I. **Welcome.** T. Doughty welcomed the program conveners to the first PCC meeting of the 2013-2014 academic year.
   a. The minutes from the April 4, 2013 meeting were approved. A. Talbert moved. J. Staver seconded.

II. **Sharing and Professional Development**
   a. **Honor’s Curriculum update.**

   N. Dolby explained that the Teacher Education Honors Task Force met in the spring and worked on the report over the summer. More in-depth discussion will be held at the next Core Collaboration Group meeting on September 18 at 1:30 in STEW 311.

   The COE Honors Program will be open to all Teacher Education programs across campus. N. Dolby answered questions from the program conveners after giving a brief overview of the program (see link above).
   - The Honors Program would not be limited to a certain number of students.
   - Honors students would still need to apply to the URT program.
   - The capstone seminar during the junior year would offer support to students in completing and disseminating their research project. N. Dolby noted that many education honors programs lose students because they are very busy with student teaching during their final year.
   - There is concern about the additional credit hours this requires of students, many of whom have majors beyond 120 credits. However, many students in an honors program enter with AP credits, so they may be able to accommodate the additional credits.
A recommendation was made for the Honors Task Force to consult head academic advisors regarding the feasibility of completing extra credits in the secondary programs.

The living requirement is an unattractive aspect of the Purdue Honors College. However, with President Daniels’ initiatives, the connection between living and learning is increasingly important and thus this requirement may not remain so unattractive.

The timetable for this program would not work for students who are CODOing into Teacher Education. It may be difficult to adjust the timetable because Teacher Education students must finish the honors curriculum before their final year. Hence, the program needs to end the junior year.

Social studies education students often are not able to earn a lot of AP credits before they come to Purdue. Should the social studies program (and others like it) start thinking creatively about how they might compact some requirements and accelerate honors students through their coursework?

**Action Item:** Conveners should email N. Dolby with additional comments/changes.

### III. Discussion Items

**a. Transition to Teaching – Elementary.** P. VanFossen explained that several years ago, an alternate route for teacher licensure was required by the state. There are four students currently in the Elementary Transition to Teaching program. The NCTQ evaluation pointed to this program as a weak point in Purdue Teacher Education, and thus P. VanFossen asked if it would be better to eliminate the program from our offerings. (The TTT program is no longer mandated by the state.) Our TTT programs were some of the few to receive full state approval. Discussion regarding the Elementary TTT program followed.

- The NCTQ evaluation was very flawed and thus, some faculty wondered if it should be the reason to eliminate a program. It was merely the “spark” that caused leadership to consider elimination.
- Do we have any data on how TTT teachers perform in the schools? G. Carmody would have this kind of information.
- It is possible to link this program to a Master’s degree, and perhaps discussion should be opened to reopening the Elementary Master’s degree.
- This discussion is only about the Elementary TTT, not Secondary TTT.

**Action Item:** The elementary education faculty will discuss this issue and make a recommendation.

**b. Decoupling Blocks.** T. Doughty explained that the decoupling of blocks is being considered in the new core curriculum, which bars core curriculum courses from having co-requisites and prerequisites. Because Blocks I and II are still part of Gate A, Teacher Education students would still need to take it early on. Discussion followed.
When designing the blocks in the beginning the student numbers were huge, but since then they have decreased. It is now more feasible to have more individual courses with field experiences.

It is possible to decouple, look at the data after several semesters, and possibly recouple if it is causing logistical and pedagogical problems.

Scheduling issues are an important consideration when decoupling.

Since the courses can be taken at any time, advisors will need to strongly suggest students take them in the proper order. One solution may be to give Block I courses 100 numbers, Block II 200 numbers, etc.

Decoupled blocks may help us offer the foundation courses more easily during the summer trimester.

IV. Updates

a. Continuous Improvement Steering Committee activities.

CAEP Standards Presentation
T. Doughty explained that this group was convened to coordinate the continuous improvement process for accreditation. One of the main jobs of this committee will be to develop a uniform template that each program can use to gather the relevant data for accreditation. T. Doughty presented a timeline for the next CAEP accreditation, noting that data collection for this must begin now in order to submit three years of data in 2016 (when SPA reports are due). The next on-site accreditation visit will take place in 2019. S. Moon distributed InTASC standard booklets to all conveners and asked them to pay attention to these in addition to their SPA standards. The InTASC Standards are broken down into three categories: Performances, Essential Knowledge, and Critical Dispositions. The booklet unpacks every standard to show what the progression would look like for a novice teacher through a master teacher. CAEP has adopted InTASC for Standard 1, which means that all programs must meet the novice teacher requirements for each InTASC standard at least at level 1.

b. Gate changes (4 to 3 gates). T. Oakes explained that Blocks I and II must be completed before students are admitted to Teacher Education, collapsing the old Gates A and B into one new Gate A.

c. Accreditation and Licensure updates. T. Oakes explained that the state is in the process of transitioning from Educational Testing Service to Pearson tests. The Praxis I will be replaced by the CASA, and the state has recently approved all of the Pearson content tests as well. Content tests will remain a requirement for Gate B, the gate before student teaching. There will also be a new pedagogy test. The Pearson tests tend to be much more difficult than the Praxis tests. The new tests are not offered continuously, so students should be vigilant to ensure that they can take their test in time. The earliest date that the new content tests will be required is February 7, 2014. However, the state has not provided a specific implementation date since the original date (September 1,
2013) has passed. T. Oakes noted that hopefully the state will work with higher education for a July 1 implementation date.

**Action**: Faculty should review the content tests and informally map their courses to them. Go to [http://www.in.nesinc.com/PageView.aspx?f=GEN_PrepardMaterials.html](http://www.in.nesinc.com/PageView.aspx?f=GEN_PrepardMaterials.html)

d. Suicide prevention. T. Oakes informed the group of this new licensure requirement. To take this training module, enrolled PWL students may complete this for free by using the code “education.” Faculty will be able to review the modules and assessments. It was recommended students take this module in Block II or a methods course or during student teaching.

**Action Item**: J. Dimitt will send instructions to conveners for faculty to view the module.

e. Teacher Education Council representation. B. Blankenship and R. Sabol will represent the PCC on the TEC and TECXC.

V. **Clinical updates**

a. Student teaching work policy – We have a policy in place granting student permission to be employed as a teacher during student teaching semester. All documentation must be in place before it’s submitted to the Associate Dean for Learning and Engagement.

b. Criminal background check. J. Gilligan explained that changes to the criminal background check were approved at the TEC.

1. For an additional $3 it will be a comprehensive nationwide check.
2. An annual renewal of background checks is required, regardless of enrollment in a field experience course.
3. Advanced students who are already employed can provide the OFE with verification of their criminal background if they have had a check done through another school corporation.

VI. **Next meeting, October 1st at 2:00, BRNG 1284**

VII. **Future Topics**

a. PCC member survey for agenda items
b. Title II reports – T. Oakes
c. System for maintaining annual data
d. Conceptual framework update