

**Committee on Teacher Education**  
**Tuesday, March 4, 2014**  
**1:00-2:30 p.m.**  
**School of Education, Room 2277**

**Participating:** A. Leftwich, R. Kunzman, J. Shedd, B. Whitaker, D. Wyatt, D. Danns, D. Adomat, C. Wesson, B. Gault, L. McCarty, K. Chapin, A. Warren, L. Stachowski, J. Danish, D. Caulfield. *Also in attendance to present: B. Levinson, T. Hunnicutt, C. Gray, and B. Edmonds.*

**I. Approval of February Minutes (A. Leftwich)**

B. Gault moved to approve the minutes and D. Danns seconded. The minutes were approved unanimously.

**II. Action Items**

**A. G203 Course Change (C. Gray)**

This is to request a change in the name of the course that more accurately reflects the content. The change is from “Communication in the Classroom” to “Communication in the Classroom and Youth-Servicing Agencies.” This will also give the course a broader appeal and would benefit anyone who works with youth.

B. Gault moved to approve the course name change and J. Danish seconded. The motion passed unanimously.

**B. P155 Approval (D. Wyatt)**

The College, after eliminating the speech course S121, is now requiring all College students to take P155 for its fulfillment of the oral expression mandate. At this time, the SoE does not recognize this course for the oral expression requirement. This proposal is to add P155 as an option to the list already including C121, C122, and G203.

K. Chapin moved to approve this addition and L. McCarty seconded. The motion passed unanimously.

**C. Music Education Proposals (B. Gault)**

This has already been approved by the School of Music. There are two parts to this proposal: The first is to fill a hole in the curriculum so as to cover inclusive participatory music practices, which will be done with MUS-E232. This will be required for all music education students and will be taken with the co-requisite course Multicultural, non-Western Music Performance Experience and will replace MUS-E231. The second part is to add an elementary general music methods course as a requirement for all music education majors. This adds an additional three-credit hours forcing a three-credit cut elsewhere in the program, because of the 120-credit hour limit. This proposal includes embedding the special education information from K205 into the music school coursework so as to free up those three credit hours for the new methods course. Using the state special education standards and mapping where they are covered in the music coursework, the music school faculty are confident this can be done properly. The Committee expressed concerns that no one from Special Education was present to join in the conversation

and share their opinion. A brief overview was given of where the music classes were mapped onto the special education standards in the five domains. It was a consensus of the Committee that discussions with the special education faculty should be held to get their insight into this proposal.

L. Stachowski moves to approve the concept that this proposal goes on to Policy Council with the understanding that it will be discussed with special education faculty before being presented at the Policy Council meeting. L. McCarty seconded. This was approved with four voting for the motion and four abstaining. There were no votes against the motion.

#### **D. International Comparative Ed Minor (B. Levinson)**

*This item followed III.B. in the meeting.* This minor has been a goal for the Social Foundations area in ELPS for years and has now come to fruition with the interest from the College and the new School for Global and International Studies. This proposal has also been vetted by both SPEA and Public Health. It was pointed out that L442 has a prerequisite of L441 and is offered only in the summer as a block with a field experience component, and the students in the minor program may not have the proper context for this course.

L. McCarty moved to approve this minor with the understanding that follow-up will be done on the L442 concern. J. Danish seconded. Motion passed unanimously.

### **III. Information/Discussion Items**

#### **A. Early Field Experience Evaluation Data (T. Hunnicutt)**

*This item followed II.C. in the meeting.* There are two levels of evaluations: one for when the students first start out in the field that are filled out by the teachers and the second is given to students as they progress into the later field experiences. Data is used to give feedback to out teacher candidates as they move through the program, to raise red flags so that remediation plans can be put in place for students who may be struggling, and to do program development. Trends show that students in the elementary field experiences need to improve on taking the initiative and professional elements such as being on time, being professionally dressed, and starting to think like a teacher. Later field experiences we see students struggle with the actual teaching concepts and using their instructional time well. AI's on campus provide more critical feedback on our candidates than teachers in the field do. This has improved on this year's feedback. Another data set used regularly are reflections from our students at the end on how the field experiences worked for them. This feedback is also used for program development. Education Psychology has added a field experience component in response to previous data.

#### **B. Secondary T2T Expansion Ideas (B. Edmonds)**

Secondary Transition To Teaching (T2T) is considering expanding program offerings to include Music, Physical Education and Business Education. Both Music and Phys Ed are interested, but IU SoE does not have a Business Ed program. The state will allow the SoE to enroll students for Business Ed even though there is no program. The student must have all of the content requirements and the SoE can do the pedagogy. The problem is that there is no methods course for Business Ed. Discussions have been held with IST to explore the possibility of providing additional instruction in the computer methods course, though this would certainly be problematic.

**C. Pedagogy Test Update (R. Kunzman)**

*This item followed II.D. in the meeting.* After getting feedback from a few faculty, there will be a webpage created that will be sent to all students having to take the test this spring/summer. This will have resources, tips, suggestions, and a chat function so they can communicate with one another in preparation for the test.

J. Danish moved to adjourn and L. McCarty seconded. The meeting was adjourned.