

COMMITTEE ON TEACHER EDUCATION (COTE)

Friday, October 26, 2007

Administration Building, Room 103

3:00 - 5:00 p.m.

AGENDA –

1. ESL GrantBeth Berghoff and Annela Teemant
2. Secondary EducationP. Rogan
3. K-12 Partners Topic TBI
4. UCASE UpdateK. Nguyen
5. State Program Reviews L. Houser
6. Ideas for Spring Symposium Mind Trust Fellowships and More...

MINUTES –

Members Present: M. Anton, T. Banta, D. Burbrink, L. Burdine, C. Cowen, A. Gavrin, L. Houser, L. Hurt, C. Leland, K. Nguyen, A. Ociepka, P. Rogan, J. Seybold, J. Watt, G. Williams

Guests: Annela Teemant, Beth Berghoff, Brian Culp for Jeff Vessely, Peggy Penn for Frankie Cooper, and Brian Culp for Jeff Vessely.

1. **ESL grant.** SOE faculty members Annela Teemant and Beth Berghoff explained a new 5-year grant from the U.S. Department of Education entitled, “Comprehensive Teacher Education Reform for English Language Learners.” The project involves a partnership between IUPUI and IPS that promises to reform teacher education—from prerequisite math and science courses to core courses in teacher education and ENL credential programs, to clinical settings for student teaching, and professional development for experienced teachers. First IUPUI faculty and IPS teachers will create a shared vision for ELL teacher preparation. Then a research-based instructional model—the *Standards for Effective Pedagogy*—will be used with personnel at every level of teacher preparation, from university faculty in the schools of Science, Liberal Arts, and Education, to public school teachers. Over 5 years, curriculum and pedagogy will be redesigned in 5 required undergraduate math/science courses, 8 elementary and secondary methods courses in the ENL curriculum, 7 ENL courses, and 75 clinical placement sites in elementary and secondary settings.

The program promises to increase the number of certified ENL teachers as well as the achievement of their students.

2. **State Program Reviews.** L. Houser reported that the Indiana Department of Education now requires program reviews for all teacher education programs. By 2009, each program must have identified specific learner outcomes, courses that give students opportunities to learn these concepts, and assessments demonstrating that students have mastered the outcomes. Plans for ENL and World Languages majors have been turned in to the INDOE. The new teaching majors in science will not have to report in 2009 because they will not have produced graduates by that time.
3. **UCASE.** K. Nguyen gave an update on UCASE, which is now the Urban Center for the Advancement of STEM Education. The list of IUPUI schools participating in the program now includes Education, Engineering and Technology, Liberal Arts, Medicine, and Science. An early activity of UCASE has led to a streamlined curriculum for preparation of science teachers. Proposals for Signature Centers with Informatics and Medicine have been submitted. UCASE has received \$487k over 3 years from NSF to provide \$9,000 scholarships to encourage career changers to complete T2T programs and become certified as science or math teachers. In addition, a new 4-year NSF grant for \$750k is designed to produce 30 science teachers for high-need schools. The grant provides scholarships for \$10,200 per year that should encourage juniors and seniors at IUPUI to become science teachers.
4. **K-12 Partners' Topic:** L. Burdine, who works with Cadet Teachers at Perry Meridian High School, suggested that IUPUI sponsor a local, or even state-wide, event for Cadet Teachers so that they can see the campus and learn what it is like to major in teacher education. Burdine also would like to have some IUPUI faculty review the training material she has designed for Cadet Teachers. COTE members who volunteered to work with Burdine on these matters include: J. Seybold, A. Gavrin, K. Nguyen, and P. Rogan.
5. **Recruiting IUPUI Student Mentors:** G. Williams suggested once again that student mentors who work with students in the sciences should be recruited as science/math teacher education majors. Gavrin responded that an event for this group hosted last spring was poorly attended. Williams offered to provide a list of faculty who work with the student mentors so that they can identify particularly promising candidates for follow-up by SOE and SOS faculty.

6. **Secondary Education Program Changes:** P. Rogan reported on a proposed revision to the blocks, or clusters of courses, offered each semester for secondary education majors. Currently three courses are taught as one by two instructors in Block I. The special education portion, which focuses on differentiated instruction, is not fully grasped by students in Block I. The proposal would move the Differentiated Instruction course to Block II and give it 3 credit hours instead of the 2 it had in the Block I structure. This would add 2 credits to the total number of hours. J. Watt supported the need for Differentiated Instruction to be separated from the Block I course and given more weight. Gavrin expressed concern about the new total of 40 credit hours that would now be required for secondary majors, particularly in light of the UCASE effort to streamline the curriculum for science majors.

7. **Spring Symposium:** K. Nguyen suggested that COTE and UCASE co-sponsor a spring event focused on science education. This idea met with widespread approval. T. Banta will talk with UCASE director, Charlie Barman, about his plans to contact a speaker.

COMMITTEE ON TEACHER EDUCATION (COTE)

Friday, December 7, 2007

Administration Building, Room 103

3:00 - 5:00 p.m.

AGENDA –

1. Discussion of New Teacher Project study: “Missed Opportunities: How we keep high-quality teachers out of urban classrooms” S. Blackwell
2. K-12 issueVolunteers
3. Update on UCASE planning for springK. Nguyen
4. Dual credit courses and NACEP accreditationP. Seabrook
5. Update on Ivy Tech articulation..... T. Banta (for Peggy Apple)

MINUTES –

Members Present: T. Banta, S. Blackwell, C. Borgmann, L. Hurt, C. Leland, K. Nguyen, P. Seabrook, J. Watt, G. Williams

1. S. Blackwell summarized research suggesting that contrary to popular belief, there really are individuals who are prepared to work in urban schools and would like to have jobs there. Unfortunately, they are often not hired due, in part, to personnel policies of urban school districts. Some IUPUI students apply to IPS and hope to work there, but by the time IPS starts hiring—in late August or September—these students have accepted jobs in township systems, where principals begin to recruit in early spring and can hire months sooner than IPS. Although we were handicapped by not having an IPS COTE member in attendance to verify our thinking, we concluded tentatively that some of the policies that create hiring barriers (e.g., allowing teachers to wait until August to decide if they will retire that year; and compelling principals to accept transfers from other IPS schools—some of whom have been asked to leave their current schools—before considering new applicants) may be related to union rules. Blackwell will discuss this with the head of the IPS teachers’ union.

P. Seabrook observed that a few IPS teachers would like to leave teaching but are not certain they could be employed successfully elsewhere. We discussed the possibility that teacher preparation programs could include more information about alternative careers, such as training in industry or

the non-profit sector, including internships at sites in the community other than public schools.

L. Hurt suggested that township schools and IPS might work out temporary trades for teams of teachers. For variety and challenge, teams of township teachers could trade places for a year or two with a team from IPS.

Seabrook reported that the Charlotte Mecklenburg school district saved a good deal of money by merging all the public schools in the city and county there. In this system, teachers can move between urban and suburban schools more easily.

2. Seabrook described a new concern about dual credit programs such as that we hope to offer at Crispus Attucks: According to Indiana law, institutions providing dual credit for classes taught by high school teachers must be accredited by NACEP, an association with headquarters in Minnesota that is not recognized by the Council for Higher Education Accreditation. Accreditation by NACEP takes five years.

Seabrook explained that IUPUI, which has not even started the accreditation process, could avoid the need to seek accreditation from NACEP if we (1) use advanced placement-approved high school teachers and award college credit through the AP process or (2) bring high school students to our campus to take credit courses with IUPUI students, as we do through IUPUI's SPAN program.

3. February 29 is the date for the COTE spring symposium. Charlie Barman of UCASE has invited CUNY Professor Tobin to give a talk on preparing science teachers. The event may be held at the Eiteljorg Museum. More details will be forthcoming.
4. T. Banta summarized a report from Peggy Apple, who is the liaison with Ivy Tech for the teacher preparation program that begins at Ivy Tech. Apple predicts that very few, if any, students will transfer to IUPUI from Ivy Tech for 4-5 years because so few students are able to attend Ivy Tech full time. Apple will make sure that all who want to transfer and are qualified have the opportunity to make the transition to IUPUI.
5. Hurt reported that his colleagues at Ben Davis have discovered that often when "enrichment" activities are offered to high school students, they see this simply as more work, that is, increasing their workload. They have never had the opportunity to think more deeply about their schoolwork, and learning opportunities haven't necessarily been seen as sources of joy. So these students just don't expect to enjoy enrichment activities.