

# Committee on Teacher Education (COTE)

Thursday, October 31, 2002

Administration Building, Room 103

3:00 - 5:00 p.m.

## AGENDA:

1. Approval of August Minutes .....T. Banta
2. Perspectives on Governor's Roundtable and  
No Child Left Behind..... Chuck Little
3. IUPUI Chancellor's P-16 Initiative .....T. Banta
4. Great Cities Rubrics ..... B. Berghoff
5. Action Research Module..... Jim Kilbane
6. Cluster School Plan..... B. Berghoff, Carol Matern
7. Update on New Teacher Education Admission Policy ..... B. Berghoff
8. Suggestions for New Members .....T. Banta
9. Schedule for Spring Semester COTE Meetings.....T. Banta

## MINUTE SUMMARY:

Present: T. Banta, C. Barman, B. Berghoff, C. Borgmann, M. Capuano, S. Fox, E. Jones, J. Kuczkowski, C. Leland, H. Saatkamp, C. Souch, G. Williams (for L. Haas).

Absent: R. Ahlgrim, L. Houser, K. Murtadha, R. Osgood, L. Oukada, P. Scott, J. Swope, J. Watt.

Guests: Chuck Little, Jim Kilbane

1. Minutes of the August meeting were approved.
2. Chuck Little, executive director of the Indiana Urban Schools Association, reported on the most recent meeting of the Governor's Roundtable and on the new federal legislation, No Child Left Behind (NCLB). The Governor's Roundtable is co-chaired by Governor O'Bannon and Sue Ellen Reed, but Stan Jones of the ICHE usually presides. Members include business representatives, the president of the Indiana State Teachers Association, the head of the Indiana Professional Standards Board, lobbyists, representatives of state legislators, and some school superintendents and deans of colleges of education. The Roundtable is appointed pursuant to state law; the body can recommend guidelines to the State Board of Education that then must be followed by public schools and colleges in Indiana. At the most recent meeting of the Roundtable, the state's education deans had been asked to make presentations concerning their approaches to teacher education. Following the presentations there was very little time for discussion.

No Child Left Behind (NCLB) intends to reach all children, guaranteeing that a well qualified teacher will be in every classroom within three years and that within twelve years every child will reach state-determined standards of minimum competence. Annual yearly progress is required; not just for an entire school, but for every identified subgroup within the school. If schools are performing below the state average, they need to increase their scores ten percent per year or risk having to assist in transferring students who wish to move to high-performing schools. While new money has come to the state to fund NCLB provisions, most of it ends up being spent on transferring students out. Thus the net effect on the schools' finances is negative since more must be spent now on testing students in grades where testing was not mandatory previously.

Indiana already has PL 221, which state educators believe is a better law than NCLB. Chuck Little is working with superintendents around the state to draft a formal request that the provisions of PL 221 be allowed to substitute for NCLB within Indiana. While officials within the US Department of Education appear to be signaling that states will have some leeway in working within NCLB, Secretary Paige has taken a less flexible position on this matter.

Since there is no new money for testing or for professional development for teachers, it is difficult to comprehend how simply testing students is going to help them increase their achievement levels.

COTE members subsequently discussed the need to lobby the Indiana legislature for the changes in postsecondary education that will have to accompany NCLB. Obviously, teachers will need help in teaching every child reading, writing, and critical thinking in addition to content knowledge.

3. Various P-16 initiatives were identified. Chancellor Bepko has asked each dean for information and has compiled a collection of IUPUI school-based activities that involve the public schools. Some of these are documented in the Civic Engagement Inventory section of the IUPUI portfolio at [www.iport.iupui.edu](http://www.iport.iupui.edu). H. Saatkamp described a P-16 committee on which he serves that is Indiana University-wide.
4. B. Berghoff described some of the Great Cities Schools initiatives. Data from colleges of education in other communities are being collected because it is recognized that universities located in urban areas have common concerns. Many classrooms in city schools have so many problems that teachers find it difficult to teach. We already know far more from research than we are using to help students learn. Rubrics are being developed to provide some indication of how effective colleges of education are in preparing teachers for urban settings.

5. H. Saatkamp called our attention to the possibility of obtaining funding from the Carnegie Corporation of New York for partnerships involving colleges of education and arts and sciences and public schools in urban settings. Members noted that additional IUPUI schools (e.g., SPEA, Nursing, Social Work) could be involved to provide the strategies and support that will help students learn. Mental and physical health problems and family poverty are some of the areas of need. The possibility of developing an application for grant funding using the SAVI database was suggested.
6. Jim Kilbane demonstrated the Action Research Module that faculty have developed to help teachers do action research. This is one of the Great Cities Schools initiatives.
7. B. Berghoff reported that there may be a need soon to become more selective in admitting students to teacher education at IUPUI. Accordingly, SOE faculty have developed a policy favoring students who started at IUPUI as they are considered for admission. Native IUPUI students have developed knowledge and skills related to the Principles of Undergraduate Learning. So far, no students have been rejected, and there is opportunity for more discussion of this policy. At our next meeting we should study the potential impact of enforcing this policy on the numbers and characteristics of those who are admitted. COTE members urged Berghoff to share the draft admissions policy with teacher educators in other schools. SOE faculty also were urged to consider other experience and backgrounds in their policies—not just experience gained at IUPUI.
8. The following suggestions were made concerning COTE membership:
  - SLA—Marta Anton, Kim Lovejoy, Kathy Lam, Bob Harris
  - Science—Doug Lees, Fritz Kleinhaus
  - PE—Katie Stanton
  - Community—Scott Massey or Diana Moon (IHC), Suzie Crouch (IDOE), Bridges to Success, Urban League
  - Schools—Phylis Coe, Ann Jo Glenn, Carole Damin, Joyce Macke, other PDS representatives
  - Writing Project Teachers: Jim Quirke, David Lawson, Allyson Smith, Joe Turner, Connie Bleicher
  - Students
  - Alumnae