

COMMITTEE ON TEACHER EDUCATION (COTE)

Friday, January 23, 2004

Education/Social Work Building, Room 3138B

3:00 - 5:00 p.m.

AGENDA:

1. English as a New Language – Marilee Updike and Gabrielle Bersier
 - ENL dual license – Chris Leland
 - Concept paper for Title III Grant – Bob Osgood
2. Proposed change in admission date – Chris Leland
3. Plans for Spring meetings of content area representatives with SOE faculty – Bob Osgood
4. 21st Century Teacher Project update – Chris Leland
5. Status report on advising sheets discussed at October 30 meeting
6. IUPUI proposal for grant under Indiana's Improving Teacher Quality Partnership Program – Jim Kilbane?
7. NUTC Project proposal update – Chris Leland
8. Support of Geography Educators Network – Catherine Souch
9. End-of-Course Assessments in writing, math, and science for high schools – Khaula Murtadha and Trudy Banta

MEETING SUMMARY:

Members present: Anton, Banta, Bersier, Fox, Houser, Hurt, Jones, Kuczkowski, Leland, Murtadha, Osgood, Souch, Stanton, Swope, Williams

Guests: Marilee Updike, Thom Upton

- 1A. **English as a New Language.** Marilee Updike, ESL Coordinator with Indianapolis Public Schools, provided an overview of the needs of IPS students, teachers, and parents for assistance in understanding and instructing students for whom English is a new language. In particular she stressed the difficulties presented by the culture of poverty in which many of these students must exist outside the school environment. Indianapolis is attracting a

growing number of refugees who are not literate and have never even been in a school. In addition, many teachers have not studied a second language and find it difficult to know what accommodations to make for students whose first language is not English. Students are failing subjects and grades primarily because they don't understand English; Updike believes they should be given alternative ways to demonstrate what they know. She has participated in an effort led by the Indiana Department of Education, now complete, to adapt content standards to make them applicable to ENL students. The importance to ENL students of the ability to read was discussed, and there was some agreement that all teachers should know how to teach reading. L. Hurt said that in his experience, teacher education students and even new teachers don't comprehend that they need to know how to teach reading; they only come to this realization after they have taught for some 3-5 years.

G. Bersier responded to Updike's presentation from the perspective of faculty in the Department of World Languages and Cultures at IUPUI. She said that interest in foreign languages among IUPUI students is higher as a result of the events of 9-11-01. In addition, IUPUI faculty and administrators are more interested now in internationalizing the curriculum and offering more study-abroad opportunities. Bersier and other COTE members believe that students in teacher education should have some exposure to experiences that will increase their intercultural literacy. In addition, teachers in service need some version of these experiences. Service learning can assist in conferring this experience, but C. Souch offered the opinion that one really needs to study a second language in order to appreciate how difficult it is for others to learn English. K. Murtadha said that the newest graduates of IUPUI's School of Education will have a working knowledge of other cultures.

Thom Upton, associate professor of English and ESL Coordinator at IUPUI, said that there is no one in the SOE who is prepared to address ENL needs of current students or in-service teachers. Upton currently helps as much as he can, but the scope of the problem is quickly outgrowing his ability to address it.

Murtadha said that a search is underway for a new Director of Professional Development/Continuing Education for the SOE. This new director will assist by identifying needs related to ENL and finding specialists to provide assistance.

- 1B. Upton and C. Leland discussed a **new ENL teaching license** they have developed. After two years of work with colleagues at IUB, the coursework, which can be transferred between IUB and IUPUI, now has been defined for those interested in pursuing the preparation needed to apply for the new ENL license. Bersier emphasized that students taking such coursework would be prepared at a cognitive level, but not at a linguistic level, to make a contribution to ENL concerns as they enter the teaching profession.
- 1C. B. Osgood described a **Title III grant** that B. Berghoff and Katie Brooks are developing to address ENL concerns. The funding, if awarded, would provide for a new ESL professor at IUPUI, additional experiences for teacher education majors, and professional development in partnership with IPS. The concept paper describing plans for this proposal is attached.

2. Leland announced that **new dates for admission** to teacher education have been established: **February 7** for Fall enrollment, and **September 7** for enrollment in the Spring term.
3. Osgood described the process of **assessing portfolios for secondary teacher education students**. He will announce dates for the process of setting benchmarks for the portfolios. Faculty volunteers from SLA and other schools are needed.
4. Leland said that \$50,000 to support **21st Century Teacher projects** will be available for Summer 2004. Since the funding will be split between IUPUI and IUB, we may anticipate that only one or two IUPUI projects will be selected. Ideas suggested by COTE members for these projects include: something related to ENL, coordinated school health programs, math field placements in IPS or in community centers, and validating End-of-Course Assessments for use as college placement tests.
5. Osgood and Berghoff have been revising the **advising sheets** Berghoff disseminated at the October 30 COTE meeting. Souch thanked Berghoff and Osgood for making these sheets available for comment by other schools; in particular, chairs in SLA have expressed their appreciation for this opportunity. Osgood said the content of the revised sheets will be made available on the SOE web site soon.
6. A **proposal** has been submitted to Indiana's **Improving Teacher Quality Partnership** program that would provide support for developing communities of inquiry—critical friends—for professional development. The focus in this proposal is on science fields.
7. A **New Urban Teacher Collaborative (NUTC) proposal** has been submitted to the Indiana State Teachers Association for funding. Jim Kilbane and Carole Damin are IPS teachers in residence at IUPUI. They work with IUPUI graduates who would like to work in IPS. They also provide support for new IPS teachers to keep them motivated to stay in teaching. An electronic portal has been developed for use by new teachers and their mentors. SOE faculty visits and focus groups provide face-to-face support. More support from school principals has been identified as a critical need. The electronic portal makes it possible for the new teachers to go online for support as opposed to having to leave their classrooms for formal professional development experiences.

A second NUTC proposal will involve as mentors faculty from SLA, Science, Physical Education, and Herron. Second-year teachers have been found particularly helpful in supporting first-year teachers because the second-year teachers have just succeeded in negotiating the stressful experience of the first year of teaching.

8. Souch reported concerns about **proposed changes in social studies requirements** for the Core 40 high school diploma. After some discussion about ways to express concern about proposed changes, Souch volunteered to do some research to find the precise language of the new proposals. She will provide this information for COTE members via the COTE LISTSERV.

Future COTE Meetings:

Thursday, February 26	3:00 to 5:00 p.m.	UL 1116
Tuesday, March 30	3:00 to 5:30 p.m.	Eiteljorg Museum
Thursday, April 29	3:00 to 5:00 p.m.	UL 1116