

**Education Department
Cooperative Council
May 15, 2012**

At the last minute, all members were unable to come to the meeting. The following was emailed and feedback requested:

Assessment of teacher candidates and programs

Disposition Survey results:

We have done pre/post disposition surveys for our EDUC 201 students both semesters this year. The results show some interesting changes in dispositions from the beginning to the end of the course. First of all, EDUC 201 is succeeding in meeting the standards that are addressed in the course. We saw significant change in attitudes related to student development and diversity, classroom climate, and professional development.

We also surveyed our teacher candidates at the end of Step 2 and Step 3. We saw significant change between the attitudes at the end of junior year and at the end of senior year (student teaching). No attitudes showed negative change and many of the attitudes grew substantially.

Because so many of the EDUC 201 students last spring took 201 as first year students, we don't have sufficient numbers among Step 2 completers to compare. We will have that next year at this time.

Exit Surveys

We surveyed Step 3 completers (student teachers) about how well prepared they believed they were relative to all the standards. Results show that our teacher candidates feel generally very well prepared.

1 and 5 year out Alumnae Surveys

For the first time, we are participating in the College's survey of graduates 1 and 5 years out. We are anxious to get results from these surveys this summer.

Cooperating Teacher Survey

We asked Cooperating Teachers to fill out a survey asking how well prepared his/her student teacher was relative to the 8 department learning outcomes.

That information is being compiled and when we have a report from Institutional Research, the department will review results at its August 22nd Assessment Retreat.

PRAXIS II

The department met with the Teacher Education Council 2/21/12 to discuss Praxis II scores. The Council is made up of representatives from College departments that prepare our Secondary Education candidates in their content. Numbers are very, very small in Art, Music, Modern Language, Biology, Social Studies, and Math. Only English had 5 candidates in one year, making it nearly impossible to draw curricular implications in any given content.

Feedback needed:

1. Are the positive dispositions candidates report demonstrated in the field?
2. How do our students demonstrate professionalism?
3. How well prepared are our student teachers?
4. How well prepared are our candidates in terms of content knowledge?

We have collected information regarding our teacher candidates' placements in classrooms that included ELL students and students with IEPs. We need to ensure that all of our candidates have experience in classrooms including these students at some point during their teacher preparation. While we are tracking this information, we are looking for effective ways to accomplish this.

We will begin a clinical field study program for our juniors and seniors in the fall. Faculty members will visit schools on a regular basis, meet with teachers, and observe teacher candidates. Teachers will know when the faculty will be in the building and available for individual conferences. While this college-field connection will be important for our students, faculty will be able to collect feedback about their class assignments and ensure that our candidates are impacting student learning. Observations and discussions will also give faculty opportunities to keep abreast of the challenges that local schools face.

Significant changes have occurred in the Indiana Department of Education. We are currently implementing the new REPA licensing rules, which will affect the class of 2014. However, the IDOE is now proposing REPA 2 to allow for more alleged flexibility in hiring teachers. These changes will have a significant impact on the field of education. Some of the proposed changes will be the creation of adjunct teacher permits, for which the only criteria is a 3.0/4.0 undergraduate grade point average and passage of the content assessment. Adjunct teachers will not be required to complete any teacher preparation. All ten-year licenses will be eliminated and teachers will be able to add *any content* without any developmentally appropriate preparation or teaching preparation. These changes include the potential for license additions in the fine arts, special education and elementary education by licensed individuals simply passing a test. The two-year license will change to a five-year probationary license.

There will be a date in June for a public hearing in Indianapolis (this date has been pushed back numerous times) and public comments can be made at a yet to be named website. We will keep you informed as to when comments can be made.

We would appreciate any feedback that you have for us and we look forward to seeing you in the fall.