Indiana University School of Education
COMMITTEE ON TEACHER EDUCATION
(Formerly the Teacher Education Council)
Minutes
4:00 p.m., Wednesday, October 2, Room 2277

Present: Christine Bennett, Lynn Boyle-Baise, Gretchen Butera, Ginette Delandshere, Jesse Goodman, Peter Kloosterman, Tim Niggle, Keith Chapin, Lissa May, Sarah Franklin, Matt Hoagland, Marilyn Kindred, Mark Helmsing, Diana Lambdin, Jill Shedd

Others Attending: Bob Appelman, Paulette Dilworth, Cary Buzzelli

Handouts: member directory, CTE constitution and description of procedures, revised secondary education outline, proposed secondary teacher ed. program transition schedule, teacher ed. Exceptional needs admissions appeal form, draft of T-to-T programs, including course listing, New Course Proposals: *Learning: Theory into Practice (P312), Adolescents in a Learning Community (P313), Topics in Secondary Education (S303), Integrating Technology Standards into Teaching (W300), Building a Teaching ePortfolio (W400), Foundations for Teaching Social Studies (M341),* Course Change Requests: *Methods of Teaching Secondary Social Studies (M421), Teaching and Learning for All Young Children III (E354), Foundations of Growth, Development, and Learning, Ages 5-8 (E353)*

1. **Introduction of members:**
   Handout: member directory

   Ex-Officio member Diana Lambdin opened the meeting by welcoming everyone, indicating the need to elect a new chairperson to continue the business meeting. Committee members, listed above, then introduced themselves and related their school and/or department affiliation.

2. **Election of chair for 2002-2003 academic year:**

   After a brief discussion, Tim Niggle moved that Pete Kloosterman, 2001-2002 chairperson, remain in the position for the 2002-2003 school year as well. Diana Lambdin suggested that this would be very appropriate because Dr. Kloosterman's previous experience might benefit the CTE during the imminent NCATE visit. Keith Chapin seconded the motion. It was then pointed out that Dr. Kloosterman will be on sabbatical during the second semester, thus requiring that someone else step in as second semester chair. Terry Mason, who is currently on sabbatical, and whose term on the CTE doesn't start until second semester, previously expressed an interest in being chair of the committee for the spring semester. After a brief airing of concerns over the appropriateness of someone new to the committee "dropping in" to the position, Dr. Mason's nomination was accepted by acclamation.

   Vote: Motion to elect Peter Kloosterman as CTE chairperson for the first semester and Terry Mason as the second semester committee chair **(PASSED UNAMIMOUSLY)**

3. **Additional meeting dates for fall semester: 10/15, 10/29, 11/4 (with NCATE),11/14, 12/2:**

   First semester meeting dates were previously sent out. Dr. Kloosterman confirmed the meeting dates and times; meetings will always be from 4:00 to 6:00 in room 2277, with the exception of the 11/4 meeting with NCATE (room TBA).

4. **TEC vs. CTE – changes in the role of the new committee:**

   Handout: CTE constitution and description of procedures

   Dr. Kloosterman pointed out that the committee, formerly known as the Teacher Education Council, is now the Committee on Teacher Education. CTE is a committee of the Policy Council. The description of the CTE from the faculty constitution and the CTE operating procedures were shared.

5. **TAL program-of-study update:**

   Peter Kloosterman updated the committee on the reconfiguration of field experiences, formerly known as K495A-K495C. Basically, the changes provide TAL students with a RegEd experience in addition to their SpEd field experiences, as opposed to all field experiences being in a SpEd setting. Field experiences will take place in Bloomington and Indianapolis. Concerns about "overusing" schools for additional field experiences were addressed. It was explained that the number of schools needed to take on TAL students had actually decreased due to the reconfiguration.

   Vote: Motion to approve TAL changes by Jesse Goodman, seconded by Lynn Boyle-Baise **(PASSED UNAMIMOUSLY)**

6. **New course consideration/approval:**

   - **W300 (Integrating Technology Standards into Teaching -- all levels)**
   - **W400 (Building a Teaching ePortfolio -- all levels)**

     Handout: *Integrating Technology Standards into Teaching (W300), Building a Teaching ePortfolio (W400),* New course proposals

     Bob Appelman explained that currently W200 exists as a 3-credit hour course that "frontloads" technology information for teacher education students. The goal with the 2 new 1-credit hour courses, in concert with W200 (changed to a 1-credit hour course) , is to layer technology instruction across the sophomore through senior year, allowing customization to needs as students proceed through the Teacher Ed. program.

     - ✓ W200 will exist as a 1 to 3-credit hour course, allowing some campuses to continue offering the standard 3-credit hour course.
     - ✓ At IUB, the goal is to get all program areas "onboard" for the 1-credit hour implementation of W200, followed by W300 and W400.
     - ✓ W300 focuses on lesson plans and methods that implement and conform to ISTI standards, as well as support content standards in program areas.

- ✓ W400, assuming that students have already had methods courses and experience with collecting student work and generating lesson plans, will focus on compiling these elements into an e-portfolio to be used in licensing and certification.
- ✓ Course series is based on a developmental, as opposed to skills-based, approach and matches what the professional service board requests in terms of preparation of preservice teachers.
- ✓ W300 would be taught in the SoE auditorium, allowing for large group instruction, as well as program area collaboration on the problems of implementing technology within the given discipline.
- ✓ IST instructors will spend 2/3 of their time instructing, and 1/3 of their time consulting with program-area methods teachers to aid in the use of technology in their instruction.

CTE Concerns:

- ✓ Jesse Goodman:
  - o Cautioned that science ed. had previously tried to implement similar changes, with disastrous results
  - o Requested, based on negative student feedback, that none of the new courses focus on lesson plan generation
  - o Suggested that the course be focused on thoughtfully using technology in the classroom, challenging preservice teachers to view technology with a critical eye.
  - o Cautioned that 1-credit hour courses must have "1-credit" worth of work, as opposed to "a credit and a half," and voiced concern that the courses are scheduled to meet 8 weeks, already implying more of a commitment than 1-credit hour should ask.
- ✓ Diana Lambdin:
  - o Suggested that W300 and W400 not be "stand alone" courses, but rather focus on implementing technology within specific program areas.
  - o Voiced concern that there hasn't been much conversation about how the new courses might fit in some Teacher Ed. programs.
- ✓ Lissa May:
  - o Expressed concern that in Music Education, although it is not a required course, W200 (as a 3-credit hour course) is used for Gen. Ed. credit. She wondered how this new configuration might affect her program's current policies.
  - o Wondered about the fact that methods of developing an e-portfolio might be introduced too late, preventing students from collecting necessary data.
  - o Related that in Music Education, the faculty employ consultants to teach e-portfolio techniques early in the program, so that students can collect and organize data throughout their educational experience.

- ✓ Mark Helmsing: voiced concerns of students, who wondered if the change to 3 1-credit hour courses would diminish students' perceptions of course importance.
- ✓ Lynn Boyle-Baise:
  - o Voiced concerns about the relationship of the new technology courses with the program-area methods courses.
  - o Noted that Dr. Appelman's descriptions of the new courses in committee differed drastically from the language on the proposals themselves.
  - o Requested that the proposal language be changed to reflect Dr. Appelman's verbal course explanations before the CTE voted.
- ✓ Jill Shedd:
  - o Expressed discomfort in the CTE accepting the proposed new courses when little conversation with program area methods instructors about the logistics of implementing W300 and W400 had taken place.
  - o Wondered if the generation of an e-portfolio is a valid focus for a technology course, since the current thinking is that e-portfolios are not valuable in a pedagogical sense.

Dr. Appelman agreed to work on the proposal language, but expressed some frustration about the cyclical nature of the approval process. He needs approval so that "bugs can be worked out" through negotiation and implementation, but the committee needs those details lined up before it can grant approval.

Dr. Kloosterman suggested, and Dr. Appelman agreed, that the new course proposals for W300 and W400 should be withdrawn from CTE consideration, so that changes could be made.

Diana Lambdin suggested that Dr. Appelman focus on the implementation of the already-approved 1-credit hour courses for the secondary programs, although this would mean running parallel sections of 1-credit hour and 3-credit hour technology courses.

In closing, Dr. Appelman reminded the CTE that the goal of the new courses is to instill in preservice teachers the thoughtful integration of technology into their teaching. This goal isn't possible in the current structure. **He said that he would better define his proposal and bring it back before the CTE.**

- **M341 (Foundations for teaching Social Studies)**
- **M421 (Methods of Teaching Junior High/Middle School Social Studies)**
  Handouts: *Foundations for Teaching Social Studies (M341),* New course proposal; *Methods of Teaching Secondary Social Studies (M421),* Course change request

  Paulette Dilworth introduced M421 and M341 for committee approval. M421 is a course change request; the course was formerly numbered M441, and Dr.

Dilworth requested that the course number be changed to M421. M341 is a new course. There was discussion about how many hours/structure of field experience in M341. The 2 courses are linked with COAS, and are part of the 21st Century Teachers program. Courses will be piloted in Spring 2003. M341's field experience is community-based, whereas M421 provides a more "traditional" classroom experience. This community-based approach has been designed to address past student evaluations that were of Social Studies field experiences, as well as provide more in-depth community focus to build an awareness of related issues in preservice teachers.

Jill Shedd asked about the "fit" of these programs with middle school teaching experience. Dr. Dilworth said that students may have opportunities to teach in both M.S. and H.S. settings, as there is a lack of Social Studies field experience placements.

Diana Lambdin then reminded the committee that the secondary program (of which M341 and M421 propose to be a part) was approved by CTE with the assurance that both M.S. and H.S. teaching experiences would be provided.

Mark Helmsing asked about how the proposed courses might help preservice secondary teachers pass their content area NTE tests. Dr. Dilworth related that with its connection to COAS, the new secondary program should provide more content area support.

Diana Lambdin said that she would like to see the relationships between the 2 courses – M341 and M421 – and their field experiences better-defined. She expressed discomfort with approving the courses without the language in the proposals and/or syllabi being "fleshed-out."

As the field experiences are described at present, Jill Shedd noted that students may not be highly motivated to participate in a meaningful way, because the field experiences make up a very small percentage of the course points, implying that they are not very important.

It was suggested that proposals concerning M341 and M421 be tabled until the field experiences are more clearly developed. All CTE members agreed.

- **E353 (Foundations of Growth, Development & Learning Ages 5-8)**
- **E354 (Teaching & Learning for all Young Children III -- early childhood)**

Handouts: *Teaching and Learning for All Young Children III (E354), Foundations of Growth, Development, and Learning, Ages 5-8 (E353),* Course change requests

Cary Buzzelli updated the committee on adjustments that have been made in the Early Childhood Program, including some shuffling of content and shifting in credit hours. As for the specific courses brought before the CTE:

- ✓ E353 is changing from 6 credit hours to 5 credit hours.
- ✓ E354 is changing from 11 credit hours to 12 credit hours.

The total credit hours between the 2 courses will not change. The purpose for the change is to streamline the program content; basically, this is an adjustment after a year of "trial and error."

Diana Lambdin suggested that the courses be approved for variable credit-hours to provide for flexibility. This was taken under advisement.

A field experience fee needs to be attached to E353 (and E352).

Vote: It was moved and seconded that E353 and E354 be approved as proposed. **(PASSED UNANIMOUSLY)**

Information about the changes in credit hours for E353 and E354 will be sent to the regional campuses.

- **P312 (Learning: Theory into Practice -- secondary)**
- **P313 (Adolescents in a Learning Community -- secondary)**
- **S303 (Topics in Secondary Education)**

Peter Kloosterman reviewed the newly proposed secondary program. P312, P313, and S303 are new courses proposed to fit into that program.

The proposals were tabled until the next meeting so the CTE could hear from the course representatives before voting to approve the courses.

7. **CTE involvement in NCATE Site Visit Nov. 2-6, including Nov. 4 meeting with NCATE team members (Diana, Jill):** Tabled until 10/15, due to lack of time.

8. **Changes in teacher licensing structures (new structures, phasing out of old structures including endorsements):** Tabled until 10/15, due to lack of time.

9. **Policy for admissions appeals when tests have been taken with accommodation for learning disabilities (information item):**
   Handout: Exceptional needs admissions appeal form

   Tim Niggle explained that there have been some cases recently of students who, because of learning disabilities, have taken their Praxis I test with accommodations, but have still not passed the test; however, these students met all the other qualifications for admission to TEP. Questions have arisen concerning how to deal with these situations – **Should students be admitted to Teacher Education despite the fact that they have failed a portion of the Praxis?**

A form has been developed that outlines the "risks" that students are taking by proceeding through TEP when they might not be able to get a teaching license upon graduation. CTE thought that it was appropriate to have affected students sign this waiver, and a copy placed in their student files. **It was suggested that the form be amended to include a strong statement warning the students about the possibility that they will not receive a license.**

10. **Initial hearing on Transition to Teaching program:**
Handout: Transition to Teach draft

Diana Lambdin asked everyone to look over the Transition to Teach materials in their packets. **Discussion was tabled until the next meeting.**

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**

Discussion was tabled until the next meeting.