

Committee on Teacher Education (COTE)

September 4, 2003

Thursday, September 4, 2003

University Library, Room 1116

3:00 - 5:00 p.m.

Meeting Summary:

1. Trudy Banta opened the meeting with introductions and a brief history of COTE, which was convened for the first time in 2000. Our work will take place in general meetings that focus on broad issues, working groups that address specific topics, and symposia that involve a broader cross-section of stakeholders in teacher preparation.
2. Charles Little, executive director of the Indiana Urban Superintendents Association, provided an overview of the federal **No Child Left Behind Act** and discussed current developments in Indiana.

By 2013 all sub-groups of public school students, including racial/ethnic groups, students on free lunch, students whose first language is not English, and students with special needs, must have reached a defined standard of learning. In the meantime, all of these groups must be making annual yearly progress (AYP) toward that standard, as defined by the state of Indiana. AYP for all sub-groups is required, and if not achieved, a school is labeled failing. Failing schools will, after two years with that designation, be obligated to spend money to send students to other - - presumably successful - - schools if the parents of these students wish to enroll them elsewhere. It will be almost impossible for any school enrolling more than 30 (the threshold number for including a sub-group in the statistics) special education students to escape the failing designation.

As a result of the 2002 ISTEP testing, many public schools in Indiana have been labeled failing. But virtually all of these schools have filed appeals with the Indiana Department of Education. Thus the situation is uncertain. Given all the rules that have been put in place, however, it is apparent that eventually ALL public schools will fail.

Little told us that the NCLB Act will be revised in four years as it comes up for reauthorization. The only avenue for lobbying for change is through U.S. senators and representatives.

Annjo Glenn and Larry Hurt reported that as a result of the implementation of NCLB, many teachers are retiring as soon as they are eligible. The average age of teachers is dropping rapidly and some new teachers are not able to acquire appropriate mentoring from experienced colleagues because the number of such colleagues is dwindling.

Everyone who spoke applauded the intent of NCLB. But the ways in which the law is being implemented are creating problems.

Marcia Capuano emphasized that teachers have not been prepared to help every child succeed. For instance, reading skills are fundamental to success in almost every subject, but not all teachers know how to teach reading. Capuano urged members of COTE to work on preparing every teacher to understand the developmental needs of all students and to adopt the teaching strategies that will help every student succeed.

3. Education Dean Gerardo Gonzalez praised the intent of NCLB to prepare every student to go to college and become a contributor to an economy that demands more education and more advanced skills than ever before. Then he described **Indiana University's P-16 Plan**, which was drafted by a committee he chairs.

The plan calls for rigorous preparation of future teachers, first in a content area, but also in pedagogy. The IU 21st Century Teacher Project has brought teams of college professors and public school teachers together to propose and try new ways of providing this preparation.

The P-16 plan also calls for improving professional development for P-12 educators, expanding and strengthening partnerships with stakeholders, and facilitating students' transition from high school to college.

4. Khaula Murtadha, executive associate dean of education for the Indianapolis campus, observed that public schools are part of communities and educators must work to ensure that the **entire community is aware of NCLB and its implications**. Parents, for instance, need to understand the importance of the achievement testing and the consequences of a school's failing to make AYP. Murtadha called for community meetings designed to achieve these goals.

Beth Berghoff focused her comments on the inadequacy of the tests we are using. These instruments cover only a portion of what students know and can do and thus they tend to narrow the curriculum. Art, music, physical education, and even science are being squeezed out of the school day as drill on math and language arts is expanded. COTE members expressed strong support for initiatives that would lead to **improved assessment instruments**.

5. Chuck Little said that several state organizations are working on plans to **improve NCLB**. In the meantime, the following actions could be taken to improve student performance:
 - Strengthen pre-school experiences
 - Fund all-day kindergarten
 - Require students to start school at age 6 rather than 7

Marcia Capuano called for more differentiated instruction and better tests. She also described extensive community partnerships underway in Lawrence in which school personnel provide assistance with education programs at Community Hospitals, mental health agencies, apartment complexes, while employees of the agencies and residents assist the schools by tutoring and helping to teach reading, among other activities. The entire community is beginning to work together to improve the health and education of residents.

6. **Future COTE activities** were suggested by members as follows:
 - a. New 21st Century Teacher projects - \$50,000 available now
 - b. Discussion of ways to turn reports on some COTE –related activities into publishable manuscripts so as to attract junior scholars to this work
 - c. Exploration of ways to improve assessment of knowledge and skills
 - d. Listserv for all IUPUI faculty involved in teacher preparation – Berghoff is implementing this

FUTURE MEETINGS

Thursday, October 30 – Working meeting focused on general education and the Unit Assessment Plan. Please attend and bring colleagues interested in these topics

Thursday, November 12 – Workshop with Dr. Lowell Rose on NCLB. Please attend and suggest others who would like to learn more about how educators at all levels can respond to NCLB.

COMMITTEE ON TEACHER EDUCATION (COTE)

Friday, January 23, 2004

Education/Social Work Building, Room 3138B

3:00 - 5:00 p.m.

AGENDA:

1. English as a New Language – Marilee Updike and Gabrielle Bersier
 - ENL dual license – Chris Leland
 - Concept paper for Title III Grant – Bob Osgood
2. Proposed change in admission date – Chris Leland
3. Plans for Spring meetings of content area representatives with SOE faculty – Bob Osgood
4. 21st Century Teacher Project update – Chris Leland
5. Status report on advising sheets discussed at October 30 meeting
6. IUPUI proposal for grant under Indiana's Improving Teacher Quality Partnership Program – Jim Kilbane?
7. NUTC Project proposal update – Chris Leland
8. Support of Geography Educators Network – Catherine Souch
9. End-of-Course Assessments in writing, math, and science for high schools – Khaula Murtadha and Trudy Banta

MEETING SUMMARY:

Members present: Anton, Banta, Bersier, Fox, Houser, Hurt, Jones, Kuczkowski, Leland, Murtadha, Osgood, Souch, Stanton, Swope, Williams

Guests: Marilee Updike, Thom Upton

- 1A. **English as a New Language.** Marilee Updike, ESL Coordinator with Indianapolis Public Schools, provided an overview of the needs of IPS students, teachers, and parents for assistance in understanding and instructing students for whom English is a new language. In particular she stressed the difficulties presented by the culture of poverty in which many of these students must exist outside the school environment. Indianapolis is attracting a

growing number of refugees who are not literate and have never even been in a school. In addition, many teachers have not studied a second language and find it difficult to know what accommodations to make for students whose first language is not English. Students are failing subjects and grades primarily because they don't understand English; Updike believes they should be given alternative ways to demonstrate what they know. She has participated in an effort led by the Indiana Department of Education, now complete, to adapt content standards to make them applicable to ENL students. The importance to ENL students of the ability to read was discussed, and there was some agreement that all teachers should know how to teach reading. L. Hurt said that in his experience, teacher education students and even new teachers don't comprehend that they need to know how to teach reading; they only come to this realization after they have taught for some 3-5 years.

G. Bersier responded to Updike's presentation from the perspective of faculty in the Department of World Languages and Cultures at IUPUI. She said that interest in foreign languages among IUPUI students is higher as a result of the events of 9-11-01. In addition, IUPUI faculty and administrators are more interested now in internationalizing the curriculum and offering more study-abroad opportunities. Bersier and other COTE members believe that students in teacher education should have some exposure to experiences that will increase their intercultural literacy. In addition, teachers in service need some version of these experiences. Service learning can assist in conferring this experience, but C. Souch offered the opinion that one really needs to study a second language in order to appreciate how difficult it is for others to learn English. K. Murtadha said that the newest graduates of IUPUI's School of Education will have a working knowledge of other cultures.

Thom Upton, associate professor of English and ESL Coordinator at IUPUI, said that there is no one in the SOE who is prepared to address ENL needs of current students or in-service teachers. Upton currently helps as much as he can, but the scope of the problem is quickly outgrowing his ability to address it.

Murtadha said that a search is underway for a new Director of Professional Development/Continuing Education for the SOE. This new director will assist by identifying needs related to ENL and finding specialists to provide assistance.

- 1B. Upton and C. Leland discussed a **new ENL teaching license** they have developed. After two years of work with colleagues at IUB, the coursework, which can be transferred between IUB and IUPUI, now has been defined for those interested in pursuing the preparation needed to apply for the new ENL license. Bersier emphasized that students taking such coursework would be prepared at a cognitive level, but not at a linguistic level, to make a contribution to ENL concerns as they enter the teaching profession.
- 1C. B. Osgood described a **Title III grant** that B. Berghoff and Katie Brooks are developing to address ENL concerns. The funding, if awarded, would provide for a new ESL professor at IUPUI, additional experiences for teacher education majors, and professional development in partnership with IPS. The concept paper describing plans for this proposal is attached.

2. Leland announced that **new dates for admission** to teacher education have been established: **February 7** for Fall enrollment, and **September 7** for enrollment in the Spring term.
3. Osgood described the process of **assessing portfolios for secondary teacher education students**. He will announce dates for the process of setting benchmarks for the portfolios. Faculty volunteers from SLA and other schools are needed.
4. Leland said that \$50,000 to support **21st Century Teacher projects** will be available for Summer 2004. Since the funding will be split between IUPUI and IUB, we may anticipate that only one or two IUPUI projects will be selected. Ideas suggested by COTE members for these projects include: something related to ENL, coordinated school health programs, math field placements in IPS or in community centers, and validating End-of-Course Assessments for use as college placement tests.
5. Osgood and Berghoff have been revising the **advising sheets** Berghoff disseminated at the October 30 COTE meeting. Souch thanked Berghoff and Osgood for making these sheets available for comment by other schools; in particular, chairs in SLA have expressed their appreciation for this opportunity. Osgood said the content of the revised sheets will be made available on the SOE web site soon.
6. A **proposal** has been submitted to Indiana's **Improving Teacher Quality Partnership** program that would provide support for developing communities of inquiry—critical friends—for professional development. The focus in this proposal is on science fields.
7. A **New Urban Teacher Collaborative (NUTC) proposal** has been submitted to the Indiana State Teachers Association for funding. Jim Kilbane and Carole Damin are IPS teachers in residence at IUPUI. They work with IUPUI graduates who would like to work in IPS. They also provide support for new IPS teachers to keep them motivated to stay in teaching. An electronic portal has been developed for use by new teachers and their mentors. SOE faculty visits and focus groups provide face-to-face support. More support from school principals has been identified as a critical need. The electronic portal makes it possible for the new teachers to go online for support as opposed to having to leave their classrooms for formal professional development experiences.

A second NUTC proposal will involve as mentors faculty from SLA, Science, Physical Education, and Herron. Second-year teachers have been found particularly helpful in supporting first-year teachers because the second-year teachers have just succeeded in negotiating the stressful experience of the first year of teaching.

8. Souch reported concerns about **proposed changes in social studies requirements** for the Core 40 high school diploma. After some discussion about ways to express concern about proposed changes, Souch volunteered to do some research to find the precise language of the new proposals. She will provide this information for COTE members via the COTE LISTSERV.

Future COTE Meetings:

Thursday, February 26	3:00 to 5:00 p.m.	UL 1116
Tuesday, March 30	3:00 to 5:30 p.m.	Eiteljorg Museum
Thursday, April 29	3:00 to 5:00 p.m.	UL 1116

COMMITTEE ON TEACHER EDUCATION (COTE)

Thursday, February 26, 2004
University Library, Room 1116
3:00 - 5:00 p.m.

AGENDA:

1. Approval of January minutes T. Banta
2. Professional Development Schools..... Nick Brown
3. Meeting the new licensing standards L. Houser
4. Update on the Transition to Teaching program B. Osgood
5. 21st Century Teacher proposals C. Leland
6. Revised advising sheets B. Osgood
7. Unit assessment system update B. Osgood and others
8. Progress on Title III proposal T. Banta
9. Overview of Sonia Nieto event on March 30 B. Osgood and T. Banta

MEETING SUMMARY:

Members present: T. Banta, S. Fox, J. Kuczowski, C. Leland, R. Osgood, G. Williams, P. Wolfe

1. Nick Brown, principal at West Grove Elementary School provided background and a description of **Professional Development Schools (PDS)** based on research he has conducted in connection with his dissertation. PDS grew out of the work of the Holmes Group in the mid-1980s. Brown has found that pre-service teachers whose education takes place in a PDS setting stay in the profession of teaching longer than those who do not have PDS experience. Brown's PowerPoint presentation is attached.
2. R. Osgood reported on the **Transition to Teaching, (T2T)** program. In January Charlie Barman told School of Education faculty that a significant number of those who express interest in T2T are not able to pass the PRAXIS 2 exam in science. In addition, many of those interested need financial aid in order to complete the program, particularly since they must pay graduate fees for their courses. Barman is applying for a grant that would provide scholarships for those needing financial assistance. J. Kuczowski observed that the students most likely to succeed in T2T are those who have recently completed baccalaureate degrees in the School of Science.
3. C. Leland has conferred with Dean Gonzales, and has learned that **21st Century Teachers** project funding will be much less in 2004 than in 2003. At most, two projects from IUPUI

will be supported. Leland suggested that two projects which might be submitted could be focused on English as a New Language (ENL) modules and a module for a high school methods course in which the SOE and the School of Science might be involved.

4. Osgood reported that **advising sheets** for French, Spanish, and German have been revised on the basis of suggestions provided by languages faculty in the School of Liberal Arts. Ann Wells is putting the revisions on the SOE Website.
5. February 27 is the date for faculty involved in elementary and secondary teacher education to discuss the **unit assessment system**. One of the concerns to be addressed is the difficulty involved in reading and evaluating the assessments.
6. T. Banta reported that B. Berghoff will submit a **Title III grant** for assistance with ESL initiatives. Unfortunately this grant program offers a maximum of \$125,000, far less than is needed in this area. Additional funding sources will be sought.
7. Banta announced that Mary Wilhelmus, representing Suellen Reed – Indiana Superintendent of Public Instruction – will address a joint meeting of the Program Review and Assessment Committee and the Placement Testing Advisory Committee on March 26 to explain the Governor’s Roundtable **End-of-Course Assessments** initiative. COTE members are welcome to attend this meeting.
8. On March 30 Sonia Nieto, professor of multicultural education at the University of Massachusetts-Amherst, will describe, on the basis of her research based on interviews with public school teachers, the challenges that face teachers in urban settings today. COTE members are encouraged to attend this presentation and to bring colleagues involved in teacher education. This event will take place at the Eiteljorg Museum from 3:00-5:30pm on Tuesday, March 30.

Future COTE Meetings:

Tuesday, March 30	3:00 to 5:30 p.m.	Eiteljorg Museum
Thursday, April 29	3:00 to 5:00 p.m.	UL 1116

Committee On Teacher Education (COTE)

Thursday, April 29, 2004
University Library, Room 1116
3:00 - 5:00 p.m.

AGENDA:

1. Approval of February minutes Trudy Banta
2. 21st Century Teacher Project proposal Chris Leland and Thom Upton
3. Advising for secondary Transition
to Teaching program Bob Osgood and Jodi Norton
4. New Indiana cultural competence law Bob Osgood
5. COTE follow-up for Nieto workshop Trudy Banta
6. Preparing health teachers and K-12 wellness initiatives Betty Jones
Suzie Crouch
INDOE

MEETING SUMMARY:

Members present: M. Anton, T. Banta, J. Kuczkowski, C. Leland, K. Murtadha, B. Osgood, K. Stanton, J. Watt, P. Wolfe.

Guests: Thom Upton, Department of English; Lisa Angermeier, Department of Physical Education; Suzanne Crouch, Director of the Coordinated School Health Program, Indiana Department of Education.

1. C. Leland distributed a summary of two proposals for **21st Century Teacher Project** funding that were submitted to Bill Harwood at IUB by the April 23 deadline. The first is to revise Q200-Scientific Inquiry, a science course required for elementary education majors, to ensure that the course is aligned with the Indiana Academic Standards for K-8 Science (2000).

Thom Upton was present to discuss the second proposal, which would involve developing two units of study to be added to existing courses for pre-service secondary school teachers. These units would focus on classroom practices and teaching methods that can help future content area teachers support the literacy needs of English as a Second Language (ELS) students. COTE members spent considerable time discussing the facts that (1) this proposal describes a useful first step that should be taken, but (2) a next important step is to require future teachers to develop proficiency in a foreign language. Spanish is the language most needed in Indianapolis public schools today.

2. J. Kuczkowski asked who would be **advising students in the T2T program**. SOE representatives said this has not yet been determined.
3. R. Osgood introduced the **Cultural Competence in Educational Environments act** of the Indiana legislature that will take effect July 1. The act states that Indiana's teacher training institutions must prepare individuals to teach in various environments by requiring courses

and methods that increase their cultural competence. Osgood expressed confidence that IUPUI already is in compliance because students have a diversity course and assignments in their general education courses as well as their additional Education courses that address multi-cultural issues. In addition, in-school experiences and student teaching in public schools serving diverse populations provide first-hand exposure to these issues.

The need for professional development for teachers in service was discussed.

K. Murtadha said that SOE faculty and staff are prepared to provide development in this area in response to requests from the community. She emphasized that SLA faculty should also be involved in meeting this need.

4. Joy Seybold has been named to a new SOE position designed to provide **coordination for professional development**. She will identify community needs for in-service experiences, then attempt to address those needs through programs provided by SOE faculty and other IUPUI colleagues.

COTE members suggested that IUPUI should develop stronger ties with community organizations like the Hispanic and Hawthorne Centers since these groups can be powerful allies in encouraging children to learn. Another suggestion was that we should develop communities of practice with broad-based membership to tackle difficult issues. ENL and cultural competence are issues that keep coming up in COTE meetings. Another topic mentioned was the need to learn from others how the NCLB initiative can be deployed successfully. Apparently it is working as envisioned in Brockport, New York and other school districts in California and Florida.

5. T. Banta distributed a sheet entitled “How Can We Attract and Support Effective Public School Teachers?” This listing, which is attached, was developed as a summary of suggestions for actions by COTE that emerged from Minute Papers written by participants in the March workshop led by Sonia Nieto.
6. Lisa Angermeier and Katie Stanton introduced Suzy Crouch from the INDOE, who described Indiana’s Coordinated School Health Program. This program combines physical education and health education, emphasizing the role of physical activity in social, emotional, and physical health, which are essential to academic achievement. Crouch made the following points: (1) some health problems arise from cultural traditions and beliefs, (2) decision making and problem solving taught in health education in elementary schools helps students throughout their education, (3) school attendance increases as student health improves, (4) students who come to school hungry have difficulty concentrating in class, (5) school breakfast programs have been shown to increase student attention and learning, (6) some health-related behaviors such as falling asleep in class may actually be punished rather than addressed helpfully, (7) school nurses can help prevent chronic health problems, (8) healthy teachers are present more and are more optimistic, (9) increased physical activity has been shown to raise test scores and grades, (10) health intervention programs help to lower juvenile crime and increase high school completion rates.

Crouch described a new four-year \$1.8M grant her office has received to help school personnel integrate physical education, nutrition (e.g., breakfast programs), health promotion for teachers and students, and counseling and psychological services in ten school corporations in Indiana. IPS is one of these.

Crouch concluded by pointing out that students preparing to be elementary teachers currently are not required to take health education and the State's health development standards are not being addressed as fully as they might be at IUPUI. She suggested that a module on health education could be added to early teacher preparation courses.