

COMMITTEE ON TEACHER EDUCATION (COTE)

Friday, December 8, 2006

Administration Building, Room 103

3:00 - 5:00 p.m.

AGENDA –

1. Proposed Changes to the Secondary Education ProgramP. Rogan
2. Secondary Blocks on Tuesday/ThursdayP. Rogan
3. T2T and MAT Licensing M. Anton, G. Bersier, S. Blackwell
4. K-12 Issue To be identified by Our Public School Representatives
5. Student Use of Social Networking Sites (Facebook, MySpace, etc.) Discussion
6. Assessment of Content Knowledge and SkillsC. Borgmann
7. March 30 with Jim Gee..... T. Banta
8. NCATE Removal of Social Justice from Standards..... T. Banta

MINUTES –

Members present: M. Anton, K. Baird, T. Banta, J. Bertsch, S. Blackwell, C. Borgmann, C. Cowen, S. Fox, L. Hurt, C. Leland, P. Rogan, M. Wokeck, and Denise Burbrink representing Columbus.

1. Pat Rogan presented **proposed revisions to the secondary teacher education program**, including:
 - Moving the special education requirement from Block I to Block II.
 - Moving content area literacy (M469) to Block I.
 - Expanding student teaching from eight weeks in a middle school and eight weeks in a high school to ten weeks in the student's primary area (middle or high school) and six weeks in the secondary area.
 - Moving technology W301 and W401 from Blocks II and III to Blocks I and II.
 - Subtracting one credit from the Content (Specialty) Methods course and adding a credit to the special education course (Differentiated Instruction).

Jeff Watt observed that the total credit hours for teacher education will increase to 44. Several COTE members representing content areas

expressed concern that Special Methods courses in math, English, foreign languages, etc., might be jeopardized if this proposal is approved. Rogan agreed to send the proposal to the COTE listserv so that members could disseminate it for review and comment in their units.

2. Rogan introduced the topic of **block scheduling on Tuesdays and Thursdays** for discussion. Secondary teacher education majors currently have experiences in public schools from 8:00 a.m. to 12:00 noon or from 1:00 to 5:00 p.m., depending on the block they are taking. These times are not the same as beginning and ending times for courses on campus, thus may cause problems for students. Rogan was encouraged to send this proposal to the COTE listserv as well.
3. Marta Anton, Sue Blackwell, and Gabrielle Bersier provided information on the new **MAT in Spanish**, which, combined with the **T2T** approach, now makes it possible for an individual to obtain a license to teach Spanish. The program takes two academic years plus two summers to complete and incorporates field experience in high school or middle school. The program will have its first graduate this year, two more students should finish next year, and four are scheduled to begin the program in Fall 2007.
4. The **K-12 Issue** for this meeting was presented by Jamilyn Bertsch and Larry Hurt. They expressed 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. Students who are not able 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. Hurt called these "intentional non-learners." Wokeck noted that similarly we have a cadre of "support immune" students at IUPUI who don't come to class and don't take advantage of any of the collaborative work or learning support programs we offer.
5. Cindy Borgmann cited the case of a very good student who was offered a job in a local school, but subsequently was told that she would not be hired because she had noted her membership in a feminist group on **MySpace**. Schools don't acknowledge publicly that entries in social networking spaces are reviewed in the hiring process, so students need to be made aware that such review may be taking place.
6. Borgmann described **portfolio assessment of content knowledge for art majors** preparing to be teachers. Faculty, students, and supervising teachers use rubrics to assess student knowledge, performances, and dispositions defined in seven content standards for teachers of fine arts.

7. James Gee, professor of reading at the University of Wisconsin, Madison, will provide the **COTE spring symposium** on **Friday, March 30**. In addition to the symposium in the afternoon, Gee will meet with faculty and students and with interested community representatives earlier in the day. Cathy Toll will be invited to coordinate the community event. Hurt will be one of two individuals invited to respond to Gee's presentation at the symposium.

8. **NCATE's removal of social justice from its standards** was not viewed positively by COTE members, who observed that it is not a political concept to be considered in or out of favor. Instead, social justice is a term embedded in the standards for teachers of history because it must be understood as the basis for the women's suffrage and civil rights movements, among others. Steve Fox commented that social justice is a key principle in the US Constitution and Bill of Rights, in the Bible and other sacred texts, and in the best pedagogical thought going back several centuries. Social justice has many definitions, including equity, equal opportunity, and multiculturalism, and is a value that we hope all teachers will embrace. Although it is difficult to assess, this doesn't mean that it should not be part of the education of teachers, since we don't want them to be prejudiced against certain groups in society or to be uncaring about the poor and powerless.