

COMMITTEE ON TEACHER EDUCATION (COTE)

Friday, October 26, 2007

Administration Building, Room 103

3:00 - 5:00 p.m.

AGENDA –

1. ESL GrantBeth Berghoff and Annela Teemant
2. Secondary EducationP. Rogan
3. K-12 Partners Topic TBI
4. UCASE UpdateK. Nguyen
5. State Program Reviews L. Houser
6. Ideas for Spring Symposium Mind Trust Fellowships and More...

MINUTES –

Members Present: M. Anton, T. Banta, D. Burbrink, L. Burdine, C. Cowen, A. Gavrin, L. Houser, L. Hurt, C. Leland, K. Nguyen, A. Ociepka, P. Rogan, J. Seybold, J. Watt, G. Williams

Guests: Annela Teemant, Beth Berghoff, Brian Culp for Jeff Vessely, Peggy Penn for Frankie Cooper, and Brian Culp for Jeff Vessely.

1. **ESL grant.** SOE faculty members Annela Teemant and Beth Berghoff explained a new 5-year grant from the U.S. Department of Education entitled, “Comprehensive Teacher Education Reform for English Language Learners.” The project involves a partnership between IUPUI and IPS that promises to reform teacher education—from prerequisite math and science courses to core courses in teacher education and ENL credential programs, to clinical settings for student teaching, and professional development for experienced teachers. First IUPUI faculty and IPS teachers will create a shared vision for ELL teacher preparation. Then a research-based instructional model—the *Standards for Effective Pedagogy*—will be used with personnel at every level of teacher preparation, from university faculty in the schools of Science, Liberal Arts, and Education, to public school teachers. Over 5 years, curriculum and pedagogy will be redesigned in 5 required undergraduate math/science courses, 8 elementary and secondary methods courses in the ENL curriculum, 7 ENL courses, and 75 clinical placement sites in elementary and secondary settings.

The program promises to increase the number of certified ENL teachers as well as the achievement of their students.

2. **State Program Reviews.** L. Houser reported that the Indiana Department of Education now requires program reviews for all teacher education programs. By 2009, each program must have identified specific learner outcomes, courses that give students opportunities to learn these concepts, and assessments demonstrating that students have mastered the outcomes. Plans for ENL and World Languages majors have been turned in to the INDOE. The new teaching majors in science will not have to report in 2009 because they will not have produced graduates by that time.
3. **UCASE.** K. Nguyen gave an update on UCASE, which is now the Urban Center for the Advancement of STEM Education. The list of IUPUI schools participating in the program now includes Education, Engineering and Technology, Liberal Arts, Medicine, and Science. An early activity of UCASE has led to a streamlined curriculum for preparation of science teachers. Proposals for Signature Centers with Informatics and Medicine have been submitted. UCASE has received \$487k over 3 years from NSF to provide \$9,000 scholarships to encourage career changers to complete T2T programs and become certified as science or math teachers. In addition, a new 4-year NSF grant for \$750k is designed to produce 30 science teachers for high-need schools. The grant provides scholarships for \$10,200 per year that should encourage juniors and seniors at IUPUI to become science teachers.
4. **K-12 Partners' Topic:** L. Burdine, who works with Cadet Teachers at Perry Meridian High School, suggested that IUPUI sponsor a local, or even state-wide, event for Cadet Teachers so that they can see the campus and learn what it is like to major in teacher education. Burdine also would like to have some IUPUI faculty review the training material she has designed for Cadet Teachers. COTE members who volunteered to work with Burdine on these matters include: J. Seybold, A. Gavrin, K. Nguyen, and P. Rogan.
5. **Recruiting IUPUI Student Mentors:** G. Williams suggested once again that student mentors who work with students in the sciences should be recruited as science/math teacher education majors. Gavrin responded that an event for this group hosted last spring was poorly attended. Williams offered to provide a list of faculty who work with the student mentors so that they can identify particularly promising candidates for follow-up by SOE and SOS faculty.

6. **Secondary Education Program Changes:** P. Rogan reported on a proposed revision to the blocks, or clusters of courses, offered each semester for secondary education majors. Currently three courses are taught as one by two instructors in Block I. The special education portion, which focuses on differentiated instruction, is not fully grasped by students in Block I. The proposal would move the Differentiated Instruction course to Block II and give it 3 credit hours instead of the 2 it had in the Block I structure. This would add 2 credits to the total number of hours. J. Watt supported the need for Differentiated Instruction to be separated from the Block I course and given more weight. Gavrin expressed concern about the new total of 40 credit hours that would now be required for secondary majors, particularly in light of the UCASE effort to streamline the curriculum for science majors.

7. **Spring Symposium:** K. Nguyen suggested that COTE and UCASE co-sponsor a spring event focused on science education. This idea met with widespread approval. T. Banta will talk with UCASE director, Charlie Barman, about his plans to contact a speaker.