

Committee on Teacher Education (COTE)

Wednesday, October 12, 2005
University Library, Room 1126
3:00 - 5:00 p.m.

AGENDA:

1. IntroductionsT. Banta
2. Brief update on licensing/certification requirements and IPSB.....L. Houser
3. Questions for Mary Glenn on November 9..... All Members
4. Update on T2T S. Blackwell
5. Potential topics for speakers to address in Spring 2006C. Leland
6. DISCUSSION: How can we attract more science and math majors to teacher education?.....C. Cowen, A. Gavrin, K. Murtadha, C. Leland, and others
7. Roster of individuals with specific responsibilities in SOE.....C. Leland
8. Plans for on-going communication with content area advisors C. Leland
9. Recent changes to teacher education websiteC. Leland
10. DISCUSSION: Issues related to advising sheets..... All Members

MEETING SUMMARY:

Members present: T. Banta, G. Bersier, S. Blackwell, C. Cowen, A. Gavrin, L. Houser, E. Jones, C. Leland, K. Murtadha, P. Seabrook, J. Seybold, C. Souch, R. Ward, J. Watt, G. Williams
Guests: Cathy Buyarski, Claudette Lands, Jeff Vessely, Ann Wells

1. L. Houser provided a brief update on the transfer of the Indiana Professional Standards Board (IPSB) to the Indiana Department of Education. She also explained the differences between **Licensing Rules 46-47 and Rules 2002**, with the latter based on the developmental and content standards for which IPSB has become nationally recognized in recent years. Mary Glenn Rinne will attend the November 9 COTE meeting to provide additional details on these matters.
2. COTE members made a number of suggestions concerning **potential speakers** for a community event that COTE has sponsored each spring. These suggestions include the following:
 - (1) Social Justice – Barbara Love
Marilyn Cochran Smith
 - (2) Learning – New Literacies James Gee
 - (3) Small Schools -
 - (4) Science Issues – Evolution vs. Intelligent Design - Eugenie C. Scott
 - (5) Charter Schools

These suggestions will be placed on the COTE listserv to permit all members to express their preferences. We should decide soon whom to invite so that we can obtain a commitment from our first choice speaker.

3. S. Blackwell described the **T2T program** as it has developed since its inception. There are now programs for interested individuals to prepare to be teachers in both middle school and high school. The students must pursue a full-time program for one year that includes emphasis on content knowledge, pedagogy, and field work in schools. Some COTE members expressed concern about the need for a full-time commitment to T2T since this means leaving one's job and going for a year without income. A new NSF grant will help a bit—stipends of \$8,000/year will be available to T2T students beginning Fall 2007. In addition, SOE faculty have data showing that part-time programs in other states do not provide sufficient experience in teaching culturally different students, so 65% of those who complete those programs leave teaching after a year or two.

Blackwell reported that currently there are five T2T students preparing to be science teachers and five working on credentials in mathematics. In addition, five are studying to be English teachers, two are in social studies, and two are in language arts. The capacity in these programs is 25-30, though finding mentors in the schools for that many T2T students would be difficult. Students in the T2T program range in age from 24 to 50, with most in their 30s.

4. C. Leland provided copies of several sets of **advising materials** available on the SOE website and in printed brochures designed to assist individuals interested in teacher education. COTE members made the following suggestions:
 - a. The SOE website should answer the question, “What do I do if I want to be a teacher?” for high school students and others in the community who may be looking for answers to this question.
 - b. Periodic updates via email would be helpful to alert all content area supervisors—and COTE members—to changes being considered in licensing requirements, curricula, advising, etc.
 - c. An orientation for new content area advisors in the school would be helpful at the beginning of each semester.

G. Bersier suggested that a fair be held each year to provide information for students interested in teacher education. In particular, we need to find ways to encourage current students majoring in math and science to become teachers. Deans Murtadha and Cowen (Science) agreed to work together to explore avenues, such as IUPUI's Commitment to Excellence grant competition, that may facilitate this outcome.

Committee on Teacher Education (COTE)

Wednesday, November 9, 2005
University Library, Room 1126
3:00 – 5:00 p.m.

AGENDA:

1. Welcome and Introductions T. Banta
L. Houser
2. New IPSB Structure and Program Approval Process Mary Glenn Rinne
3. Speakers for Spring All Members
4. Increasing the Science/Math Teacher Pipeline K. Murtadha
5. Scheduling Conflicts for Students in Blocks Who Are
Completing Majors Simultaneously C. Leland

MINUTE SUMMARY:

Members present: T. Banta, B. Berghoff, G. Bersier, S. Blackwell, C. Borgmann, F. Cooper, C. Cowen, A. Gavrin, N. Head, L. Houser, L. Hurt, E. Jones, C. Lands, C. Leland, P. Seabrook, C. Souch, J. Watt, A. Wells, G. Williams, and P. Wolfe
Guest: Mary Glenn Rinne

1. Mary Glenn Rinne, Assistant Director of Teacher Education with the Division of Professional Standards, Indiana Department of Education (IDOE), described the transition of the Indiana Professional Standards Board (IPSB) to the **Division of Professional Standards in the IDOE**. IPSB was governed by a policy-making board; now that board is advisory. IPSB now provides advice to Superintendent Suellen Reed through Assistant Superintendent Wes Bruce. Decision-making about the accreditation of teacher education programs by the state takes longer than previously because final decisions are no longer made by the IPSB, but by the State Superintendent.

All licensure programs offered by an institution must be approved by NCATE and the State of Indiana. The review of licensure programs is standards-based. A pilot-test of the new review process is taking place in social studies at IUPUI. If a weakness is found, annual progress reports in the area of weakness will be required.

The next NCATE reaccreditation review for IUPUI will take place in Fall 2009. The next state program review will take place two years earlier—in Fall 2007.

2. T. Banta introduced a discussion of potential **speakers for the COTE spring seminar** by indicating that each school represented on COTE would be asked to contribute to the cost of bringing a speaker to Indianapolis for this community event and hosting the accompanying reception.

The topics of new literacies and intelligent design vs. evolution were considered. Those present ultimately expressed a preference for the former topic. Banta and C. Leland will pursue potential speakers in this content area.

3. C. Cowen defined the issues surrounding **increasing the number of science and math teachers** educated at IUPUI. Far too few science and math majors decide to be teachers, and there currently is no way to major in science and become a licensed teacher in four years at IUPUI. The post-baccalaureate T2T program is the only route to a teaching credential in science at this time. Cowen finds this unacceptable at a time when science teachers are in such high demand.

Banta asked Cowen, and Murtadha in absentia, to co-chair a subcommittee that will study the problem of IUPUI's producing too few science and math teachers and recommend solutions at a spring meeting of COTE. Subcommittee members nominated by those present include, in addition to Cowen and Murtadha, Leland, C. Lands, Charlie Barman, Dwight Schuster, L. Houser, and P. Rogan from the SOE, and A. Gavrin, K. Marrs, J. Swope, and David Malik from the School of Science.

In addition to naming this subcommittee, other strategies for attracting more students to science and math teaching were suggested. New member F. Cooper, involved in teacher recruitment for Indianapolis Public Schools, asked for more involvement by IUPUI students and faculty in Future Teachers of America (FTA) chapters in IPS middle schools. L. Hurt suggested that many current teachers would be glad to talk with groups of college students about the positive aspects of a career in teaching. G. Williams emphasized the opportunity we have to recruit teacher education candidates from the cadre of students who serve as mentors for IUPUI students in science and math courses.

4. Leland identified a problem that must be addressed by COTE members. **Students in teacher education must take courses in blocks on Tuesdays and Thursdays** from 8:00 a.m. to 5:00 p.m. In recent years, most instructors in other schools have accommodated this schedule by offering their courses for education majors on Mondays, Wednesdays, and Fridays, or at night. This fall some conflicts have arisen, perhaps created by new faculty who were not aware of the SOE blocks. Leland solicited volunteers to work on a solution.

Committee on Teacher Education (COTE)

Thursday, January 26, 2006
University Library, Room 1116
3:00 - 5:00 p.m.

AGENDA:

1. Approval of Meeting Summary – November 2005 Banta
2. New Developments in the Unit Assessment System Houser
3. Coaching for IPS colleagues involved in small schools Blackwell
4. Planning to increase the numbers of science and math teachers Cowen and Murtadha
5. Some statistics on SOE students Houser

MINUTE SUMMARY:

Members present: T. Banta, S. Blackwell, L. Houser, L. Hurt, B. Jones, C. Lands, C. Leland, K. Murtadha, J. Seybold, M. Wokeck

1. Nancy Hoffman, with Jobs for the Future, has been invited to provide the program for the **Spring 2006 community event on Monday, March 20**. Hoffman is an expert on small schools and early college. We will invite all COTE members, all IUPUI faculty engaged in teacher education, and public school colleagues to attend the March 20 seminar.

Leland will contact James Gee to see if he might be willing to provide the program for a Spring 2007 community event. Gee is an expert on new literacies.

2. Houser provided an update on the development of the **SOE Unit Assessment System**. Initially students in Benchmark I are evaluated on the basis of their abilities to integrate their skills, knowledge, and dispositions in teaching students. A teaching team from Block I (first semester junior year) and support staff meet to talk about individual students' abilities on each rubric: knowledge and habits of mind, written and oral communication, interactions with teachers and students, and dispositions and professional behavior. All scores are recorded electronically, so a profile of abilities for each student can be viewed, as can the aggregate ratings for a cohort of students or for a given section of the rubric.

Students receive their ratings, and anyone having a negative rating on any section of the rubric is informed of that rating and given suggestions for improvement. The ratings provide formative feedback for students and are not used as the sole determinant of the need to remove a student from teacher education.

The Block II teaching team reviews student behavior and rates skills, knowledge, and dispositions on the Benchmark II rubric. Individual student profiles are

reviewed to see where students continue to have the same weaknesses identified in Benchmark I and where they may have improved. A new report again shows negative ratings for individual students, cohorts of students, and abilities.

A student survey given at the end of Block III captures student perceptions of their experiences throughout the blocks.

3. The SOE has won the **AACTE Award for Diversity** programming. Leland, Houser, and Murtadha will accept this award at the annual American Association of Colleges for Teacher Education meeting.
4. Blackwell reported on the **coaching initiative for IPS teachers in small schools**. IPS is the first system in the United States to have a district-wide reform effort to change from large comprehensive high schools to small schools. The IPS reform is being supported by the Gates Foundation and the Center for Excellence in Leadership of Learning here in Indianapolis. The initiative includes a strong coaching element for each of the small schools. This coaching aspect of the reform effort is coordinated by Berghoff and Seybold. Coaching sessions are based on the needs of IPS teachers and the skills of the faculty involved. Some coaches work with students, some conduct in-service workshops, some recommend professional development experiences for the IPS teachers. Blackwell is working with one school faculty on a rubric for judging good work by IPS students. What are the criteria for good work? How is rigor defined? Student focus groups are being conducted to determine how students perceive the small schools experience. Equity and social competence seem to be important issues for the teachers.

Superintendent Gene White has created the position of Supervisor for Small Schools and Jane Hendrick will be the first person to hold that position. Small school supporters are encouraged by this move as well as by White's comment that it will take 3-5 years to decide whether small schools are working or not.

Seybold believes the coaching initiative will be beneficial to IUPUI as well as to the IPS teachers because it will permit IUPUI faculty to see just what kinds of professional development IPS teachers need.

Hurt emphasized the need to focus on one or two major initiatives during a single year, e.g., writing across the curriculum, reading, math, rather than trying to address all problems at once. He identified the need for mental health professionals to help teachers deal with stress as a critical component of success.

5. Lands announced that a proposal for a new **Center for the Advancement of Science and Mathematics Education** is a finalist for IUPUI Commitment to Excellence funding. The Center will study how children learn math and science and will focus on literacy in science and mathematics. The Center also will establish a pipeline to permit more students of color to see themselves as math and science majors, particularly within the field of teacher education.

Khaula observed that in Bloomington, where the secondary math and science degree programs are located within the School of Education, more science and math teachers are graduating: a total of 86 graduates between 2000 and 2004. A 2+2 program with Ivy Tech also seems promising **in increasing the number of science and math teachers**. Apparently math and science students who start at Ivy Tech get more support than we give beginning students in these areas at IUPUI.

6. Houser provided an update on **PRAXIS scores for IUPUI students**, who do very well on the exams.
7. Banta distributed a proposal for a **P-16 Council** at IUPUI. COTE members expressed interest in the formation of such a group, noting the need for a common entry point like the Solution Center for P-12 professionals who would like to request support from IUPUI for their endeavors.
8. Several members observed that the attendance at COTE meetings, particularly among faculty from schools other than Education, is quite low. In fact, by the end of the January meeting, almost all members were SOE faculty. Banta agreed to send a message to find out if more people would be able to attend the next meeting, which is scheduled for **Thursday, February 23**.

School of Education Unit Assessment System

COTE

January 26, 2006

School of Education

- ◆ Benchmarks – Assessments to determine if students can take the skills, knowledge, and dispositions they have learned from their courses and “put them together” and “teach.”

Benchmark I

- ◆ Knowledge and Habits of Mind
- ◆ Written and Oral Communication
- ◆ Interaction with Teachers and Students
- ◆ Disposition and Professional Behavior

DEMO VERSION!!

Main Menu

Current Assessment Term - 001



Block I Assessment Prototype

Block I Assessment

Selection By Individual Student

Selection By Program

Employee

View / Edit An Employee

New Employee

Student Information

View / Edit A Student

New Student

Reports

Overall Block I Assessment Summary
(Negative Indicators Only)

Individual Block I Assessment Summary
(Negative Indicators Only)

List of Students With Negative Indicators

Student Assessment Database - DEMO VERSION - [Block I Assessment]

File About

Allen, Shannon

Assessment Summary Knowledge and Habits of Mind Written and Oral Communication

Interaction with Teachers and Students Disposition and Professional Behavior

Positive Indicator		Negative Indicator	
1	Establishes good rapport with teachers and students.	<input type="radio"/>	Shows little aptitude for building rapport with teachers and students.
2	Comes to field placement experiences prepared with plans and resources.	<input checked="" type="radio"/>	Comes to field placement experiences unprepared.
3	Takes the initiative to ask questions and help where needed in the classroom or school.	<input checked="" type="radio"/>	Takes little initiative to become involved in the classroom or school.
4	Demonstrates enthusiasm for teaching and seeks success for all students.	<input checked="" type="radio"/>	Very tentative about teaching and easily frustrated by students.

Comments: This is Interaction with Teachers and Students comments.

Form View FLTR NUM

Close

View Student

Student Assessment Database - DEMO VERSION - [Block I Assessment]

File About

Allen, Shannon

Assessment Summary Knowledge and Habits of Mind Written and Oral Communication

Interaction with Teachers and Students Disposition and Professional Behavior

	Positive Indicator		Negative Indicator	
1	Focuses on the positive.	<input checked="" type="radio"/>	Complains. Blames problems on others.	<input type="radio"/>
2	Makes adjustments as necessary.	<input checked="" type="radio"/>	Struggles with interruptions and changes.	<input type="radio"/>
3	Works well with different personalities and cultural backgrounds.	<input checked="" type="radio"/>	Occasionally displays negative attitude, bias and/or prejudice.	<input type="radio"/>
4	Appreciates multiple perspectives.	<input checked="" type="radio"/>	Prioritizes personal perspective.	<input type="radio"/>
5	Willing to give and receive help.	<input checked="" type="radio"/>	Not attuned to the needs of others or open to constructive feedback.	<input type="radio"/>
6	Commits to being in class. Takes responsibility for making up work.	<input checked="" type="radio"/>	Misses 3 or more days worth of classes. Makes little effort to make-up work.	<input type="radio"/>
7	Commits to being on time.	<input checked="" type="radio"/>	Not consistent about being on time.	<input type="radio"/>
8	Meets deadlines.	<input checked="" type="radio"/>	Turns in late assignments.	<input type="radio"/>
9	Has good organization.	<input checked="" type="radio"/>	Lacks effective organization.	<input type="radio"/>
10	Neatly, appropriately dressed.	<input checked="" type="radio"/>	Grooming or dress is often inappropriate.	<input type="radio"/>

Comments: This is Disposition and Professional Behavior comments.

Form View FLTR NUM

Close

View Student

Student Assessment Database - DEMO VERSION - [Block I Assessment]

File About

Allen, Shannon

Assessment Summary Knowledge and Habits of Mind Written and Oral Communication

Interaction with Teachers and Students Disposition and Professional Behavior

Positive Indicator		Negative Indicator	
1	Establishes good rapport with teachers and students.	<input type="radio"/>	Shows little aptitude for building rapport with teachers and students.
2	Comes to field placement experiences prepared with plans and resources.	<input checked="" type="radio"/>	Comes to field placement experiences unprepared.
3	Takes the initiative to ask questions and help where needed in the classroom or school.	<input checked="" type="radio"/>	Takes little initiative to become involved in the classroom or school.
4	Demonstrates enthusiasm for teaching and seeks success for all students.	<input checked="" type="radio"/>	Very tentative about teaching and easily frustrated by students.

Comments: This is Interaction with Teachers and Students comments.

Form View FLTR NUM

Close

View Student

Student Assessment Database - DEMO VERSION - [Block I Assessment]

File About

Allen, Shannon

Interaction with Teachers and Students Disposition and Professional Behavior

Assessment Summary Knowledge and Habits of Mind Written and Oral Communication

Overall Rating
 Yes No Conditional

Term 001

Evaluators
 Adamson, Susan
 Berghoff, Beth
 Hart, Stuart
 Sebecki, Sally

Date 11/24/2000

Counseling Faculty
 Sebecki, Sally

Overall Summary
 These are overall summary notes for this student. We think the student is no doing as good a job as could be expected.

Counseling Notes/Plan
 These are counseling notes for this student. We need to add a number of comments to see how this will print out on the report, however, I have nothing else to say, thus I'll repeat this: These

Assessment Category	Negative Indicators	Comments
Knowledge and Habits of Mind:	1; 4; 5; 7	This is Knowledge and Habits of Mind comments.
Written and Oral Communication:	1	This is Written and Oral Communication comments.
Interaction with Teachers and Students:	1	This is Interaction with Teachers and Students comments.
Disposition and Professional Behavior:	None	This is Disposition and Professional Behavior comments.

Form View FLTR NUM

Close
View Student

Student Assessment Database - DEMO VERSION - [rptOverallBlockIAssessmentSummary : Report]

File About

100% Close

Block I Assessment Category Negative Indicator Summary

Monday, January 22, 2001

Knowledge and Habits of Mind

6 Student(s) With Negative Indicators

Student	Negative Indicator Number(s)	Counseling Faculty
1_Blowowski, Joseph	2; 3; 4; 5; 6; 7	Adamson, Susan
Allen, Shannon	1; 4; 5; 7	Sebecki, Sally
Barkdull, Alisa	1; 5	Houser, Linda
Birch, Thomas	1	Somers, John
Davis, Daniel	2	Berghoff, Beth
Mitchell, Michael	1	Berghoff, Beth

Negative Indicator Breakdown

Indicator No.	Student Total	Negative Indicator Description
1	4	Demonstrates some gaps or misconceptions about central concepts and content of the block.
2	2	Lacks essential prerequisite knowledge.
3	1	Avoids or lacks development as a critical thinker. Shows little depth in reflections.
4	2	Frequently inattentive or overly self-centered in class.
5	3	Disrespectful of peers or instructors.
6	1	Careless about assignments and preparation for class.

Page: 1

You opened this from the Block I Assessment screen. Close to return to the Block I Assessment screen.

NUM

Student Assessment Database - DEMO VERSION - [rptIndividualBlockIAssessmentSummary : Report]

File About

100% Close

Block I Individual Assessment Category Negative Indicator Summary

Kathryn Backe

Student ID: 309949178
Term:
Assessment Date:
Overall Summary:
Counseling Notes:
Counseling Faculty:

Knowledge and Habits of Mind

Summary:

Negative Indicator Breakdown

Indicator No.	Negative Rating	Negative Indicator Description
1		Demonstrates some gaps or misconceptions about central concepts and content of the block.
2		Lacks essential prerequisite knowledge.
3		Avoids or lacks development as a critical thinker. Shows little depth in reflections.
4		Frequently inattentive or overly self-centered in class.
5		Disrespectful of peers or instructors.
6		Careless about assignments and preparation for class.
7		Misjudges personal strengths or weaknesses when self-assessing.

Page: 1

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NUM

Student Assessment Database - DEMO VERSION - [rptNegIndStudentList : Report]

File About

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Negative Indicator Student List

Term: 001

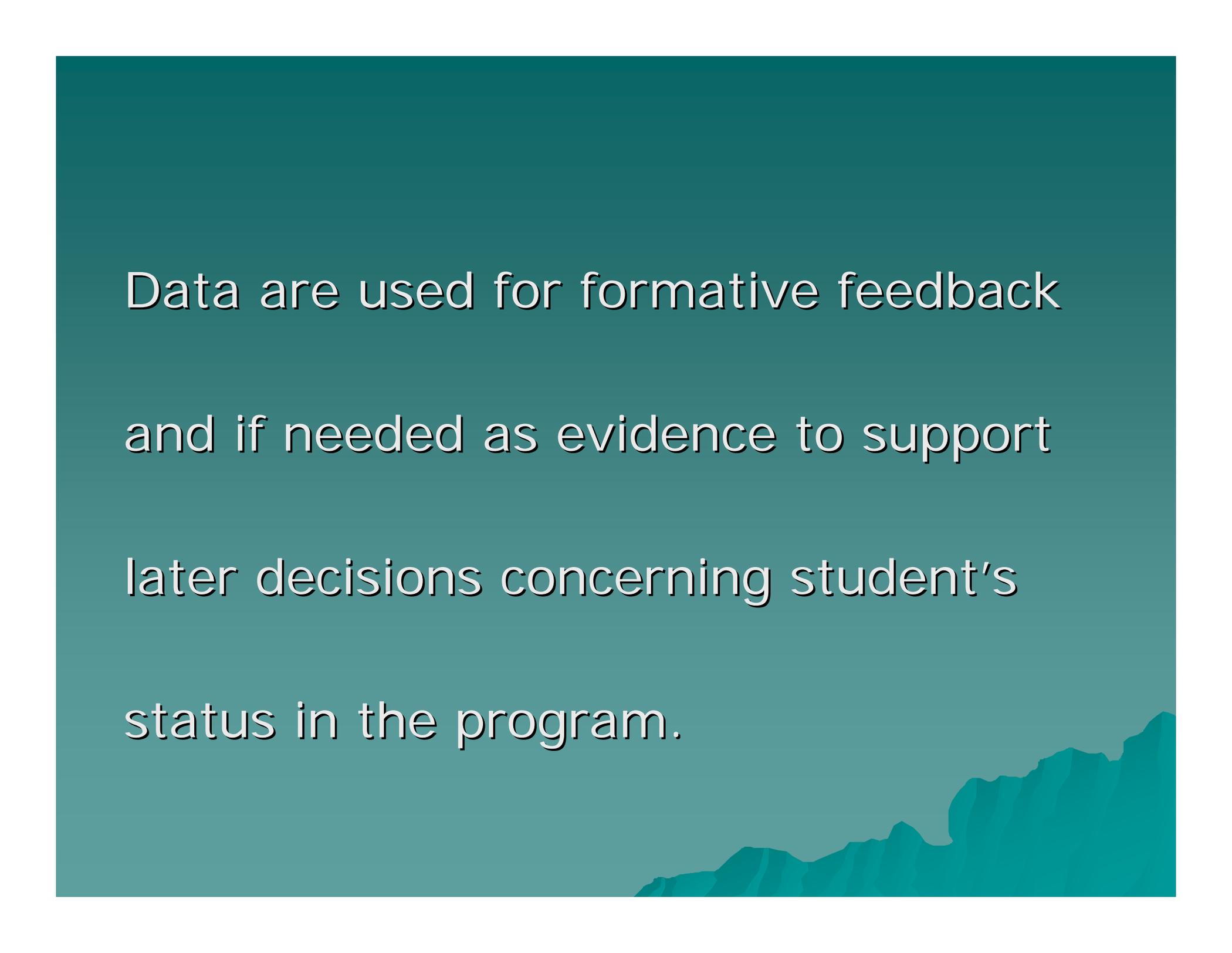
Monday, January 22, 2001

Student	Knowledge Negative Indicators	Written Negative Indicators	Interaction Negative Indicators	Disposition Negative Indicators
1_Blowowski, Joseph	2; 3; 4; 5; 6; 7	None	4	3; 4; 5; 6; 7; 8; 9; 10
Allen, Shannon	1; 4; 5; 7	1	1	None
Barkdull, Alisa	1; 5	1	None	None
Barrick, Carmen	None	2	3	2; 4
Birch, Thomas	1	None	None	None
Brown, Angela	None	None	2; 3	3
Davis, Daniel	2	2	2	None
Mitchell, Michael	1	None	None	None

Page: 1

Ready NUM

Data are used for formative feedback and if needed as evidence to support later decisions concerning student's status in the program.

The background is a solid teal color. At the bottom right, there is a silhouette of a mountain range in a slightly darker shade of teal.

Sample Feedback

- ◆ The Block I instruction team met at the end of last semester to complete the Benchmark I rubric for each student in Block I. They evaluated each student on (1) knowledge and habits of mind, (2) written and oral communication skills, (3) interaction with teachers and students, and (4) disposition and professional behavior. The team felt that you displayed the skills, knowledge and dispositions that they would expect for an intern at this stage of the program in most of these areas. They did have the following suggestions for areas on which you need to concentrate during Block II.
- ◆
 - Be more careful about your assignments and come to class prepared.
 - Be more attentive during class.
 - Continue to work hard on your writing skills (mechanics) – You have good ideas but struggle to express them in your writings. We suggest you visit the writing center during the spring semester.
 - Be sure to not miss class.
 - Find your voice during class discussion. You have good ideas which need to be shared.
- ◆
- ◆ Your Block II team will complete the same rubric for you at the end of your Block II. Congratulations on moving forward in the blocks and best wishes for your continued professional growth and success in the program. If you have any questions concerning this benchmark, please let me know.

- ◆ Feedback placed in database
- ◆ The Benchmark rubric is completed by the Block II team with notations of changes and improvement for negative indicators from Block I.

Surveys

- ◆ Elementary Teacher Education Program Survey
 - End of each semester
 - Electronic submission
 - Spring 2005 and fall 2005
 - Programmatic evaluation
 - Shared with faculty and stakeholders

COMMITTEE ON TEACHER EDUCATION

Thursday, February 23, 2006
University Library, Room 1126
3:00 - 5:00 p.m.

AGENDA -

1. March 20 Event with Nancy Hoffman..... Banta
2. Small Schools Coaching Initiative..... Blackwell and Berghoff
3. (Planned) February 6 SOE-SOS Student Reception..... Gavrin
4. Joint SOS-SOE CTE Proposal..... Cowen, Berghoff and Gavrin
5. Report from T2T Graduate Andrea May
6. P-16 Council Proposal, Charter Schools, Early College..... Banta
7. Items for April 20 COTE Meeting..... Banta

MINUTES -

Members present: K. Baird, T. Banta, B. Berghoff, S. Blackwell, C. Cowen, B. Jones, P. Seabrook, J. Watt, G. Williams, and M. Wokeck

1. **March 20 Event with Nancy Hoffman**—Additional groups to receive invitations to the Hoffman event were discussed. Watt will communicate with the Gateway group and Project Seam participants. All lecturers may be interested, and Banta will try to locate a list of those individuals. Williams will disseminate the information to Honors students.

As soon as a title for the Hoffman presentation and brief description become available, Banta will disseminate that information as a reminder to all of the groups initially contacted thus far.

2. **Items for April 20 COTE Meeting**—Blackwell will update COTE members on new additions to licensing requirements developed by the Indiana Professional Standards Board. Banta will check with Ivy Tech and bring information about a new 2+2 program for preparing math teachers that Ivy Tech will provide in collaboration with an on-line university in another state.
3. **Small Schools Coaching Initiative**—Berghoff provided background on the coaching program, which involves SOE faculty. This work is supported by a grant from the Gates Foundation that flows through CELL at the University of Indianapolis. Berghoff reported that there are 14 instructional coaches working with academic deans and faculty to help change approaches to instruction in the

small schools environment. Each small school has its own theme—from art to mathematics to health education. Small schools faculty are working together to develop a common vision to provide direction for accomplishing goals associated with the theme they have chosen. Thus teachers are developing communities of learners, and the context of each school has as much to do with outcomes they seek and attain as does the curriculum.

While small inquiry groups in each school have been meeting and making some progress, everyone felt the need for a leader for small schools within the IPS administration. CELL has now hired Jane Kendrick, former superintendent in Hammond and Anderson, to coordinate the small schools initiative.

Each small school must develop its own improvement plan, but a big barrier is the inability to obtain data from the central office for tracking progress. Another barrier to the whole effort is the fact that Superintendent White needs to cut both administrators and teachers in order to meet the budget reduction imposed by the state legislature. So everyone is feeling pressure on that score in addition to the stress of coping with a major organizational change. With school board as well as union elections coming up, the support small schools have received from those organizations may not be as strong. All of these factors contribute to great uncertainty among personnel providing the leadership for learning in small schools.

Seabrook reported on work with the new Attucks magnet school, which, like other small schools, will have about 400 students. The Attucks concept will involve early college, and a strong relationship with IUPUI is being forged in that connection.

Under the new definition for high school graduation statistics, students will be tracked from the beginning of the 9th grade to the end of the senior year. Currently only 27% of IPS students graduate according to this standard. Ivy Tech apparently does not keep statistics on student origins, so it is not clear how many IPS graduates take that route to college. We have learned that some of the IPS graduates who come to IUPUI with AP credit cannot pass our placement tests. This led to a discussion about the uneven levels of rigor accorded the AP experience in various high schools. Seabrook mentioned the emphasis of the Bush administration on increasing the number of AP courses, and this could help with the rigor issue. Seabrook asked if the IUPUI SOE should certify AP teachers. The College Board is interested in assisting with the cost of such a certification program.

Berghoff and Blackwell concluded the discussion of coaching with their observation that the small schools concept is succeeding where teachers truly want students to succeed and believe they can. There certainly is variation among teachers in the depth of their understanding and appreciation of student abilities and backgrounds. In addition, we have some concern about the level of financial support being provided to the coaching initiative by CELL

4. **SOE-SOS Student Reception**—The planned February 6 reception designed to encourage more IUPUI students to become science and math teachers did not take place. Everyone agreed that this was a good idea, however, and there is hope that this reception can still take place during the current academic year.
5. **Report from a T2T Graduate**—Andrea May, who received a bachelors degree in Biology at IU Bloomington and then completed the T2T program at IUPUI, reported on her experiences in that program. She was in the first T2T cohort, which included only science teachers. She spent all day, five days a week, for 18 months in secondary science classrooms learning first-hand from the teachers there. She had IUPUI courses two nights each week. May reported that getting into the schools immediately to shadow teachers, then begin to help, and ultimately teach, was the most valuable component of the T2T experience. When asked if her cohort, members of which keep in touch via email, could use any assistance from IUPUI, May said that her group would like to read books on inquiry science, and that funds to purchase these books would be much appreciated.
6. **Joint SOS-SOE Proposal**—Cowen reported that SOS and SOE faculty are at work jointly developing a proposal for the Urban Center for Advancement of Science and Education. The goal is to develop a pre-service education program that will enable students to finish in four years, earning approximately 128 credits. Recruiting a diverse cohort of students is important, as is providing support for teachers in service. SOE and SOS faculty will have appointments in the Center. The Center will have an administrative assistant who will serve as the chief operating officer, along with a secretary and a full-time advisor. There will be three full-time faculty and three adjunct appointments. The degree will be granted by the School of Science, as has been the case in past years for math and science educators.

Next Meetings:

March 20 Symposium with Nancy Hoffman, 3-5 p.m. in the IPS Board Room on the first floor of the John Morton-Finney Center for Educational Services on 120 Walnut Street.

April 20 from 3:00 to 5:00 p.m., Place--TBD