DISCUSSION SESSION


Guests: M. Dyenfurth, J. Gilligan, L. Nelson, A. Rapoport, L. Flagge

Secretary: Rebecca Schuster

K. Kelly welcomed all members and guests and called the Discussion Session to order at 9:06 a.m.

S. Moon presented STEM Goes Rural (Woodrow Wilson Indiana Teacher Fellowship Program). J. Lehman guided members with the following questions:

- What should the curriculum design team be considering in the design of the curriculum for the Wilson Fellows program?
- How might the program leverage the resources available in existing teacher education programs?
- What needs to be different about this curriculum to prepare candidates for teaching in rural schools?
- What unique or innovative components would you like to see included?

This program trains and helps place highly qualified secondary level science and math teachers with expertise in problem-based learning in rural areas throughout Indiana. The goal of this program is to develop, implement, and evaluate an innovative STEM masters program to prepare highly qualified science and math teachers with expertise in problem-based learning for rural secondary schools in Indiana. STEM Goes Rural (SGR) partners will collaboratively develop models for using distance education to provide high quality STEM education in rural communities.

A leadership implementation team has been assembled, including Vic Lechtenberg, S. Moon, Chris Sahley, and another member (still pending). Some of the funding for this program has been secured but more money will need to be raised through an advancement team whose members are yet to be determined.

This program is looking to recruit graduates of Purdue in Science, Technology, Engineering, and Math (STEM) disciplines interested in teaching in rural secondary schools, students active in or applying for STEM transition to teaching programs, those living in rural areas with STEM degrees or practicing scientists and engineers who are interested in teaching, and veterans with STEM backgrounds who are interested in becoming teachers. This program is a work in progress and will be developed more over the next 6-8 months.

Ultimately, a goal is to train teachers in more than one specialty, in addition to using distance learning technology. The foundation of this program has a primary focus on P-12 learning and there is a 3-year mentor/induction process.

TEC members were asked to provide feedback, including ideas on curriculum, teacher education resources, and innovative components they thought would help make this a more powerful program. Some suggested points to consider are listed below:
- Ensure the sociology of the workplace is conducive to students involved not losing interest by allowing for freedom in teaching methods
- Have STEM students cross-reference resources to help them stay engaged by obtaining new teaching material and strategies
- Make sure that STEM teachers are clear about the psychology of being a teacher in rural areas and examining environmental factors, along with speaking to teachers already in rural areas to see why they choose to stay there
- As finding teaching candidates is one of the biggest challenges faced, focusing on adapting the program to reach the needs of TTT students and professionals who work in STEM based industries could bring on possible recruits
- Make sure that communication and interaction between schools and communities, among graduates of STEM, and between new and existing teachers allows for a solid mentoring and support system to exist
- Ensure that teachers be skilled in their area of study in addition to having appropriate strategies established in terms of assimilating to new communities as well as classroom management

Members were thanked for their ideas. The Discussion Session concluded at 9:43 a.m.

---

**BUSINESS MEETING**


**Members unable to attend:** L. Austin, S. Britsch, L. Bryan, J. Dimitt, B. Dixon, J. Elicker, K. Harris, L. Haynes, S. Karcher, R. Killion, J. Markstrom, G. Posada, T. Reed-Rhoads, M. Riley, G. Schultz

**Guests:** M. Dyenfurth, J. Gilligan, L. Nelson, A. Rapoport, L. Flagge

**Secretary:** Rebecca Schuster

I.  **Welcome** – K. Kelly  
The Business Meeting was called to order at 9:49 a.m. K. Kelly welcomed everyone and introductions were made.

II.  **Action Items** – K. Kelly  
A.  Approval of Minutes December 11, 2007  
A motion was made to approve the minutes. The minutes were approved by consensus.

III.  **Revised NCATE Unit Standards** – T. Oakes  
T. Oakes highlighted some of the recent National Council for Accreditation of Teacher Education (NCATE) revisions. Members were briefed on a number of other revisions and clarifications made to the standards. Members were encouraged to review the information available on NCATE’s website and share the revised standards with their colleagues.

IV.  **Issues** – K. Kelly  
A.  Environmental Scan – K. Kelly  
1.  **Report on Effectiveness of Teacher Education Programs**  
K. Kelly and S. Moon recently attended a meeting regarding a possible merger between NCATE and the Teacher Education Accreditation Council (TEAC). Though there is one national set of standards for teacher education, both agencies offer different methods of analysis and evaluation.
K. Kelly spoke about the article linked with the agenda. Members discussed the need for a state model of standards to be established as there currently are national expectations but differing system identifiers among states. Ohio has already implemented a state plan and Purdue University hopes to lead the State of Indiana’s plan. Though there are obstacles and stipulations to consider, by creating a plan to present to the State, both Purdue as a university as well as individuals involved would benefit.

K. Kelly briefly discussed a $375M grant that Congress recently approved that would provide funding to undergraduate students who plan to become teachers or to existing teachers who plan to obtain their masters degree in areas of high academic need. Payouts for this grant are set to begin in the 2008-2009 academic school year.

2. Update on Request for Monetary Support
   K. Kelly provided a brief update on the recent requests made to Purdue’s Teacher Education Colleges for monetary support. This financial support is to be applied towards teacher education advancement as well as provide funding for speakers and activities during the Teacher Education centennial celebration.

B. Program Updates
   1. English as a New Language – S. Britsch
      T. Oakes read the following statement provided by S. Britsch:
      
      Professor de Oliveira and I are revisiting the issue of structuring and locating placements for practica that are required in view of the instability we have had in terms of finding enough placements for our undergraduate students for EDCI 370.

   2. Advanced Programs – K. Kelly
      A taskforce has been created to work on developing guidelines for Advanced Programs, with Jerry Krockover serving as chair. Other members of the taskforce include: A. Talbert, G. Lange, L. Nelson, T. Oakes, and T. Templin.

      A new program within the College of Education is being investigated which proposes to serve as the foundation of an international network of universities to facilitate exchange among teachers and students. This initiative is based on a 1999 program which brought Purdue students to Russia. Similar to a program that the University of Delaware had in economics, Social Studies Education faculty would like to create a program anchored in social sciences, focused on civic issues.

      By adding this global context to our offerings, Purdue will be a leader compared to other universities in this type of program. Teachers and students will be brought together to allow for growth opportunities.

      A. Rapoport mentioned some of the obstacles encountered with development. These include a lack of graduate students being available or interested, along with financial and technical challenges. It is possible students may encounter future problems obtaining licensure due to differing curriculum overseas. The program will have to ensure it meets National Board standards in addition to state and professional association standards. Special initiatives also may need to be made in order to attract international students to the program, and considerations must be made to the possible financial and political effects international students may encounter by obtaining a degree from an American university.
This program is still in the experimental stages and more levels of participation and development are still being examined. TEC members were encouraged to submit comments and suggestions to L. Nelson and A. Rapoport.

4. **Summer Opportunities** – S. Moon
   A taskforce has been developed to focus on increasing enrollment for summer programs. This is an area where, aside from the study abroad program, Purdue University’s College of Education is losing market share to other universities. Some possible solutions suggested include offering more online classes, or non-traditional options such as weekend or intensive courses.

C. **Curricular Issues**
   1. **Program Convener Council** – M. Nakhleh
      The four main topics discussed at the February meeting were as follows:
      a. Presentations were given regarding curriculum for the early childhood education program as well as for Block 1. Pros and cons and issues surrounding these programs were discussed
      b. Banner implementation and its impact
      c. Linda Austin is working on drafting a form/process to aid in out of state teaching placements
      d. Annual assessment report recommendations from the PCC and review of the gate system

D. **Assessment Issues**
   a. **Update on Progress of TEC Recommendations for Action** – R. Frisbie and L. Flagge
      L. Flagge spoke about actions that have been taken to help resolve Issue #4, recruiting and retaining sufficient numbers of undergraduates from underrepresented groups. She is involved with a number of state and university committees and councils that focus on recruiting students of many backgrounds throughout Indiana. Lack of funding has been a challenge for these students. She is working with Jennifer Jeffries to try to find solutions.

      R. Frisbie briefly reviewed Issue #6, surrounding the difficulties in determining and collecting data on student learning. This issue has been discussed with the Woodrow Wilson project, focusing on unit and lesson assessment.

      Issue #7, regarding the problems involved with collecting data from multiple sources, is an administrative problem and will be addressed with academic services and the business office.

V. **Other** – K. Kelly
   C. Fontaine gave a brief statement regarding Purdue North Central’s proposal to create a secondary education program for math and science. This proposal will be submitted to the Department of Education for approval in March 2008. An update on this program will be provided at the April TEC meeting.

   B. Blankenship gave a brief announcement regarding summer employment opportunities for undergraduates and graduate students with the National Youth Sport Program. T. Oakes encouraged her to send a message to the TEACHED email distribution list.

VI. **Adjournment** – K. Kelly
   The meeting was adjourned at 11:02 a.m.