

Committee on Teacher Education
Tuesday, March 24, 2015
1 – 2:30 p.m.
School of Education, Room 2277

Participating: P. Kloosterman, R. Kunzman, B. Gault, B. Whitaker, M. McClaine, A. Mobley, K. Chappell, L. Stachowski, D. Pillar, D. Wyatt, M. Lewison, K. Chapin, G. Gursel-Bilgin.
Also to present: M. P. Rogers, M. Waldron, T. Niggle, M. Nykos, and A. Bosk

I. Approval of January Minutes (P. Kloosterman)

Gault moved to approve the minutes. D. Pillar seconded. The minutes were approved unanimously.

II. Action Items

A. ECE/ElemEd science requirement change proposal (Meredith Park Rogers)

This proposal is to make a change to the list of Geological Sciences courses used to fulfill program requirements for all Early Childhood and Elementary Education majors. Specifically, this proposal requires all students to take G105 (Our Habitable Planet) rather than choose one of three classes (G103, G104 or G105). The purpose of the change is that G105 is more closely aligned with standards for teaching science in the elementary school than the other two courses. The committee discussed possible difficulties that this requirement may create for students and concluded that any difficulties were minimal in relation to the benefit of having all students take the most appropriate course.

The proposal was approved unanimously.

B. P361 course proposal (Mary Waldron)

This proposal is for a new course titled P361 Adolescence and Emerging Adulthood. The course is intended for undergraduate students interested in human development. This course examines major theories and findings concerning biological, cognitive, social, and emotional development during adolescence and emerging adulthood. A primary objective of the course is to help students become knowledgeable about the latest research on adolescent development and the transition to adulthood. A committee member asked the potential students for this course and M. Waldron answered that the likely audience is students in Arts and Science as well as Public Health. Waldron also added that the course may be a venue for IA positions for School of Education graduate students.

The proposal was approved unanimously.

C. World Languages Education degree proposal (Martha Nyikos and Tim Niggle)

This item focuses on the introduction of a new B.S. in World Languages Education degree program (for School of Education students who are planning to teach French, German, Latin, Russian, or Spanish). This program offered by the Department of Literacy, Culture, and Language Education will replace separate programs in each of these areas. The proposal was approved unanimously with minor changes to the Preparation for Graduate Programs or Other Benefits sections of the plan.

III. Information and Discussion

D. IUtpa update (Rob Kunzman)

Kunzman shared the developments regarding IUtpa (the IU Teacher Performance Assessment program). The Office of Teacher Education (OTE) is continuing to do IUtpa pilots. This semester the majority of the volunteers are elementary and middle school teacher candidates. In regards to the full roll out of IUtpa in Fall 2016, the evaluation of the portfolios has been a concern of the faculty in terms of capacity. Therefore, OTE is piloting the use of K-12 teachers to evaluate IUtpa portfolios.

Kunzman also reported that a group of faculty has been formed with representatives from each of the teacher education program areas to talk in a more focused way about how to integrate the assessment tasks in the coursework. This is a long term process but the conversations have started about how different courses can take responsibility for different pieces of it.

E. Follow-up info from postgrad employment survey (Andy Bosk)

Bosk shared the details of the Post-graduation Survey of BSED students conducted in Fall 2014. This survey focused on the employment of the teacher education graduates as well as their feedback regarding their program in the School of Education. In particular, Bosk focused on the answer to the question "If the graduates are not teaching, what are they doing?"

F. SoE self-study update (Pete Kloosterman)

Kloosterman shared that in response to President McRobbie's Blue Ribbon Panel initiative, a self-study is being coordinated by the Long Range Planning Committee. As a member of the self-study committee who is involved in teacher education, Kloosterman briefly presented the details regarding the self-study. Kunzman added that the idea of the self-study is to provide context for members of the Blue Ribbon Panel and give them a sense of the things that we think are important in any evaluation of the School of Education. The issue of enrollment decline in teacher education was included in the discussion.

The meeting was adjourned.