminar during the first two weeks and the final week will be intensive, meeting every day for 6 hours. During the semester, faculty and graduate students will make visits to students, there will be meetings during this time, and assignments made during the first two weeks will be carried out through the semester.

Seminars

- o There have been some problems with other programs and their student teaching seminars like M420 which is a required seminar attached to student teaching--there are no faculty taking responsibility for it. The Student Teaching Office can't oversee these seminars.
- o If there are changes to student teaching requirements because of the dual licensing level, the seminars may have to be reworked.

Placements

Will everyone be close enough to work together during the semester? Yes, they would like placements close to Bloomington and in Indianapolis. They will need to let students know this early on so they don't expect to go home to student teach.

Block Courses

How will a semester of a large block course work? How interdisciplinary will it be or will it be more like separate intensive courses? There will be three faculty associated with a course. The approaches may vary from the outlines provided depending on the faculty. The faculty will plan together, and all will be involved with the course throughout the semester.

For certain sections of a course, one faculty member will have primary responsibility for preparation, and leading discussion and activities, but other faculty will be there and participate and contribute. They will do collaborative planning. They want faculty to commit to this. Even across blocks, they hope to have faculty working together so the program is cohesive and not redundant. Faculty may stay in touch so they know how students are doing and what is going on in following courses.

The program wants to use case-based learning to pull things together, to bring all the disciplines into the cases and integrate teaching and learning, and learning theory. They have some cases they can use and may create some others.

Note: Motion to approve the new courses, *Educational Worlds: Social & Cultural Contexts of Teaching & Learning (S301)*, *Ecology of the Classroom: Connecting Curriculum, Teaching, & Learning in Inclusive Classrooms (S302)*, *Teaching for Social Justice in Middle & Secondary Schools (S401)*, *Capstone Seminar: Professional Growth and Practice (S402)*, with the corrections mentioned above.

PASSED.

III. TEC: ITS MISSION AND MEMBERSHIP

There was some concern that faculty are reluctant to serve on the TEC. Part of this reluctance seems to be related to the workload of the council and the kinds of confusing issues they work with, and some seems to be related to the council's reputation. Because the council is important to the school, the concern raised here was about how to get faculty to commit to dealing with issues. The council needs to look at itself and its reputation.

Some members felt that the TEC is too reactive instead of being proactive. Some group in the school, maybe the TEC, needs to take a more proactive role. For example, when new programs are being developed, the new developmental levels for licensing should be an integral part of the program planning not retrofitted in as they seem to be now. The TEC doesn't seem to be taking a proactive approach in dealing with important issues such as incorporating developmental levels into programs and issues of student teaching at two developmental levels. The TEC should also be doing proactive work in capacity building for change and sustaining change. An example is new programs—we review them a lot before they are implemented, start the programs, and then many programs never change or get reviewed again.

The faculty have ideas for programs but don't like to deal with the specifics and the logistics of implementing them. Maybe the TEC should lay out descriptions of what is seen as the problems/issues that need to be dealt with and ask the Policy Council if they want the TEC to work on them.

Assessment

The assessment systems will also be an important area the TEC could be involved with. What role could/should the TEC play? Manage the assessment process for programs as a whole, review the six principles, oversee the process? The assessment plan has to be in a pilot stage next year.

Research and Development

Almost 60% of the RFPs received involve teacher education. Many require collaboration with school districts too. Who's responsibility are they, who should take the lead, should the TEC be involved? There needs to be an interface between the Research and Development Committee and Teacher Education that hasn't been happening. Is that a role the TEC could play? There needs to be a vehicle for doing this or we need to at least talk about a mechanism for trying to get information out.

Next Fall

Add to the fall agenda: *Status, Function, and Mission of the TEC*. The TEC may need a retreat for a ½ - 1 day to plan for the TEC for the year.

IV. NEW COURSE REQUESTS

Handouts: *New Course Requests: Exploring Self as Teacher (G200), Communication in the Classroom (G203)*

Fritz Lieber presented these courses. Administration of these two courses has fallen into the Counseling and Educational Psychology department--they select the AIs to teach the courses and some of the content is related to their department. They are requesting changes in the course numbers.

A. *Communication in the Classroom (G203)*

This course is based on using counseling attitudes and techniques to help teachers teach. It looks at using counseling theory as pedagogy as opposed to remediation. It focuses a lot on communication and uses various theories of communication. The content includes individual and group communication as well as conflict resolution. Students also work in the field in a service learning component.

The course has worked well and has grown a lot since its been offered (up to nine sections per semester). Programs are using the course as an option under the Oral and Written Expression category of general ed. requirements--it puts the speech requirement into an educational context.

B. *Exploring Self as Teacher (G200)*

There was some concern this course may duplicate F203 somewhat but its really a different course. Fritz wants this course to be a broader introduction into what it means to be a teacher. He'd like to keep the field experience which is service learning, and have some focus on communication including parent and collegial communications and conflict resolution issues. They would also have a week devoted to each program in the School of Ed. Fritz would like to work with the different programs to prepare for this--what does it mean to be a teacher in the different programs. The course would then serve both as an exploration to teaching and as an introduction to the School of Education.

Questions

- o Will students take this course given the limited numbers of electives in the new programs?
- o How similar is this course to F205? This is a very different course than F205. F205 is more of a foundations course (may be more similar to H340) and is more intellectually demanding.
- o Is this course taught only at Bloomington? The bulletin lists the course as being taught in Bloomington and Indianapolis. This would make changing the course designation a more complicated process.

There was some discussion concerning the reasons for wanting to change the course designation. It was stated that F200 is not an experimental course number and didn't need to be changed. F200 is a topical course but not an experimental one. If that course was to be made a permanent course and not a topical one, the number could be changed to G200. But this reasoning doesn't apply to F200 because it is already a permanent number.

Vote: Motion to change F203 to G203.

PASSED.

Fritz withdrew the new course request to change F200 to G200.

V. GRADUATION WITHOUT CERTIFICATION

Handout: Memo: Graduation without Certification (5/4/00)

Each semester the Professional Standards Committee gets students who, for various reasons, want to graduate without certification. They receive 2 - 3 applications per month. The committee has developed some guidelines to follow and wants the TEC to review them and provide input. Then the committee will need to develop criteria for approval. The TEC reviewed the document.

It's not a problem if students graduate and don't apply for a license. But it's a different issue for School of Education students who get to the end of their program and change their minds about their career goals; they can't switch schools then because of university requirements. We need to decide what to do with them; they would like to graduate them without certification. This is fairly easy to do for secondary students because there is a secondary ed. bachelor of science degree but there is no bachelor's degree for elementary education so the situation is more difficult for these students. A list of the elementary students that graduate without certification is kept on file.

Questions/Issues (refer to numbered statements in memo)

5: Why does this statement need to be included? The committee wants to caution students about how serious this is. There is not a particular reason for the 5 year restriction but they want students to consider the decision seriously. Petitioners must agree not to seek certification for five years from IU. There is still some discussion in the committee about this statement—we can't actually stop them from seeking certification.

6: Students may petition to come back to complete their certification process. The petitioner needs to prepare a plan and the committee has to approve it. In the past, if the committee approved it, then it went to the Recorder who helped students find credits to take, but there was not any content direction with that approach. They want students to take something relevant. Students usually have about 15 credit hours to complete.

Wording Options:

- o **4:** It doesn't state that the academic plan has to be approved. This statement could be added between the two sentences: "The committee must approve this academic plan."
- o Could combine 5 and 6:
 - "The decision not to seek certification is an important decision. Students who decide to seek certification later must petition the Professional Standards Committee for re-entry and provide a strong rationale."
 - Also include: "Students must reapply to Teacher Education and obtain approval by the Professional Standards Committee."

Vote: Motion to approve the "sense" of these guidelines and to let a style committee resolve the particular language to be included. The TEC will be informed of the final version of the guidelines.

PASSED.

VI. OTHER ISSUES

A. Memo: Change in S500 Requested by GPC (4/21/00)

S500 is the graduate number for S400, the seminar in A Community of Teachers. They submitted this course for approval from the Graduate Program Committee. That committee had one concern, that there be some limit on the number of SF hours that could be counted towards a master's degree. The program came up with 9 credit hours and that number will be added to the course description that the TEC approved previously.

B. Annual Report of the Teacher Education Council (4/10/00)

As a standing committee of the Policy Council, the TEC has to turn in an annual report.

C. Bachelor's Degree in Educational Studies

This issue was presented to the council and is related to students graduating without certification. Fritz would like the TEC to consider an interdisciplinary degree with COAS and the School of Education. This program could include sociology of education, anthropology of education, psychology of education, and other education courses. We could offer both an undergraduate and a graduate degree. Some students are interested in education as an intellectual field not so much as a professional field. This degree would provide the opportunity for students to study education as an interdisciplinary field that doesn't lead to a professional degree.

Major and Minor

Both a major and a minor could be offered. Some schools such as Music need outside majors-
-Music students need 27 credits. There may also be interest from Business and Journalism.

How to Proceed

Any group of faculty could propose a group of courses as a minor. Fritz and others could work with other schools. We'd need to consider the specific requirements other schools have for majors and minors.

Would this be proposed to the TEC or Policy Council? Possibly TEC first because it's undergraduate.

D. Laboratory School

Fritz, Jill, the Monroe County school's superintendent, and local teachers are on the Joint Advisory Review Board. Fritz raised the idea of a laboratory school and the superintendent was interested in the idea. It might fit in with the idea of magnate school concept.

Things to Consider:

In looking into this, they need to consider how this school would be different from other public schools, how would it be different from Professional Development schools and charter schools. It might be useful to look at "Educational Renewal" by Goodlad.

How to Proceed

They could advertise/announce the idea and find people that are interested in this.

Would the TEC have a role?

E. TEC Next Fall

Agenda Items

- o Status, Function, and Mission of the TEC
- o Programs with Certification in two developmental levels, issues related to student teaching

Identify some guidelines for programs which are in development about how to deal with this second level licensing issue. Should there be coursework about students at the different levels, additional field experience, or something else? Existing and new programs may need to take another look at student teaching.

Retreat

TEC members may need a retreat for a ½ day to a full day to plan for the TEC for the year.

