

Indiana University School of Education  
Committee on Teacher Education  
Minutes  
September 15, 2005  
Education Room 2277

**Present:** Laura Stachowski, Jose Bonner, Tim Niggle, Tom Brush, Genny Williamson, David Estell

**Others present:** Tyna Hunnicutt, Tyler Sparks

**Handouts:** May 3 Minutes (green), CTE Meeting Schedule (blue), UAS Report Schedule (pink), Oncourse CL Tutorial (white), Professional Expectations Student Agreement (white), Early Field Experience Professional Agreement (white), Field Experience Student Evaluation (white)

## **I. Welcome and Overview**

### **A. Approval of May 3, 2005 Minutes**

*Handout: May 3 Minutes (green)*

After briefly reviewing the minutes from the May 3, 2005 meeting, it was proposed that the minutes be approved. APPROVED UNANIMOUSLY.

### **B. Review of 2005-06 Schedule Including Unit Assessment System**

*Handouts: CTE Meeting Schedule (blue), UAS Report Schedule (pink)*

Tom Brush gave an overview of the 2005-2006 CTE meetings. In addition, the unit assessment system procedure was described and an updated schedule for program reports was given to the committee.

### **C. Brief introduction using Oncourse CL**

*Handout: Oncourse CL Tutorial (white)*

## **II. Information Item: Development of Education Minor**

Tom Brush opened the discussion with information regarding three things he hopes to accomplish this year, as they have been floating in an informal discussion for the past few years. The first is starting a minor program of studies within the SoE. Currently the SoE does not have any formal listing for a minor in education. Unofficially, some students have created their own minor using a selection of education courses. This minor was developed in conjunction with each student's advisor and included courses in the field of administration, foundations, and multicultural education. However, there currently no documented process for developing a minor. Many colleges within the university encourage students to obtain a minor, and other colleges within the university require an outside minor (e.g. School of Music, some COAS fields). A minor in the field of education would be developed with these students in mind.

Tim Niggle suggested that the unofficial process may be a good foundation for beginning a minor program of studies. Tom Brush suggested looking for volunteers willing to develop a proposal before the end of the fall semester to present to CTE. He asked for members to contact him with any names of faculty who may be interested.

### **III. Information Item: Development of Honors Program in Education**

In addition to suggesting a proposal for the development of an education minor, Tom Brush opened a discussion on the possibility of developing an honors program in education. Jill Shedd has been in communication with the Honors College and will be giving a more formal update on the process at a later meeting date.

### **IV. Information Item: Development of Non-certification Major**

A third objective for CTE this year is the development of a non-certification major in education. This would aid students who decide late in their academic program that they would not like to be certified as a teacher. This is an issue which typically arises for several students per year who decide to pursue graduate work or another area of education besides actively teaching. A non-certification major would not require these students to fulfill the student teaching requirement. Tim Niggle raised a potential concern with offering education as a non-professional degree which may conflict with requirements in the College of Arts and Sciences for a liberal arts-type degree (although the education degree would still be a bachelor of science degree). More research needs to be done in this area. Similar to the education minor discussion, Tom Brush is looking to recruit a committee this year to further research the possibility, present their findings, and, if appropriate, develop a proposal for a non-certification major.

### **V. Information Item: Admissions Report**

Tim Niggle presented a report of the admissions and enrollment data in the School of Education for the past five years. This is the same presentation that was given at the Cabinet Retreat this summer and can be retrieved on Oncourse. The presentation included tables which show the increases and declines of enrollment in various programs. The tables also clearly show the effects of the shift to Rules 2000 on the admission and enrollment during the 2002-2003 academic year.

### **VI. Information Item: Student Teaching Report**

Tyler Sparks gave a report on the progress in beginning the M420 Student Teaching Seminar prototype. This year is the first year in which secondary education students are required to complete a seminar component to their student teaching experience. This 1 credit seminar is intended to give a summative reflection and evaluation of the preparation for and experience of student teaching, as well as provide data for research into P-16 education. The seminar was implemented with secondary education students this year, along with about 20 students from the elementary program for the purpose of comparing this model of reflection to other programs. The student teaching office is currently in the process of evaluating this model along with researching the 2 credit seminar model used by elementary education and the model used by the early childhood program. All of the models are very different in terms of who leads the seminar, how it is graded, and where and how often the group meets (face-to-face versus distance education). Students will have the opportunity to give feedback on the seminar using entrance and exit surveys.

### **VII. Information Item: Student Code of Professionalism**

*Handouts: Professional Student Expectations Agreement (white), Early Field Experience Professional Agreement (white)*

Tyler Sparks gave a presentation on the continuing development of a professional expectations

agreement for students in their early field and student teaching experiences. According to feedback from field placement sites, there is a need for higher standards of professional behavior for education students and a method of holding students accountable for appropriate behavior in their pre-professional experiences. A draft of the agreement was developed with standards aligned to the Six Guiding Principles along with state standards for professional behaviors. The draft has been given to Office of Teacher Education staff, students, and a focus group of area school personnel for feedback.

One area of feedback which was given both by those surveyed and by CTE members was concerned over the wording used by the state code of conduct for practicing teachers. For students in placement schools, it is difficult to define and enforce offenses such as “immorality,” “misconduct in office,” “incompetence,” and “willful neglect of duty.” The agreement will need to be revised to alert students to the existing state code of behavior, but not use this wording in the specific expectations given by the School of Education. Students should be informed both of the expectations of the School of Education as well as reasons for which they may be asked to leave by their participating school.

The professional expectations student agreement will continue its revisions and be brought back to CTE for final approval this fall.

### **VIII. Information Item: Field Experience Evaluation Form**

*Handout: Field Experience Student Evaluation*

Tyna Hunnicutt presented to the committee a revised evaluation form that will be used to evaluate student’s performance in early field experiences. This evaluation form would be much more thorough and specific than the previous evaluation used. The evaluation form will be implemented this semester and the Office of Early Field Experiences will request feedback from field placement teachers via an online survey toward the end of the semester.