

Indiana University School of Education
COMMITTEE ON TEACHER EDUCATION
(Formerly the Teacher Education Council)

Minutes

4:00 p.m., Tuesday, October 15, Room 2140

Present: Lynne Boyle-Baise, Gretchen Butera, Peter Kloosterman, Tim Niggle, Lissa May, Mark Helmsing, Diana Lambdin

Others Attending: Dorothy Slota, Fritz Lieber (presenting S303 & subbing for Ginette Delandshere)

Handouts: updated member directory, 10/2 minutes, framework for initial licensure, New Course Proposals: *Learning: Theory into Practice (P312)*, *Adolescents in a Learning Community (P313)* – **from 10/2**, *Topics in Secondary Education (S303)* – **updated copy**, *The Arts in the Elementary Classroom: Bringing It All Together*, explanatory memo from Joyce Alexander regarding P312 & P313, revised waiver for admissions appeals when tests have been taken with accommodation for learning disabilities, draft of T-to-T programs, including course listing – **from 10/2**

As the meeting began, Peter Kloosterman suggested that CTE nominate member Mark Helmsing to the Diversity Committee, an organization to which all standing committees are supposed to send a representative. His nomination was accepted by acclamation, and Mark accepted the position of CTE representative to the Diversity Committee.

Kim Brattain forwarded the CTE nomination to Jane Kaho.

1. Approval of 10/2/02 minutes:

Handout: 10/2 minutes

Minutes from the 10/2 CTE meeting were briefly reviewed. Peter Kloosterman proposed one change – that John Kuykendall’s name be added under the heading “Others Attending,” as he was present for a portion of the 10/2 meeting in place of Christine Bennett. It was also noted that Dr. Lynne Boyle-Baise spells her first name with an “e” on the end.

It was moved by Dr. Kloosterman (no second) that the corrected minutes be approved. PASSED UNANIMOUSLY.

Approved minutes from the 10/2 CTE meeting, along with an updated action chart were sent to Jane Kaho for posting on the Policy Council webpage.

2. Changes in teacher licensing structures: new structures, phasing out of old structures including endorsements:

Handout: framework for initial licensure

Dorothy Slota shared information about changes in Indiana teacher licensing structures. She noted that the document she shared with CTE was the most up-to-date version, and would likely be changed again as revisions became necessary.

Changes described:

1. Name change: Currently known as Rules 46 and 47; new licensing framework known as Rules 2002
2. School settings, not grade levels, will appear on new licenses (found beginning on pg. 3 of the Revised Framework for Initial Licensure).
3. Licenses available for “All Schools” setting still available – example: Music, Art, and P.E.
4. Licenses will list content standards in addition to school settings (found beginning on pg. 5 of the Revised Framework for Initial Licensure).
5. Speech/Language Pathology is now known as Communication Disorders (pg. 7).
6. English as a New Language (ENL) can now be a stand-alone license (pg. 8).
7. Bilingual/Bicultural has recently been added only as an attachment to an ENL license. Standards are currently being developed.
8. All-grade SpEd (LD, SEH, MiMH) is known as Mild Interventions/ Mild Disabilities.
9. Theatre, which used to be part of a Speech/Theatre license, is now under the Fine Arts Major.
10. Language Arts, formerly known as the English major, now includes Speech (pg. 11), so coursework must meet the comprehensive language arts standards.
11. Reading, which used to be a minor, is now a stand-alone license. Reading Specialist goes beyond a simple Reading license, and will require a Master’s Degree.
12. Many of the sciences have been reconfigured:
 - Biology, as a stand-alone, doesn’t exist, and is now encompassed by Life Sciences.
 - General Science, as a stand-alone license, has been eliminated, due to its similarity to Physical Science, as well as the fact that General Science is rarely taught in high schools.
13. Social Studies changes:
 - Historical Perspectives is a combination of U.S. History and World Civilizations.
 - Anthropology has been dropped as a category altogether.
14. School Services licenses continue to be School Counselor, School Psychologist, and School Nurse. Speech/Language Pathologist is now a content area (see #5).
15. Minors and Endorsements:
 - Minors and endorsements have effectively been eliminated.
 - Teacher candidates can choose more than one content area or school setting; however, they will have to take all courses within the content areas and school settings.
 - As far as Middle School education, I.U. will not offer a program specifically geared toward this school setting.

not Area standards

- The only way that an I.U. teacher candidate can become a Middle School teacher under the revised licensure framework, with programs currently in place, is to take coursework for a Middle/High School content area.

Diana Lambdin suggested that an appropriate task for CTE might be to look at current I.U. programs and develop from those a program specifically designed for Middle School training that fits under the revised licensure framework.

Fritz Lieber stated that, although it might be a challenging task, I.U. needs to offer a Middle School specific program that might be added to an elementary license.

Peter Kloosterman suggested a “fifth-year” program that would add a Middle School content area to an elementary license.

Teacher Candidates (not 2002-2003 freshman) currently in the pipeline will be licensed under the old framework, and thus will be allowed to add endorsements for Middle School to an elementary license.

3. Course proposals (4):

Handouts: *New Course Proposals: Learning: Theory into Practice (P312), Adolescents in a Learning Community (P313) – from 10/2, Topics in Secondary Education (S303) – updated copy, The Arts in the Elementary Classroom: Bringing It All Together,* explanatory memo from Joyce Alexander regarding P312 & P313

1. S303 - Topics in Secondary Education:

Fritz Lieber opened the conversation by voicing his opinion that the course number, S303, might need to be changed, due to the fact that S303 represents a Topics course, and could cause difficulties if students wanted to transfer other sections of S303 from regional campuses that might not meet the same standards as outlined by the proposed syllabus.

Tim Niggle suggested that this issue is not as problematic as it might seem, since I.U.B. could choose to accept other sections of S303 from regional campuses as elective credits without allowing them as a substitute for the proposed course, since specific standards are outlined in the proposed syllabus.

Mark Helmsing wondered if the various topics potentially covered by different sections of S303 would be listed on student transcripts. His concern about the issue was making sure that others (potential employers, etc.) would know the content of courses taken. Others agreed that the listing of the topics covered would be beneficial in several ways.

It was agreed upon by all, after discussion, that the “variable” nature of S303 as a Topics course was not problematic, after all. Discussion continued on to the content of the proposed course.

Dr. Lieber explained that he and co-instructor Martha McCarty have not yet decided exactly how S303 will be broken down in terms of their team-teaching responsibilities. Several options are possible.

General comments about S303 from Dr. Lieber:

- S303 will build on previous secondary program coursework.
 1. Refer to development course
 2. Refer to recommended communications course
- S303 will make use of concurrent field experience.
- S303 will be staffed by and receive feedback from other departments and programs besides Ed. Psych. In fact, it will be imperative to the course's success that this collaboration take place.

Specific comments on S303 content by Dr. Lieber (assumptions):

- There is a context within which student behavior occurs. That is the relationship among students and between individual students and the teacher.
- Teacher determines the tone in the classroom, and is the leader of the group.
- Systems approach: Classroom management does not concern itself with "instances of behavior," rather, the system within which those behaviors occur. For example, teachers themselves may be the cause of students' disruptive behavior.

Dr. Lieber expressed reasonable satisfaction in the content of S303, but said that he was open to suggestions from other programs within SoE and public schools.

Diana Lambdin asked if Dr. Lieber had considered piloting one section of S303 as proposed, just to work through some of the logistical problems before fully staffing several sections of the course. A pilot of S303 as proposed has not been undertaken. However, Dr. Lieber was amenable to this suggestion.

Lynne Boyle-Baise suggested that Dr. Lieber speak with faculty in different content areas in addition to school teachers to get an idea of where S303 might fit within the context of content-area methods courses.

Lissa May expressed concern that although S303 seems to focus on the classroom as a system within which behavior occurs and teachers make decisions about those behaviors, there was missing in the syllabus any mention of the relationship between teacher decisions about classroom management and the larger school community.

Lynne Boyle-Baise moved and Lissa May seconded that CTE approve S303 as proposed. PASSED UNANIMOUSLY.

Approved new course proposal for S303 was forwarded to Jane Kaho in Dean Gonzalez's office.

2. Arts in the Elementary Classroom: Bringing it All Together:

Lissa May explained that as a part of the 21st Century School Project an interdisciplinary team of faculty spent six months working on a plan to improve fine arts education in the elementary classroom. The result of this group's work is **Arts in the Elementary Classroom: Bringing it All Together**, a course that the interdisciplinary team hopes to pilot during Summer 2003, with field experience taking place at the Bloomington YMCA.

Preservice and inservice teachers would meet together in multiple sections with flexible grouping. Although they would meet together, different requirements would be made for those seeking graduate credit for the course.

Lynne Boyle-Baise expressed concern in the number of credit-hours students would earn between the course itself and the attached field experience (6), citing the fact that the elementary education program is quite full in terms of available credit-hours. In addition, Dr. Boyle-Baise wondered if the field experience accompanying the course would always be at the YMCA, since field placements within the surrounding school corporations are so hard to come by.

In response to Dr. Boyle-Baise's first concern, Dr. May explained that the proposed pilot would be offered only as an alternative to currently-offered fine arts courses in the elementary education program, not as a replacement for them. Therefore, the responsibility of taking an extra credit hour would be a student choice, not an addition to the program at-large. As for the field experience, Dr. May explained that an out-of and/or after-school program would always be utilized for this interdisciplinary course, so as not to "tap out" available schools. The YMCA has already been contacted, and is quite willing to cooperate with I.U. in placing students there for field experience.

Diana Lambdin wondered if elementary education faculty had been asked whether or not they were amenable to allowing this pilot course to substitute for the courses currently offered. Peter Kloosterman said that el. ed. faculty had not yet been contacted.

Lynne Boyle-Baise expressed another concern: She wondered how the implementation of this pilot course might affect the schedules of involved faculty who already find themselves stretched thin.

With these concerns in mind, Peter Kloosterman suggested that CTE approve the proposed experimental pilot pending the approval of el. ed. faculty to allow the pilot course to substitute for already-offered fine arts courses.

Fritz Lieber moved and Lynn Boyle-Baise seconded that CTE approve the implementation of Arts in the Elementary Classroom: Bringing it All Together as an experimental pilot course for Summer 2003. PASSED UNANIMOUSLY.

3. P312 - Learning: Theory into Practice – secondary:

4. P313 - Adolescents in a Learning Community – secondary:

Pete Kloosterman advised all CTE members to study the handout from Joyce Alexander prior to the 10/29/02 CTE meeting. Dr. Alexander and Dr. Ingersoll will be contacted to see if they can arrange to come to that meeting to further explain their course proposals. Both course proposals were tabled until the 10/29/02 CTE meeting.

4. Update on the policy for admissions appeals when tests have been taken with accommodation for learning disabilities:

Handout: revised waiver for admissions appeals when tests have been taken with accommodation for learning disabilities

Tim Niggle provided CTE with a draft of the revised waiver for admissions appeals when tests have been taken with accommodation for learning disabilities. Language on the waiver has been revised to more strongly indicate the difference between earning a degree from IUB SoE and actually receiving a teaching license from the State of Indiana.

Diana Lambdin suggested that the waiver be revised once again. The language detailing the difference between graduation and licensure should be in bold type right above the signature line on the form.

Dr. Niggle agreed to revise the form per CTE's recommendation.

5. Completion of correspondence courses prior to graduation:

Tim Niggle explained that there is an excessive number of students that are "hung-up" at graduation time because they have correspondence courses that have not been completed. Currently there are 43 students that are ineligible for graduation because of this problem.

The bulletin currently states that correspondence courses must be completed at least 15 days before the close of the regular campus courses. Students apply for graduation one semester before they plan to graduate.

IUPUI has instated a policy that disallows teacher candidates to register for any correspondence courses within one year of student teaching. Also, students must have a 3.0 GPA and prior experience with course content before registration will be approved.

Dr. Niggle related that IUB's current policy needs revision. There are three options:

1. Students can't register for any correspondence courses within one year of student teaching.
2. Students can't register for any correspondence courses within one year of intended graduation.
3. Students must have completed all correspondence coursework before applying for graduation.

Diana Lambdin commented that some students actually take correspondence course during student teaching, since they can't take regular courses during this time.

It was also noted that some students take a correspondence course thinking that they'll finish in a couple of months, only to find that the instructor's schedule of grading and returning work doesn't allow them to accomplish this task.

Various options were discussed, resulting in a general consensus that option #1 that would not allow students to register for any correspondence courses within one year of student teaching would be the most appropriate choice for IUB.

Lynne Boyle-Baise moved and Mark Helmsing seconded that CTE approve a policy that students can't register for any correspondence courses within one year of student teaching. PASSED UNANIMOUSLY.

6. Elimination of M303 as a requirement for old secondary program students who take M314 after spring semester:

Students in the current secondary program take M314, general methods, and M303, a mini-teaching experience that takes place on campus. There have been numerous problems staffing M303. It has been suggested that M303 be eliminated as a requirement for old secondary program students who take M314 after the spring 2003 semester.

M314 and M303 are supposed to be integrated. However, instructors of the 2 courses that have been teaching their particular sections for up to 2 years often don't even know one another, according to Peter Kloosterman, who dealt with M303 staffing problems as C&I chairperson.

Tim Niggle mentioned that by eliminating M303, the old secondary program is being changed. This could be problematic, in that this change takes away a credit hour that has been required for graduation in the past. A policy would need to be devised to deal with this change.

Diana Lambdin suggested that this issue be referred back to the secondary education faculty to allow them to make a decision about how to deal with M303 after the spring 2003 semester. The opinion of CTE is that M303 should be dropped as a requirement for old secondary program students who take M314 after the spring 2003 semester.

7. Initial hearing on Transition to Teaching program: Tabled until 10/29/02, due to lack of time.

Handout: draft of T-to-T programs, including course listing – *from 10/2*

8. CTE involvement in NCATE Site Visit Nov. 2-6, including Nov. 4 meeting with NCATE team members: Presentation was tabled until 10/29/02, in hopes that more CTE members would be present.

9. **Additional Tasks for the 2002-2003 academic year:** Tabled until 10/29/02 due to lack of time.

- **review of program matrices as required by NCATE**
- **management of the U.A. S.**
- **review annual reports of teacher education programs (what should be in these?)**
- **development of transition to teaching program**