I. T. Doughty welcomed the program conveners to the PCC meeting. The minutes from the January 16, 2014 meeting were distributed and voting on approval will be at next meeting.

II. Activity – Mapping to InTASC standards and embedded outcomes

Electronic files were sent to all departments. Working through each InTASC Standard, determine at what level the students are working: developing, emerging, or proficient. Each program area should list the key assessments across the top of form, look at what data are already mapped then fill in the spaces. Embedded outcomes need to be completed first. You do not need to do the foundational courses as they have already been completed. To reduce future work, you might want to look at how these key assessments align with the SPA standards also.

Foundational outcomes must be met at rubric level 1. For the three foundational outcomes that are also addressed at an embedded level, these must be met at levels 2 and 3 (oral and written communication and information literacy). In May of 2015 we must report to the UCC and provide evidence as to how we are meeting the levels for our regional accreditation. The rubrics in the workbooks provide a more in-depth definition and can be used as a guideline to determine the level our candidates are meeting the standards. Over the next few years we must identify where we are meeting the outcomes, the level and what evidence we have to support how we are meeting them. The University has stated we are not collecting individual student data, just looking at programs.

Assignment: complete mapping before next meeting if at all possible. We must have a report ready before May 1 for the University regarding our embedded outcomes.

III. Discussion Items

a. Legislative update – R. Frisbie

Handout of bills that made it through the first committee was provided. Of note are:

SB91 Education Standards: References to common core, Smarter Balance and CART were stricken and the reference is now to “expectations”. Speculation is that in April the DOE recommendations to the State Board of Education will probably not be Common Core +/- 15% but some combination of Indiana academic standards and common core standards. Standardized student testing will probably not be CART or Smarter Balance, it could be an adaptation of ISTEP. There is a strong opposition to anything that is controlled outside Indiana. We now have a short timeline to present recommendations to the state board of education for adoption. New state adopted standards will be in place in the fall of 2014. The State will adopt and implementation will roll-out later. Any adjustments to standardized testing will be based on those new standards.
**SB331 Second Service for Veterans**: student support for veterans

**HB1003 Economic Development**: state-wide data system for tracking data for economic development will be moved up to higher level of individuals being tracked across systems in Indiana.

**SB 277 Student Information & HB 1320 Student Records**: looking at confidentiality of individual information and integrating higher level of data. This new agency will run the system and will report to the Governor.

**SB204 Teacher Preparation Programs & HB 1388 Teacher Quality Preparation**: ISTA working with house and senate – bills are getting closing to addressing the same issues. SB does have an evaluation and a sanctioned system for teacher preparation programs that do not meet minimum expectations so they can be decommissioned by the State Board of Education. If institutions are not CAEP accredited they would still need to report comparable types of information such as admissions and practices.

b. **Assessment Literacy course development** - T. Doughty
   The Committee has made progress in adding content to this 300 level course. This course has no gate restrictions and everyone would take the course. At this time we are flexible in how the course can be organized and are looking for recommendations as to how it should work.

Open for discussion are: 16 week course – one 50 minute class/week (1 credit hour); 2nd option: 8 week format-twice a week - 1 day on-line lecture/1 day face-to-face - activity based from on-line lecture. This would work with the 1 credit course EDST 200 making this two 8 week traditional courses; 3rd option: 8 weeks/twice a week - nothing on-line. We would like to make a recommendation to the TEC before the spring.

Trimester system is still on the docket to start in fall of 2015. The year would run with two 14 week semesters and run two 7 week semesters in the summer. 50 min class would become a 60 minute class.

It was suggested we keep the option for on-line format open. It could be used for continuing education and valuable for professional development.

c. **FCSE-Human Services Concentration** – W. Fox
   Two program areas have courses that overlap what we require for the foundational courses in teacher education. Discussion is needed on whether or not we should allow program area courses to replace teacher education foundational courses.

Family and Consumer Sciences education has this overlap in the Human Sciences concentration. If the students choose the Human Services concentration they would not be expected to take the EDCI 285, instead they would take HDFS 280 which is a required course.

Concerns voiced include: if we open the door to substitute – all programs will want to have substitutes; also, the question arose regarding the service learning requirement – is it included in one of their courses? Teacher Education has just a small core of foundational courses (5) that all students must take. Practice is that once a substitution is approved it would be approved for all programs.

FCSE students do some service learning projects in another course. It was suggested FCSE take the syllabus to Nadine Dolby and determine if it is a substitute for 285. We will include this as a discussion item in another meeting.
d. **edTPA**- continue discussion  
Bob Sabol and Allen Talbert gathered information as to how edTPA is impacting different institutions; how different institutions are using edTPA, what are the pros and cons experienced, a position statement from NAME (National Associate for Multicultural Education), etc. Information was provided about activities in Tennessee, Ohio, and Indiana.

- Six institutions in Tennessee piloted edTPA. Tennessee is conducting a reliability study.
- IU is doing internal evaluations but they do not like doing them as it is too much of a time requirement. It takes 20+ hours of training and takes 3 days for 1 evaluation.
- University of Cincinnati started out doing their own evaluations but they are now paying to train their own external evaluators.

**Assignment:** Reminder to sign-in to review the website

II. **Updates**  
a. Accreditation and Licensure updates – T. Oakes  
All reports are in and uploaded to the Teacher Education reporting SharePoint site. If your standards changed, the expectation is that your assessments will follow the change to meet the standard.

Tests – pedagogy test for licensing students - they do not have to take the test prior to Gate C or prior to student teaching, just for licensing. Feb. 10 – date to move to Pearson. Praxis 2 will not be accepted after May 31.

III. **Clinical updates**  
No updates received.

IV. **Next meeting, Wednesday, March 5 2014, 2:00 – 3:30 PM in BRNG 1284.**