

Committee on Teacher Education
at
Indiana University-Purdue University Indianapolis

2006 - 2007 Annual Summary

The Committee on Teacher Education (COTE) exists to provide a forum for dialogue among stakeholders in teacher education at IUPUI. COTE members include representatives of public schools in the Indianapolis area and faculty from the Schools of Liberal Arts, Science, Physical Education and Tourism Management, Herron School of Art, and University College, as well as the School of Education in Indianapolis and in Columbus. COTE meetings during the 2006-07 academic year took place in October, December, February, and May, with a public symposium sponsored by COTE in March.

At the October meeting, COTE members heard for the first time about 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 at IUPUI using Commitment to Excellence funds. 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.

At the December meeting, and thereafter, COTE members heard from P-12 public school representatives about specific issues concerning teachers in the field. The first P-12 issue was 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. In addition, students who are unable 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.

In March, COTE sponsored a community symposium at the Key Learning Community in Indianapolis. The speaker was James P. Gee, Tashia Morgridge Professor of Reading at the University of Wisconsin-Madison. Gee, a sociolinguist who applies linguistics to literacy and education, described the kind of literacy development that is necessary for success in school. Building on his recent work, Gee discussed the types of

learning and literacy that are built into video games and what they have to teach us about learning, literacy, and language development.

Additional topics considered at meetings during 2006-07 include:

- a. the Pathways to Success Program.
- b. SOE involvement in secondary schools in the Indianapolis area.
- c. proposed revisions to the Secondary Teacher Education Program.
- d. block scheduling.
- e. the new Master of Arts in Teaching in Spanish.
- f. portfolio assessment.
- g. removal of social justice from NCATE standards.
- h. the Ivy Tech-IU common lower division curriculum in elementary education.