

Indiana University School of Education
Committee on Teacher Education
Minutes
Tuesday, September 28, 2004, 4:00 p.m.
Room 2277

Present: Lynne Boyle-Baise (acting as chair for Luise McCarty), Keith Chapin, David Estell, Lissa May, Tim Niggle, Lisa Gilbert, Greg Mongold, Harold Green, Jill Shedd, Diana Lambdin

Others Attending: Karen Jackson for Christi Smith, Martha Nyikos for Peter Cowan, Anne Stright for David Estell, Tyler Sparks for Laura Stachowski, Suzanne Sanborn, Lara Lackey

Handouts: Individual Program Assessment plans/reports (2.1, blue), 21st Century Visual and Performing Arts Team memo (3.1, orange), course approval questions (3.2, green), proposed syllabus (3.3, purple), direct admission of freshmen discussion (5.1, yellow)

1. Introduction of Members:

Lynne Boyle-Baise, substituting as chair for Luise McCarty, opened the meeting with a welcome. Committee members listed above, excluding David Estell, Harold Green, and Diana Lambdin who joined the meeting later, then introduced themselves and related their school and/or departmental affiliation.

2. Discussion Item: Unit Assessment System Plans Review

(Handouts: 2.1)

Ex officio member Jill Shedd gave new members an introductory orientation to the Unit Assessment System (UAS). The School of Education is required as part of its NCATE professional accreditation process to have a documented process of assessment, a continuous improvement plan for each program in the SoE. The plan approved by NCATE accreditation gives CTE oversight over the UAS. Each program in the SoE evaluates itself and reports its findings to CTE—its strengths, perceived weaknesses, and collected feedback from students and teachers in the field. There are 14 programs in the SoE, and CTE plans to review these programs on a three year cycle, with 3-4 programs being evaluated per year. The first of these reviews will begin in January. Program and course reviews and changes will only be heard on certain scheduled CTE meeting dates. Those parties in charge of presenting information on the proposed course or program changes have been notified and must submit all necessary documentation to the CTE Agenda Committee, which meets about 10 days before the CTE meeting date. The intent is for this documentation to be provided to CTE members before the meeting to give them enough time to review the materials before the meeting. This year, the materials will be posted online via Oncourse.

3. Discussion Item: Interdisciplinary and Arts Immersion Student Teaching Program

(Handouts: 3.1, 3.2, 3.3)

Lara Lackey began her presentation by reminding members that this is not a program to be approved but rather is a pilot project. This program will allow Elementary Education majors to participate in a student teaching experience emphasizing arts integration. This is an optional experience for interested students to fulfill their student teaching requirement. In this pilot, the first student teaching placements are expected to begin spring semester of 2006. The plan is to accept roughly 6-8 students (maximum 10) into the program. Both students and mentor teachers

from area schools will apply. Students do not need to demonstrate extensive arts experience or formal art education, only participation in the arts and genuine interest. Accepted students will participate in an additional monthly seminar, similar to the model set forth by the Cultural Immersions program. The seminar will review arts and music education as well as introduce components of theatre, which are used frequently by teachers in the field but are largely absent from current preparation in teacher education. Lara Lackey invited members to review the handouts for more information.

Lissa May added that four schools have already expressed interest in the program. Lissa May also noted that another intent of the program is to demonstrate how music and art can be fused into K-12 curriculum to enhance general education standards as well.

Tim Niggle asked about the number of students in their target population, to which Lissa May responded 8-10 students. Martha Nyikos inquired as to the reason for such a small group. Lissa May responded that it was because it was a pilot project, and they felt the need for a program that was easier to manage in its first year to see where it goes.

Lynne Boyle-Baise asked about the length of the pilot, since students will be recruited this year but student teaching will not take place until next year. Lissa May responded that because of the application and placement timeline, students could be placed no earlier than 2006. During this process, the program can evaluate itself and tweak pieces of it as it goes along. Lynne Boyle-Baise commented that the program will have to evaluate itself before students even start student teaching.

Lara Lackey and Lissa May closed the discussion by talking about their hopes for a program that is on the cutting edge. There are a number of new schools utilizing arts integration. Those who will be teaching in these schools can benefit from a teacher education project that encourages a more holistic approach to the arts in elementary schools and integrates more theatre into instruction.

4. Discussion Item: Inquiry Learning Forum

Suzanne Sanborn opened the discussion with an introduction to the Inquiry Learning Forum, a K-12 Online learning experience based on inquiry-based methodology. ILF videotapes teachers teaching their classes, as well as reflecting on their teaching methods, and posts the video footage online for a forum to discuss and critique. ILF was first used as a professional development tool for math and science teachers, but is now being used more widely by pre-service teachers. Participation in the forum is now a part of many curricula in early field experience courses. ILF has been successful at IU and has come to be used within other schools of education all over the country. ILF was first funded by a grant from the National Science Foundation, then through funding by the SoE, and is now working toward self-sufficiency by proposing that all students pay a one-time fee that will allow them membership to ILF for the duration of their undergraduate studies.

Suzanne Sanborn then showed a brief promotional DVD describing ILF. She describes ILF as currently being in a “marketing mode,” and trying to find a way for it to be accessible for all IU students for a one-time fee.

Martha Nyikos inquired as to the approximate amount of the fee. Suzanne Sanborn replied that they were thinking in the hundred dollar range for 3-4 years of use. Martha Nyikos suggested including testimonials of those who have used ILF to help promote the forum.

Lynne Boyle-Baise asked what CTE could do to help ILF, to which Suzanne Sanborn replied that they need publicity, as well as opportunities to use the videos in classes. It has been difficult to know how to sort through specific videos and specific themes to get ILF more involved in classes. Lynne Boyle-Baise urged that the problems with placing students in schools are acute as placements are becoming harder to come by. It is possible that classes may be turning more to ILF.

Greg Mongold asked about the teacher's consent to be critiqued on ILF. Suzanne Sanborn responded that the videos are approved by the human subjects committee as well as the principals of the schools and the teachers themselves. The video clips used in ILF are not simply for criticizing teaching methods; they also show models of exemplary teaching.

5. Direct Admission of Freshmen

(Handouts: 5.1)

Jill Shedd introduced the topic of direct admission of freshmen into the SoE and asked for advice from CTE on how to proceed. Currently, the SoE does not directly admit freshmen; rather, students are accepted into Teacher Education later on, typically in the spring on their sophomore year. There has been recent pressure to rethink this process of admission and to move toward identifying and accepting a group of outstanding freshmen every year who show an interest in education. Direct Admissions would offer something special to these students, as well as open up an avenue for potential scholarships for them.

Direct admissions could take two possible forms: one option could allow freshmen to be admitted to the SoE based on criteria set by the Education faculty and distinct from general IU admission. Another option is to admit students through the Honors College. Going this route would open up opportunities for more honors classes in education (so far only F205 has been offered as an honors course), and for an honors notation on students' diplomas for those who complete an honors cluster of coursework in education. The Office of Teacher Education is currently in need of guidance for how to proceed with this development.

A discussion continued over the costs and benefits of using the Honors College as a mode of direct admissions. There was consensus among the members that using the Honors College would be a preferable method for introducing direct admissions. Committee members gave suggestions for creating honors general education classes on an education track, making service-learning and diversity part of the program, creating an honors freshmen interest group, and the possibility of creating an honors course for any student in the Honors College thinking about education.

6. Announcements

Lynne Boyle-Baise reminded members that the next meeting would include voting items and asked for those who would be absent to send a substitute attendee.

7. Addendum: Approval of M321 and M422

At the final Spring 2003-2004 meeting, the paperwork for three new mathematics education courses was presented and all three courses were approved. However, only one of the courses was mentioned in the minutes of the meeting. Consequently, only one math course went forward for Policy Council approval. On Saturday, October 10, 2004, Diana Lambdin sent an email to committee members asking for approval to amend the minutes to approve two secondary math methods courses: M321 and M422. Twelve members approved the amendment via email.

Motion approved.