Agenda
Teacher Education Meeting
Wednesday, January 23, 2007
Room 3138 B

3:00  Bouquets
For the Good of the Order

Issues for discussion

Safety of interns at the Partnership and PDS Schools

Preparation for NCATE (Linda Houser)
Principles of Teacher Education in Syllabi
Preparing samples of student work

Course Development/Assessment Calendar (Beth Berghoff)

Transition to Teaching – newest IPSB stance and what it means to us

CRC Update (Erin Cassity)

Competitive Admission—review the suggested process

Share the thoughts that emerged in the Remonstrance Process

Visits to Artsvision Schools

Block II Assessment is to be done in Special Methods courses this spring

Professional Development—What do we need as teacher education faculty?

5:00  Adjourn
Teacher Education Meeting Agenda
Wednesday, February 27, 2002

3:00   Discussion of fall schedule

   Conceptual Framework of the Teacher Education Program
   Strands that are woven across the curriculum
   What’s missing?

   Looking at the work done by the secondary folks
       Why are students saying there is nothing new in the curriculum? They feel like
       they are repeating the same learning activities every semester.

   Have we/Can we identify the key concepts developed in each block?

   Have we incorporated all the standards?

   Curriculum Work Time

5:00   Adjourn
Agenda
Teacher Education Meeting
Wednesday, March 27, 2002
3:00-5:00 3138B

3:00 Bouquets
For the Good of the Order

Issues for discussion

Reports from programs and schools:
- Secondary Town Meeting/Benchmark II Assessment
- Schools 96 (3651 N. Keil) and 84 (440 E. 57th Street)
- Schools 21 (2815 English) and 88 (5801 E. 16th Street)
- Schools 67 Stephen Foster (653 N. Somerset) and 82 Christian Park (4700 English Ave)
- Columbus

Schools and schedules for fall

Course Development/Assessment Calendar
- Can we do Benchmark III in fall with student teachers?

Review of policy for transfer students

Transition to Teach and Post-Bac plans

Preparation for NCATE (Linda Houser)
- Looking at samples of student work

Review of discussion of conceptual framework from last meeting

5:00 Adjourn
Teacher Education Meeting  
Wednesday, October 24  
3-5 p.m. 3138B

Agenda Items will include:  
Bouquets  
Reports from the Field (We'd like to hear from someone in each block how the semester is going, what the students are doing, what we need to plan for differently next semester. Also from Columbus, if you can join us.)  
Gearing up for NCATE out in the schools (Powerpoint-to-go and portfolio scoring--Beth)  
Report from Council on Teacher Education  
Report on work with Arts and Sciences (Chris Leland?)  
Report from PE faculty (Betty or Ed?)  
New course descriptions (Beth)  
New advising sheets (Jodi)  
Technology Standards for Teacher Education (Julie)  
Planning for End of Semester Assessments (Beth)  
Storage in first floor rooms (Erin)  
Town Meeting Forum -- open mike for GAs/part-time instructors/visiting lecturers  

Send additional agenda items to Beth.

Secondary Curriculum Development  
Friday, October 26  
9 a.m.-12noon Education Commons

Early Childhood Curriculum  
Friday, October 26  
1-4 p.m. Education Commons

Student Teaching Portfolio Rubric Development  
Friday, November 2  
9 a.m.-12noon Education Commons

Assessment Day  
December 13, 2001  
9 a.m.-4 p.m.
Agenda
Teacher Education Meeting
Wednesday, April 24, 2002
Room ES 1128

The Student Teaching Supervisors have been invited to join us for the first half of this meeting.

3:00 Bouquets
For the Good of the Order

With the Student Teaching Supervisors

- Watch and discuss videos from Benchmark III portfolios of secondary student teachers
- Warm and Cool Feedback from supervisors about the preparation students are getting
- Discuss cluster schools idea and the changing role of supervisors
  i.e. school liaisons, scoring portfolios, teaching modules

4:30 Old Business

- Review of policy for transfer students
- Preparation for NCATE (Linda Houser)
- Teams need a convener to schedule meetings for fall course development. Each team needs to have meeting times and dates for pre-semester planning.

5:00 Adjourn
Teacher Education Time at the Retreat
September 21, 2001

**Schools and Schedules**
Study the projected school placements and teaching assignments. Provide feedback about needed adjustments. Questions that need to be answered:

**Elementary**
1) Are Block teams staying stable enough?
2) Are we honoring commitments to the schools?
3) Is it reasonable to alternate blocks at a school? For how long?
4) What is missing or incorrect? Or not what people want to do?

**Secondary**
1) What schools are the block teams working with?
2) Have we made commitments to schools?
3) How will the addition of E469 to Block I change the dynamics of things?
4) What is missing or incorrect? Not what people want to do?

**Early Teacher Education Experiences (W200, Q200, E449, N443, P290)**
1) What courses are these clustered with?
2) How do they fit with our program? Do they incorporate Principles of Undergraduate Learning in syllabi?
3) What sort of assessments would help us know whether students are ready for the TE program?

**Important Tasks**

Rubrics for Student Teaching Portfolio
Friday, November 2, 2001
9:00-12:00 a.m.

NCATE Website

School Partnership Development
Teacher Ed Tasks to be Completed This Year

1) Star the program development activities that you think should be your responsibility.
2) Put your list in sequence. What needs to be done first? Second? And so on.
3) Create a calendar of meetings. Plot the work and the workers.

Program Development
Elementary/Early Childhood
   Literacy and math sequences
Elementary
   Middle School from the elementary program
   24 hour option
Early Childhood
   Overall program description
Secondary
   Moving reading course into Block I
   Sequencing strands across the program (i.e. developmental levels, reflection, assessment, classroom management, technology)
   Plan for next year's Post Bac Program
   Content area curriculum mapping and assessment development
All Grades Fine Arts and PE and Health
   Plan for developmental levels
   Articulate fit with the secondary program
Specialist Licenses
   Develop curriculum/assessment descriptions of these programs (Exceptional Needs, English as a New Language, Computer Education, and Reading)
   Articulate fit with the other programs

Specific Course Development (for Fall 2002):
Elementary
   Block IA—Ed Psych, Spec Ed, Multicultural (now M300 and K305)
   Block IB—Math and Literacy for Young Children (new 6 hour course E345)
   Block IIA—Integrating the Fine Arts (new 3 hour course M324) (Need a version for EC and another for Middle Childhood)
   Block IIIA—Compacted courses of K307 and E341 (for Fall 2003, but need to plan student teaching component)
   Block IV A—Compacted courses of E325/H340 (for Spring 2003)
Early Childhood
   Block IIB—E337 Curriculum in Early Childhood and E328 Science Methods
   Block IIIA—Compacted K307 Spec Ed and E340 Literacy
   Block IVA—E338 Early Childhood Educ and P249 Rhythmic Exp
Secondary
   Block IA—M300, K306, P255, M469
Hi Secondary Folks,

I need to check my understanding of what happened at the Teacher Education meeting on Wednesday, September 26, 2001.

Here is what I can construct from the conversation. (I have not been able to verify courses with Rae, but there are not a whole lot of course options open in the secondary area.)

The sequence might look like this:

**Block I  Diversity and Learning**
- H340  Educational Foundations –to be taught out of the Blocks as an intro course

**Block II  Teaching for Understanding in the Middle School**
- P255  Educational Psychology
- M300  Multicultural Education
- M301  Field Experience

**Block III  Teaching for Understanding in the High School**
- S 487  Principles of Middle School Education
- K306  Teaching Students with Special Needs
- M303  Field Experience
- XXXX  Special Methods
- E469  Content Area Literacy
- M304  Field Experience (with the teacher they will student teach with)

I think we would have to think of the P255/M300/K306/E469 people as a team who created a curriculum across three blocks. Each could teach at some time in any of the three blocks as the curriculum is designed. Each would have a course attached to their teaching, but that would not necessarily be the way the teaching actually gets accomplished.

It seems like our next step is to work with strands that cut across the curriculum.

The All-Grades Programs (PE and Art) are scrambling because we are changing again!! They have been planning around our old structure believing we were finished with our planning. Like many other departments. We need to move thoughtfully, but quickly here.

In a conversation with PE (Betty Jones), I agreed that it would be very helpful to talk through what needs to happen in these blocks together. I know we have not solidified our plans, but this would be a chance to think about what we have proposed again. On Monday October 8th, we are invited to join the PE faculty in a discussion. 3:00-5:00 p.m. PE/Natatorium 253. Please let me (via email to Anne Hardwick) know if you can make it to this discussion. It will be another opportunity to figure out what we are trying to accomplish.

Also please plan to attend a work session on Friday, October 26, 9 a.m. -12 p.m School of Education. This will be a critical meeting because we will have time to nail down what the changes mean and how they help us help our students to meet the standards. Again, let me know (email to Anne)if this works for you.

Thanks, Beth
Secondary Program

H340  Take prior to the Blocks

Block I
P255    Educational Psychology
M300    Multicultural Education
M301    Field Experience

Block II
MS Teaching and Learning
Seminar

Could be:
S487    Principles of Middle School Education
or
S405    The Middle School

K306    Teaching Stud with Spec Needs in Sec Classroom

Block III
Special Methods
Seminar

Could be:
S485    Principles of Secondary Education
E425    Senior Seminar Teaching and Schooling
E469    Content Area Literacy
Teacher Education Meeting Minutes
August 29, 2001

The following handouts were distributed:
Notes of the Power Point presentation, PDS summer meeting summary, new block sequencing, memo on school grading policy, and fall 2001 block teams.

Continue to think about preparations for the NCATE review which will probably be scheduled for Nov. 2002.

We need to do faculty searches. We need more faculty in the areas of Language (elem), English (sec), Math (elem), Special Education, and Social Studies (sec).

Continue to work on communication with the school sites. Be sure we have a contact person for each site. We also need to develop better relationships with high schools.

When working with interns, consider how we can help them improve their grammar before they get to student teaching.

Special Education certification students have already had the K206 content by the time they are in Block III (fall semester only). Discussion supported giving those students research and field application projects to complete and report to the class. This would be similar to what is done in split undergrad/grad courses.

The School of Education gives too many As. Only 10% of students may graduate with distinction. An “A” represents exceptionally high achievement, originality and creativity. A “B” represents very good, solid work. Most students should expect grades ranging between C+ and B.

We need to add new school sites to our program. Some are being considered and volunteers are needed to visit them. We should be working with schools that represent the growing Latino population.

Be sure to include the Principles of Teacher Education in your syllabi, and save examples of student work that provide evidence of student learning and show how you provide feedback.

Write December 13, 2001 and May 2, 2002 in your calendars for Assessment Days.

There will be new videos in the CRC. There are also forms for students to apply for conference fee and travel money.

There are not enough sections of HPER P290 to satisfy the demand. The School of Physical Education suggests substituting PE110 Dance in the Elementary School to satisfy that requirement.

The faculty retreat is planned for 1 p.m. Sept 20 – 3 p.m. Sept. 21. PLEASE plan to attend and spend the night.
NOTES from the Teacher Ed. Meeting: April 26, 3:00-5:00 PM, room 2107

Attended by
C. Barman, N. Barman, Berghoff, Blackwell, Cassity, Cohen, D’Ambrosio, Hossler, Houser, Jones, Lingvai-Smith, Leland, Mau, Ociepka, Stephenson, Torgnyson, Wilcox, Winikates

Old Business
Time limit for getting licensed: Houser reported that according to the IPSB, graduates can get licensed as long as they have completed 6 credits of continuing education within the last five years. However, as the licensing institution, we can make a decision to limit the time that program graduates have to apply for licensure. We can say that we will recommend them for licensure for a specified period of time. A proposal to limit this time to five years was accepted. Student Services will include a letter with the diplomas that clearly states this five year time limit.

Reports
Lingvai-Smith described some emerging patterns in the data collected from students regarding their general education experiences. More complete information will be shared at the next meeting.

Wilcox presented a draft model for new general education requirements for elementary education students. This model includes three 6-credit “integrator courses” and time for a concentration. Please take a careful look at this and be prepared for further discussion at the next meeting.

New Business
Torgnyson brought up the question of whether the music courses can be sequenced differently. Mau and N. Barman will work with her on this and come up with some options/proposals.

Procedure for handling problematic writing samples: Ociepka shared writing samples that have been flagged by faculty. The problems fell into 4 basic groups: Poor mechanics, not enough text, lack of attention to the assigned topic, and problematic attitudes/dispositions that were reflected in the writing. Faculty decided that applicants who show extreme problems in terms of writing ability or having a questionable attitude will be asked to come in and discuss their essay with a faculty member or group. This will be handled by Ociepka, Houser and Leland.

Proposal to resolve differences between cohort and blocking programs by merging them into one program will be revisited in the fall (Leland)
• Save May 11 for a event that will bring pairs of instructors in similar areas together to share syllabi and to talk about how we can meet standards. This is a good opportunity to work with Arts and Sciences colleagues.

• The IPSB is sponsoring a workshop on April 6 to address the issue of evaluating prior experience for second career people who seek teaching licenses. Beth is planning to attend; Linda might also attend.

• Bia reported that IUPUI has not been represented on some of the committees that were formed to implement Dean Gonzalez’s strategic goals. Various IUPUI faculty members will be asked to review sections of the work done by IUB faculty and provide their input. This will be discussed further at the faculty meeting next week.
Teacher Ed. Meeting: **Wednesday, March 28, 2001**

**NOTES**


1. General Education issues: Barbara presented the latest version of the general education sequence. We will have 3 sections of the first year “block” (W200, Geography 110, and first year seminar) running for fall. There has also been progress with the new science “blocks”—Q200 will be offered concurrently with Biology N100 and new courses integrating Chemistry/Geology and Physics/Astronomy are being developed. A 2-hour PE requirement has been added. The concentration course lists still need work, but they don’t have to be included in the new bulletin that is due in April. Faculty present expressed their general approval of the current listing and will continue to refine the course choices.

2. Unit assessment issues: Beth handed out a list of upcoming assessment activities for everyone to put on their calendars. Liaisons need to invite principals to bring a team to the meeting scheduled for June 21. We will pay school-based partners $50 to come for the morning (elementary) or afternoon (secondary). Beth also shared the latest grid that shows how blocks will move through the various anchor schools. We need to find 4 more anchor schools as soon as possible. Everyone is invited to give suggestions to Natalie so that she can begin to coordinate our efforts to check these sites out.

   **Reminder of who our current liaisons are:**
   School 44: Monica
   School 56: Melinda
   School 67: Jackie
   School 69: Sue
   Center for Inquiry/42: Chris
   Cold Spring: Beth
   Key School: Michael
   Garden City: Prisca

3. Communication with anchor schools: Liaisons are asked to report progress in setting up meetings at anchor schools. Chris met with the Center for Inquiry faculty to talk about the new licensing framework and the new program configuration that we have developed to meet the standards.

4. Communication with IUPUI schools and departments: Bob reported on his work with Jay Hill to articulate the social studies standards in a narrative form. It was suggested that their next step might be to identify what is done in the Social Studies methods course to address the standards and what is going to be left primarily to the general
education social studies courses to cover. Bob and Jay’s work with the Social Studies standards should give the rest of us some direction for helping our colleagues in other departments.

5. Plans for migrating the Associate’s degree program to Ivy Tech: Jackie reported that letters have been sent out to let Admissions and University College (and others) know that we have stopped admission to the Associate’s degree program. Students in the pipeline will have to finish courses during the 2001-2002 year and complete their practicum by 2003. Students will receive a letter explaining this. We need to get this information on the web page as well.

6. Plans for beginning the post-baccalaureate science program: All systems are GO for beginning the program this summer. An introductory meeting is being planned. We have 11 people right now and would like to get the news out so that others can enroll. Barbara/Celeste will get program information to Jag News and the SOE web page.

7. Update on secondary English search: Chris reported that since both candidates we were interested in have accepted other positions, this could be a failed search. (Chris and Prisca will try to do some networking at NCTE to identify other candidates.) There is an IUB social studies candidate (Michael Pardales) who interviewed with Barbara and Chris as part of the Bloomington search process. He was not hired for the Bloomington position and is interested in working at IUPUI. We might want to investigate him further since he seems to have a similar philosophy and wants to work in urban schools.

8. Brief update on Title II: Linda reported our scores and explained that the students in this group came into the program BEFORE we were requiring a passing score as a prerequisite to admission. She suggested that we have 1 or 2 people take responsibility for talking with the press, media, etc.

9. Rethinking our master’s offerings: Beth and Chris reported on efforts of other institutions to get a larger share of the master’s degree market. Barbara suggested that we think broadly and include professional development in this category. Whoever assumes the position of the chair for graduate/professional development programs will provide leadership in this area.

10. Do we want to give graduate credit for “4MAT” courses? Faculty voted not to do this at the present time. This question might be revisited by the new chair for graduate/professional development programs as part of an effort to develop guidelines for making decisions like this one.

**Announcements:**
- Young Scholars is now in the capable hands of Beth Pickard. This summer’s sessions are planned for the weeks of July 16 and July 23. Contact information:
  yscholar@iupui.edu
Teacher Ed. Meeting: **Wednesday, February 28, 2001 in UL 1126**

**NOTES**


**Old Business:**

1. Identifying a standard for the SOE Dean’s List: According to the data Linda collected, we have a large number of students achieving an “honor roll average” (like 3.5, 3.7 or 3.9) during any given semester. We would have a large Dean’s List if we went with any of these semester averages. Therefore, the consensus was to put the idea of a Dean’s List on hold for now and check the numbers again next year.

2. Changing F’s to W’s: Linda presented a proposal for a policy on changing F’s to W’s at students’ request. The grade will be changed ONLY if there is official documentation of a medical emergency during the semester in which the course was taken OR if the student was a first-semester freshman at the time and never attended the class. All other requests will be denied but may be appealed to the Student Services Appeals Committee if there were extenuating circumstances not addressed by this policy. This policy was unanimously APPROVED.

3. Captioning: Linda suggested that we always order “captioned” videos so that we can accommodate hearing-impaired students who might be in our classes in the future.

4. Merging elementary cohorts and blocks for fall 2001: After further discussion on adding extra time for students beginning the blocks (to be known as Cohort 8 with 3 options) in fall 2001, it was decided to hold off on changing the time commitment for now. This issue will be revisited during the curriculum work sessions and a decision will be made for students beginning the new program in fall 2002. (If we need more time in order to meet the standards, then it will be added.)

**Reports:**

1. Recruiting and developing new partner schools: Natalie shared the latest version of the form she has been working on to gather data on potential new partner and anchor schools. Anne Ocipka has field-tested the form with School 15 and thought it worked pretty well. Please give any other comments or suggestions to Natalie. She will develop a data base for storing this information. Linda suggested “softening” the language on the form a little.

2. Communication with anchor schools: Liaisons are asked to set up a time for the instructional team in each block to meet with school-based faculty during this semester. The purpose of this meeting is to update them on the new licensing requirements and
upcoming changes in our program. We will be inviting some of these colleagues to a summer meeting, but this will involve only a small number of the teachers we work with. Chris will ask Natalie to send out the list of liaisons since there were questions about this.

3. Communication with IUPUI schools and departments: Bob Osgood reported on his progress in planning meetings with the 7 different Social Studies departments in Liberal Arts. Linda Houser has been meeting with faculty from the English department and PE. Charlie is working with faculty in the School of Science. The purpose of these meeting is to begin a conversation about how their courses are meeting the new standards or how they could be changed to meet them more effectively. We need to help colleagues understand what future teachers need to know and ask how they will insure that students will be ready. This might entail sequencing the major courses in a specific way or identifying selected courses that Education students should take. Betty Jones stressed the importance of giving prospective teachers a map to follow as they move through their first 2 years at IUPUI.

4. Progress on unit assessment: Beth reported that progress has been made on developing the new curriculum due to the excellent response from many people at the Friday work sessions. She stressed that there is still work to be done, but we are moving in the right direction. Summer meetings with school partners need to be planned now. Barbara will consult the master calendar and choose dates for this so that invitations can be sent out ASAP.

New Business:

1. General Education issues: Barbara shared the latest iteration of the general education draft for elementary majors. (Secondary general ed is still being developed and will require more input from major content areas.) A 9-hour concentration has been built in to allow elementary ed. majors to achieve depth in at least one area. Betty Jones expressed concern over the absence of Movement courses in the general ed line-up. Jackie Blackwell explained that 2 credits of Movement have been built into the Early Childhood (Primary) strand. Betty and Jackie will meet to develop this piece.

2. Nomination of adjunct faculty: Charlie Barman nominated Robert Yost from Biology as an adjunct faculty member in the SOE. This was unanimously APPROVED.
Teacher Ed. Meeting Notes: January 31, 2001


ANNOUNCEMENTS:
Loretta Fulkerson-Bird asked that faculty assist in getting the word out about Homecoming on Feb. 10. A scholarship will be given to the unit that has the best representation. Please give the red forms to your students and put completed forms in the designated box in Carol’s office.

AGENDA ITEMS
(SOE Dean’s List: No action as Linda was not able to attend)
(Changing F’s to W’s: No action as Linda was not able to attend)

1. Reading and math courses for Special Ed. Cert. Program (Unscheduled item): Jeff Anderson asked for suggestions for SUMMER reading and math courses for students in the post bac. Special Ed. Certification program. Bia recommended N518, N517 or E543 for math; Reading faculty recommended L502 or L504.

2. Recruiting and developing new partner schools: Natalie reported on a team visit (with Monica and Chris) to IPS School #81. She shared the evolving “application form” for documenting visits to potential new field sites and asked for feedback. A suggestion was made to send the form out first and then decide if we wanted to schedule a visit. As it stands now, the faculty who visit a school will make a recommendation to Natalie about whether it is a viable site for a “partner school.”

3. Communication with anchor schools: Liaisons are asked to work with other faculty in their blocks to schedule a time for us to interact more formally with teachers at these schools. (Asking for 15 minutes at a regularly scheduled staff meeting is one option.) Natalie and Beth are developing a 2-page “talking points” document to use at these meetings. Please try to schedule something for this semester as PDS teachers and administrators need to be brought up to speed on the new standards-based framework and other changes in our program.

4. Cohort and block merger: Chris shared an update about the merging of the cohort and blocking options in the elementary program for fall 2001. The current Teacher Ed application does not list “cohort or blocking” as an option. Everyone beginning in fall 2001 will be in Cohort 8. (This includes 3 options and 3 teams of faculty). The “cohort” title is being retained as it gives students a sense of identity and makes it easier to invite them back for events after graduation. Since students do still have a choice of “part-time or full-time,” some might end up graduating with a different cohort than the one they started in. This will be the first group to have the added half-day during second semester and full-day during third semester. An announcement on the SOE web page with scheduling information is forthcoming. Counselors have been advised not to talk with
students about whether they will have field experiences in “lots of schools” or “just a few
schools” as this gets us into trouble if we need to make changes during the course of their
program. They will tell students that their instructors will inform them about field sites
once classes meet.

5. **B.S. in Early Childhood Education Issues**: Jackie will work with Ivy tech to facilitate
the migration of the associate degree program. We will stop admitting associate degree
students by fall 2001.

6. **Demonstration of the student data system**: To be rescheduled

7. **Progress on general education**: Barbara is working on this and will have a report at the
next meeting.

8. There is some grant money to pay PDS teachers to come for a day and work with us.
June 12 is already set aside for this, but we might need to find a new date.

**NEXT MEETING**: Wed. February 28, 3:00-5:00 p.m.
UL 1126 (Rae found us a better room!!)
Teacher Education meeting notes


ANNOUNCEMENTS:
We need to schedule several "work sessions" during spring semester in order to meet the deadline for getting our elementary and secondary programs in line with the new licensing regulations. The first of these sessions will take place on Friday, January 12 from 1:00-4:00 PM in the Commons area. Other meetings are scheduled for ______________________. These work sessions are for EVERYONE who works with either elementary or secondary TE candidates.

AGENDA ITEMS
1. Dean’s List:
Linda Houser reported that the other schools she checked on the IUPUI campus use 3.6 as the GPA that qualifies full-time undergraduate students for membership on the Dean’s List. In trying to predict the size of the Dean’s List if the SOE adopts the same qualifying standard, a question was raised about the number of our undergraduates who typically earn a 3.6 GPA in any given semester. Linda will research this question and report back at the next meeting. We will then need to decide whether to move forward with the 3.6 GPA even if a large Dean’s List is predicted or whether we want to consider another standard (like the top 15%, for example).

2. Revised blocks
Chris Leland raised the question about whether we are planning to use existing course numbers for the revised blocks or whether we should put in a request for new numbers. The decision was made to delay action on this item until after the January 12 work session as that will give us a better idea of what we need.

3. Field Experience Schools:
   A. Faculty contacts:
Natalie Barman suggested that we identify a contact person for each of the schools that the elementary blocks will be collaborating with during spring, 2001. The following faculty members were nominated as contacts for the schools they will be working with:
School 44—Monica Medina
School 56—Melinda Stainbrook
School 67—Jackie Blackwell
School 69—Sue Mau
Center for Inquiry—Chris Leland
Cold Spring School—Beth Berghoff
Key Learning Community—Michael Cohen
Garden City—Prisca Martens
North Wayne—Natalie Barman
B. Communication with anchor schools:
We need to resume our practice of participating in school-wide meetings at current anchor schools to accomplish the following goals:
• Talk about what being a PDS entails (including a reminder about the need for space)
• Inform P-12 colleagues about the new licensing framework
• Disseminate information about how our entire program is changing as a result.
The contact person at each school is asked to work with the building principal to set up a time for IUPUI faculty in the blocks assigned to the school to talk with school-based colleagues. (15-20 minutes at a regular faculty meeting should be adequate.) Natalie will review materials already prepared by Beth Berghoff and Carol-Anne Hossler and develop a one or two-page list of Talking Points to assist faculty in planning for these interactions.

C. Recruiting and developing new partner schools:
Faculty who get requests from schools to begin a PDS relationship should work with Natalie and other faculty to plan an informal visit to the school during the day when classes are in session. This will give a small group of us the chance to get a feel for what the school is like. If the school is deemed to have a positive learning environment, then Natalie and other interested faculty will schedule a second visit to discuss what becoming a PDS partner school entails.

4. Attendance Policies:
Linda Houser reported that some students have expressed the opinion that faculty attendance policies are not always clear or equally enforced with all students. This led to a discussion of mitigating factors that might lead to different treatment of students and the suggestion that instructors take time to deal with issues that students see as important. The Town Meeting format is one way to do this. (Beth, Anne, Jeff and Chris can supply information on how this model has been used in the cohort classes.)
Natalie connected this issue to field experiences and suggested that all block teams establish a clear sign-in procedure at the schools where students are assigned.

5. Changing F’s to W’s:
Since Student Services has been getting numerous requests from students to change F’s to W’s, we need to establish policies for dealing with these requests. Linda will draft a proposal for the next meeting.

6. Proposed post-bac program:
Charlie Barman reported that planning for this new program continues and he is hoping to begin a cohort of Science majors this summer. Students might be charged an extra fee for being mentored by a school-based professional. There are still questions about the number of students who are interested in this option, the possibility of including math majors and the proposed summer activities. Any new developments will be shared at the next meeting.

NEXT REGULAR TE MEETING: Wednesday, January 31, 3-5 PM in BS 2002
Teacher Education meeting notes  
Nov. 29, 2000


1. Discussion of S2001 PDS sites.
   • Jackie was concerned about too many interns at School #67, so a section of Block 1 will move to School #44.
   • Anne, Natalie and Beth reported on their visit to Fishback Creek in Pike. They felt this would be a workable relationship to start in F2001.
   • Michael's concern about Block 2 continuing at their current sites was discussed. It was agreed to move the group to other sites since these students did not begin the program with the 2 school site model that we are trying to implement. New groups entering will be told that they will work primarily at 1 or 2 sites.

2. Monica led a discussion about the structure of the proposed new special ed/multicultural/ed. psych block. Monica had the group work on a questionnaire to map ideas relating to the SOE curriculum.

3. The final discussion focused on concerns relating to the evolving new configuration for the elementary program. These include staffing needs, refining the description of the two semesters of student teaching and identifying course numbers and descriptions for the blocks. The group would like to resolve these issues ASAP, but these concerns need to be addressed before any new adoptions are made. While there were concerns about making too many changes too quickly, there were also concerns about accomplishing the changes mandated by the Indiana Professional Standards Board according to the pre-set timetable so that the unit's licensing capability is not jeopardized.

The meeting adjourned at 5:05.  
Submitted by Anne Ociepka
NOTES from the Teacher Education department meeting: October 25, 2000
3:00-5:00 PM, room 1116

Attended by

Old Business
1. Residency requirement for Teacher Education: Linda Houser shared the current campus residency requirement
   "The student enrolled at IUPUI must complete at least 30 of the last 60 credit hours required for a specific degree program while in residence at the IUPUI campus." These 30 credit hours will include methods course(s) in the major as well as student teaching. For students who are completing a first undergraduate degree, some work in the major must also be completed at IUPUI, unless the student has transferred from an IU campus offering a degree in that major." LINDA—WHERE DID YOU GET THIS?
   There was discussion about how detailed we want to be in describing what the 30 required hours of residency should include. The consensus seemed to be that student teaching should account for part of this. Linda will provide more details about (WHAT??) and we will revisit this issue at a future meeting.

New Business
1. SOE Dean’s List: In response to requests from students, Linda Houser presented the idea of initiating a Dean’s List to honor students who have high academic achievement. She proposed that students be eligible for this when they are enrolled in 9 or more credit hours and achieve a semester GPA of 3.9 or higher. There was some discussion about the difficulty achieving such a high goal and whether this would lead to a low percentage of SOE students being recognized for their academic achievement. Linda will check with other IUPUI schools and find out what their various criteria for Dean’s List are. We will revisit this topic at a later meeting.

2. Unit assessment scoring days: Beth Berghoff distributed the schedule for meetings to score the block 2 assessment. This was also sent out on e-mail to the TE list-serve. All faculty who work in blocks are expected to attend these meetings and assist with scoring.

3. Field placement issues: Natalie Barman initiated a discussion regarding future field placements for the blocks. To focus this discussion, faculty were asked to work together to generate lists of benefits and challenges that might be associated with various options. These lists will be used to generate further discussion. Faculty who did not finish their list or were not at the meeting are asked to get their completed lists to Natalie by Nov. 8. We will discuss this again at a future meeting.

4. Diversity and Learning proposal: Jeff Anderson presented a proposal to integrate special education, multicultural education and educational psychology in block 1B of the revised program. This would be a 7 credit hour block with a common syllabus. While
this would reduce the number of credit hours traditionally assigned to each of these courses, the integration would serve to support the theme of diversity in a more efficient and effective way. While there were questions about transfer credit issues and faculty load issues, the proposal was seen by many faculty as a step in the right direction. This will be addressed again at future meetings as the revised program continues to evolve.

5. Certificate program in technology: Barbara Wilcox introduced a proposal for a new graduate program in technology. This proposal was given preliminary endorsement by TE faculty.

Announcement: Please make your students aware of the fact that elementary majors applying for their initial teaching license after July 1, 2001 will be required to take and pass a reading test in addition to PRAXIS I and II. Since the test has not yet been selected by the IPSB, it is possible that licensing will be delayed until after the start of the new school year. This is a test of the applicant’s ability to provide phonics instruction, not a test of his or her reading skills. Linda will put this information on the web and will have signs made for the Student Services area. Students will also be informed at Student Teaching meetings.

NEXT MEETING: November 29, 3:00-5:00 PM, ES 1116.
Teacher Ed. Meeting: September 27, 2000
3:00-5:00 PM, room 1116
NOTES


I. Old Business
A. Making adjustments for time differences between Cohort and Blocking (Leland, 15 minutes)
This item was provided as a follow up to discussions last spring. At that time a number of faculty members indicated that they didn’t have ample time in Blocks 2 and 3 to accomplish all that they felt was necessary for these experiences. The proposal was made to add an extra morning (probably Friday) to Blocks 2 and 3. As in the cohort, this time can be used in any way that the instructional team deems appropriate—for field work, class meetings, group work, independent assignments, etc. The proposal passed by a vote of 6 to 3; three additional affirmative votes were later received from D’Ambrosio, Mau and Medina for a total of 9 in favor. This requirement will not affect students currently enrolled in any of the blocks unless they “stop out” and return after it has gone into effect. The change will be implemented with the group of students who begin Block 2 in January, 2002. Information regarding this change will be posted on the SOE Web site in December, 2000 (in the section on general program information and on the TE application), and in the acceptance letter that students receive. The program description will explain that the blocking and cohort options have merged into one Teacher Education program that students can take on a full-time or part-time basis.

B. Revisiting the suggestion to have a residency requirement for teacher education. (Houser, 15 minutes) The following information from Joe Kuczkowski regarding the residency requirement for the School of Science was shared and discussed:
“Students are required to complete a minimum of 32 credit hours of course work at the 300 level or higher at IUPUI for graduation. Also, at least four courses totaling a minimum of 12 credit hours in the major subject must be taken at IUPUI. The 32 hour general residency has been in place for some time and reflects the 32 hour residency for Purdue degrees. The residency hours in the major were raised from 9 to 12 by our faculty this past year.”

Faculty agreed that the SOE needs to develop a similar policy to protect the integrity of the teacher education program. We don’t want to put our “seal of approval” on candidates who have done little of their preparation with us.
Linda Houser will draft a proposal for discussion at the October meeting.

II. New Business
A. Review policies for grade replacement and forgiveness (Houser, 20 minutes)
   1. Grade replacement: The SOE presently allows students to FX up to 15 hours of credit for non-education courses. Students are not allowed to replace grades that are not F’s.
Although this policy will continue, faculty will honor a universal grade replacement policy if such a policy is adopted by the university. Until then, we will honor grade placement policies for non-education courses for students in programs which already have them (e.g. Physical Education and Mathematics).

A potential difficulty associated with grade replacement is that IU Care does not recognize this procedure, and therefore, hand calculations of GPA’s must be done when grade replacement is involved. (Hopefully, the eventual implementation of a universal grade replacement policy will also involve changes in IU Care calculations.)

2. Forgiveness: IUPUI forgiveness policy states that students can wipe out old grades if they have been out of the university for 3 or more years. If the SOE doesn’t honor this policy, then students who have been at IUPUI are penalized (since transfer students are “forgiven,” but IUPUI students are not). Faculty agreed that IUPUI students who are out for at least 3 years should be considered for the same “forgiveness” that transfer students get. Students who wish to have grades “forgiven” must file an appeal with the SOE Student Services appeals committee.

B. Policy for dealing with students who need to “stop out” of the program (Leland, 10 minutes)
Students can “stop out” of the teacher education program for up to 2 years without reapplying for admission. They must notify Student Services in writing before they “stop out” and again one semester before they return to the program. If program changes have been made while they were out, then they must incorporate those changes when they return.

C. Restructuring the elementary program to meet new licensure requirements (Berghoff, 1 hour)
Beth Berghoff presented two possible models for adjusting the elementary teacher education program to meet the developmental levels of the new licensing framework. These models incorporate the proposed Bachelor of Science in Early Childhood Education degree into the larger program and provide opportunities for students to get licensed as an Early Childhood Generalist (preschool and primary developmental levels) or as an Elementary Generalist (primary and intermediate developmental levels)
There was much discussion about reorganizing the student teaching experience to allow for 8-week experiences in BOTH semester 3 and semester 4 with time for coursework, planning and debriefing during the other 8 weeks in those semesters. Faculty indicated an interest in pursuing this option, as it is judged to be pedagogically more sound than having two 8-week blocks back to back (with no time for planning or reflection) as is now the case.
Teacher Ed. Meeting: April 26, 3:00-5:00 PM, room 2107 AGENDA

**Old Business**
Time limit for getting licensed (Houser, 10 minutes)

**Reports**
Progress reports from faculty and staff on work relating to general ed. requirements (30 minutes, all)

**New Business**
Sequencing music courses—E241 and M323 (Torgnyson, 15 minutes)

Proposal for resolving differences between cohort and blocking options (Leland, 20 minutes)

Problematic writing samples (Ociepka, 20 minutes)

Proposal from Block 2 team regarding field placement issues (Mau, 20 minutes)

**Announcements and Coming Attractions (5 minutes)**
For May 4th meeting:
Generating draft for new general ed. sequence
Policy for managing the TE waiting list
NOTES from the Teacher Ed. Meeting: March 29, 3:00-5:00 PM, room 2107

Attended by
C. Barman, N. Barman, Berghoff, Blackwell, Cassity, Cohen, D’Ambrosio, Houser, Jones, Lingvai-Smith, Leland, Martens, Mau, Ociewka, Osgood, Stephenson, Wilcox

Old Business
Stephenson shared what she found out regarding the financial implications of eliminating the second bachelor’s option from our post-bac. cert program.
  • There are no negative implications
  • In some cases, students might be eligible for even more support.

Future of the Cohort program – time differences between Cohort and Blocking.
  • One reason for less student interest in signing up for the cohort option might be the extra time required for this program. There is an extra morning added during the second semester and an extra day during the third.
  • Should we shorten the cohort time, add to the Blocking time, or leaving it as is?
  • Some Block 2 faculty voiced the opinion that they would like to have the extra time as well.
  • We will revisit this issue at the next meeting. Proposals are welcome.

Reports
Progress reports from faculty and staff on work relating to general ed. requirements:
Faculty reporting:
  • Osgood on conversations with Anthropology and Political Science (Bill Blomquist)
  • Houser on conversations with English (Steve Fox)
  • Wilcox and Leland on conversations with LA and SOS associate deans and chairs (Miriam Langsam, Bob White, Joe Kuczkowski, Kathryn Wilson)
  • Cohen on Faculty Fellows meeting
  • Leland on results of survey regarding gen. Ed. courses given to Cohort 6

Reminder-- Please collect gen. ed. data from your classes before the semester ends!

Role of the Curriculum Resource Center in supporting programs:
  • Give Erin suggestions for programs and materials we need to support our courses.
  • Let Erin know when Block students will go out to the field so she won’t plan programs during that time.

Transfer credit issues:
  • Stephenson discussed issue of students who completed requirements many years ago and now want us to license them. Houser will check with DOE to see if there are any guidelines for handling these cases.
  • Consideration of a “residency requirement” for our program. To be revisited at a later date.
Generating credit hours for professional development activities:
• In 2002, teachers will have lots of choices for how to fulfill their professional development responsibilities. They won’t have to take courses to meet the requirements.
• We should generate ways to sell professional development, both for inservice teachers and for induction teachers. Think outside of the academic calendar.
• Summer group work is planned—let Barbara know if you’re interested.

Sequencing SED prerequisites:
• We can do better enrollment management if we start to sequence some of the general education courses. Wilcox shared a “sequencing matrix” for the gen. ed. courses.
• Since the Q200 instructors prefer having students take W200 before coming to Q200, advisors should tell students to take W200 first.
• Student Services will design a flier for advisors in University College.

Announcement
There will be a final Teacher Ed. meeting on May 4, 8:30-11:30 AM. (This will be followed by the Spring Fling pitch-in lunch and school meeting at 3:00 PM.)

Coming Attractions
Field placement issues: Proposal from Block 2 team
Procedure for handling problematic writing samples
Reports from faculty on gen. ed. issues
  • meetings with other departments
  • survey data collected
NOTES from the Teacher Ed. Meeting  
February 23, 3:00-5:00 PM, room 2107


Old Business
Faculty voted to accept a new policy for instances when students get below a grade of C on professional education courses. Please include this statement in future syllabi:
"Education students and students seeking licensure in education must receive a grade of “C” or higher in all professional education courses and an “S” in all field experiences. Any student who receives a grade lower than a “C” in professional education course must retake the course and repeat the associated field experience even if he or she received an “S” in the field experience. (Note: the student need not re-register for the field experience credit but he or she must satisfactorily complete the field experience again.) Students may not proceed in the program sequence until this requirement is met.”

Secondary ed. program, fall and spring admissions: We are still working on a solution for the fall vs. spring admissions problem. One suggestion is to make secondary education a fifth year program. To assess the feasibility of this option, we will collect data on how many applications are for certification only and how many are for a bachelor’s degree. We will revisit this issue in March.

Reports
Progress reports on work relating to our general ed. requirements were made by a number of faculty and staff members. We agreed to have something in writing to present at the next meeting. (A group report is fine if you are working with others.) We also agreed that we will ALL ask the following questions (or something like them) in our classes to collect data on existing general ed. courses:
1. What general ed. courses have you taken that really helped build your knowledge base and will be useful to you in the future?
2. What general ed IUPUI instructors have you had who were great teachers?
3. What did you NOT get in your general ed. courses that you need?
Please bring a summary of this data to the next meeting.

New Business
1. Proposed language for policy on transfer credits: “The Learning to Teach/Teaching to Learn program is built on a coherent sequence of professional education courses and field experiences. To support program integrity and continuity, students interested in completing a program leading to initial licensure through the School of Education at IUPUI are encouraged to complete the entire professional education component here. Requests for transfer credits for professional education courses will be reviewed on an individual basis in consultation with program faculty; feedback will be provided in a timely fashion.”

This means that transfer credits for any courses in the blocking sequence will no longer be automatically accepted. Instead, applications with transfer credits will go immediately to an “appeals file” and will subsequently be reviewed by a faculty/student services appeals committee. Factors to be considered by the appeals committee include specific courses being proposed for transfer credit, the grades/strength of the record, any transcript patterns, etc.
avoid a "bad rap" for advisors, the communication will come from the faculty or an impersonal "admissions committee." If pressed to a judgment by a student, counselors might also say something like "I don't want to say one way or another right now; your case will be reviewed by the admissions committee and you will get feedback when you hear about the status of your application. I don't want to say something now and later be in error."

We will use the set of applications we have for fall to collect data that will inform future decision making. By systematically reviewing this "data set" we will know who many applicants had a transfer issue at all; were they elementary, sec, or cert only; how many different courses were presented as potential "transfer material" [and the relative frequency each was presented], and the range of cr hrs the applicant pool presented for transfer [e.g., how many wanted to transfer 3-6 hrs, how many wanted to transfer 7-10, etc.]

2. **GPA requirement for transfer students:** Faculty approved changing the requirement for transfer students to equal what is required for IU students.

**New language:** "Students admitted into the Teacher Education Program at IUPUI must have a 2.5 GPA overall and a 2.5 in the courses that would apply toward their teaching major (for secondary). Elementary majors must have a 2.0 in the transfer courses that they use for their general education subject area courses."

3. **Should we require certification students to take graduate credits?** No, but we will co-list courses to allow certification students to take up to 12 hours of graduate credit. Certification students will not be eligible to enroll in a second bachelor's degree program. Discussion of the suggestion to make secondary education a fifth year program was postponed.

4. **Future of the Cohort program:** We need to start planning now for staffing future Cohorts as the Leland/Harste team will finish Cohort 6 in 2001 and will not begin a new one for at least a year. Berghoff will begin Cohort 7 next fall, but will need to be relieved the following year. Faculty are encouraged to think creatively about other teams, other configurations, etc.

5. **Procedure for giving SOE awards:** Nomination forms were distributed and should be returned to the appropriate contact people by Feb 28, 2000.

**Announcements** (Sorry we never got to these! Better late than never....)

1. Grant proposals: Mark Brenner's office wants to review budgets 5 business days in advance and have proposals 3 days before that; wants to discuss any unique elements of RFP (like subcontracting, match, etc) with office beforehand. So PLAN AHEAD!

2. Mentoring undergraduate research: There is a $2,000 stipend available for this. Get application materials from Margo. Due April 14.

3. Carol Withers (of the IUPUI Library) has money for education materials that must be spent in the next 2 months. Stuart Hart is coordinating this initiative so get your suggestions for videos, books, journals, etc. to him ASAP.

**Coming Attractions**

1. Generating credit hours for professional development activities
2. Sequencing SED prerequisites (W200, Q200, E495)
3. Reports on general ed. investigations and data collection
4. Further adventures of the secondary program
Agenda
Teacher Education Meeting
Wednesday, January 23, 2000
Room 3138 B

3:00 Bouquets
   For the Good of the Order

Issues for discussion

Safety of interns at the Partnership and PDS Schools

Preparation for NCATE (Linda Houser)
   Principles of Teacher Education in Syllabi
   Preparing samples of student work

Course Development/Assessment Calendar (Beth Berghoff)

Transition to Teaching – newest IPSB stance and what it means to us

CRC Update (Erin Cassity)

Competitive Admission—review the suggested process

Share the thoughts that emerged in the Remonstrance Process

Visits to Artsvision Schools

Block II Assessment is to be done in Special Methods courses this spring

Professional Development—What do we need as teacher education faculty?

5:00 Adjourn
Teacher Ed. Meeting: December 13, 3:00-5:00 PM, room 1116
AGENDA

Old Business:
Dean’s List (Houser, 10 minutes)
Concerns regarding new program: Blocks vs. course numbers, configuration (Leland, 30 minutes)
Identifying anchor and partner schools for field experiences (N. Barman, 30 minutes)

New Business:
Attendance policies (Houser, 10 minutes)
Changing F’s to W’s (Houser, 10 minutes)
Update on post-bac program (C. Barman, 20 minutes)
DISCUSSION AND BACKGROUND ITEMS
Teacher Education Meeting
Wednesday October 27, 1999
3:00 to 5:00pm in room 1121 ES

The following is provided as background and initial discussion related to agenda items.

1. Report of activities following students' comments at last meeting.

In addition to the group of students who joined us at our last faculty meeting, I had a visit from three students. At least one had also come to our faculty meeting. One of the three was the president of our ESAC. They asked, again, for consideration about offering night sections. I said I did not think it was possible, but would see what was possible. They also brought a petition signed by several elementary and secondary students. We checked each of the signatures to see how many credits the students were taking, if they had other day classes, and where they were in the sequence. Only eleven elementary students were night only. The secondary education students will not have a problem spring 2000 since we are offering a night course. But in the fall of 2000 they may have to take a day class, the special discipline methods, and two other courses. Most methods are day with only Foreign Language always a night class. Social Studies methods will be late in the day. We will send letters to the students who signed the petition asking them to see a counselor about working our schedule.

The ESAC president also asked if there could be a student representative to our meetings. This will be a discussion item - see number 4.

2. General education for elementary and secondary students - Cohen
   Faculty activities interacting with departments
   Secondary education program
     Majors
     Sequence and schedule

This is an area that we need to work on this year (General Education for elementary Ed Majors and Secondary Ed Majors). I think there are several other projects happening at IUPUI that will support and make our participation in this area easier. There is a STEP grant that will focus on integrating the disciplines into teacher education. There is also a Lilly grant that is trying to integrate the transition between high school and IUPUI courses. We need to find faculty SOE to work with specific departments and develop cooperative programs. Our goal will be to help the department develop a "portfolio" that can serve as the application to the SOE.

Because we only have enough secondary education majors to offer the special discipline methods once a year, and because of our new sequence, we are proposing to only let secondary education
majors start the sequence of courses in the fall. This is a scheduling nightmare and needs more discussion.

3. CRC in the education program - Cassity
Erin is interested in reviewing the CRC activities to make our “Media Center” more responsive to faculty and students.

4. Student representative(s) to faculty meetings
As mentioned in item 1, the students have asked about representatives to our meetings. We need to discuss if and how we will work this out. In addition, Linda Houser has suggested that we form a group with representatives from each cohort and block. I have discussed this with the president of ESAC and she will also raise the issue with that group. This will change ESAC and possibly expand our students’ participation. It may be the group that sends us a representative.

5. Tentative fall and summer 2000 schedule
The schedules are almost complete. We have tried to talk with all faculty and will share preliminary copies very shortly. Please remember that in scheduling the summer courses we are trying to balance - both sessions, part-time and full-time faculty, and courses and workshops. We will probably not be able to meet everyone’s particular interest. But we will try and meet as many requests as possible.

6. Spring 2000 Teacher Education meeting schedule
Here are dates for the spring 2000 meetings
- Wed, January 26, 3 to 5
- Wed, February 23, 3 to 5
- Wed, March 29, 3 to 5
- Wed, April 26, 3 to 5
School of Education
IUPUI
Teacher Education Meeting

Agenda

Wednesday September 22, 3:00 to 5:00pm in room 3138G

I. Admission standards - Undergraduate Teacher Education
   A: Grade Point needed for application - Houser
   B: Review Application to Teacher Education and consider “standards” for acceptance. This is the main discussion item for the meeting. Please bring copies of the application letters you have reviewed. – Faculty
   C: Time limit on methods courses – Houser and Stephenson

II. Consider block program standards for faculty and field experiences. Reducing the differences between the Block Program and the Cohort Program.

III. Opening meeting to all IUPUI faculty involved with Teacher Education – Cohen

IV. Research agendas - Cohen

V. Special topic – Goud

Future meetings

Wednesday October 27, 3:00 to 5:00pm in room 3138G

Secondary education program
General education for elementary and secondary students.

Wednesday November 17, 3:00 to 5:00pm in room 3138G

Graduate programs - Tom Gregory will join us at this meeting as we join Jose’s Committee on Graduate Programs.

Other meetings as needed
Minutes of the Teacher Education Meeting
April 22, 1999

Ad Hoc Committee for the MS - Jose Rosario represented the MS committee and outlined the recommendations of the committee and how the committee arrived at these recommendations. He indicated that the document Toward a New Vision of Master's Education for Teachers by Blackwell and Diez was one of the sources which the committee used in forming their decision.

After a lengthy discussion about the committee's recommendations and comments the committee received from a few faculty, a proposal was made several faculty members. This proposal entails the development of a committee to study our graduate offerings in general. Prisca and Jose have already agreed to be members of this committee. Faculty at the meeting also felt that the committee should include a person from special education, one from counseling and guidance, and the School's Director of Technology.

Admissions Application - We discussed the new application to Teacher Education. Faculty agreed that we now need to establish some criteria for reading of the essay portion of the application. It was decided that time for this should be allocated at the first Teacher Education meeting in the fall or at the fall retreat.

Proposed Credit for Field Experience - Please see the attachment which details the credits that are being proposed for the field component of the methods courses. The faculty at the meeting approved this plan. However, they suggested that a committee look at a way to possibly reduce some the general education credits. Charlie, Donna, and Beth have agreed to serve on this committee.

Please Note: There will be a brown bag discussion in the commons on Wednesday, April 28 from noon to 1:00 pm. The purpose is: to discuss the extent to which the knowledge, dispositions, and performances of principle 10 of INTASC are infused in our Teacher Education Program.
IUPUI Secondary Teacher Education Course Sequence

Block I a/b: Learning about Learning
P254/255 Educational Psychology
M300 Multicultural Education
K205 Introduction to Special Education
Field Experience M101 1 cr.

Block II: Inquiry in the Discipline
Special Methods
Field Experience M403 1 cr.

Block III: Teacher as Researcher
M464 Methods of Teaching Reading (Content Literacy)
K206 Teaching Methods for Students with Special Needs
Field Experience M401 1 cr.

Block IV: Teacher as Curriculum Developer
H340 Education and American Culture
M314 General Methods
Field Experience M303 1 cr.

Block V: Reflective Practitioner
M480 Student Teaching in the Secondary School
IUPUI Elementary Teacher Education Course Sequence
(Learning to Teach/Teaching to Learn)

**Cohort Program**

**Semester 1**
- E339 - Language Arts Methods
- P251 - Educational Psychology
- M300 - Multicultural Education
- K205 - Diversity & Society
- M304 - Field Experience
- E490 - Linking Seminar

**Semester 2**
- E340 - Reading Methods I
- M323 - Music Methods
- E343 - Mathematics Methods
- M333 - Art Methods
- E328 - Science Methods
- M305 - Field Experience
- E490 - Linking Seminar

**Semester 3**
- K206 - Individualized Instruction
- E341 - Reading Methods II
- E325 - Social Studies Methods
- H340 - Education & Culture
- Field Experience - M306
- Linking Seminar - E490

**Semester 4**
- Student Teaching - M425

**Block Program**

**Block 1a**
- E339 - Language Arts Methods
- P251 - Educational Psychology
- M201 - Field Experience 1 cr.

**Block 1b**
- M300 - Multicultural Education
- K205 - Diversity & Society
- Field Experience - M201 1 cr.

**Block II a**
- E340 - Reading Methods I
- M323 - Music Methods
- E343 - Mathematics Methods
- Field Experience - M301 2 cr.

**Block II b**
- M333 - Art Methods
- E328 - Science Methods
- Field Experience - M304 1 cr.

**Block III a**
- K206 - Individualized Instruction
- E341 - Reading Methods II
- Field Experience - M305 1 cr.

**Block III b**
- E325 - Social Studies Methods
- H340 - Education & Culture
- Field Experience - M401 1 cr.

**Block IV**
- Student Teaching - M425
Minutes of Teacher Education Meeting  
March 24, 1999

1. Susan Belt from Lawrence Township discussed field experience or practicum opportunities. A brief summary of these opportunities is attached to the minutes. If you have any questions, please give her at: 823-6805, Ex. 315.

2. Dee Outlaw currently has several MS applications that require faculty approval for official acceptance. If you are called upon to review these applications, please do so in a timely fashion and return them to Dee.

3. The new admissions procedures have been put into motion. Several faculty have been asked to review the applications (especially the essay portion). If you are one of the chosen few, please complete the review process asap and return the applications to Karen Lynn in Student Services. It was suggested that this fall, possibly at the school retreat, we should take time to work as a group and read a few applications to see if we are in general agreement with one another as to what is and is not acceptable.

4. There was general agreement that we should attach a credit to each field experience that is currently part of our professional education coursework. The details still need to worked out. However, a proposed course sequence will be presented at our next meeting.

5. Listed below is the proposed "test-out" procedure for W200. Please review it and send any comments to Julie Sykes.

W200
Proposal for Elimination of Test-out Procedures

Julie A. Sykes

Purpose/Rationale:
- Require all students to take a formal educational technology class regardless of outside experience in the use of technology
- Bring credit hours back to the School of Education
- Increase our expectations of students who have existing technology skills

Action:
- Students who feel they have knowledge of the skills taught in W200 will fill out a checklist and work with counselor or meet with Julie Sykes.
- If students can fill out 90% of the checklist, they will have the option of taking W210, Integrating Technology into the Curriculum
- Students successfully completing W210 will meet the general requirements for the W200 course.

Please Note: Our next meeting is April 22 in Room ES 2110!!
Minutes from the Oct. 21, 1998 Teacher Education Meeting

Secondary Special Education Requirement: The faculty examined the special education requirement for the secondary education program. It was decided that K206 would no longer be a requirement for the secondary program. Upon recommendation from the special education faculty, K205 was designated as the only required course for secondary certification. This will mean that our special methods courses and the general methods course will need to include ways to individualize the subject matter to accommodate special needs.

Licensure Framework: Linda Helphinstine re-visited the new Indiana Professional Standards Board's Framework for Licensure. If anyone wants to express further concerns about this framework, you will need to share this with Linda by November 1, 1998.

Old Courses: We discussed the issue of accepting old coursework in education. Donna Stephenson and Charlie Barman will draft a policy and circulate to faculty for their input. We will discuss the draft policy at our next meeting.

Student Teaching GPA: Linda Helphinstine presented information related to raising the gpa for student teaching. Please think about this for future consideration.

Student Teaching Changes: Linda Helphinstine also presented some ideas of how we could change student teaching. Faculty are being asked to think about these changes and determine what student teaching should be like as we modify our new program.

Application for Admission: Chris Leland presented the 4th draft of the proposed application for student teaching. A few modifications were suggested and will be made to this draft. The application will be used in this form and will be subject to re-examination in 2 years.

Program Evaluation: The faculty agreed that part of our new program evaluation should include information from our colleagues at our field experience and student teaching sites. Faculty are asked to send ideas about the type of evaluation procedures they would like to see included in this aspect of the evaluation process.

New Certification Requirements: Beth Berghoff will lead discussions related to student assessment and new certification requirements. Our first two meetings will be Nov. 11 and Dec. 9. Please mark these dates on your calendar.

Our next meeting will be on November 18th from 3-5 pm. in room 1121!
Teacher Education Meeting
September 16, 1998
ES 1121: 3:00 - 5:00 p.m.

I. New Student Teaching Requirements
Linda Helphinstine made everyone aware that all beginning Fall 1999, student teaching assignments will be a total of 16 weeks, no matter the major of the student. Stated that the Student Teaching Office will no longer process applications for students that do not have an overall GPA of 2.5 in their major area. The students may still apply to student teach, but the application will not be processed until they bring up their GPA. Linda asked that all faculty give some thought to raising the required GPA for student teaching. If we decide to do so, it will not be affective until the new bulletin is published two years from now.

II. Change of Grade Policy Committee
Linda Helphinstine expressed concern regarding the fact that some students are acquiring changes of grades, particularly from a grade of C- to a grade of C. Such grade changes are suspect as students must have a C or higher to student teach. Charlie Barman appointed a committee to review and upgrade existing Change of Grade policy. The committee will include Jeff Anderson, Gilbert Brown, Pat Cousin, Linda Helphinstine, and Donna Stephenson.

III. Summer Workshops/Courses
Charlie Barman brought it to the Dean’s attention that we need someone to begin the process of Summer in the City. He also raised the issue of having more programmatic Summer 1 and Summer 2 offerings. He questioned whether faculty should teach summer workshops opposed to traditional graduate level offerings. The question of how many methods classes a student should be allowed to take in summer was raised. It was decided by the attendees to limit methods classes to two per semester. This also raised the question of whether or not we should be offering methods classes in the summer at all due to problems regarding field experience placements. Everyone was asked to think about possible sites to hold their field experiences. Is it possible to state in the Schedule of Classes "Field experience for the above course will be held at (specific time, day and location)". Rae brought it to everyone’s attention that we usually do not have site information early enough to insert it into the Schedule of Classes. It may be possible to insert the time and day information, but not location. Also, the problem of blocking a certain time for field experience negates student’s options for taking other classes.

IV. October Retreat
Nelson Goud verified that the Faculty retreat would take place at the Fatoma Retreat on Friday, October 2.

V. Next meeting
The next meeting was set for October 14th, from 3:00 - 5:00 in ES 1121
Teacher Education Faculty Meeting
Minutes for April 10, 1997


1. Summer courses:
Instructors are needed for elementary curriculum E535 and general graduate curriculum J500. Some suggestions were made. Faculty will need to pick these up in the future.

2. Elementary and Secondary Cohorts:
Jerry and Chris will do Cohort 4. We are still working on which schools will be used. In the Secondary cohort we will cut down to 2 schools. At our PDS conference in April we will award all clinical faculty for their hard work.

3. May 13 Retreat: O³
The May 13th retreat will include the entire faculty including educational psychology, history, and technology. It was suggested that during the retreat an outside facilitator guides a discussion to encourage communication and discuss conflicts among faculty.

4. Teacher Education Admission Application and Process:
Although no voting occurred, we discussed the changes suggested at past meetings regarding the application.
Suggestions:
a. Make deadlines for application earlier: from May 1/Dec. 1 to April 15/October 15.
b. Change GPA to a 2.0 in each prerequisite course instead of a possible cumulative of 2.5 in some.
c. Include essay portion.
d. Include list of teaching/service learning experiences within essay or separately.
e. Formalized process for admits including certificates, reception, and formal letters of welcome.

New suggestions that came up at the meeting:
- In the future trying to have one application for elementary and secondary
- Possible need for introductory education course that could include early field experience (to be taken before entering cohort)
- Possible elimination of E241 as a prerequisite
- Moving E495 (math) into cohort, this would distinguish the traditional and cohort programs
- Have a preferred sequence for all courses
- Creating a 1 credit service learning education course that could introduce TE to potential students but count in university college. Barbara will investigate the possibility of a service learning course
- Proposed class bundling (6 credits at a time) for students in our traditional program especially for Phys. Ed, Art Ed. and secondary science education
Problems:
- Setting a date on when this goes into affect and does it apply to current IUPUI students not admitted into teacher education or to incoming IUPUI students. The new school of education bulletin updates must be in this summer.
- How does university college and the changing of our general education requirements at IUPUI affect School of Education/Teacher Education requirements

We must wrap up some of these issues before summer!

5. ATE Awards given to school boards: Still to come and you are invited to attend
   April 28th at Lawrence Township
   May 7th at Washington Township

FUTURE MEETINGS:
April 24       2:00 pm - 4:00 pm   Conference Room

Agenda for April 24
1. Library Committee/Collection
2. Report from Service Learning regarding education class
3. Agenda for retreat
4. Updates on TE Application