I. T. Doughty welcomed the program conveners to the PCC meeting. The minutes from the October 31, 2013 meeting were unanimously approved on a motion by M. Hirth and second by R. Kenney.

II. Discussion Items
   a. Honor’s curriculum
      The proposed honor’s curriculum was described as requiring 12 credit hours and involving students in current course offerings (URT program, honor’s contracts). It is anticipated that honors students who begin in Fall 2014 will follow this curriculum. Expanding course offerings as enrollments increase was also discussed. However, due to current small student numbers and limited faculty resources, beginning with existing courses appears most reasonable. It is recommended all courses be taken in the first 3 years to allow for student teaching in their final year. We will be reporting to TEC before the end of year for a vote on the proposed 12-credit hour curriculum.

      It was noted that the CoE honors curriculum is open to any student. Students in secondary teacher education programs are encouraged to participate in the CoE honors curriculum. The program will be advertised with the Honors College and used as a recruitment tool for in-coming students.

   b. Mapping to InTASC Standards and embedded outcomes of the core curriculum
      Mapping new standards: we must make sure we are aligned to the new InTASC standards and embedded outcomes. Those program areas that have last year’s mapping (based on the old InTASC standards) could use them as a starting point in updating to the new standards.

      The timeline for programs to meet the embedded outcomes of the core curriculum was just received and applies to our undergraduate programs. May 1 deadline – all programs will report the status of how they meet the embedded outcomes. Nadine Dolby (our UCC representative) will provide an update from our college to the UCC. In 2015, we will need to provide evidence as to how we are meeting the embedded outcomes of the first three: oral, written communication and information literacy at a level 2 or 3.
Task Assignment: Sit down as a program area and map the new InTASC Standards and the embedded outcomes rubrics to what you are doing in your programs.

c. edTPA

CAEP requires use of a standardized evaluation system for teacher education candidates. The edTPA, which is the only system available at this time, is a performance-based assessment tool used to measure new teacher’s ability to teach in their content area. The Continuous Improvement Steering Committee (CISC) recommended to the Dean and faculty that we do not wait to start using edTPA and begin incorporating elements into each TE program area by this fall. Faculty members are encouraged to create a profile on edTPA that will allow you access to this site to explore the research and data behind edTPA. This system was validated across several states and received well by students because they know exactly what they need to do in their program of study. Handbooks were distributed to each program area.

The CISC recommends taking an in-depth look into the program and compare what we already do with their requirements. Preliminary findings indicate we already do many of the task requirements. Planning commentary is a new category that we do not require. These requirements are part of a student teaching capstone package that is put together and sent to an external evaluator who scores it.

We are in the exploratory phase and want to evaluate the material and determine how to make it work for us. It is believed this tool will help us identify our strengths and weaknesses in our assessment of the performance of our students as teachers. We will need to do this for national accreditation. This is not currently tied to licensure in our state but some states now require it for licensure.

Faculty will need to vote on elements of this system (e.g., how evaluations will be conducted – internally or externally, where and how components will be addressed across content areas). Consideration should be given to faculty time and resources in relation to the evaluation piece. The current per student cost is $300. Evaluators must undergo 20+ hours of targeted training thus, consideration should be given as to whether or not we have the bandwidth across our faculty to evaluate our own students. Confidentiality of candidate materials and videos was also discussed. Procedures for protecting confidentiality are provided on the edTPA website. Initial analysis indicates that the practices outlined in edTPA are what we want to see out of our students as teachers.

d. PCC member survey for agenda items

Many thanks to those who completed the survey. Several topics were identified as subjects to highlight in future meetings: a) changes in state law/current legislative agenda/impact on teacher education, b) accreditation requirements, c) details on edTPA, d) P-12 engagement activities. Please email T. Doughty and/or Rita Neidlinger if there are other subjects that arise that need to be brought to the attention of the PCC for discussion.

III. Clinical updates

- Co-Teaching Model for Fall, 2014 and Spring, 2015 Student Teaching Placements – J. Gilligan

Dean approved increase for the cooperating teacher from $20 to $22 and also $25 per week for cooperating teachers that have formerly implemented a co-teaching model such as elementary. J. Gilligan needs to know which program areas will adopt a co-teaching/co-planning model for the fall
and spring semesters. Also noted - More school corporations are moving to only accepting student teachers using a co-teaching/collaborative model for clinical experiences. How will we identify which programs are moving to co-teaching? We now require cooperating teachers and candidates to attend a 2-hour pairs teaching workshop before the student teaching experience begins. This is considered Professional Development and teachers are awarded 2 PGP.

- **Recruitment Committee** is targeting high school students for teacher education. J. Parker is making visits to over 100 schools in the next month to drop off CoE backpacks to all students who were recently accepted to Purdue and teacher education. The goal for this semester is to focus on obtaining commitments from accepted students to attend Purdue. Recently 258 handwritten notes were sent to every accepted student who showed interest in Teacher Ed.

### IV. Other Updates

- **Accreditation and Licensure updates** – T. Oakes
  - State accreditation is in REPA 3. They do reference InTASC. The state is currently seeking public feedback and you are encouraged to go online and add your comments. State changed the requirements and the pedagogy test will be required of our May graduates. They must pass one of the four tests. Advisors will inform students.

- **Teacher Education survey results** – T. Oakes
  - Exit surveys distributed. Encourage students to complete the survey. Surveys are being mandated in the CAEP standards.

- **AACTE conference** – T. Oakes
  - AACTE conference is in Indianapolis, March 1 -3. Last day of the conference Indiana will have a special section about edTPA.

- **Assessment Literacy Course Development** – B. Blankenship
  - Draft of syllabus was developed with 10 objectives for a 1-credit class. The course includes having 2 hours of work outside of class. Different program areas should provide examples of assessments for students to see. Committee is hoping to have a completed syllabus for a vote at the April TEC meeting. Please forward any feedback. We are looking at this class as part of a 3 part module.

### V. Next meeting, February 4, 2014, 9:00-10:30 in BRNG 1284