

# COMMITTEE ON TEACHER EDUCATION (COTE)

Friday, October 20, 2006  
Administration Building – AO 103  
3:00 – 5:00 p.m.

## AGENDA –

1. Update on Math/Science Teacher Education Center.....Gavrin and Murtadha
2. Pathways Initiative..... Murtadha
3. SOE Data from Program Review.....Houser
4. Professional Development Activities in High Schools..... Seybold
5. Assessment of Content Knowledge and Skills.....Borgmann

## MINUTES –

**Members present:** G. Bersier (for M. Anton), T. Banta, J. Bertsch, S. Blackwell, S. Fox, A. Gavrin, L. Houser, K. Murtadha, J. Seybold, C. Toll, J. Watt, G. Williams

1. Charles Barman described the **Urban Center for the Advancement of Science/Mathematics Education (UCASE)**. This center is a joint undertaking of faculty in the School of Education and the School of Science. Its mission is to “advance science and mathematics education by promoting excellence in teaching and learning, research and scholarship, and supporting services for students that enhance persistence and achievement.” UCASE intends to create and strengthen partnerships with K-12 educators, museums, civic groups, and other informal learning organizations.

Specifically, Science and Education faculty and staff will work together to develop four-year programs leading to the certification of secondary teachers in life sciences, physical sciences, and earth/space science. In addition, they will develop recruiting strategies to attract high performing science and math students—particularly those from underrepresented groups--into teaching. They also will develop workshops designed to disseminate good practice in teaching and learning for P-12 science and math teachers. COTE members Jeff Watt and Andy Gavrin are working closely with Barman on the planning for UCASE. Kim Nguyen will serve as the UCASE advisor for science and math students interested in teaching. The vision for UCASE is to become a site for collaborative work on science and mathematics education. Funding has already been received from the Robert Noyce Scholarship Program and the National Science Foundation.

2. Dean Murtadha described the **Pathways to Success** program proposal that is being developed by Vice President Charlie Nelms, Dean Gerardo Gonzalez, Dean Murtadha, and Philip Seabrook. The proposal focuses on a selected set of

high schools and their feeder middle and junior high schools in Marion, St. Joseph, and Lake counties with the purpose of improving graduation rates and increasing matriculation into postsecondary education, particularly in the areas of science, technology, engineering, and mathematics—the STEM disciplines. The target population includes students of color and students from families in chronic poverty—those who are most at risk and least likely to persist and succeed in STEM-related coursework and careers. Indiana University is requesting \$5M in base funding from the General Assembly this year to support the Pathways to Success initiative.

3. L. Houser provided information about upcoming **reviews** by the Indiana Department of Education-Division of Professional Standards and the National Council for Accreditation of Teacher Education (NCATE). Houser reported that decisions have not yet been made as to which teacher education programs will be reviewed by the State and which by NCATE, talks are underway to determine this. Houser emphasized the fact that evidence of outcomes is particularly important in the NCATE process, and IUPUI intends to use Praxis 2 scores and student portfolios scored with rubrics for common sections among its sources of evidence.
4. J. Seybold provided a detailed summary of **SOE involvement in secondary schools**. Examples of the activities she described include field experiences for students in Blocks I, II, and III as well as the T2T program; curriculum planning in connection with development of the Crispus Attucks Medical Magnet High School; coaching for the IPS small high schools transformation project; and cadet teaching programs for high school students at Lawrence North and Decatur Central. Seybold noted that all IUPUI efforts in connection with small schools have been consolidated at Northwest High School; SOE faculty spend ½ day each week as coaches there. Action research designed to use students' strengths and weaknesses to modify curriculum and instruction is being encouraged.
5. COTE members discussed the spring symposium now planned for **Friday, March 30** with **James Gee** from the University of Wisconsin as featured speaker. Gee has captured attention in recent years for his research on the influence of video games on teaching. Cathy Toll asked about our purpose for the spring symposium, and members emphasized its importance in building community in support of teacher education. Members suggested that following a brief reception at 3:00 p.m. on March 30, Gee provide a presentation, followed by responses from two people who have read and used Gee's research. We will ask Gee to provide an article for all to read prior to the date of the symposium—if he would like to do that.

COTE members suggested that earlier in the day on March 30, Gee be invited to speak at a forum for faculty and students. Literacy leaders in the community might also be invited for conversation with Gee. New COTE member Jamilyn Bertsch agreed to identify an IPS teacher who is familiar with Gee's research who could serve as one of the respondents. Toll or S. Fox might serve as the second respondent. All COTE members are encouraged to submit ideas for Gee's activities and presentations on March 30.

# COMMITTEE ON TEACHER EDUCATION (COTE)

**Friday, December 8, 2006**

Administration Building, Room 103

3:00 - 5:00 p.m.

## **AGENDA –**

1. Proposed Changes to the Secondary Education Program .....P. Rogan
2. Secondary Blocks on Tuesday/Thursday .....P. Rogan
3. T2T and MAT Licensing ..... M. Anton, G. Bersier, S. Blackwell
4. K-12 Issue ..... To be identified by Our Public School Representatives
5. Student Use of Social Networking Sites (Facebook, MySpace, etc.) .... Discussion
6. Assessment of Content Knowledge and Skills .....C. Borgmann
7. March 30 with Jim Gee..... T. Banta
8. NCATE Removal of Social Justice from Standards..... T. Banta

## **MINUTES –**

**Members present:** M. Anton, K. Baird, T. Banta, J. Bertsch, S. Blackwell, C. Borgmann, C. Cowen, S. Fox, L. Hurt, C. Leland, P. Rogan, M. Wokeck, and Denise Burbrink representing Columbus.

1. Pat Rogan presented **proposed revisions to the secondary teacher education program**, including:
  - Moving the special education requirement from Block I to Block II.
  - Moving content area literacy (M469) to Block I.
  - Expanding student teaching from eight weeks in a middle school and eight weeks in a high school to ten weeks in the student's primary area (middle or high school) and six weeks in the secondary area.
  - Moving technology W301 and W401 from Blocks II and III to Blocks I and II.
  - Subtracting one credit from the Content (Specialty) Methods course and adding a credit to the special education course (Differentiated Instruction).

Jeff Watt observed that the total credit hours for teacher education will increase to 44. Several COTE members representing content areas

expressed concern that Special Methods courses in math, English, foreign languages, etc., might be jeopardized if this proposal is approved. Rogan agreed to send the proposal to the COTE listserv so that members could disseminate it for review and comment in their units.

2. Rogan introduced the topic of **block scheduling on Tuesdays and Thursdays** for discussion. Secondary teacher education majors currently have experiences in public schools from 8:00 a.m. to 12:00 noon or from 1:00 to 5:00 p.m., depending on the block they are taking. These times are not the same as beginning and ending times for courses on campus, thus may cause problems for students. Rogan was encouraged to send this proposal to the COTE listserv as well.
3. Marta Anton, Sue Blackwell, and Gabrielle Bersier provided information on the new **MAT in Spanish**, which, combined with the **T2T** approach, now makes it possible for an individual to obtain a license to teach Spanish. The program takes two academic years plus two summers to complete and incorporates field experience in high school or middle school. The program will have its first graduate this year, two more students should finish next year, and four are scheduled to begin the program in Fall 2007.
4. The **K-12 Issue** for this meeting was presented by Jamilyn Bertsch and Larry Hurt. They expressed concern about the **impact of frequent achievement testing on teaching** in public schools. Many teachers no longer feel they can apply best practices because they have to prepare students for the tests. Students who are not able to pass the benchmark tests given every four weeks eventually give up and don't even try to do the work or take the tests any more. Hurt called these "intentional non-learners." Wokeck noted that similarly we have a cadre of "support immune" students at IUPUI who don't come to class and don't take advantage of any of the collaborative work or learning support programs we offer.
5. Cindy Borgmann cited the case of a very good student who was offered a job in a local school, but subsequently was told that she would not be hired because she had noted her membership in a feminist group on **MySpace**. Schools don't acknowledge publicly that entries in social networking spaces are reviewed in the hiring process, so students need to be made aware that such review may be taking place.
6. Borgmann described **portfolio assessment of content knowledge for art majors** preparing to be teachers. Faculty, students, and supervising teachers use rubrics to assess student knowledge, performances, and dispositions defined in seven content standards for teachers of fine arts.

7. James Gee, professor of reading at the University of Wisconsin, Madison, will provide the **COTE spring symposium** on **Friday, March 30**. In addition to the symposium in the afternoon, Gee will meet with faculty and students and with interested community representatives earlier in the day. Cathy Toll will be invited to coordinate the community event. Hurt will be one of two individuals invited to respond to Gee's presentation at the symposium.
  
8. **NCATE's removal of social justice from its standards** was not viewed positively by COTE members, who observed that it is not a political concept to be considered in or out of favor. Instead, social justice is a term embedded in the standards for teachers of history because it must be understood as the basis for the women's suffrage and civil rights movements, among others. Steve Fox commented that social justice is a key principle in the US Constitution and Bill of Rights, in the Bible and other sacred texts, and in the best pedagogical thought going back several centuries. Social justice has many definitions, including equity, equal opportunity, and multiculturalism, and is a value that we hope all teachers will embrace. Although it is difficult to assess, this doesn't mean that it should not be part of the education of teachers, since we don't want them to be prejudiced against certain groups in society or to be uncaring about the poor and powerless.

# COMMITTEE ON TEACHER EDUCATION (COTE)

**Friday, February 2, 2007**

Administration Building, Room 103

3:00 - 5:00 p.m.

## **AGENDA –**

2. Proposed revisions to the secondary teacher education program (update)...P. Rogan
2. Block scheduling on Tuesdays and Thursdays (update) .....P. Rogan
3. Ivy Tech lower division curriculum articulation plan attached ..... Discussion
4. K-12 issue (See note below)..... Bertsch
5. Plans for March 30 event with Jim Gee ..... Banta
  - a. Have “Save the Date” messages gone to the community?
  - b. Has a site been identified?
  - c. Framing the topic with Gee
  - d. Schedule for March 30
  - e. Informing participants
  - f. Reception (Before or after the talk?)
  - g. Panel of respondents (Fox and Hurt)

NOTE: The K-12 issue, proposed by J. Bertsch, is this:

General legal responsibilities and issues – Are teachers familiar with statutes and other “rules” regarding student and teacher speech, grading policies, homework policies, accommodations for students with special needs, health and privacy issues, technology use, student discipline, extra-curricular activity sponsorship, and bullying?

## **MINUTES –**

**Members present:** M. Anton, T. Banta, D. Burbrink, C. Cowen, A. Gavrin, L. Houser, L. Hurt, C. Lands, C. Leland, K. Nguyen, J. Seybold, P. Seybrook, C. Toll, J. Vessely, J. Watt, A. Wells, and G. Williams.

1. L. Houser reported that a **proposal to modularize an IUPUI technology course (W301)** cannot be implemented in light of an elementary education articulation agreement with Ivy Tech. SOE faculty had considered turning the 3-credit course into three 1-hour courses, but this approach does not match the Ivy Tech 3-hour course.
2. Houser asked again about **block scheduling on Tuesdays and Thursdays** and said she would summarize the discussion for P. Rogan.

J. Vessely noted that the official starting times for classes on campus are noon, 1:30 p.m., 3:00 p.m., and 4:30 p.m. These times cause conflicts for students in the Education block that is usually scheduled from 1:00 p.m. to 5:00 p.m, especially when students must allow for travel time to and from field sites. For example, Physical Education requires students to remain in class until 1:30, while Math wants students to be available to take classes at 4:30. While adjustments might be made at one end or another of the block, the field time cannot be cut back at both ends. Rogan will meet with Vessely and J. Watt to discuss this issue.

3. C. Toll reported on the **common lower division curriculum in elementary education** that has been adopted by Ivy Tech and all IU education programs. This action makes it more difficult for elementary teacher education students to (a) pursue concentrations or (b) take a physical education course. Conversations are taking place regarding the status of the F100 learning community that has provided an orientation to teacher education for potential elementary education majors. This new curriculum is scheduled to go into effect for students entering as freshmen in Fall 2008. Education faculty are still assessing the ramifications of the articulation agreement.

Toll and C. Leland reported that a similar common curriculum for the first two years would be developed soon for secondary education majors.

5. Toll initiated discussion about the schedule for the visit by University of Wisconsin-Madison sociolinguist **Jim Gee on Friday, March 30**. We will have at least one opportunity for faculty and students from across the campus to meet with Gee on the morning of March 30. In addition to COTE members and their disciplinary colleagues, we will invite supervisors of student mentors and ask that they advertise the event among the mentors, some of whom may be interested in careers in teaching. We will distribute in advance an article that can form the basis for conversation with Gee at this session.

We will invite a larger group, including public school and other educators in the community, to an afternoon seminar, which probably will be held at the Key School, located about 10 minutes from the IUPUI campus. T. Banta will send Gee some of our ideas regarding a title for his address. We also will ask him to recommend an article to be read in advance of the morning discussion.

# COMMITTEE ON TEACHER EDUCATION (COTE)

Friday, May 11, 2007  
Administration Building – AO 103  
3:00 – 5:00 p.m.

## AGENDA –

1. Prospects for 2008 Symposium Speaker ..... T. Banta
2. Follow-up Discussion of Jim Gee's Ideas ..... Sasha Barab,  
Instructional Systems Technology  
professor at IUB
3. Program Reviews Required by the State..... L. Houser
4. K-12 Issue ..... L. Hurt, J. Bertsch
5. Policy Council Recommendations ..... T. Banta

## MINUTES –

**Members present:** K. Baird, T. Banta, S. Blackwell, C. Borgman, C. Cowen, S. Fox, L. Hurt, C. Leland, K. Nguyen, P. Seabrook, C. Toll, J. Vessely, M. Wokeck.

1. **Speakers for Spring 2008 Symposium.** Toll asked about the purpose of the symposium. Banta noted that the purpose has not been clearly articulated, but in general we try to broaden the COTE discussion to include members of the larger K-12 and higher education communities by bringing in a noted speaker/discussion leader to outline a topic of contemporary interest. Toll and Blackwell observed that we have not been effective in following up to ensure that some response to each symposium is undertaken.

Several approaches to the 2008 symposium were explored. Should we even have a noted speaker, or should we organize discussion groups around a theme aimed at legislative action or improvement of some aspect of our collective work as teacher educators?

2. **Follow-up to 2007 Spring Symposium.** Sasha Barab, distinguished professor in the Instructional Systems Technology Department at IU Bloomington, is building on the work Jim Gee presented at the March 30 symposium to create video games for students in grades 4-6. Barab described and demonstrated QuestAtlantis, a 3-dimensional multi-user environment that capitalizes on students' fascination with video games to help them develop deeper understanding of concepts such as environmental conservation. Barab has funding from the McArthur Foundation to support his work. He offers an on-line in-service course for teachers to help them learn to use his creations to enhance student learning. Baird and Toll were most interested in potential collaboration with Barab, but the interest in his topic was universal among COTE members.