Purdue University
Teacher Education
Program Convener Council

Monday, October 27, 2014
1:30-3:00 pm
BRNG 1284


I. Approval of minutes – T. Doughty
The minutes from the September 12, 2014, retreat were approved.

II. Presentation – Integrated STEM – L. Bryan, Director of CATALYST

Current Initiatives in Integrated STEM
The teaching of science and mathematics through the integration of engineering and technological design involves the practices of Science inquiry, Technology and technological design, Engineering and engineering design and Mathematical thinking and reasoning. It is also directly connected to the language arts, social studies, fine arts, etc., through problem-based and project-based pedagogies. Important to the initiative is keeping aligned with the Indiana science, mathematics and Career and Technical Education (CTE) standards as well as the Next Generation Science Standards (NGSS).

Our initiatives include pursuing a Purdue Certificate as an add-on to their degree at the graduate and undergraduate level. We will be designing in-service teacher professional development and part of our initiatives will include preparation of in-service teachers for an integrated STEM framework for their classroom. We will develop a network of K-12 partner schools as we need teachers who want to participate in the integrated STEM Initiatives and develop the skills in integrated STEM. These teachers must be interested in the research to support the teaching and learning of Integrated STEM. We are interested in the research that shows what students are learning not just the theoretical.

Certificate Program
We have a few courses in the pilot phase and several in the development stage. One of the biggest issues we have is how to fit in more courses into an already packed schedule. We are looking at where we might be able to leverage a new section to an existing course instead of adding another course. There will be two strands – one elementary and one secondary. We want students to have two methods experiences; what is Integrated STEM and how to teach it. The plan is to have students teach one unit. We are exploring ways to teach our prospective teachers on how to integrate courses.

Capstone Experience
This would be a new course possibly available in the Maymester or summer with the mechanics of the course done on line and the result brings everything together with the teacher designing an integrated unit. The secondary level has an Integrated STEM Methods course being piloted now. The capstone is meant for the student to choose an experience that will add to their knowledge which allows them to strengthen their ability to integrate across the STEM disciplines. They would create a portfolio that would be presented to a panel of professors about what they have learned through the process.
Learning Goals

We are in the process of drafting what we want our students to be able to do. Until this is determined, we won’t be able to map out the courses to make sure they are meeting the learning goals.

Looking Forward

-Workshops specifically for faculty who are interested in learning more about Integrated STEM
-Developing instructional materials.
-Recruitment – we are working on getting undergrads interested in pursuing this certificate. We hope to have several in-service teachers looking for professional development.
-The State released a rubric where schools can be named a STEM school. Purdue has a responsibility to make sure we are helping these schools become a true STEM school.
-Working on developing the partnership schools.
-Working on the learning research involved in these contexts.
-The goal is to have the proposal done by December and have the certificate available by the next academic year.
-We envision students completing their student teaching requirement as a part of their regular student teaching placement.
-We have three new K-12 STEM cluster hires with plans of hiring three more. Two are currently co-teaching informally with two technology professors. We want professors from multiple disciplines to be able to be the lead instructor on any of these courses. We are trying to get more integration into regular science and math courses on campus with the new faculty.

III. Discussion Items

a. Pearson Content Tests

We are encouraging faculty to take the content test to provide more guidance to students especially if you have students who are struggling with passing the test. We have two of our faculty signed up so far to take the test. Semester break might be a good time to take the test and to take note of what they are asking, how they are formatting questions, how many are common core state standards questions, etc. Students are also reporting issues with rules for taking the tests especially with the math test.

Test results data as of 9/27/14 is available on the Teacher Ed Reporting SharePoint site.

What we don’t know is how many students have taken the test vs how many attempts have been taken. Our immediate issue is that our students can’t move on to student teaching until they pass the content test. We have at least 40 students who have not passed the content test and are scheduled to student teach in the spring semester.

We would like to make a recommendation to the Dean to provide a one-time waiver to current students who have taken and not passed the content test. Every candidate who is student teaching in the spring must take the test to be eligible for the waiver. Candidates must still pass the content test as well as the pedagogy test to be licensed in the State of Indiana.

Additional standard setting studies will be conducted for the four Elementary Education subtests, math test and English Learners test. Please consider the opportunity to participate on these panels in December; send your name to the TJ.

The Indiana Association of Colleges for Teacher Education (IACTE) Pearson Content Test Survey is available on our SharePoint site. Thirty-seven out of 38 teacher preparation institutions responded; 22 out of 37 require students to pass the Pearson content tests as part of their assessment system. The survey asks how they handle candidate progress through the program if they do not pass the content test, and how do they support their students if they do not pass.
In working with the IACTE we understand there are questions from the common core state standards included on the content test; by law in Indiana we cannot address or utilize common core. We need evidence that the testing is invalid – that they are asking common core questions especially in English, math and elementary education. If you take the test we need for you to make note of these types of questions.

Student costs of these tests are quite high especially if they have to take them several times. The costs of these tests are $114 if it is one part and $45 each if it contains subset tests.

During a recent meeting to discuss these issues one strategy was recommended that the Deans of the large teacher preparation institutions submit evidence to the State Board of Education illustrating the issues with the current Pearson tests.

Per a show of hands vote of the PCC members, Teresa Doughty will make a recommendation to the Dean to allow a one-time waiver.

b. edTPA Follow-up/Implementation Task Force

During an implementation task force meeting, recommendations were developed for implementing edTPA and assist program areas/content areas in their development. Elementary education already complies with most of the requirements; they are just updating/refining them.

- There needs to be early and on-going emphasis on linking research and theory to instruction and planning. A suggestion was made to have students create folders in Taskstream and starting from foundational courses, they can add articles to their resource file. They can later use the information when creating lesson plans in their methods courses by linking what they are planning back to research.
- Teach analysis of videos first – possibly move the training to EDCI 27000 to become familiar with video analysis and compression which can then be implemented in the methods courses.
- Develop a master template that could be tailored to each content area but would contain the common elements that need to be included in their portfolios.
- Build a video library to observe as a group and do a critical analysis – good examples vs bad examples.
- Focus on how to link prior learning from the learner to new learning as well as deepening knowledge and skills related to primary and secondary learning target. While developing their lesson plan they identify a primary and secondary learning target – what are their learning objectives. How do they prepare the student for future learning?
- Provide a workshop series for candidates before student teaching to walk through the package on how to put the portfolio together, use of academic language, video preparation, proper feedback to the student.
- Conduct an early workshop for new candidates – intro to what they will be working on for the next few years.
- Inform P-12 partners of the edTPA requirements. Link to induction portfolios, work with lead teachers at each site, work with superintendents and train university supervisors
- If interested, they are always looking for people to train for scoring. The training includes a packet called “thinking behind the rubrics” which gives more insight on what they are looking for when reviewing the portfolios. You can sign up on the edTPA website.

**edTPA starts with the 2014 students that are here now and graduate in 2018.**

In the back of your edTPA program handbook is a glossary of the academic language they use in their testing. We need to make the connection between “our” academic language and the language used in the tests for our students to help them become more successful.
edTPA has created a primer for candidates - Making Good Choices. Reading this primer gives us insight as to what their expectations are in terms of good candidates. If you have not signed up for access to review edTPA materials, go to https://secure.aacte.org/apps/edtpa/ and create an account.

c. Assessment Literacy Course Follow-up

This course will be offered this spring as EDPS 49000. Ann Trainer will be teaching the class that will eventually be a 300 level course. It will be a variable credit course – 1-3 hours. Credit hours indicate a differentiation of content requirements in terms of assignments – 16-week course – if taken for 1 credit hour there will be fewer assignments. The instructors are still working out details for how content will be delivered to students who are taking it for variable credits.

IV. Clinical updates

a. Student teaching policy in parochial school settings – Jim Gilligan
   As long as the school is accredited and the student requests the particular setting, we will make placements in elementary education at parochial schools. The head supervisor and student must agree to student teach in this school setting.

b. Honduras student teaching pilot program starting next fall – Jim Gilligan
   This is a supplement to regular student teaching and available only in program areas that have 10 week placements – Social Studies, English, Math, and the Sciences. There are 4 students interested so far – 1 biology, 1 physics and 2 social studies. Students will teach here for the first 10 weeks of the semester then spend the final 6 weeks in Honduras and will be eligible for study abroad scholarships. All required courses will be completed in the spring before the student teaching semester.

c. Recruitment activities – Jane Ann Dimitt
   Still attending college fairs to increase our numbers and endeavoring to hire a teacher education recruiter.

V. Other

Dean is undergoing a 360 evaluation. Faculty/staff in the COE are encouraged to provide feedback by completing the survey once it is disseminated. The report will be completed before the end of semester.

VI. Next meeting, November 20th from 9:00-10:30 am