

Committee on Teacher Education Meeting
October 18, 2010
4:00 – 6:00 p.m.
School of Education, Room 2277

In attendance: J. Shedd, T. Hall, B. Edmonds, B. Gault, J. Novotny, J. Bonner, T. Niggle, P. Kloosterman, L. McCarty, A. Leftwich, T. Brush, A. Mobley, M. Remstad

I. Approval of minutes from September 21, 2010 (A. Leftwich)

T. Niggle motioned to approve the minutes. The motion was seconded. The minutes were approved unanimously.

II. Information Items

A. 2009-2010 CTE End-of-Year Report (T. Brush)

The committee reviewed the End of Year report. This report is presented by the CTE to Policy Council in order to detail accomplishments from the year.

B. Report from October 1, 2010 Meeting of Program Representatives hosted by Education Council (A. Leftwich and J. Shedd)

A handout summarizing information from both elementary and secondary sessions was shared.

Jill reported on the elementary session. Representatives from all IU campuses shared how each intends to change to be in accordance with REPA, and collectively they revisited the common programs to ensure a level of consistency across the campuses. It was noted that no campus has made significant changes to lower division coursework. Several common trends for reducing credit hours in the elementary program were shared, which include dropping children's literature course and reducing hours from field experiences and student teaching. There was not significant discussion on Praxis II changes. Regarding the new elementary education minor requirement, there is variation across campuses how each intends to address this issue.

Anne reported on the secondary session. Representatives discussed how program course content address each REPA required indicator. It has been clarified that it is not mandated to offer a secondary minor, so most campuses do not intend to design or add a minor. There was discussion over Praxis II changes, especially with regards to social studies because at the new cut score IUB would not have met the 80% pass rate. However, since there will be a change from a general social studies test to specific tests for primary content areas, it is difficult to predict how students will do because this is a new test.

C. Reduction of Credit Hours in Elementary Program (T. Brush)

A handout detailing the proposal from Elementary Council was shared.

Tom shared on how elementary council has proposed to reconfigure the elementary program in order to meet REPA requirements. Since every elementary education major must now have a minor, the total program credit hours needed to be reduced by 6. The current 9 credit hours allotted for a concentration, plus the 6 credit hours yielded from the reduction in program requirements, will equal 15 credits needed to earn a minor. Elementary Council had previously decided to eliminate the requirement of F200 (Exploring Self as Teacher) and to reduce 3 credit hours from reading/language arts. Elementary

Council finally reached agreement on how to reduce these 3 credits from reading/language arts. They approved eliminating E341 requirement in Cluster 3, with the intent to infuse assessment content from E341 into Cluster 1 (E339, E340 and field experience); X460 will move from Cluster 1 to Cluster 3 to support infusing literacy into content areas; X460 is now required, and the previous option to take either X460 or L390 (Children's literature offered by English department) is eliminated; and E341 will continue to be offered as a required course for candidates pursuing a reading license addition/minor.

D. Report on Proposed Teacher Educator Standards (J. Shedd)

Jill reported on news from the last professional standards advisory board meeting that teacher educator standards have been completed and are currently going through an external audit process. It was noted that the administrator standards are being rewritten. The teacher educator standards are available to advisory board members only through a password protected site. It is unlikely that there will be a formal opportunity for public comment, but the standards should be made available for review before they are voted on in December. Comments can be directed to IUB's three higher education board members. It is unclear what the expectations and repercussions will be for IUB once these standards are passed. It was noted that the IACTE standards are not as forward-looking as the NTASC standards that include global issues and 21st century competencies. The NTASC standards can be viewed at <http://www.ccsso.org/>

It was noted that IUB's 6 guiding principles may need to be revisited and updated; after these new standards are issued it may be an appropriate time to pursue this.

E. Changes to Elementary PRAXIS II Requirements (J. Shedd)

Jill reported on proposed changes to Elementary Praxis II requirements that will likely be voted at the November meeting of the advisory board. Elementary candidates currently take two Praxis II tests: one that covers both pedagogy and content, and one specifically on reading. The proposed change is to move to a content specific test (equally divided among math, social studies, science, and language arts) and a separate pedagogy test. Candidates would still need to take the reading test. It was noted that it is difficult to predict how our candidates will do since this is a new test. Other campuses are recruiting recent graduates to take the new tests to collect data. It was noted that this will be an item that elementary council will address more closely. It is unclear whether there will be a separate pedagogy test for elementary and secondary or if it will be the same test. A concern was expressed that TAL students have to take two additional tests on top of the proposed three, for a total of five Praxis II tests.

F. 2009-2010 Student Teaching Evaluation Report (J. Shedd)

Jill reported on data evaluating the performance of student teachers and statistics related to placement and success in student teaching. Three-years of data was shared to highlight trends rather than looking at a single year in isolation. It was noted that the evaluation process is formative and it is based upon the SoE 6 Guiding Principles. Students self-evaluate and are evaluated by the observing classroom teacher. They are evaluated at mid-term and at the end of the placement term.

PowerPoint detailing the data and trends can be found on CTE OnCourse site (Oct 18 folder).

It was suggested that it may be useful to disaggregate the data by undergraduate candidates and graduate (T2T) candidates to compare. It was discussed whether disaggregating data by placement site or type of site may also be useful, but it was noted that this runs into a problem of too small sample sizes.