

Committee on Teacher Education (COTE)

Thursday, August 29, 2002
University Library, Room 1126
3:00 - 5:00 p.m.

AGENDA:

1. Welcome and IntroductionsT. Banta
2. 21st Century Teacher Projects C. Leland and Colleagues
3. Update on NCATE visit.....L. Houser
4. COTE membership and future discussion topics..... Members

MINUTE SUMMARY:

Present: T. Banta, C. Barman, B. Berghoff, C. Borgmann, M. Capuano, C. Collier, S. Fox, L. Haas, L. Houser, E. Jones, J. Kuczowski, C. Leland, K. Murtadha, R. Osgood, L. Oukada, H. Saatkamp, C. Souch, J. Swope, J. Watt.

Absent: R. Ahlgrim, G. Gonzalez, P. Scott.

1. **21st Century Teacher Projects** in social studies, science, elementary mathematics, secondary English, and an introduction to the middle school were described and discussed by team members. More information about these projects can be found on the SOE Web site <http://education.iupui.edu>. (Look under “Internal Links.”) Comments about the collaboration among IUPUI faculty across disciplines and the interactions with public school colleagues were uniformly positive. The 21st Century funding will expire at the end of the 2002-03 year and the schools will be expected to fund future cross-disciplinary development work.

2. H. Saatkamp described a project entitled **Smart Desktop**, which will provide assistance to teachers in 144 schools in Indiana this year. Saatkamp is on the board of directors for the project.

3. L. Houser provided an update on preparations for the **NCATE** reaccreditation process scheduled for this fall. The dates for a preliminary visit are September 3-4, while the full team will be in Indiana November 2-6. The reaccreditation team will include 24 people and they will look at IUB, IUPUI, and IUPUC programs. In addition, NCATE and the State Professional Standards Board will conduct the review jointly.

Much of the self-study is on the Web, including the course structure and data for student assessment. Actual student work will be reviewed on-site. The difficulty of addressing Standard

2, that is, showing the impact our students have on the learning of the K-12 students they teach, was discussed.

4. Concerns were expressed about the extent to which the administration in Washington is discounting the need for teacher education and emphasizing the need for additional achievement testing for students in Grades 3-8. Further discussion ensued regarding the administration's **No Child Left Behind Act** – the difficulties involved in interpreting it and ultimately implementing it. We know that assessment should involve multiple modes of measurement, but the new legislation relies exclusively on testing. Student portfolios hold much promise for demonstrating growth in learning, but these are not being considered presently.

5. Indiana's PL100, requiring **Transition to Teaching Programs**, also indicates a discounting of the value of teacher education. C. Barman and others involved in science education have made a very conscientious effort to make this program work at IUPUI. Now Barman has a grant to follow the first 10 graduates of Transition to Teaching in science at IUPUI to see how they fare in their teaching jobs and what suggestions they have for improving the program.

6. **Legislation**—at state and federal levels—and what we can do to influence it provoked intense discussion. K. Stanton described the actions she and her colleagues take routinely to influence legislation for students with special needs. Several members expressed interest in devoting time at a future COTE meeting to considering current legislation and how it might be influenced.

7. **Membership** was a topic that brought several suggestions. Public school teachers and SOE students were mentioned. Rotation of members also was favored.

8. **Topics suggested for consideration at future meetings** included more on the 21st Century Teacher Projects, the effectiveness of schedule blocks, and where new teachers struggle—in addition to current laws and how to influence future legislation.

Committee on Teacher Education (COTE)

Thursday, October 31, 2002

Administration Building, Room 103

3:00 - 5:00 p.m.

AGENDA:

1. Approval of August MinutesT. Banta
2. Perspectives on Governor's Roundtable and
No Child Left Behind..... Chuck Little
3. IUPUI Chancellor's P-16 InitiativeT. Banta
4. Great Cities Rubrics B. Berghoff
5. Action Research Module..... Jim Kilbane
6. Cluster School Plan..... B. Berghoff, Carol Matern
7. Update on New Teacher Education Admission Policy B. Berghoff
8. Suggestions for New MembersT. Banta
9. Schedule for Spring Semester COTE Meetings.....T. Banta

MINUTE SUMMARY:

Present: T. Banta, C. Barman, B. Berghoff, C. Borgmann, M. Capuano, S. Fox, E. Jones, J. Kuczkowski, C. Leland, H. Saatkamp, C. Souch, G. Williams (for L. Haas).

Absent: R. Ahlgrim, L. Houser, K. Murtadha, R. Osgood, L. Oukada, P. Scott, J. Swope, J. Watt.

Guests: Chuck Little, Jim Kilbane

1. Minutes of the August meeting were approved.
2. Chuck Little, executive director of the Indiana Urban Schools Association, reported on the most recent meeting of the Governor's Roundtable and on the new federal legislation, No Child Left Behind (NCLB). The Governor's Roundtable is co-chaired by Governor O'Bannon and Sue Ellen Reed, but Stan Jones of the ICHE usually presides. Members include business representatives, the president of the Indiana State Teachers Association, the head of the Indiana Professional Standards Board, lobbyists, representatives of state legislators, and some school superintendents and deans of colleges of education. The Roundtable is appointed pursuant to state law; the body can recommend guidelines to the State Board of Education that then must be followed by public schools and colleges in Indiana. At the most recent meeting of the Roundtable, the state's education deans had been asked to make presentations concerning their approaches to teacher education. Following the presentations there was very little time for discussion.

No Child Left Behind (NCLB) intends to reach all children, guaranteeing that a well qualified teacher will be in every classroom within three years and that within twelve years every child will reach state-determined standards of minimum competence. Annual yearly progress is required; not just for an entire school, but for every identified subgroup within the school. If schools are performing below the state average, they need to increase their scores ten percent per year or risk having to assist in transferring students who wish to move to high-performing schools. While new money has come to the state to fund NCLB provisions, most of it ends up being spent on transferring students out. Thus the net effect on the schools' finances is negative since more must be spent now on testing students in grades where testing was not mandatory previously.

Indiana already has PL 221, which state educators believe is a better law than NCLB. Chuck Little is working with superintendents around the state to draft a formal request that the provisions of PL 221 be allowed to substitute for NCLB within Indiana. While officials within the US Department of Education appear to be signaling that states will have some leeway in working within NCLB, Secretary Paige has taken a less flexible position on this matter.

Since there is no new money for testing or for professional development for teachers, it is difficult to comprehend how simply testing students is going to help them increase their achievement levels.

COTE members subsequently discussed the need to lobby the Indiana legislature for the changes in postsecondary education that will have to accompany NCLB. Obviously, teachers will need help in teaching every child reading, writing, and critical thinking in addition to content knowledge.

3. Various P-16 initiatives were identified. Chancellor Bepko has asked each dean for information and has compiled a collection of IUPUI school-based activities that involve the public schools. Some of these are documented in the Civic Engagement Inventory section of the IUPUI portfolio at www.iport.iupui.edu. H. Saatkamp described a P-16 committee on which he serves that is Indiana University-wide.
4. B. Berghoff described some of the Great Cities Schools initiatives. Data from colleges of education in other communities are being collected because it is recognized that universities located in urban areas have common concerns. Many classrooms in city schools have so many problems that teachers find it difficult to teach. We already know far more from research than we are using to help students learn. Rubrics are being developed to provide some indication of how effective colleges of education are in preparing teachers for urban settings.

5. H. Saatkamp called our attention to the possibility of obtaining funding from the Carnegie Corporation of New York for partnerships involving colleges of education and arts and sciences and public schools in urban settings. Members noted that additional IUPUI schools (e.g., SPEA, Nursing, Social Work) could be involved to provide the strategies and support that will help students learn. Mental and physical health problems and family poverty are some of the areas of need. The possibility of developing an application for grant funding using the SAVI database was suggested.
6. Jim Kilbane demonstrated the Action Research Module that faculty have developed to help teachers do action research. This is one of the Great Cities Schools initiatives.
7. B. Berghoff reported that there may be a need soon to become more selective in admitting students to teacher education at IUPUI. Accordingly, SOE faculty have developed a policy favoring students who started at IUPUI as they are considered for admission. Native IUPUI students have developed knowledge and skills related to the Principles of Undergraduate Learning. So far, no students have been rejected, and there is opportunity for more discussion of this policy. At our next meeting we should study the potential impact of enforcing this policy on the numbers and characteristics of those who are admitted. COTE members urged Berghoff to share the draft admissions policy with teacher educators in other schools. SOE faculty also were urged to consider other experience and backgrounds in their policies—not just experience gained at IUPUI.
8. The following suggestions were made concerning COTE membership:
 - SLA—Marta Anton, Kim Lovejoy, Kathy Lam, Bob Harris
 - Science—Doug Lees, Fritz Kleinhaus
 - PE—Katie Stanton
 - Community—Scott Massey or Diana Moon (IHC), Suzie Crouch (IDOE), Bridges to Success, Urban League
 - Schools—Phylis Coe, Ann Jo Glenn, Carole Damin, Joyce Macke, other PDS representatives
 - Writing Project Teachers: Jim Quirke, David Lawson, Allyson Smith, Joe Turner, Connie Bleicher
 - Students
 - Alumnae

Committee on Teacher Education (COTE)

Tuesday, December 17, 2002
Administration Building, Room 103
3:00 - 5:00 p.m.

AGENDA:

1. Approval of October MinutesT. Banta
2. *No Child Left Behind* Discussion..... Chuck Little
3. Carnegie Proposal K. Murtadha
4. Schedule for Future Meetings.....T. Banta
5. COTE Membership.....T. Banta

MINUTE SUMMARY:

Present: T. Banta, C. Barman, B. Berghoff, E. Jones, J. Kuczkowski, C. Leland, K. Murtadha, H. Saatkamp, C. Souch, J. Watt, G. Williams.

Absent: R. Ahlgrim, C. Borgmann, M. Capuano, C. Collier, S. Fox, L. Houser, R. Osgood, L. Oukada, P. Scott, J. Swope.

Guest: Julie Jackson

1. The minutes of the October meeting of COTE were approved without modification.
2. K. Murtadha reported on SOE planning for a **proposal to the Carnegie Endowment**. SOE faculty have used federal funding channeled through the organization of Great Cities Universities to initiate the New Urban Teacher Collaborative (NUTC). In response to the critical need to support beginning teachers, a web portal has been established through Oncourse to provide professional development resources and opportunities for on-line discussion for new teachers in the community. NUTC also supports mentors for new teachers and Carnegie funding would be sought to expand this effort, making stipends available for faculty who would serve as mentors for beginning teachers during their induction period. COTE members generally expressed support for seeking Carnegie funds to strengthen NUTC.

E. Jones volunteered to assist K. Murtadha on the proposal; C. Souch will send K. Murtadha a name from Liberal Arts. J. Watt will ask Andy Gavrin to represent Science. The addition of a teacher or principal to the planning group was suggested. K. Murtadha said that she hoped to have a white paper outlining the scope of the proposal to share with COTE members by March 1.

3. Julie Jackson, doctoral student in higher education and law, presented a report she has compiled in cooperation with the Office of University Counsel on the subject of **liability insurance for students** when they are pursuing their education off campus in field settings. Jackson stated that faculty must tell students that the university assumes no liability for mishaps that may befall them while they are in such settings. Faculty should screen potential sites to assess risks and ask that agencies accepting IUPUI students as observers or interns cover these students with their own insurance. Faculty also should suggest that students obtain their own personal/medical insurance; IUPUI makes such insurance available for students who wish to purchase it.
4. In the absence of expected guest, Chuck Little, a general discussion about the impact of **No Child Left Behind** (NCLB) was initiated. K. Murtadha and B. Berghoff reported that as regulations for NCLB are being discussed, a letter from various education organizations in Indiana has been sent to the US Department of Education requesting that in Indiana the provisions of PL 221 be substituted for portions of NCLB requirements. COTE members observed that NCLB is focused on closing achievement test score gaps for minorities rather than promoting excellence in education generally. So K-12 teachers now must focus on preparing students for tests, often to the exclusion of other components of the educational program such as art and physical education.

COTE members suggested that COTE become involved in educating faculty, students, and the public about the implications of NCLB. Individuals and groups with which COTE might confer include Stan Jones and Sue Ellen Reed; faculty at Ball State, Butler, Purdue, and other area colleges; the Center for Educational Leadership established at the University of Indianapolis with funding from the Lilly Endowment; area superintendents and principals; and the Indiana State Teachers Association. Cheryl Sullivan and Cathy Smith could help us make some of these contacts.

T. Banta recommended that a brief paper or set of talking points be developed summarizing what research shows we need to do to improve student learning. These points should guide state and federal educational expenditures and should be emphasized again and again as we talk with decision makers. B. Berghoff is working on such a paper.

5. **COTE Membership** for the coming year was discussed again. T. Banta presented a draft of membership categories along with the names of IUPUI faculty members who might serve as representatives in each category for the years 2003-2006. It was suggested that public school representatives be included in correspondence about COTE but encouraged to attend meetings only when specific items requiring their perspectives were placed on the agenda.
6. T. Banta announced the formation of a new **COTE subcommittee** that will subsume the responsibilities of the Agenda and Interdepartmental Communication subcommittees. Matters involving SOE policy as it affects curricula and student advising in other schools will be discussed and each COTE meeting agenda will be planned by this group. The initial membership will include B. Berghoff, C. Borgmann, E. Jones, J. Kuczkowski, and C. Souch and T. Banta will convene the group.

Committee on Teacher Education (COTE)

Thursday, February 20, 2003
University Library, Room 1116
3:00 - 5:00 p.m.

AGENDA:

1. Approval of December 17, 2002 Minutes.....T. Banta
2. SOE Admissions Criteria.....L. Houser and B. Berghoff
3. NUTC as a Carnegie Proposal K. Murtadha
4. State End-of-Course AssessmentsT. Banta
5. Draft Paper on NCLB * B. Berghoff
6. Plans for April MeetingT. Banta

MINUTE SUMMARY:

Present: T. Banta, B. Berghoff, C. Collier, S. Fox, L. Houser, E. Jones, J. Kuczkowski, K. Murtadha, H. Saatkamp, C. Souch, J. Swope, J. Watt.

Absent: R. Ahlgrim, C. Barman, C. Borgmann, M. Capuano, G. Gonzalez, C. Leland, R. Osgood, L. Oukada, P. Scott, G. Williams.

Guest: Linda Haas for Gayle Williams

1. The minutes of the December 17, 2002 meeting of COTE were approved without modification.
2. B. Berghoff distributed copies of the new admission policy for the undergraduate Learning to Teach/Teaching to Learn program for teacher education students. In this policy, preference is given to IUPUI students who have earned GPAs of 3.0 and above. L. Houser and Berghoff noted that while students must submit their applications by the posted deadlines, incomplete applications will be accepted; materials can be added as they become available to the prospective student.

J. Swope and others suggested that high grades might not be the best predictors of success as a teacher. They noted that screening out applicants with GPAs below 3.0 might hurt particularly the effort to increase the number of science and mathematics teachers that we need in order to address critical shortages in these areas. Several suggested that “other considerations” might be used in admission decisions. Houser and T. Banta will look into the possibility of conducting a predictive validity study to ascertain the characteristics that are most effective in predicting success.

3. K. Murtadha distributed a draft proposal that might be submitted to Carnegie. It proposes an expansion of the New Urban Teacher Collaborative (NUTC) in which first- and second-year teachers in IPS are mentored by IUPUI faculty and given web-based resources to help them succeed during their early years of teaching. The proposal would request funding for stipends for IUPUI faculty willing to serve as mentors and would increase the number of new teachers in the virtual community that is NUTC from 20 to 50. Funding also would help in establishing an evaluation component for the program.

H. Saatkamp urged Murtadha to tie the NUTC project to Indiana's Smart Desktop project being developed by the Indiana Humanities Council. He also suggested shopping the proposal with Lumina and other foundations. Several COTE members stressed the importance of emphasizing the potential for *research* related to teaching that NUTC presents. Some even noted that funding for professional development and travel to conferences to present research findings might be more effective in attracting faculty to the project than would stipends. The possibility of engaging retired IUPUI faculty and P-12 teachers as mentors also was suggested.
4. Banta described a conversation with Cheryl Orr of the ICHE concerning Indiana's new End-of-Course Assessments. She distributed a description of these tests that was taken from the Governor's Roundtable Web site. Tests in English and mathematics are being developed by ETS to be given as high school juniors and seniors complete Core 40 courses in these areas. Eventually End-of-Course Assessments are to be developed in science and social studies as well. Stan Jones is encouraging the Governor's Roundtable to support requiring End-of-Course Assessments for all high school juniors and seniors and would like to see Indiana colleges use them as placement tests. J. Watt reported on progress (or lack thereof) on the math tests and noted that the assessments are related to Indiana's participation in the 5-state American Diploma project.
5. Banta distributed an early draft of a paper COTE has asked Berghoff to develop on the ramifications of the federal law entitled No Child Left Behind. We need to think carefully about how this paper might be used. Banta offered to seek the counsel of Vice Chancellor Cheryl Sullivan on this matter.
6. Plans for an April meeting of COTE that would involve a larger group of participants from IUPUI and the P-12 sector were discussed. "Beyond NCLB" was suggested as a theme. A symposium on this topic might be planned for Fall 2003. Our most important concerns involve finding the best ways to help teachers prepare to increase student learning.

**The Next Meeting of COTE Will Take Place on
Tuesday, April 29, 2003
3:00 – 5:00 p.m., Room AO 103**