

COMMITTEE ON TEACHER EDUCATION (COTE)

Friday, December 7, 2007

Administration Building, Room 103

3:00 - 5:00 p.m.

AGENDA –

1. Discussion of New Teacher Project study: “Missed Opportunities: How we keep high-quality teachers out of urban classrooms” S. Blackwell
2. K-12 issueVolunteers
3. Update on UCASE planning for springK. Nguyen
4. Dual credit courses and NACEP accreditationP. Seabrook
5. Update on Ivy Tech articulation..... T. Banta (for Peggy Apple)

MINUTES –

Members Present: T. Banta, S. Blackwell, C. Borgmann, L. Hurt, C. Leland, K. Nguyen, P. Seabrook, J. Watt, G. Williams

1. S. Blackwell summarized research suggesting that contrary to popular belief, there really are individuals who are prepared to work in urban schools and would like to have jobs there. Unfortunately, they are often not hired due, in part, to personnel policies of urban school districts. Some IUPUI students apply to IPS and hope to work there, but by the time IPS starts hiring—in late August or September—these students have accepted jobs in township systems, where principals begin to recruit in early spring and can hire months sooner than IPS. Although we were handicapped by not having an IPS COTE member in attendance to verify our thinking, we concluded tentatively that some of the policies that create hiring barriers (e.g., allowing teachers to wait until August to decide if they will retire that year; and compelling principals to accept transfers from other IPS schools—some of whom have been asked to leave their current schools—before considering new applicants) may be related to union rules. Blackwell will discuss this with the head of the IPS teachers’ union.

P. Seabrook observed that a few IPS teachers would like to leave teaching but are not certain they could be employed successfully elsewhere. We discussed the possibility that teacher preparation programs could include more information about alternative careers, such as training in industry or

the non-profit sector, including internships at sites in the community other than public schools.

L. Hurt suggested that township schools and IPS might work out temporary trades for teams of teachers. For variety and challenge, teams of township teachers could trade places for a year or two with a team from IPS.

Seabrook reported that the Charlotte Mecklenburg school district saved a good deal of money by merging all the public schools in the city and county there. In this system, teachers can move between urban and suburban schools more easily.

2. Seabrook described a new concern about dual credit programs such as that we hope to offer at Crispus Attucks: According to Indiana law, institutions providing dual credit for classes taught by high school teachers must be accredited by NACEP, an association with headquarters in Minnesota that is not recognized by the Council for Higher Education Accreditation. Accreditation by NACEP takes five years.

Seabrook explained that IUPUI, which has not even started the accreditation process, could avoid the need to seek accreditation from NACEP if we (1) use advanced placement-approved high school teachers and award college credit through the AP process or (2) bring high school students to our campus to take credit courses with IUPUI students, as we do through IUPUI's SPAN program.

3. February 29 is the date for the COTE spring symposium. Charlie Barman of UCASE has invited CUNY Professor Tobin to give a talk on preparing science teachers. The event may be held at the Eiteljorg Museum. More details will be forthcoming.
4. T. Banta summarized a report from Peggy Apple, who is the liaison with Ivy Tech for the teacher preparation program that begins at Ivy Tech. Apple predicts that very few, if any, students will transfer to IUPUI from Ivy Tech for 4-5 years because so few students are able to attend Ivy Tech full time. Apple will make sure that all who want to transfer and are qualified have the opportunity to make the transition to IUPUI.
5. Hurt reported that his colleagues at Ben Davis have discovered that often when "enrichment" activities are offered to high school students, they see this simply as more work, that is, increasing their workload. They have never had the opportunity to think more deeply about their schoolwork, and learning opportunities haven't necessarily been seen as sources of joy. So these students just don't expect to enjoy enrichment activities.