

Indiana University School of Education
Committee on Teacher Education
February 22, 2007

Minutes

Present: David Estell, Keith Chapin, Jose Bonner, Tim Niggle, Laura Stachowski, Andrea McCloskey, Jill Shedd, and Martha Nyikos for Gerald Campano.

Others Present: Jeane Novotny, Claire King, Juliana Hallows

I. Welcome: David Estell conducted the meeting.

1. Approval of January 24, 2007 Minutes

—David Estell

Handout: January 24, 2007 Minutes (buff)

David Estell, opened the meeting by giving members an opportunity to review the January 24, 2007 minutes. Tim Niggle requested that the minutes reflect all the universities that have offered education degrees without certification in the state of Indiana. Juliana Hallows made the note for the changes. It was motioned that the minutes be approved with the changes and it was seconded: MOTION APPROVED.

II. Discussion Item: Bachelor of Science in Education without Certification

—Claire King

Claire King has been actively involved with the Teach for America (TFA) model. The TFA selects high achieving students from various disciplines to teach in high need areas of the country for approximately two years. In return for this service students are given remuneration and incentives.

Indiana University (IU) is one of the top 15 schools that TFA recruits from. One reason is that TFA is selective and often picks top performing leaders from non-teaching programs who are service learning oriented. Last year they had over 400 applicants and accepted only 24 from IU, 5 of those selected were from the School of Education.

Participants in the TFA program are expected to do “whatever it takes for whatever it costs” to help their students succeed in these high needs areas. Often these instructors work 80 hours a week and become burned-out and overwhelmed because of the energy it takes to work in these environments. Nevertheless, students who are drawn to the TFA program have a notion of wanting to do something significant as a change agent.

Claire King then asked what it would look like if the School of Education invited top students to teach in high needs areas in Indiana settings. She state that using some of the techniques the TFA program used would help place students in these areas. Such techniques included incentivising where the school could organize financial resources through the IU Foundation or the school districts in these areas. She stated that this could entice the highest performing students from the Teacher Education Program to work in these areas. Another suggestion would be to provide student teaching opportunities outside of Indiana for student who would be interested in gaining experiences in other high need areas. While this would be

challenging it would provide an opportunity that is not currently available. Tim Niggle stated that the Office of Teacher Education provides support and supervision for students in the field; however, the farther away the students are placed the harder it is to arrange this support. The committee then discussed the possibilities of incentivising high need areas and other avenues.

Claire King then introduced the second item of her discussion which is the creation of a youth services oriented major for individuals who do not want to teach but would like to work with children. She had a discussion with Willis Bright of the Lilly Endowment regarding professional youth work and the professionalization of this field. She had brought several documents to elaborate on this topic.

There is an organization in Indianapolis called Leadership and Renewal Outfitters which is heavily funded by the Lilly Endowment. The Lilly Endowment has an interest in increasing the quality of life in Indiana in order to attract a work force. Thus it is important for them to better the quality of schools and of youth service program in Indiana. By improving professionals in these areas they hope to attain this goal. Specifically they are interested in knowing who is offering a degree for professional youth development; which is for people who choose to work with youth in a non-classroom.

The packets provided to the committee contain information about this prospect. Currently there are 5 schools that are offering a masters degree in professional youth development field and there are no schools offering the degree at the undergraduate level; however, there are certificate programs and undergraduate endorsements in this field. Claire King then provided a list of schools throughout the UK, Canada, Australia and other countries that offer this professional degree. What she found was that this program was being done successfully in the UK where non-formal or informal educators are unionized, paid at a competitive rate and highly credentialed.

Courses, in this major would be multidisciplinary in approach. People who work with youth, who are outside and inside the classroom, are likely to take courses in developmental psychology, juvenile corrections, human sexuality, popular culture, recreation, change theory, organizational management, and the list continues. Because this is such a very wide field the Lilly Endowment has asked current professionals what their educational preparation was. What they discovered was that most of the people that entered the field were educators first or from that educational background. These are individuals that came to Education to work with children, have skills sets in working with youth, and know how to engage them.

Per request of the Lilly Endowment, Claire King compiled a list of courses that would work toward creating this undergraduate program for youth workers at Indiana University. She gave a copy of this list to the committee. She added that IU is best equipped to offer this multidisciplinary undergraduate professional youth work degree. She added that with collaboration with advisors and the Individualize Major Program (IMP) they have been working on this multidisciplinary program. However no one has come to IMP requesting this degree because of the lack of knowledge about this opportunity and because it does not have professional visibility. And so the Lilly Endowment has marketed a campus based trial for individuals who think they may want to work with youth. They are paying for mentors, that are youth professionals, to help individuals through the program, and they are paying an internship where the students could work with in this field. Claire King provided a list of the first cohort of students to go through this process.

The issue or concern is that the advisors that are implementing this program are not at the level of systemic change. So, now they are targeting high level administrators and senior faculty from the different schools and departments, that the students are coming from, and asking them to sit on an advisory committee that would look at the success and evaluate what happens with this program. However this group has yet to be formed. Claire King's question is if it would be a good idea for the School of Education to be the home of this pilot project. Willis Bright at the Lilly Endowment is trying to get this to happen so they can put some money to it and push the professionalization of this field. Claire King then explained the various handouts she provided.

A discussion followed about this opportunity. Keith Chapin added that a great deal of youth professionals are under skilled and the concept of an undergraduate degree is valuable. Jose Bonner then asked what it would take for this program to be developed and implemented. Tim Niggle stated that these programs already exist but are more focused according to the discipline, like the School of Social Work or Parks and Recreation, and so by creating this degree it might encroach on these programs as well as conflict with the states requirements for the Education Department as a professional school. He added that advisors should inform their students of the things that they could do with their degrees. Jose Bonner then added that there may be some difficulties in working with other departments. Claire King concluded that the School of Education is well positioned to implement this type of program.

III. Informational Item: New addition to the Cultural Immersion Projects under development —Laura Stachowski

Laura Stachowski brought a handout about with quick facts about the Cultural Immersion Programs (CIP). She stated that they currently offer two Cultural Immersions Projects: 1) the Overseas project; and 2) the Navajo Reservation project. Cultural Projects have been around for a while and have evolved. They used to offer Latino, Urban and Rural projects which have since been inactive. The program now has 13 programs in the Overseas project. This is a large program and at any one time they work with some 300 students.

Laura Stachowski then stated that she has spoken with people from Chicago public schools and they were very interested in offering opportunities that would allow for the Urban project to be revived. She added that in late January she and Jill Shedd met with faculty members of Illinois State University, who already have a well established program in Chicago, and they are offering to let CIP use some of their resources to help implement this project. Laura Stachowski then stated that this program is now revived and will be starting in Chicago; however she hopes to expand to other cities such as New York or Miami. For now CIP is organizing where the students will live, teach, and how they will be involved in the Chicago urban environment. She stated that she will working further with the Chicago people to get everything in place such as housing, schools, and the paper work needed for this experience. She reported that there are several aspects they are looking at to fulfill this opportunity.

The committee then discussed this opportunity, the Latino project, and other projects. Laura Stachowski replied that they would be working on one project at time and have to focus on the student interest for these programs to make sure they is enrollment and funding.

IV. Informational Item: Community of Teachers Special Education Review —David Estell

Currently there are three productive programs for special education: one is the Community of Teachers; second is the TAL program; and third is the Graduate License Additions Program, all of which have been reviewed by the committee. The fourth program, C-TEP - also known as the Dennis Knapzyck program, has been closed for sometime and is no longer productive. There is some move to apply for grants to begin a similar program but this has yet to be completed. The main objective of this item was to state, for the minutes, that this program was not reviewed because it was not open and that all other special education programs have been reviewed.

There were no more questions. It was motioned to adjourn the meeting, motion seconded, meeting adjourned.