Purdue University  
Teacher Education  
Program Convener Council  

Thursday, January 15, 2015  
1:30-3:00 PM  
BRNG 1284  


I. Approval of minutes – T. Doughty  
The October 27, 2014, meeting minutes were unanimously approved on a motion by J. Hill and second by M. Purcell.  

II. Presentation – Office of Diversity Initiatives – Nicole Wilson, Director, (nicolewilson@purdue.edu)  

The mission of the ODI is to build a community of diversity through support, unity and guidance within the Purdue Teacher Education Program, to develop strategies that will assist in the recruitment and retention of underrepresented students in Teacher Education, to create awareness and promote inclusion of all cultures through strategic planning and partnerships on various programs that enhance the climate related to diversity for students, faculty, and staff.  

There are seven programs that fall under the ODI responsibility:  
-Recruitment: work alongside the Teacher Education Recruiter to recruit underrepresented students to Teacher Education programs  
-Chicago Public Schools Urban Field Experience: we took 18 students and 2 chaperones for 3 days to Chicago with the goal of exploring and understanding the community. Our students received hands-on experience working with students in an urban school. The post trip survey indicated that 100% enjoyed the experience.  
-Math Review Session: attend exam review sessions for MA137 and MA139. Post session survey indicated that overall most students were satisfied or very satisfied with the sessions and earned more A’s than students who did not attend.  
-TE Diversity Committee – 8 members – support system which assists in developing ideas. This year it was decided that Academic Services will receive Safe Zone training  
-Students in Education Enhancing Diversity (S.E.E.D) – retention program for underrepresented students in Teacher Education. The mission is to promote mentorship, community involvement, and academic success among underrepresented students within Teacher Education.  
-Holmes Scholar – focuses on underrepresented doctoral students. The current Holmes scholar is Kwalflé Scott-Bradley.  
-EXCITE! – Excel, Create, and Inspire the Teaching Experience is a 5 day residential camp where students learn what it means to become a teacher, have beam building activities, socials, and learn more about Purdue. This year’s event will be held July 19-24, 2015.  

Become involved: Join the TE Diversity committee, promote S.E.E.D, volunteer to be the faculty presenter during campus visitation programs, lead academic workshops during EXCITE and refer students to the Office of Diversity Initiatives, BRNG 3210.
III. Discussion Items

a. Professional Dispositions (handout)

A determination needs to be made on how to gather the professional disposition data on how and if students are meeting the standards during a program of study. Several questions arose: how do we collect data and place in a spreadsheet to follow through students' experience? How do we measure for all students: undergrads, on-line, grad students? On-line students may require a subset to use for them. Suggestions included making one part of their grade tied to the professional dispositions, collecting data at Gate time, or using a badge system.

It was proposed we determine reliable/valid dispositions that can be mapped to the standards and identify when we could collect data. The level of measurement is not the same as performance assessment. Will need to determine who can do the assessments – faculty, TA's, staff members, possibly the cooperating teachers. One university created an online survey with a password so cooperating teachers could supply their assessments.

b. Assessment Literacy course.

Starting this fall the Assessment Literacy course will be required for students; 16 week course – 1 day per week/50 min. Credit hours are differentiated by course work requirements. Will be offered as a 49100 until Form 40 is through the system, ultimately it will be a 30000 level course. 23500 is a prerequisite for this course and it would be helpful to take before the methods course but it is not required to take in that order. Anne Traynor redesigned the syllabus and is teaching the course.

EDST 20000 has been redesigned as a variable course. Secondary education majors must take at least 1 credit hour. Anne Knupfer is working on revising the syllabus; we will send it out as soon as it is completed.

EDPS 43000 (Classroom Environment) is currently not being made into a variable credit; they are still working on it. At this time the alternative is Rachel Kenney’s course she and others designed.

Everything needs to be in to the Registrar by April so it can be listed for the fall and to be ready for those that start in the summer.

TEC decided in Spring 2014 that the candidates starting fall of 2015 will be required to take the Assessment Literacy course.

c. REPA 3 – T.J. Oakes

Timeline: students in the current program have until 8/31/19 to finish their programs and then until 12/31 to be licensed; otherwise they will have to do REPA 3. Changes: addition to the definition of the reading instructions; virtual instruction added as a content area – can only be added to the existing license; additions - can’t just be the course work, have to take the content test too; school counseling will have a new test starting in June; career specialist permit allows anyone to teach who has a Bachelors with a 3.0/4.0, passed the content assessment and have hours in occupational experience (6000 hours).

d. Legislative Session – HB1437 – an individual who seeks to obtain a teaching license must demonstrate proficiency and knowledge of best practices in providing classroom instruction to a child with a disability. Required to complete 15 credit hours in special education and psychology and pass the Special Education Pearson test. This applies to anyone seeking a license. Comments have been provided to our legislative liaison.

e. Advanced Teacher Education programs (link)

CAEP released on 6/5/14 new standards for advanced programs – Post Baccalaureate levels (masters, specialist, doctoral as well as non-degree licensure programs) are all considered advanced programs and will be included in the SPAs. When NCATE came the last time we didn’t have to count some programs, this time we will. Handout outlines required standards to help you map. If program is accredited by another entity it counts for CAEP.
f. Teacher Education Advisory Board
   Proposing we create an advisory board for Teacher Education which would provide feedback on whatever program area they would want to talk about. The board would include principals, teachers and community partners with the goal to enhance community relations. The advisory board must have a clear purpose/focus for each meeting. Start with two to three times a year. Consideration should be given to doing it electronically utilizing WebEx/Webcam or at least making that option available. Representatives would serve for defined terms so they can rotate out; have meetings face-to-face in the schools; ask program areas to make recommendations on representation; invite someone “anti-education”; send Teresa Doughty name recommendations.


g. edTPA Implementation
   Issues programs are running into: timing challenges with student teachers creating lesson plans- will they be able to use what they have when it is time for them to teach or will they will need to rewrite the lesson plans. Video analysis is also an issue as to when we can embed the videos into courses. Bringing academic language into methods courses is very time consuming in order to cover the key language. T. Doughty will discuss creative ways to address the video and video analysis with the Foundations committee. Need to be aware of transfer issues in demonstrating their justification for decisions and the use of theory and research in the analysis; why they are picking a lesson, how they know they are successful, etc.

h. Recruitment Activities
   Our new recruiter has resigned. Advising will be handling the spring recruitment activities.
   i. Teacher Education Day On Campus – April 23rd
      Invites have been sent out to schools for students who are interested in Teacher Education.
   ii. Meet & Greet update
      We are not doing the meet and greet in February; we will be focusing on current recruiting activities.

IV. Clinical updates
   a. Admissions update – J. Dimitt
      Program areas are encouraged to work with the recruiter in individual colleges to look at teacher education admits. We will be doing the postcards again along with sending backpacks to schools.
   b. Field Experiences – J. Gilligan
      Working on fall and the criminal background checks.
      Just a reminder to pass along to your students - all placements go through Field Experiences.
   c. OPPL – J. Barce
      We are working on simplifying paperwork and getting things on line. We will be doing orientation sessions with Ed Wiercoch and Jim Gilligan. We are actively searching for another licensing advisor.

V. Other Items
   a. Waivers for Content Test
      We had 80 students who had not passed their content test; we granted 48 waivers.

Next meeting, Monday, February 9, 2015 from 10:00-11:30 in BRNG 1284