

Council on Teacher Education (COTE)

Wednesday, November 8, 2000

3:30 - 5:00 p.m.

AO 103

AGENDA:

1. Introductions..... Banta
2. Review of committee charge and issue areas..... Banta, Gonzalez, Wilcox
3. Planning for linked courses and assessment
of student learning outcomes Wilcox, Leland, and others
4. Communication about policies related to
teacher education..... Jones and others
5. Other issues..... Everyone
6. Future meeting dates..... Banta

MINTUE SUMMARY:

The inaugural meeting of IUPUI's Council on Teacher Education took place on November 8, 2000.

Members present included Rick Ahlgrim, Trudy Banta, Charlie Barman, Cindy Borgmann, Marcia Capuano, Stephen Fox, Gerardo Gonzalez, Linda Houser, Betty Jones, Chris Leland, Khaula Murtadha, Bob Osgood, Phyllis Scott, Catherine Souch, Rosalie Vermette for Saatkamp, Jeff Watt, and Barbara Wilcox.

Trudy Banta reviewed the charge to the Council. Four separate, but interconnected, activities are coming together for oversight by the Council. These activities include:

- 1) The Standards-Based Teacher Education Project (STEP) funded by the Council for Basic Education and the American Association of Colleges for Teacher Education that brings faculty from the Schools of Liberal Arts, Science, and Education at IUPUI together to determine what education majors should learn in courses and how their learning should be assessed.
- 2) The Indiana University 21st Century Teachers Project that brings together liberal arts, science, and education faculty and public schools representatives for the purpose of improving teacher education.
- 3) Project Seam, a Lilly Endowment-funded project that brings together public school

teachers in math, language arts, and science with counterparts among the faculty of all the colleges in the Indianapolis region for the purpose of discussing curricula and smoothing the transition to college for area high school students.

- 4) Teacher preparation programs offered in IUPUI schools other than Education that need information from the School of Education concerning requirements for student admission, progression, graduation, and licensure.

School of Education Dean Gerardo Gonzalez added to the Council charge the suggestion that the Council on Teacher Education become the policy-making authority for the teacher education curriculum. He distributed some printed information about the Indiana University-wide 21st Century Teacher Project and asked that the Council name two representatives to that project.

Associate Dean Wilcox addressed the need for authentic, or performance, assessment, rather than the traditional course audit, to assure teacher knowledge and skills. Links with the Indiana Professional Standards Board and IUPUI's Program Review and Assessment Committee were emphasized. Wilcox also called attention to the mandate in Title II of the 1998 amendments to the Higher Education Act to issue state report cards for campuses offering teacher education. Scores based on passing rates on PRAXIS subject matter tests will be used to rank institutions within each state. Teacher education programs must emphasize content for new teachers; eventually IUPUI may require a major in the subject matter to be taught prior to entry to secondary teacher preparation. In addition, dual majors may be developed.

Wilcox described a plan for SOE, liberal arts, and science faculty to create linked courses, or learning communities, for education majors. In the linked courses, say in English and biology, SOE faculty would suggest how the active learning-based pedagogy new teachers should be using might be modeled in the general education courses. Course assignments would enable students to use disciplinary content in teaching applications. Funding for development of linked courses will be sought from IUPUI's Office for Professional Development and the 21st Century Teachers Project. About \$10,000 will be available from the STEP budget.

Watt asked if teachers needed more math than the finite math course now required. Wilcox responded that minors might be developed to enable students to acquire more depth in subjects like math, science, and foreign language.

Betty Jones asked how the new requirements for teacher preparation would be disseminated to departments outside the SOE that are preparing teachers. Banta responded that a Subcommittee on Interdepartmental Communication would be formed to provide a separate forum for discussion among the various teacher preparation units. Linda Houser and Chris Leland will convene this group. Members will include Betty Jones (Physical Education), Steve Fox (English), and Cindy Borgmann (Art). The subcommittee will bring issues and recommendations to the Council

A question was raised concerning the charge of the Program Review and Assessment Committee (PRAC). Banta will address this at the next meeting of the Council.

The issue of accommodating part-time and evening students was raised. Can methods classes be offered at night? Can individuals with a subject major obtain a license to teach without a great deal of extra course work? SOE faculty responded that with careful planning of the curriculum and related classroom experiences students who hold degrees in certified areas should be able to complete certification requirements that address the Indiana Professional Board's standards in a more timely fashion. It is possible that the coursework for certification could be completed in two summers and one academic year.

The Agenda Subcommittee will determine the frequency and dates of future meetings.

Council on Teacher Education (COTE)

January 17, 2001

3:30 - 5:15 p.m.

AO 103

AGENDA:

1. Approval of Minutes for November 8, 2000 Banta
2. Dates for Future Meetings (March 21, May 9) Banta
3. Update on 21st Century Teacher Project Saatkamp
4. Update on STEP..... Wilcox
5. Update on Seam Banta
6. Report from Subcommittee on Internal Communication..... Leland-Houser
7. Description of Program Review and Assessment Committee Banta
8. Post-baccalaureate Certificate..... Barman
9. Linked Courses in General Education Wilcox
10. Role of this Council in Planning for Teacher Education Membership
11. Title II Report Card..... Wilcox
12. Teacher Education Assessment System..... Wilcox
13. Name Subcommittee on Dual Degrees Banta

MINUTE SUMMARY:

Members Present: R. Ahlgrim, B. Berghoff, C. Borgmann, M. Capuano, L. Houser, B. Jackson, E. Jones, J. Kuczkowski, C. Leland, K. Murtadha, R. Osgood, H. Saatkamp, C. Souch, J. Watt, B. Wilcox

1. Minutes from the November 8 meeting were approved.
2. Dates for future meetings were set: Wednesday, **March 21**, 3:30-5:15 p.m. and Wednesday, **May 9**, 3:00-5:00 p.m., in AO 103.
3. Saatkamp reported on the organizational activities of the **IU 21st Century Teacher Project**. At IUB, the curriculum committees of the College of Arts and Sciences and Education are having joint meetings. Saatkamp suggested that this might be a useful model for IUPUI, with joint curriculum committee meetings for Education, Liberal Arts, and Science. In response to questions, Saatkamp identified several sources of funding for joint development of new courses or modification of existing ones, including the President's Council on Arts and Sciences, the School of Liberal Arts, and the Office of Professional Development.
4. Wilcox outlined the agenda for the Standards-Based Teacher Education Project (**STEP**) at IUPUI, which has virtually the same objectives as the IU-wide 21st

- Century Teacher Project. We need to develop a carefully articulated plan for the general education of elementary teachers, involving the instructors of general education courses in selecting and assessing the competence of elementary education majors. School of Science and School of Liberal Arts contact persons identified for the purpose of coordinating this work: sciences: Raima Larter, sociology: Bob White, geography: Catherine Souch, art: Cindy Borgmann, dance: Betty Jones. Wilcox will meet with these individuals and have a progress report for us at our March 21 meeting.
5. **Project Seam** (designed to make seamless for students the transition between high school and college) has received continuation funding from the Lilly Endowment. The Central Indiana Education Service Center holds the dollars and school districts may apply for grants that purport to narrow the gap between high school and college.
 6. Jones reported on the first meeting of the **Subcommittee on Internal Communications**. Strong lines of communication have been established and School of Education representatives have clarified a number of issues for members from other schools. Wilcox offered to develop a web page for the group and listserves will be established at a later date.
 7. Banta distributed a sheet (attached) describing the mission and current activities of the **Program Review and Assessment Committee**.
 8. Wilcox distributed a draft outline – two years in the making – for a **post-baccalaureate certificate** that would enable individuals holding bachelors degrees to acquire the knowledge and skills to become a teacher. Wilcox emphasized that the certificate must be based on Indiana’s standards for teacher certification. Careful advising by faculty in the applicant’s discipline will be important because even the knowledge of subject matter in one’s major may be out of date. Moreover, it will be difficult to carry out the requisite performance assessment in a 1.5-2-year timeframe. Wilcox indicated that pilot-testing of the new certificate would take place in the sciences and math, perhaps as early as Summer 2001. Jones said that a number of physical education graduates would also be interested in the certification program. Wilcox will give us a progress report on March 21.
 9. Saatkamp suggested that IUPUI should join **Project 30**. We were urged to consult the Project 30 website, www.project30.org.
 10. Wilcox reported that IUPUI and other Indiana teacher education programs have submitted PRAXIS scores for the **Report Card** required by Title II of the 1998 Amendments to the Higher Education Act. By February 14 the Indiana Report Card should be available. Since the IUPUI School of Education has become more selective in its admissions practices, most seniors are expected to do well on the PRAXIS exams.

11. Wilcox distributed materials on the **Unit Assessment System** designed by IUPUI faculty. Performance assessment is sequential and takes place at multiple points in time. Four faculty assess each student's knowledge, skills, and dispositions using a rubric that all have been trained to apply. Using the assessment findings, a plan for improvement is developed for each student. Some are counseled to find another major. A student portfolio, with accompanying scoring rubrics, also is under development. In addition, a data management system is being constructed that will enable faculty to look at student performance in the aggregate for the purposes of identifying group strengths and weaknesses that then can be addressed through improvements in curriculum, courses, and instruction.
12. The School of Science currently offers a science degree plus a teaching certificate and may be considered the model for **dual degree** programming. More work on dual degrees is needed in other disciplines, however. As Wilcox meets with the individuals identified in #4 above, she will discuss dual degrees with them as well. English, Spanish and geography were mentioned as good places to begin in this connection.

COUNCIL ON TEACHER EDUCATION (COTE)

March 21, 2001
3:30 - 5:15 p.m.
AO 103

AGENDA:

1. Approval of minutes for January 17, 2001 Banta
2. Standards-Based Teacher Education Program (STEP), linked courses in general education, dual degrees Wilcox
3. 21st Century Teacher Project.....Saatkamp
4. Subcommittee on Internal Communications..... Leland
5. State Report Card on Teacher Education..... Wilcox
6. Project 30 Membership
7. Project Seam Wilcox and Banta
8. Post-baccalaureate certificate..... Barman
9. Unit assessment system..... Wilcox

MINUTE SUMMARY:

Members present: R. Ahlgrim, T. Banta, C. Barman, R. Blake, M. Capuano, C. Collier, L. Houser, B. Jackson, E. Jones, J. Kuczkowski, C. Leland, K. Murtadha, R. Osgood, H. Saatkamp, C. Souch, J. Watt, and B. Wilcox

1. Minutes of the January 17th meeting were approved.
2. B. Wilcox reported on progress on the Standards Based Teacher Education Project (**STEP**), the focus of which is to articulate a program of general education for elementary education majors that incorporates the Indiana Professional Standards Board standards, INTASC standards, and IUPUI's Principles for Undergraduate Learning. An important component of the program is to create blocked, or paired, courses (learning communities) that are intentionally linked in terms of content, and which students take together as a group. A 68-hour program has been outlined (see blue sheet enclosed for those not attending the meeting) that incorporates a range of 9-hour "concentration" options. Such options will permit students to pursue a subject in some depth but will require fewer hours than a minor (15-18 hours). A cohort of 75 elementary majors will begin the general education program in Fall 2001.

Wilcox and other School of Education faculty have met with faculty in the Departments of Biology, Chemistry, Speech Communications, Geography, English, Political Science, and Sociology to discuss the content of the concentration areas. Useful modifications of

the original plans have resulted. More meetings are planned with faculty in additional departments for the purpose of developing an even longer list of concentrations.

J. Watt raised the issue of content in the area of mathematics. Will candidates for elementary and middle school positions acquire sufficient depth in math if they don't take courses beyond algebra offered by the math department? PRAXIS scores and other less formal indicators suggest that elementary majors are not developing in their math courses the depth of understanding of mathematics they need to teach math. Improved pedagogy must be developed to enable students to obtain this understanding. The length and range of the ensuing discussion indicated that the concerns about providing pedagogy in college courses that students can emulate once they themselves become teachers are prevalent in other disciplines as well. Wilcox pointed out that the concentrations should provide the basis for understanding the nature of inquiry in given disciplines, but will certainly not convey breadth of knowledge.

Wilcox and others are continuing to explore the possibility of granting **dual degrees** in education and some liberal arts areas. The School of Science already offers a number of dual degrees.

3. C. Barman presented a plan for a **postbaccalaureate certificate** in science that will be implemented with a group of 8-12 students in Summer 2001. Science is the first content area to be offered in this new format because the need for additional science teachers is so great. H. Saatkamp reported that federal Title II funds are available to support pilot postbaccalaureate programs.
4. H. Saatkamp provided an update on Indiana University's 21st Century Teacher Project. In Bloomington the Colleges of Arts & Sciences and Education are committing funds to provide salary supplements for faculty and high school teachers to work in teams to integrate curricular content in core disciplines. President Brand has been asked to commit \$1.1 million to this effort. At IUPUI Saatkamp and Wilcox have asked Chancellor Bepko for funds to support full-time lecturers who can help to strengthen connections among the Schools of Education, Liberal Arts, and Science.
5. Saatkamp reported that the 21st Century Teacher Project has joined the national Project 30 organization and is exploring the possibility that a single (\$475) membership will include all of Indiana University. IUPUI will await this decision before attempting to join Project 30.
6. Council members discussed the various projects that are attempting to bring university and P-12 teachers together for dialogue concerning curriculum and pedagogy. These include STEP and the 21st Century Teacher Project as well as **Project Seam** and new school "transformation" grants being offered by the Lilly Endowment. All of these projects have the potential to involve the same limited number of Liberal Arts and Science faculty members. The difficulties posed by the prohibition on involvement of School of Education faculty in Project Seam were noted.

7. C. Leland reported on the work of the **Subcommittee on Internal Communications**. (A summary sheet is enclosed for those not present.) Council members discussed a variety of methods for keeping advisors in University College as well as other schools informed of changes in the teacher education program as they occur. The consensus reached was that new channels of communication are not needed, but existing channels should be used more frequently to disseminate more focused announcements.
8. L. Houser distributed preliminary information from the federally mandated State Report Card on Teacher Education. The critical statistic to note is that while 90 percent of IUPUI test takers passed all the tests, 92 percent was the corresponding statewide rate. Houser reminded the group that the students taking the exams this year were not subject to the new requirements for entry to teacher education. In future years test takers from IUPUI should be better prepared for the tests. Houser asked that the preliminary reports she had distributed be treated confidentially because not all the figures had been verified.
9. The meeting was adjourned at 5:15 p.m.

NEXT MEETING: May 9th at 3:00 p.m. in AO 103

Council on Teacher Education (COTE)

May 9, 2001

3:00 – 5:00 p.m.

AO 103

AGENDA:

1. Approval of minutes of the March 21 meeting
2. Report from the Subcommittee on Internal Communication
3. Discussion of the STEP project and the Unit Assessment System
4. Updates on other matters of concern

MINUTE SUMMARY:

Members present: R. Ahlgrim, T. Banta, C. Barman, B. Berghoff, R. Blake, S. Fox, L. Houser, G. Williams for B. Jackson, J. Kuczowski, C. Leland, K. Murtadha, R. Osgood, Larbi Oukada, H. Saatkamp, C. Souch, J. Watt, B. Wilcox

Members absent: Cindy Borgmann, M. Capuano, C. Collier, E. Jones, and Phyllis Scott

1. Minutes of the March 21 meeting were approved.
2. H. Saatkamp reported that apparently President Brand will make grant money available for proposals to be submitted to the **21st Century Teachers Project**. In addition, Project 30 membership has been obtained for IU.
3. C. Barman reported that 16 individuals have expressed interest in the **Post-Baccalaureate Certification Program**, and 10-15 are expected to begin the program on July 19. The 18-hour program of study approved by the Indiana Legislature is being interpreted by the IPSB and likely will be implemented as a separate post-baccalaureate program.
4. C. Leland reported that the **Subcommittee on Interdepartmental Communication** has discussed the pilot phase of the secondary performance assessment, which did not go as smoothly as had been hoped. Students reported that they did not understand what they were supposed to do and had no clear idea of why they were being asked to do it. The instructors' explanation that they were participating in the "field test of an instrument" was misinterpreted as "They're using us as guinea pigs for some research project." Potential solutions for the

problems that occurred include building expectations for the assessment component into course syllabi, asking content instructors to introduce the assessment, and using clearer instructions for the task students are asked to do.

5. B. Wilcox summarized progress on the Standards-Based Teacher Education Project (STEP). The **STEP** budget includes some funds to support the work of SOE and SLA/SOS faculty on aligning content in general education courses with IPSB and INTASC standards and the Principles of Undergraduate Learning. B. Osgood reported that he had met with social studies teachers at North Central High School to review content standards, instructional activities, and assessment measures they were using. Osgood suggested that this material could be helpful as the SOE/SLA/SOS teams begin their work.

Wilcox announced that the next **STEP national meeting** will take place in **Washington June 10-12, 2001**. Travel funds are available for a team of IUPUI faculty. COTE members are urged to contact Wilcox if they would like to attend the meeting.

6. B. Wilcox initiated discussion of the **Unit Assessment System**, which provides multiple sites for assessing students' knowledge, skills, and dispositions. The general education courses taught by SLA and SOS faculty provide the first sites for assessment. In fact, assessment should begin in freshman learning communities, continue in introductory and more advanced content courses, and culminate in capstone courses in the SLA and SOS disciplines. Reviewing student work resulting from these assessments could bring faculty together for fruitful discussions about pedagogy, including assessment. Incentives for encouraging faculty to engage in these time-consuming tasks were discussed. Since not every faculty member will become involved, getting the work done must be considered a departmental responsibility.

T. Banta suggested that a meeting of deans and department chairs be convened to discuss these matters. Banta will prepare a letter to the deans whose faculty have served on COTE during 2000-01 expressing appreciation for their contributions to the Council.