

Indiana University School of Education
COMMITTEE ON TEACHER EDUCATION
MINUTES

4:00 p.m., Tuesday, October 29, 2002, Room 2140

Present: Lynne Boyle-Baise, Jesse Goodman, Peter Kloosterman, Keith Chapin, Brent Gault (replacing Lissa May as Music dept. representative), Matt Hoagland, Marilyn Kindred, Mark Helmsing, Diana Lambdin, Jill Shedd

Others Attending: Carol Anne Hossler, David Flinders (subbing for Christine Bennett)

Handouts: 10/15 minutes, *New Course Proposals: Learning: Theory into Practice (P312), Adolescents in a Learning Community (P313) – from 10/2*, 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*, Policy Council minutes

1. Brent Gault, a faculty member in Music Education, was introduced as a new CTE member to replace Lissa May, the former representative of Music Ed. on the committee. **His appointment to CTE will be forwarded to the Agenda Committee of the Policy Council for their approval.**

2. **Approval of 10/15/02 minutes:**

Handout: 10/15 Minutes

Minutes from the 10/15/02 CTE meeting were briefly reviewed. Jill Shedd proposed one change – that the phrase “content standards” on pg. 2 be changed to “content areas,” noting that content areas, not standards will be listed on licenses under the new structure.

It was moved by Jesse Goodman and seconded by Lynne Boyle-Baise that the corrected minutes be approved. PASSED UNANIMOUSLY.

Approved minutes from the 10/15 CTE meeting were sent to Jane Kaho for posting on the Policy Council webpage.

3. **Update on the elimination of M303 as a requirement for old secondary program students who take M314 after spring (2003) semester:**

This issue was referred back to the secondary faculty after the 10/15 CTE meeting to allow them to make a decision about how to deal with M303 after the spring 2003 semester. The secondary faculty and CTE concur that M303 should be dropped as a requirement for old secondary program students who take M314 after the spring 2003 semester. **Therefore, M303 will run with M314 for the last time in the spring.**

4. Appointment of a representative from CTE to the Education Council:

Peter Kloosterman is currently the CTE representative to the Education Council. He will be on sabbatical during the second semester; therefore, CTE needs to appoint a second semester representative to serve on the Education Council. After a brief discussion, it was decided that Terry Mason, who is currently on sabbatical and will be serving as CTE chairperson during the second semester, would be an appropriate candidate to represent the CTE on the Education Council for the spring 2003 semester.

It was moved by Pete Kloosterman and seconded by Jesse Goodman that CTE appoint Terry Mason to serve on the Educational Council during the spring 2003 semester. PASSED UNANIMOUSLY.

Peter Kloosterman informed Jane Kaho of the CTE nomination to the Education Council.

5. Suggestions for new SoE faculty member to be appointed by the Policy Council to CTE. List of possible candidates to be given to Policy Council:

There currently 8 SoE representatives on the CTE; there should be 9. The actual appointment of CTE members is the responsibility of the Agenda Committee of the Policy Council. That body has asked for suggestions from CTE.

After a brief discussion it was decided that the Language Education Department is underrepresented (actually not at all) on CTE. The CTE suggestion is that a new faculty member from the Lang. Ed. department be appointed to CTE. Martha Nyikos, dept. chairperson, will be asked to suggest a candidate from among her new faculty members. Her suggestion will be forwarded to the Agenda Committee.

Peter Kloosterman will speak with Martha Nyikos and forward her suggestion to the Policy Council Agenda Committee.

6. Course Proposals:

- **Arts in the Elementary Classroom: Bringing it All Together (follow up):**

Peter Kloosterman contacted the Elementary Education faculty via e-mail after the 10/15 CTE meeting to get feedback about whether or not they would accept the pilot summer session course – Arts in the Elementary Classroom: Bringing it All Together as a replacement for the art and music ed. courses typically taken by El.Ed. majors. The response was favorable. **Therefore, those students who choose to take this experimental course during the summer 2003 session will be able to use it as a replacement for the art and music ed. courses.**

- **P312 - Learning: Theory into Practice – secondary:**

Handouts: New Course Proposal: Learning: Theory into Practice (P312) – from 10/2, explanatory memo from Joyce Alexander regarding P312 & P313,

The explanatory memo from Joyce Alexander regarding P312 mainly, and a little information about P313, was reviewed. Several concerns were voiced by CTE members:

- Diana Lambdin needs a more detailed explanation of the virtual field experience that is tied to P312. Although Dr. Lambdin is excited about the notion of utilizing the Inquiry Learning Forum as a vehicle for creating “field experiences,” she is unsure about how the ILF will actually be used in this particular course. Several CTE members concur.
- Jill Shedd wonders if one of the proposed assignments – specifically assignment #4 – is appropriate for the students for whom the course is designed. Typically, students taking P312 will be sophomores, and P312 might even be their first education course. It could be problematic for students, in their first “professional” experience, to be expected to produce unit and lesson plans.
- Lynne Boyle-Baise thinks that P312 seems decontextualized. She doesn’t understand what stance is being taken in regard to theory or the perspective from which individual case studies are being presented. She also wonders how a course can cover “teaching and learning” without talking about class and gender issues. Dr. Boyle-Baise believes the documentation presented thus far has been inadequate in discussing these issues. She would like to have a conversation with Joyce Alexander in person, so that Dr. Alexander has the chance to more thoroughly discuss P312, before voting to approve the course.
- Mark Helmsing wonders about how P312 and P313 will actually be connected.
- Jesse Goodman is uncomfortable with an Educational Psychology course attempting to tackle the creation of lesson plans. He is also concerned that P312 not become another course devoted to lesson plans, thus adding to the redundancy that he already sees as a problem in teacher education.

As a caveat to all the concerns expressed, Peter Kloosterman and Diana Lambdin did stress the positive potential of using the ILF as a means of creating a field experience.

It was moved by Lynne Boyle-Baise and seconded by Jesse Goodman that P312 be tabled until the 11/14 CTE meeting so that Joyce Alexander can speak personally to CTE concerns. MOTION PASSED WITH ONE ABSTENTION (PETER KLOOSTERMAN).

- **P313 - Adolescents in a Learning Community – secondary:**
Handout: New Course Proposal: Adolescents in a Learning Community (P313) – from 10/2

After a brief discussion, it was decided that because P312 and P313 are so closely linked, CTE shouldn't approve one course without approving the other.

It was moved by Keith Chapin and seconded by Lynne Boyle-Baise that P313 be tabled until the 11/14 CTE meeting so that Gary Ingersoll can speak personally to CTE concerns. MOTION PASSED WITH ONE ABSTENTION (PETER KLOOSTERMAN).

Joyce Alexander and Gary Ingersoll will be invited by Peter Kloosterman to speak about their proposed courses at the 11/14 CTE meeting.

7. CTE involvement in NCATE Site Visit Nov. 2-6, including Nov. 4 meeting with NCATE team members:

Diana Lambdin related that the NCATE team would be meeting with CTE on Monday, Nov.4, from 4:00-4:45 in room 2277. She explained that CTE's "job" was to represent their work in the best light possible, within the confines of telling the NCATE team **truthfully** what it is that this committee does. She shared the website that contains the IUB SoE accreditation report.

There was a discussion of how advanced programs in the SoE fit into the conceptual framework created through the accreditation process. Dr. Lambdin explained that advanced programs offered (excluding doctoral programs) should in fact fit into the revised NBPT conceptual framework, and should exemplify the qualities outlined in the NBPT standards.

The Unit Assessment System (UAS) was explained by Jill Shedd. CTE is the overseer of UAS, because this committee initially approved the six guiding principles upon which IUB's Teacher Ed. programs have been redesigned.

UAS has two components:

- "Unit wide" – has four benchmarks that all students in IUB teacher ed programs must meet
 1. admission requirements
 2. follow-through on faculty standards that have been established
 3. eligibility standards for student teaching
 4. eligibility from graduation and certification

Office of Teacher Education will provide an annual report to CTE concerning the "state" of the four benchmarks listed above.
- Individual programs have their own assessment process.
 1. Extensive documentation on how their programs meet the standards set forth by the state, as well as the six guiding principles.

2. Each program has developed its own means of identifying and reviewing students' progress; of assessing how students are meeting various performance standards.

Ultimately, CTE is responsible for touching base with all programs on a regular basis (to be negotiated between CTE and programs) to make sure that the departments and programs are meeting the goals that they have set forth.

8. Initial hearing on Transition to Teaching program:

Carol Anne Hossler is the new director of IUB's T-2-T program. She explained that efforts are being made to get both the elementary and secondary programs off the ground and then related some general information. The secondary program will take two semesters and a summer session to complete; the elementary program will take three semesters to complete.

Jesse Goodman wanted some clarification on differences between the elementary T-2-T program and EGCP. Currently, applicants to EGCP have their transcripts reviewed to check for an appropriate amount of coursework from the arts & sciences. According to T-2-T guidelines, applicants' transcripts don't need to be reviewed. He wondered if EGCP admissions guidelines were going to be revised to reflect the new rules outlined by T-2-T.

Diana Lambdin pointed out that EGCP is potentially a degree program, whereas T-2-T offers certification only.

Carol Anne Hossler has suggested that applicants be advised of the courses typically taken by teacher candidates, so that they have the option of taking some of those desired courses. In fact, nothing in the T-2-T guidelines would prevent IUB from requiring that certain arts & sciences courses be taken before admission to the program is approved.

Diana Lambdin suggested the need for approving the "bare bones" T-2-T program, and then discussing the details and wrinkles that need to be worked out. An example of one of these "wrinkles" is that some of the courses listed within the program are not appropriate, i.e. M514 in the secondary program.

Policy Council and GSC have already approved the "bare bones" T-2-T program, and now it is necessary for CTE to approve the program in order for development of T-2-T to continue.

Physical Education, Music, Art, and SpEd are not currently included in the proposed IUB T-2-T program because these program areas are not required by the state, due to the fact that they are not exclusively elementary or secondary programs.

It was moved by David Flinders and seconded by Lynne Boyle-Baise that CTE pass the T-2-T program with the caveat that certain courses be replaced with more

**appropriate choices, and that course numbers and titles be changed as necessary.
PASSED UNANIMOUSLY.**

9. Policy Council Vote to Approve New Courses for Both IU and IUPUI:

Handout: Policy Council minutes

Policy Council just voted to make all course proposals apply to IUB and IUPUI unless otherwise noted. In other words, a course representative would have to check a box on the proposal form indicating "IUB only" if he/she intended the course only to be taught on the Bloomington campus. The intent of Policy Council was to insure that the same courses be offered on both campuses. CTE has discussed potential problems with this tactic, in that programs between the two campuses are not always the same.

Peter Kloosterman suggested that CTE further discuss this issue at the next CTE meeting (11/14).

10. Update on the policy for admissions appeals when test have been taken with accommodations for learning disabilities:

Revised waiver for admissions appeals when tests have been taken with accommodation for learning disabilities

The waiver for admission to TEP appeals when tests have been taken with accommodations for learning disabilities form has once again been revised by Tim Niggle. The latest change involved the placement of a bold-type disclaimer directly above the signature line on the form indicating the difference between graduating from IU with a teaching degree, and actually receiving a teaching license from the state.

CTE members were satisfied with this change. Tim Niggle will use the revised waiver from now on.

11. Additional Tasks for the 2002-2003 academic year:

- 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