

# Committee on Teacher Education (COTE)

Thursday, October 14, 2004  
Administration Building, Room 103  
3:00 - 5:00 p.m.

## AGENDA:

1. Approval of April 2004 minutes ..... Trudy Banta
2. The Changing Nature of Professional Development in Education..... Joy Seybold & Mark Shoup
3. IUPUI issues related to teacher preparation..... Trudy Banta

## MEETING SUMMARY:

**Members present:** T. Banta, B. Berghoff, C. Borgmann, C. Cowen, S. Fox, L. Houser, L. Hurt, B. Jones, K. Murtadha, P. Seabrook, J. Seybold, C. Souch, J. Watt, G. Williams, P. Wolfe. **Guest:** Mark Shoup, ISTA

1. **“Professional Development in Education”** was presented by Joy Seybold, professional development coordinator for the School of Education at IUPUI, and Mark Shoup, public relations and community partnerships coordinator for the Indiana State Teachers Association.

Indiana PL221 provides that every public school will have a plan for professional development that furthers its school-based plan for improvement. Professional growth opportunities must be co-constructed to meet the needs of the teachers in a given school and they must be job-embedded. Since teachers now may renew their licenses without any additional university credit, all the professional development experiences within a school may be provided by internal experts or by consultants rather than by university faculty. University faculty thus may play a diminished role in the education of teachers in service.

Some of the models for professional development described by Seybold and Shoup include:

- 1) individual and collaborative teacher research groups focused on classroom practice (action research)
- 2) guided reflection through journals and dialogue
- 3) peer coaching/mentoring
- 4) study groups
- 5) teacher networks, both within a school and with external colleagues
- 6) internships and teacher-in-residence programs, perhaps at a university
- 7) conducting model lessons for critique by peers
- 8) video analysis of teaching by teacher and mentor
- 9) portfolio development with analysis and reflection

In the discussion that followed the presentation, COTE members described some of the professional development activities of IUPUI faculty. Jeff Watt reported that Project Seam faculty and teachers remain in an active network even though the Lilly Endowment is no longer funding the project. Watt provides professional development in mathematics for teachers at Arsenal Tech. Health and Physical Education faculty offer summer workshops for teachers. Catherine Souch pointed out that faculty are involved with public school teachers in local and state-wide professional associations in economics, foreign languages, geography, and writing. Each spring Drew Appleby offers a 1-day conference for the state's Psychology teachers. Philip Seabrook reported that University College and the School of Education are working together to plan an early college program at Washington Community School that is scheduled to begin in 2006. High school students in this program will be able to complete up to 60 hours of college credit by the time they finish high school.

COTE members expressed concern about the lack of a big-picture plan for professional development within IPS. What role should IUPUI play in that plan? Should IUPUI faculty develop a plan and ask IPS and other districts to choose among the options? Some components of such a plan include teachers in residence, faculty-teacher study groups, and collegial networks like the New Urban Teacher Corps (NUTC).

2. Following a brief discussion about a **guest speaker for a spring meeting**, COTE members recommended Parker Palmer (retired academic and author of several thoughtful books), Jeff Wilhelm (author and reading/writing specialist), and Deborah Meiers (principal in Beacon Hill, Boston and specialist in the development of small schools). A decision among these three individuals (and others to be suggested) must be made soon.
3. Souch reviewed the **SOE Web-site** and found it helpful, though there were some important links that did not work. Beth Berghoff said a list of Frequently Asked Questions was being developed and information about this would go out to the listserv soon.

Berghoff reported that the **Transition to Teaching (T2T)** program has a full cohort—11 elementary and 22 secondary teachers. Participants learn to teach by teaching. More mentors from public school teacher ranks are needed.

Berghoff described a discouraging new set of circumstances based on security concerns as well as on the emphasis on K-12 students' performance on tests: Field experience placements now need central office approval, not just approval from individual schools, and criminal background checks are required of all students going into public schools. Some of these approvals come too late for students to have a meaningful experience in a school. Even student teachers are finding placements difficult because teachers no longer have time to work with SOE students.

Berghoff hopes to talk soon about these concerns with all faculty who work with IUPUI students being prepared to teach. She will send email soon to establish a meeting time.

# Committee on Teacher Education (COTE)

Tuesday, November 16, 2004  
Administration Building, Room 103  
3:00 - 5:00 p.m.

## AGENDA:

1. Approval of October 2004 meeting summary ..... Trudy Banta
2. Update on grant to provide professional development for history teachers in Brown County ..... Bingmann
3. Report on November 9 meeting with faculty involved in SOE secondary programs..... Berghoff
4. Additional SOE updates (Block I, Learning Communities, etc.)..... Berghoff & Associates
5. COTE speaker for spring and plans for future meetings ..... Banta
6. Center for Inquiry presentation.....Leland, Collier, & Caroline Shockley

## MEETING SUMMARY:

**Members present:** M. Anton, T. Banta, B. Berghoff, M. Bingmann, C. Borgmann, M. Capuano, C. Collier, C. Cowen, C. Craig, S. Fox, L. Houser, L. Hurt, B. Jones, J. Kuczowski, C. Leland, K. Marrs, K. Murtadha, C. Souch, J. Watt, G. Williams, P. Wolfe

**Guest:** Caroline Shockley, teacher at the Center for Inquiry

1. Bingmann provided an overview of Indiana's *Teaching American History Project*, which began in July 2004. A Teaching American History grant from the U.S. Department of Education was made to the Brown County Schools, the IUPUI Department of History, and the Indiana Historical Society (IHS) for the purpose of providing professional development in teaching American history for K-12 teachers. The project will take place over 3 years from its beginning in August 2004. Teachers are participating in seminars led by historians, IHS staff, and local and national educators. Following the seminar series, teachers who meet certain requirements will be eligible to receive up to \$1,000 to develop classroom materials based on the historical content presented in the seminar sessions. Participants may also be eligible to earn 3-6 credit hours in history for completing the seminar series and 3-6 credit hours in education for completing the curriculum development component of the program. Several School of Education faculty members collaborated with colleagues in the History Department to develop this grant proposal. SOE Professor Bob Osgood will work with participating teachers on the curriculum component in fall 2005.
2. Berghoff reported on a meeting she convened on November 9 to discuss proposed **changes in secondary and all-grade teacher education programs** (please see the attached meeting summary). The meeting was attended by representatives of the Schools of Art, Liberal Arts, Physical Education, and Science. In addition to the proposed curriculum changes, participants discussed the current shortages of math, science, and Spanish teachers and the impact the current SOE schedule of day classes may have on working students who have an interest in teaching in one of the shortage areas.

SOE faculty are concerned that the current schedule is not providing sufficient time for students to acquire actual teaching experience. The plan presented by Berghoff is one possible approach, but it has not been accepted by School of Education faculty and is still in the early phase of discussion and evaluation. The draft proposal is being shared with various stakeholders so that more extensive data can be collected before a final recommendation is made. Representatives to the November 9 meeting were given opportunities to comment on the proposed new design for the secondary and all-grade programs. In response to the suggestions received, a new set of proposals has been developed and is being circulated for additional comment (see last 2 pages of the attachment).

Berghoff's presentation prompted Craig to observe that IPS and other school systems are compelled to go out of state to recruit math, science, and Spanish teachers because Indiana is not producing sufficient numbers to fill existing openings. Moreover, Indiana is not providing sufficient incentives (for example, forgiveness of college loans, tuition reimbursement for further education) for IPS and others to make competitive offers to out-of-state applicants. Unfortunately, many of the recruits from Montana and elsewhere experience culture shock and elect to leave Indiana after a year or two. Craig said that some in Indianapolis view IUPUI as inflexible in meeting the needs of those who would like to teach because we do not offer a program that individuals can complete while they are employed during the day. Research suggests that completing extensive field work and formal student teaching before being hired as a teacher makes a huge difference in combating culture shock and retaining new teachers. The tension results from the fact that most schools—where this field work can be done—operate during the day. Several suggestions for attracting more students to teaching careers were offered. Watt suggested that pay and benefits, particularly over the span of a career, are competitive with salaries and total compensation in other fields. Williams urged that we attempt to reach the large numbers of undecided students at IUPUI through presentations in learning communities, service learning courses, and Gateway courses. In particular, there is a need to encourage students interested in nursing and allied health professions to consider teaching careers. Hurt said that it might be helpful to enlist teachers—and he volunteered—who really love teaching to come to college classes to help make the case for careers in teaching.

3. As a preview of their keynote address for a National Council for Teachers of English conference, Leland and Caroline Shockley, a teacher at the IPS Center for Inquiry, gave a choral reading on **teacher education as critical inquiry**. Shockley read reflections from her journal written while she was a student at IUPUI and, with Leland, illustrated how her insights in college now are reflected in her teaching at the Center for Inquiry. For instance, she learned during the Teacher Education program that choice is important and students should be given opportunities to read about topics that interest them. In learning about the history of Rome, for instance, one could select from works about architecture, law, politics, science, or art—to develop a rich understanding of Roman history. At the Center for Inquiry, students are encouraged to pose questions, collect relevant information, then present what they have learned. Collier followed the presentation with her observations concerning the power of basing learning on diverse approaches to inquiry.
4. Banta promised to circulate for comment via the COTE listserv the names of four **speakers** who have been **suggested for** a COTE colloquium in the **spring**. The list includes Parker Palmer, Margaret Wheatley, Deborah Meier, and Jeff Wilhelm. Some information about each will be included in the message and COTE members will be asked to add names to the

list as well as to express their preferences for inviting those whose names are already on the list.

# Committee on Teacher Education (COTE)

## ~ Meeting Summary ~

**January 20, 2005**

**Members present:** M. Anton, T. Banta, B. Berghoff, C. Cowen, S. Fox, A. Gavrin, L. Hurt, B. Jones, K. Murtadha, C. Souch, J. Swope, G. Williams

**Guest:** Claudette Lands and Sarah Baker

1. The November 16 *Meeting Summary* was approved.
2. Berghoff introduced a discussion of IUPUI **initiatives designed to attract students to teaching as a career**. She and Claudette Lands described the following programs, which are led by SOE faculty and staff:
  - Science Day for Middle School Students (in Professional Development Schools). Students have hands-on science experiences in a lab, then have pizza and talk about careers in science and teaching.
  - Middle-School Guidance Counselor Programs – designed to inform counselors about IUPUI teacher preparation curricula and what high school students need to do to prepare to enter these.
  - Cadet Teacher Corps in Lawrence Township. High school students in the Corps help out in elementary classrooms. Now SOE faculty are developing a course to introduce the Cadets to teaching. If the students come to IUPUI for teacher education, they can earn three credit hours for this course. 30% of the Cadets are minority students.
  - Project Team – 21<sup>st</sup> Century Scholars at IUPUI serve as mentors for high students in Upward Bound.
  - Early College at Washington Community School – eventually will involve all IUPUI schools. Currently, first year IUPUI students majoring in secondary education are involved.

Gavrin noted that Physics 152 is offered in high school for IUPUI credit.

Jones suggested that since middle schools have after-school programs, this might present an opportunity for IUPUI to offer information about teaching as a career and about teacher education programs.

Lands identified several barriers to success in college that exist for Project Team members:

- African American students often perceive that their college teachers don't care about them. They need to feel that their instructors are interested in their welfare. In addition, they need to experience role models who really love teaching because they have not seen much of this among their own high school teachers.
- Although they have scholarships that pay their tuition, this is not enough support for most. They must also hold a job, and this is difficult since they must take 12 hours of credit to earn their scholarships.

- The PPST is a barrier; some have taken it as many as six times. Tutoring is offered and this does help to raise scores.
- Middle schools counselors and teachers are not always helpful. They find it hard to believe that students who don't study can be successful in college, so they don't encourage some students even to consider college.

Hurt observed that professional development for K-12 teachers no longer addresses human relations skills. The focus is only on subject matter and how to prepare students to take tests on it.

Williams said that we need to do more to publicize the kinds of outreach activities in which IUPUI faculty and staff are engaged. We need to highlight the fact that this is an urban campus and we are engaged in our urban community.

Williams told COTE members that career counseling and academic counseling are paired in University College; counselors are trained to offer students both kinds of help. Since students who have selected a major are more likely to persist, counselors focus on careers associated with majors of interest to each individual student with whom they are working. The counselors also discussed the availability of jobs in those fields.

University College has 200 student mentors who are on leadership scholarships. These mentors do a lot of teaching with their peers. Williams believes we could convince some of these mentors to become teachers.

Williams introduced Sarah Baker, faculty member in Radiologic Sciences, who described a Thematic Learning Community (TLC) on Health Professions. The first-year seminar that is part of this TLC helps students see that there are many health professions. They need back-up plans if they cannot get into nursing or other capped allied health programs. For example, over 200 students recently applied for 36 spaces in radiography. Baker emphasized that the TLC offers pre-, mid-, and post-assessment opportunities that enable students to view their chances of success in the health professions realistically. She observed that many of the students interested in careers in health-related fields are strong in math and science; thus they could probably be good math or science teachers. Only 25 students were able to get into the one TLC on Health Professions. The SOE has three TLCs, but there are many more students with an interest in teaching who cannot get into one of these sections. Many more faculty need to be encouraged to teach TLCs.

Gavrin noted that it is very hard to attract faculty to TLC responsibilities. Only \$500—to be used for travel or other professional development—is offered as compensation for many extra hours of work. In addition, this teaching activity takes time away from research and scholarship and other activities that are valued more in the promotion and tenure process. Murtadha and Cowen mentioned that discussions are underway regarding a joint SOS-SOE TLC.

3. Berghoff introduced a video tape depicting **small schools** in New York City. Our speaker on March 22, Deborah Meier, is one of the speakers on the tape.

Julia Richman High School in mid-town Manhattan is featured in this presentation. JREC, as it is called, now houses six high schools, each with a different mission, where a single high school operated a decade ago. Education is personalized for each student. Now the graduation rate for JREC is 90%. The entire community is involved in making JREC a success. Each of the six schools is autonomous, with its own schedule, but there are shared services such as health and the center for teacher inquiry. A building manager schedules space.

With the video tape as background, COTE members look forward to an interesting presentation and discussion with Deborah Meier at the Eiteljorg on March 22.