

MINUTES

School of Education Policy Council

February 21, 2001

IUB - Room 2140

IUPUI - 3138G

****The following are summaries of speaker contributions****

Members Present: Armstrong, Carter, Klein, Lambdin, Levinson, Manset, Osgood, Rosario, St. John, Schwen, Singh, Silk, Sutton, Walton, Wickemeyer-Hardy. **Deans Present:** Cummings, Gonzalez, Wilcox. **Guest:** Professor Jill Shedd.

I. Approval of the minutes for January 24, 2001 ([01.27M](#))

A motion was made, and seconded, to approve minutes.

Minutes for January 24, 2001, were unanimously approved.

II. Announcements and Discussions

a. Dean's Report

Item 1: Dean Gonzalez reported on recent actions of the State Legislature around the notion of alternative certification. SB 166, a bill called "Transitions to Teaching", mandates that every institution that prepares teachers in the State of Indiana have a 12-hour program, that when completed, would lead to the certification of non-traditional education students (those already with bachelor's degrees, certain types of professional experiences, etc.). The bill was amended by committee, to include an additional 6 hours that could be required by the institutions, if thought necessary, and also added that the 12 hours needed to include a field experience. That bill was passed by the Senate, and is now being sent to the House committee. This has implication for standards. What it means is that the faculty of the Schools of Education must think very seriously in Indiana about developing high standards programs, that are fast-track-in a way-and that address the needs of the people who already bring in bachelors degrees, life experiences, etc.

Gonzalez felt that, ultimately, the School of Education's response is going to be to show that students who complete performance-based teacher preparation programs are in fact able to perform at higher levels than those who don't. He added his belief that the unit assessment system can begin to pull the School in that direction.

Item 2: Regarding the budget situation, the House has proposed an increase of around 3.8% over the next three years, which is a much more positive development than was reflected in the governor's flat-line budget.

Item 3: Recently, the IPS School Board, recognizing their efforts for an innovative program called CLICK, presented the IUPUI School of Education with a plaque. IUPUI faculty were involved in designing the program, which assists teachers in obtaining professional development through web-based instruction. Up to 1000 teachers are participating, or will be participating, at some point in the program. It's one of the most successful development activities that IPS has undertaken. Barbara Wilcox and the IUPUI faculty were commended for their contributions to that effort.

b. Agenda Committee

1. Faculty Meeting

The faculty meeting, which takes place on 4/27/01, will include reports from the associate deans, as well as reports on the five goals from the groups assigned to those goals. There will be an opportunity to discuss the planning issues that have emerged from the last retreat.

Cummings added that the reports remaining for the spring are:

- Barbara Wilcox, on the budget situation at IUPUI.
- Lanny Beyer, on the enrollment trends for undergraduates.
- Luise McCarty, on the enrollment trends for graduates.

In addition, there would be an opportunity for the Long Range Planning committee to integrate, at least to the point that they have it at the end of April, the information that has been received from the five committees.

2. Result of TEAC faculty poll

The faculty vote to continue TEAC was 10, the vote to withdraw was 66, with one abstention. Thus, there was general agreement to withdraw from TEAC.

3. Associate of Science Degree in Early Childhood Education from the January 17, 2001 meeting was referred to TEC for their approval (01.25)

This item was referred to the TEC, since they had not had a chance to review it. That review has taken place, and the resulting recommendation will be addressed later in this meeting.

III. Old Business

a. PTA-Endorsement on National Standards for Parent/Family Involvement Program (01.24)

Several issues, and implications, related to the School of Education endorsing national standards were discussed. Policy Council decided not to take any action on this item.

b. Indiana Professional Standards Board Letter (01.26)

Jill Shedd reported that the School of Education has had to submit an annual report to the Professional Standards Board for the past three years, focusing on the status of its development of a unit assessment system. In return, the Board has sent back an analysis of that report. When the 2000 reports were submitted, the School was advised at that time that the Professional Standards Board wanted to send their review of those reports to IU institutional leaders, thinking that it would facilitate work in education departments, and that the institutional leaders should know what the School is up against, what it has to do, and the time involved in developing a system.

Shedd also provided an update on the process, stating that during this current academic year, the School of Education has progressed fairly well. She added that the School is actually doing a great deal of assessment at IUB, so the task is to document it.

IUPUI reported that they have been able to have more regular conversations about a unit assessment system.

It was mentioned that the definition of the "unit" would be the entire school, and that the TEC will serve as the overseer of the unit assessment. In the summer of 2002, assessment examiners will visit the School of Education from the Indiana Professional Standards Board, to look at all the details behind the annual report. It is imagined that there will be a reporting program function of each program to TEC, which assumes responsibility for monitoring.

Gonzalez added that, if for some reason the School of Education does not submit an acceptable plan, it would automatically become classified as a "low-performing" teacher preparation program, which has Federal implications (e.g. The University loses its ability to collect financial aid from the Federal Government). He also brought up the impact of this process on Title 2 accountability. Gonzalez stressed how important it is that programs take ownership for creating a unit assessment system, and that they move from the discussion and conceptualization stage, to that of actual documentation, and implementation of the things that will ultimately lead to the program.

The implications for new education programs, and special education (and other post-baccalaureate) certification, in terms of assessment, were discussed. The importance of finding commonalities in how the assessments are conducted was also addressed, emphasizing the need for agreement across programs, so that the unit assessment is coherent.

This was not an actionable item. Policy Council will get an update on the process at the end of the school year.

IV. New Business

a. TEC's elaboration of Goal 1 from Fall Retreat

Lambdin reported that the members of the TEC felt discussion of some of the fundamental elements, central to the functioning of the School of Education, was important to initiate. These elements include:

- the size of the Teacher Education Program,
- communication within the program, and
- decision-making occurring within the program.

The TEC pulled out six important themes from their meeting, which should begin the conversation regarding future priorities. These themes are:

- Educating Teachers in the Content Areas,
- Enhancing the Quality and Diversity of Teacher Education Students,
- Cultivating Productive Partnerships with Schools,
- Increasing the Quality of Instruction,
- Developing a Commitment to Evidence-Based Decision-Making, and
- Reaffirming Teacher Education's Six Guiding Principles.

The importance of seeing the School of Education as whole, with reciprocal influence among components, was discussed, as well as the implications for Teacher Education.

Wilcox commented that the six themes that are identified as framing the issues are very recognizable at

IUPUI, as well.

Gonzalez described the ongoing process:

- Each committee was asked to submit a report (TEC, Diversity, Outreach, etc.).
- The Long Range Planning Committee will take each of the reports, and distill them into the key recommendations and action steps (that spring forth from each of those reports)
- They will then develop one draft of the strategic plan, which addresses the five goals, and recommended steps for achieving goals in each area.
- That draft report will become the subject of discussion on a school-wide basis, so that everybody has a chance view the documents.
- All these reports would be supporting documentation for what would be a draft strategic plan, so that anyone who wants to consult the rationale and the more extensive report can go through them. A website with each of these reports, and the strategic plan, will be developed. To save paper, the documents will be available electronically.

Hopefully the report can be brought to the Policy Council by the beginning of the year.

St. John suggested that it would be useful to have a joint meeting between the Policy Council and Long Range Planning Committee.

It was also requested that the Long Range Planning Committee forward copies of the remaining reports to Policy Council, to be addressed as either information or discussion items.

b. Proposed changes for New Early Childhood Undergraduate Teacher Education Program (Sophomore and Senior Year) (01.30)

This came as a motion from the TEC, with their endorsement.

The motion to approve the addition of some courses, and restructuring of other courses, in the program was seconded, and unanimously approved.

c. New Courses associated with the program change.

This item came to Policy Council as a motion. It was seconded, and unanimously approved.

Meeting was adjourned at 2:57 pm