

**IU School of Education  
Teacher Education Council  
October 18, 2000**

**Present:** Jim Ansaldo, Christine Bennett, Lanny Beyer, Don Cunningham, Ginette Delandshere, Tom Gregory, Fritz Lieber, Fred Risinger, Jill Shedd, Mary York; Others attending: Gerardo Gonzalez; Minutes taken by: Janet Anelli

**Handouts:** Goal 1: Continue IU's Commitment to Strong Pre-Service Teacher Education, TEC Preliminary Listing 2000-2001

This was a special TEC meeting arranged so that Dean Gonzalez could attend to discuss the Teacher Education goal from the retreat and the 21st Century Teachers Project. The meeting was held from 10:30 am - 12 noon, outside the regular meeting times.

**I. TEC - APPOINTING MEMBERS**

**A. TEC Members**

We still need to add the remaining members to the TEC: an outside faculty member, 2 school representatives, and an undergraduate student. Suggestions for members included a representative from COAS especially the larger secondary programs like Science, English, or Social Studies. It was also suggested that someone involved in the 21st Century Teachers project would be a good choice. Suggestions can be given to Janet to compile. They can be reviewed at the next meeting.

**B. Process of Selecting TEC Members**

**Process of Selecting Members This Year**

Dean Gonzalez was not aware of how people were appointed to the TEC in the past and this year when appointing committees, he assumed that the TEC was a ~~Faculty Council~~ <sup>Policy</sup> committee and that the process for appointing members was the same as for the other committees. Jack Cummings handled the committee appointments, he compiled a list of names and took them to the Agenda Committee, asked for recommendations, and the Policy Council endorsed the list.

**Questions About Procedures**

Since then, questions were raised about these procedures--the TEC has a tradition of appointing its own members. The dean checked documents concerning the creation, role, and function of the TEC and the procedures relative to membership. Everything he saw indicated that the correct procedures were followed--that the dean recommends members for appointment to the TEC, that they are sent to the Agenda Committee, and then the Policy Council acts on it. The dean recommends that the TEC review the originating documents. The documents also suggest that the TEC review all program changes and course revisions that might pertain to teacher education then submit those to the Policy Council. He wasn't sure this process was being followed.

**Appointing Remaining Members**

Until things are resolved the dean recommends that the TEC submit nominations for the remaining TEC slots, providing 2 or 3 people for each category with some rationale. Then the dean will talk to the Agenda Committee and send the selected names to the Policy Council for approval.

**TEC Is Integral to the School of Education**

It is not a problem that TEC procedures have evolved over time but it is very important conceptually, that teacher education and the TEC are seen as an integral part of the School of Education and not set apart. Teacher education must be everybody's business even if some are more involved in it than others. We should create structures and follow processes that reinforce these notions.

### TEC Reviewing Documents

Tom and Lanny have also reviewed originating documents and at the last meeting the TEC discussed the history and mission of the TEC. They intend to write a memo of understanding to set down what they understand the situation and process to be. That can become a point of dialogue with Policy Council to figure out what is the best way to operate today. They would like to discuss this with the TEC before they submit it. The TEC should have those conversations, until then it should subscribe to procedures that provided the operating authority for the TEC.

### School of Education Constitution

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The processes the Long Range Planning Committee are involved in have discovered some ambiguity in the SOE constitution. The dean asked them, as part of the strategic planning process, that they also look at the constitution. The Teacher Education Council is not mentioned in the constitution and it has assumed some roles that are constitutionally ascribed to other types of groups. We should take this opportunity since we're engaged in strategic planning process for the School of Education to look at those things and make sure that everyone understands the procedures and that they are clear. It's not a problem with the way the TEC has operated, but we should all be thinking about where we are and where we want to go.

## II. TEACHER EDUCATION GOAL FROM THE RETREAT

Gerardo Gonzalez

Handout: *Goal 1: Continue IU's Commitment to Strong Pre-Service Teacher Education*

### A. Background

At the recent School of Education retreat there were about 140 - 150 attendees made up of faculty, staff, and students from IUPUI and IUB. The purpose of the retreat was to discuss and consider the viability of five goals that the dean proposed for the school. He formulated this set of goals based on values he heard the faculty express, discussions and questions that were part of the interview process, from initial responses of groups to which he presented the goals. The retreat was the first time the dean had the opportunity to formally present the goals and get feedback. He invited attendees to engage in conversations about whether these goals were viable for the school, to recommend changes and additions to goals, and to begin thinking about operationalizing them.

After discussion the faculty affirmed the five goals which focused on these topics:

1. Quality teacher education
2. Increase outreach and partnerships with schools and community
3. Enhanced doctoral/graduate education and research
4. Continue leadership in technology
5. Increase diversity

### B. Identified Committees to Work on Goals

They took the five goals and the ideas generated in the retreat and identified committees or groups in the school that could provide the lead in fleshing out ideas, identifying processes to get input, and capturing feedback. Then the committees will translate the original goals and suggestions into a better articulated set of goals and implementation strategies.

### C. Teacher Education Goal

The teacher education goal is, "To continue IU's commitment to strong preservice teacher education." The TEC seemed to be the most appropriate group to work on this goal.

In this meeting, the dean formally asked the council to take the lead in looking at the teacher education goal, to incorporate feedback from the retreat, and to obtain additional input in order to make recommendations for incorporating that goal into the strategic planning process.

## D. The Process

The way the process will work:

### 1. Committees work on the five goals.

The TEC works on the teacher education goal.

- The dean suggested that the TEC discuss the ideas from the retreat, add or change information as necessary, and create opportunities such as open forums or meetings to give others the chance to provide input. There are an infinite number of ideas that could be considered, the task is to prioritize, what can we really do in this school to guarantee a quality teacher preparation program? What would contribute to that? Can we articulate this in ways we could measure in the future?

Then the TEC would articulate the goal in narrative form with a set of activities or objectives to operationalize that goal. The TEC can determine how they want to do this.

- At the October 27 faculty meeting, give a brief update/report about how the TEC will approach this process.
- The TEC will present recommendations to the Long Range Planning Committee early in the spring semester.

### 2. Long Range Planning Committee

- The long range planning committee will get the recommendations from the five committees and will combine them into one plan, resolving any overlap. It will include goals and implementation strategies for each goal.
- They will develop a strategic plan and present the complete report to the Policy Council at the end of the year. It will be considered as part as the strategic plan for the School of Education.
- The plan will be presented at the spring faculty meeting.

This is an important exercise because if we adopt a strategic plan for the SOE it will identify our priorities for the next 5 -10 years, or until we revisit and revise it. There will be a set of priorities that we've identified for achieving what the faculty have affirmed as five central goals for the school.

## E. Questions and Comments

### Information from Retreat

Does Jane Kaho have the round table discussions and information from the retreat from which this list was developed? Yes, that information should be available. Most of the work the group does will involve your interpretation of the items on this list. The TEC can decide what process to use. The group can add new things, elaborate others, or merge items. Items can also be eliminated from the list if that needs to happen. The dean hopes the group will seek additional input. This list is a beginning, not an end product. The group has to stick with the affirmation of the five goals but could reword the goal itself.

### Inservice Education

Is inservice teacher education under other goals? It might be. The group can see the lists from the other goals if that will help. This topic could be addressed under outreach, professional development, or graduate education. There may be some overlap between the various goals.

When the group thinks about the goals of improving teacher preparation and our commitment to quality teacher preparation, it doesn't mean that we are confined to the kind of program we have had. The dean met with some faculty and they discussed the issue of standards-based education. Indiana has a law that beginning in 2002, graduates of teacher preparation programs won't get regular licenses, they will get provisional or temporary licenses. There will be a two year period of induction after which teachers will submit a portfolio that will be

reviewed and evaluated, and then they could be recommended for a permanent license. The role of our teacher education program could extend into that two year induction period. We could develop relationships with school districts to train mentors, help them mentor, and provide inservice education focused around portfolio preparation during those two years.

When looking at the goal, think broadly about it, we don't have to just focus on what we do now, we can look at what will happen in the future and ask, are there other things we could do to contribute to quality teacher education?

### **Students in Teacher Education**

There are at least three categories of people going through the teacher education program:

1. Undergraduates - the largest group
2. Post baccalaureate - have bachelor's degree in some areas outside education and they come through to get a degree or certification in teacher education
3. Practicing teachers - We also have a group that are already teachers and for which we do professional development or in-service education. We're doing a lot of different things in this area but could be more systematic. We could include courses that represent what teachers have to do for the induction, what they have to do to get real teacher licenses. It may help them move them towards a degree program such as a master's.

In the PT3 planning group, they discussed ways to use technology to help support the first two years of that process and then continue professional development. The portfolio development process lends itself to distance education.

### **First Bullet on List, "Reaffirm new teacher education programs."**

The TEC has a good handle on this, we have worked on this all along. It may be a springboard for looking at the other items.

### **Governance of Teacher Education**

An item that is not on the list but perhaps should be is the governance of teacher education. It could involve dialogue between TEC and the Policy Council.

### **Result of Process**

What should the council produce, action plans? It's important for the group to be explicit in terms of the activities it recommends but it doesn't have to be really detailed. The group needs to submit a list of recommendations and there ought to be some recommendations for all items on the list. Action plans may be developed later by other groups.

## **F. Two Tasks Today**

The TEC has two tasks today:

- To formally accept this charge
- To prepare for the faculty meeting on October 27

**Vote:** Motion to accept working on the teacher education goal from the retreat as a task for the Teacher Education Council.

**PASSED.** (Vote passed by seven members.)

### **Presentation to Faculty Meeting - October 27**

On October 27 the TEC needs to describe a process for how this task will be approached.

Ideas:

- So that its not a repeat of the retreat activities we may want to try to develop a set of problems or questions based on the items on list.

- We could cluster the bulleted items into a smaller set of issues, some things can probably merge. We can set up a series of topics. We could then write them up in paragraph form and lay out the issues. They could be discussed with faculty, staff, students, and teachers. After we collect input we could develop a list of recommendations.
- Some bullets are connected to a major theme like bullet one.
- We need to describe how we'll provide forums for people to participate in. At the retreat we already did focus groups so don't want to repeat that work.
- We could invite COAS faculty to some discussions to get their input.
- Not all the issues may be included here now so we have to be sure to get more input; we need to be open to other issues.
- Ginette Delandshere will present the TEC ideas at the faculty meeting.

### III. 21st CENTURY TEACHERS COUNCIL

Gerardo Gonzalez

#### A. Background

University presidents today are being pressed to commit to quality teacher education in their institutions. Myles Brand served as the chair of the American Association of Universities (AAU). This organization and other groups have passed resolutions encouraging the research universities in particular, to engage in conversations about teacher education and teacher improvement.

President Brand, in trying to respond to those pressures and what is now seen as an important and critical need, suggested that we look for ways that would increase collaboration between the SOE and COAS. A major criticism of teacher education in the US is that it lacks **content**--that too much is being taught about methods and development and not enough about the subject matter to be taught. To respond, the president is looking to COAS to make a greater commitment to teacher education.

There is a political context to all of this, but we can take advantage of the opportunity that their attention brings to do things that we need to do anyway. Most of us would agree that there needs to be more cooperation with COAS.

President Brand has asked for people to look at ways that the SOE and COAS could be brought in closer collaboration to improve teacher education, at IUB and IUPUI in particular. A task force was formed with Bill Harwood as the Executive Director. Over the past few months there were discussions and five work groups developed a set of recommendations for looking at the teacher education curriculum in its totality in the liberal arts and sciences as well as professional education and field experiences. Both COAS representatives and school representatives were involved in the conversations. They looked at ways that the whole curriculum could be improved.

The committee submitted a report to President Brand in June. When Dean Gonzalez arrived, he met with the president and Dean Subbaswamy of COAS and was asked to consider the recommendations. One recommendation was to create a center for teacher education that would be the focal point for collaboration for COAS. Dean Gonzalez said that collaboration between COAS and Education to improve teacher education is what we do anyway, he didn't think that we needed a center to support this. Dean Gonzalez and Dean Subbaswamy suggested to the president that instead of creating a center that was external to SOE that they should look for a body that could be integral to the respective operations that will look at and continue conversations about improving the collaboration among those disciplines.

The dean thought of the TEC as an appropriate group to work on this because it includes liberal arts faculty, school representation, and SOE representatives. He realizes that the TEC is very busy, especially with the retreat goal and the unit assessment plan, however, in his mind all these things converge and it might be worthwhile to work on them simultaneously.

Enhanced A&S is an integral part of quality teacher preparation. If the TEC considers the unit assessment plan and the way our standards are being addressed, there are good reasons why TEC should be dealing with all these things at the same time.

The focus of this project is on the level of collaboration between COAS faculty and SOE faculty. It's hoped that those interactions will increase an awareness in SOE faculty of what's being taught in COAS classes and for COAS faculty to have an understanding of the standards they need to address for teacher education. It's the synergistic interactions between the faculty that are important.

#### **System-Wide Effort**

This project is now expanding system-wide to all IU campuses—every teacher education program will have a committee to look at their total teacher education curriculum. There will also be a statewide coordinating committee. The Dean of Liberal Arts at IUPUI, Herman Saatkamp, will cochair this committee with Dean Gonzalez. Each dean will nominate at least two people, one from A&S and one from SOE, to serve on the statewide committee to exchange information, provide input, and collect feedback. These groups will create a series of recommendations and implementation steps that will improve collaboration across the system with a focus on what happens on each individual campus.

#### **B. Decision**

The TEC is being invited to become the coordinating committee for the 21st Century Teachers Project on this campus. At this point, the council would be setting up a structure. The project will entail work at the program and course level: the council will identify faculty, call them together, discuss courses, and any changes necessary would be made. It will be an ongoing project.

#### **Alternative Approach**

The alternative to the TEC acting as the committee to work on this project is to create a 21st Century Teachers Council Committee. They would name the two representatives to serve on the statewide committee and would provide the lead with the working groups of COAS and Education faculty about programs and individual courses. It's very important that the committee have representation from the TEC to serve as a link between the TEC, the IUB committee if it's not the TEC, and the statewide committee.

The decision the TEC needs to make:

- Should the TEC be the group to coordinate the 21<sup>st</sup> Century Teachers Project?
- OR
- Should a separate committee with representatives from the TEC be created?

If the TEC is **not** the group to work on this project:

- They will need to overlap with the committee so the two processes are linked. The TEC will need to select two members who will serve on the committee.
- There must be conversations that bring the activities of both groups together in an integrated way. The groups must be committed to coordinate and must talk to each other.

This is a difficult decision and needs a fair hearing by the TEC. There were not a lot of members at this meeting so it was determined that the council should wait until the next meeting to discuss this further.

#### **Composition of Committee**

The TEC as it's now constituted would not be an appropriate mix of people for the committee; it would need to add members or invite people to serve on an ad hoc basis. The committee would have a similar makeup to the TEC but would have a different balance, it would probably require equal representation from COAS. There may also need to be other SOE faculty from particular programs such as secondary, and perhaps more school representation. It was

suggested that it may be important to have at least a couple advisors serve on the committee because they know what courses most students take.

There may be some difficulties in coordinating COAS and SOE, so when the committees are structured that needs to be considered. Because there have already been discussions and several committees have worked on this project for the past year, they may have ideas about how to best collaborate.

### C. Questions and Comments

#### **Programs Emphasis- Elementary or Secondary?**

Will there be more emphasis on elementary or secondary programs? The dean hopes the project will focus on all programs. It should involve both levels because elementary programs need to look at their content areas too, but there may be more focus on secondary because of the subject area emphasis. Many of undergraduate elementary program students take 45 - 50 credits of COAS courses. In the discussion about the new programs the general ed. requirements were discussed at length. We have gone through some of this process already.

The process will involve identifying the courses that our students take in the first two years, thinking of them in categories like language arts and math, and then identifying faculty to work in teams and focus on those courses which provide the primary point of entry for improvement. They will determine what we need to do differently, if anything. We want to ensure that students get a quality experience and an experience that not only gives them strong content background but helps them translate that into teaching.

How much beyond general education requirements are we going? Secondary programs vary a great deal in the number of credits they require for students in subject areas. The project will start with the first two years of general education, then will look at programs and at the additional subject area courses.

#### **Standards**

There are two sets of standards to deal with:

- Content standards
- K-12 standards of students in public education

It is hoped that the faculty discussions will include some analysis to determine if we're addressing the content standards and K12 standards. Instructors of courses we require in content areas should discuss the standards. COAS instructors may not be aware that the state has approved certain content standards and may not have seen those standards before. Some education faculty may not be familiar with the standards either.

#### **Project Activities**

Will there be a document produced as a result of this project that is given to a larger coordinating committee? The project is not about producing documents; we're not sure what the results of this process will be. The groups will be looking at courses and then making changes if necessary. This may involve changing both COAS and SOE courses. The results will come to the SOE and COAS as a set of recommendations, then the schools will need to determine how to act on them. It might not change programs, it may just involve work on individual courses. In order to accomplish something as a result of this project, it may be important to think about what it is that we want to get done and then structure the committee so that can happen.

The project committee needs to coordinate and organize this process, to make sure meetings are arranged and information and documents collected. It seems that the role of teacher education will be to facilitate that link between SOE and COAS and to hold them to some level of accountability so that faculty members whose subject areas are worked on over a semester come together and report to TEC about their progress.

### **Integrate with Assessment and Accreditation Processes**

The process that president is asking for in the 21<sup>st</sup> Century Teachers Project is similar to the required process of the unit assessment system and is a requirement of NCATE accreditation—the ongoing review of our content courses. It sounds like all these processes need to be integrated.

#### **D. TEC Next Steps**

The TEC is being asked to do three rather complex and time consuming activities, the unit assessment system, the goal from the retreat, and also the 21<sup>st</sup> Century Teachers Project. The TEC still has its regular work to do--discussing new programs, courses, and policies. The group needs to think carefully about how much time we have and how many tasks we can undertake and still do things well. The council needs to consider the implications of taking on all these tasks in addition to the regular tasks.

The TEC needs to think about these things collectively so the decision shouldn't be made today. To focus the future discussion of this topic Jill will consider a model involving the TEC as the group involved in the 21<sup>st</sup> Century Teachers Project and Lanny will consider the option of creating a committee outside the TEC to work on this project.