Purdue University
Teacher Education
Program Convener Council

Thursday, April 16, 2015
9:30-11:00
BRNG 1284


Guest: Tim Newby

I. Approval of minutes – T. Doughty
The January 15, 2015, meeting minutes were unanimously approved on a motion by M. Hirth; second by Megan Purcell.

II. Learning Communities – Tim Newby
The College of Education has two learning communities – Elementary Education and Secondary Education; our program is non-residential. About 2000 first year students participated last year across campus. The communities help first year students make friends and learn the ropes at Purdue more quickly. Research shows that the students earn higher grades, make friends faster and graduate at higher and faster rates than students who don’t participate. TEACH! Elem Ed combines EDCI 270 and BIO 205 and TEACH! Secondary Ed combines EDCI 270 and EDCI 205 into learning communities.

The program funds a stipend for the faculty and grad assistant involved. There are two types of events – social and educational. The Learning Community fund will supply swipe cards for cafeteria purchases, money for other food purchases and pay some travel expenses. They eat together, have study groups, and do various other activities together; one event sent them on a scavenger hunt around campus to find different student services. They also have different study groups, panel discussions, and movie night about teachers/teaching. One project they participated in required them to do a lesson plan which they had to implement. This took place at St. Lawrence as a family math night which allowed the students to teach the lesson plans they had developed.

The overall results provide group cohesiveness, the development of friendships, and the faculty get to know Learning Community students on a personal basis.

The staff is very supportive, very interested in making this a success. Faculty are encouraged to get involved. If you have an idea/topic you want considered for a community contact: James Pukrop.
III. Discussion Items

a. Professional Dispositions

During the last meeting the group worked on reducing the number of dispositions. Teresa Doughty managed to reduce them down to six dispositions and created more specific definitions. Handouts were supplied with the new categories and definitions along with the rubric for each category. Categories are:

1. Committed to students and their learning
2. Receives and acts upon professional feedback
3. Demonstrates professional practices and demeanor
4. Communicates effectively and professionally
5. Collaborates with others in a positive and professional manner
6. Demonstrates cultural competence in interactions and communications

Discussion of the categories revolved around collapsing item #4 and #6 into one category by placing communications into item #4 and cultural competence into item #1; or should each item be expanded to be more specific. Expanding each category would allow more meaningful, specific data. Generally, it was determined expanding each category, i.e., 5.1, 5.2, 6.1, 6.2, would be the best choice. This means faculty will evaluate our candidates every year across the rubrics to make sure they are meeting the dispositional pieces we require.

Two phase assessments could be a possibility. Self-assessments could be built in to the element level where students do a self-assessment once a year. Once a year, faculty would do the six elements. Concerns were raised on how to enforce the self-assessments... do we make it a course requirement? The concern was raised that we are piling a lot on students in addition to their instructors.

Another institution had students do these evaluations with at each gate. They had to have three dispositional reviews with one coming from their fieldwork gates by their supervising teacher. This was very beneficial for program evaluation.

We hope to have a plan ready for January, 2016. There was a suggestion to have the professional agreement and the five or six broad categories determined by this fall to allow instructors to introduce them to students at the beginning of the year. Teresa Doughty will work on cleaning up the professionalism agreement and determine how many categories we should have. Details can be worked out at a later date.

A suggestion was made that we use different ratings for undergraduate students: does not meet, developing, and meets. Comments could be made if they happen to be exceptional.

A suggestion was also made to include professionalism of a digital footprint and appropriate use of social media to item #3.

b. edTPA Summit

Three faculty, Selcen Guzey, Melanie Shoffner and Diane Gunstra, along with Teresa Doughty attended the edTPA summit. Pearson along with Andrea Whitaker, Head of SCALE attended to answer questions. Three points came up throughout the whole session:
1. Student teaching changed for every institution – how it changed was different but it changed for every institution. It became longer – instead of 10 weeks they moved to a full semester; some moved students into the schools earlier for more classroom experience – experience was intentional and closely aligned with what they would be doing when they reached the edTPA stage; some went to year-long student teaching placement. No one found a good way for remediation – course work, require a second semester – still working on the concept.

2. Language changed – teaching was intentional, specifically using the edTPA language – some made it very clear the language was what they needed for edTPA, requiring that language whenever they did any type of work for their courses, used it in their syllabi, some just embedded the language from the beginning. They made sure to change their website, their forms, the professional agreement – everything used the edTPA language.

3. Amount of work for faculty – faculty had to work over summer to get everyone on board. Small group headed up concept of edTPA – one leader with representatives from each program to provide consistency across the program. Many programs managed in-house scoring of edTPA – sent people for training then had train the trainer sessions, some hired Limited Term Lecturers, and some gave it to adjunct faculty - lots of different configurations. No one did it successfully, quickly.

c. Become A Teacher Day
   Next week is Become A Teacher Day with 55 students signed up. A lot of activities are planned – learning about teacher education, students will be available to talk about study abroad experiences and early field experiences, “Technology with Tim”, diversity in the classroom discussion, service learning activities that are available.

d. Pinning Ceremony – May 15
   Teacher Creed – once they receive their pins then will recite the creed.

IV. Clinical updates
a. OAAR – Jane Ann Dimitt
   1. Admissions – still not where we want to be. May 1 is accept date – 77 in COE, 13 in HHS, 15 in AG, 10 in science, plus others.
   2. Recruitment activities – Sayde Uerkwitz
      a. Promotional items are available to take to students you meet.
      b. Plans to produce a newsletter about teacher education to send to guidance counselors – 3 a year. Compile from university and college news – will start in the fall.
      c. Met with all 5 college recruiters.

b. ODI – Nicole Wilson – EXCITE
   The program recruits students to learn more about the teaching experience, allows interaction with students from grades 9-10-11. Faculty are encouraged to push this in your programs.
   1. Jake Burdick and Dorothy Reed – working with Frankfort.

c. OFE – Jim Gilligan
   Have placed 2/3 of the 72 students; spring elementary cohort is larger. Response rate is good. Ed Wiercioch is working on the online special education students – 30-40 students.

d. OPPL – TJ Oakes
   1. New licensing advisor – Jennifer Avery
   2. Teacher education survey, hope to have a QRL code developed for this soon.
3. Reminder - Pearson tests are based on all the teacher standards.
4. Teacher Education page has a link to the PCC page, click on teacher education reporting link to locate a link to the SharePoint site - click on it, key assessments and test scores are available on that page.
5. Program review – 2016 – we will be using all this collected data.

V. Other

House budget passed a bill that allows school corporations to pay teachers with masters plus extra compensation.

Articulation pathways – submitted to commission, six broad standards we expect incoming juniors to have developed. Content level is left up to faculty to decide.