

# Committee On Teacher Education (COTE)

Thursday, April 29, 2004

University Library, Room 1116

3:00 - 5:00 p.m.

## AGENDA:

1. Approval of February minutes ..... Trudy Banta
2. 21<sup>st</sup> Century Teacher Project proposal ..... Chris Leland and Thom Upton
3. Advising for secondary Transition  
to Teaching program ..... Bob Osgood and Jodi Norton
4. New Indiana cultural competence law ..... Bob Osgood
5. COTE follow-up for Nieto workshop ..... Trudy Banta
6. Preparing health teachers and K-12 wellness initiatives ..... Betty Jones  
Suzie Crouch  
INDOE

## MEETING SUMMARY:

**Members present:** M. Anton, T. Banta, J. Kuczkowski, C. Leland, K. Murtadha, B. Osgood, K. Stanton, J. Watt, P. Wolfe.

**Guests:** Thom Upton, Department of English; Lisa Angermeier, Department of Physical Education; Suzanne Crouch, Director of the Coordinated School Health Program, Indiana Department of Education.

1. C. Leland distributed a summary of two proposals for **21<sup>st</sup> Century Teacher Project** funding that were submitted to Bill Harwood at IUB by the April 23 deadline. The first is to revise Q200-Scientific Inquiry, a science course required for elementary education majors, to ensure that the course is aligned with the Indiana Academic Standards for K-8 Science (2000).

Thom Upton was present to discuss the second proposal, which would involve developing two units of study to be added to existing courses for pre-service secondary school teachers. These units would focus on classroom practices and teaching methods that can help future content area teachers support the literacy needs of English as a Second Language (ELS) students. COTE members spent considerable time discussing the facts that (1) this proposal describes a useful first step that should be taken, but (2) a next important step is to require future teachers to develop proficiency in a foreign language. Spanish is the language most needed in Indianapolis public schools today.

2. J. Kuczkowski asked who would be **advising students in the T2T program**. SOE representatives said this has not yet been determined.
3. R. Osgood introduced the **Cultural Competence in Educational Environments act** of the Indiana legislature that will take effect July 1. The act states that Indiana's teacher training institutions must prepare individuals to teach in various environments by requiring courses

and methods that increase their cultural competence. Osgood expressed confidence that IUPUI already is in compliance because students have a diversity course and assignments in their general education courses as well as their additional Education courses that address multi-cultural issues. In addition, in-school experiences and student teaching in public schools serving diverse populations provide first-hand exposure to these issues.

The need for professional development for teachers in service was discussed.

K. Murtadha said that SOE faculty and staff are prepared to provide development in this area in response to requests from the community. She emphasized that SLA faculty should also be involved in meeting this need.

4. Joy Seybold has been named to a new SOE position designed to provide **coordination for professional development**. She will identify community needs for in-service experiences, then attempt to address those needs through programs provided by SOE faculty and other IUPUI colleagues.

COTE members suggested that IUPUI should develop stronger ties with community organizations like the Hispanic and Hawthorne Centers since these groups can be powerful allies in encouraging children to learn. Another suggestion was that we should develop communities of practice with broad-based membership to tackle difficult issues. ENL and cultural competence are issues that keep coming up in COTE meetings. Another topic mentioned was the need to learn from others how the NCLB initiative can be deployed successfully. Apparently it is working as envisioned in Brockport, New York and other school districts in California and Florida.

5. T. Banta distributed a sheet entitled “How Can We Attract and Support Effective Public School Teachers?” This listing, which is attached, was developed as a summary of suggestions for actions by COTE that emerged from Minute Papers written by participants in the March workshop led by Sonia Nieto.
6. Lisa Angermeier and Katie Stanton introduced Suzy Crouch from the INDOE, who described Indiana’s Coordinated School Health Program. This program combines physical education and health education, emphasizing the role of physical activity in social, emotional, and physical health, which are essential to academic achievement. Crouch made the following points: (1) some health problems arise from cultural traditions and beliefs, (2) decision making and problem solving taught in health education in elementary schools helps students throughout their education, (3) school attendance increases as student health improves, (4) students who come to school hungry have difficulty concentrating in class, (5) school breakfast programs have been shown to increase student attention and learning, (6) some health-related behaviors such as falling asleep in class may actually be punished rather than addressed helpfully, (7) school nurses can help prevent chronic health problems, (8) healthy teachers are present more and are more optimistic, (9) increased physical activity has been shown to raise test scores and grades, (10) health intervention programs help to lower juvenile crime and increase high school completion rates.

Crouch described a new four-year \$1.8M grant her office has received to help school personnel integrate physical education, nutrition (e.g., breakfast programs), health promotion for teachers and students, and counseling and psychological services in ten school corporations in Indiana. IPS is one of these.

Crouch concluded by pointing out that students preparing to be elementary teachers currently are not required to take health education and the State's health development standards are not being addressed as fully as they might be at IUPUI. She suggested that a module on health education could be added to early teacher preparation courses.