

COMMITTEE ON TEACHER EDUCATION

Thursday, February 23, 2006
University Library, Room 1126
3:00 - 5:00 p.m.

AGENDA -

1. March 20 Event with Nancy Hoffman..... Banta
2. Small Schools Coaching Initiative..... Blackwell and Berghoff
3. (Planned) February 6 SOE-SOS Student Reception..... Gavrin
4. Joint SOS-SOE CTE Proposal..... Cowen, Berghoff and Gavrin
5. Report from T2T Graduate Andrea May
6. P-16 Council Proposal, Charter Schools, Early College..... Banta
7. Items for April 20 COTE Meeting..... Banta

MINUTES -

Members present: K. Baird, T. Banta, B. Berghoff, S. Blackwell, C. Cowen, B. Jones, P. Seabrook, J. Watt, G. Williams, and M. Wokeck

1. **March 20 Event with Nancy Hoffman**—Additional groups to receive invitations to the Hoffman event were discussed. Watt will communicate with the Gateway group and Project Seam participants. All lecturers may be interested, and Banta will try to locate a list of those individuals. Williams will disseminate the information to Honors students.

As soon as a title for the Hoffman presentation and brief description become available, Banta will disseminate that information as a reminder to all of the groups initially contacted thus far.

2. **Items for April 20 COTE Meeting**—Blackwell will update COTE members on new additions to licensing requirements developed by the Indiana Professional Standards Board. Banta will check with Ivy Tech and bring information about a new 2+2 program for preparing math teachers that Ivy Tech will provide in collaboration with an on-line university in another state.
3. **Small Schools Coaching Initiative**—Berghoff provided background on the coaching program, which involves SOE faculty. This work is supported by a grant from the Gates Foundation that flows through CELL at the University of Indianapolis. Berghoff reported that there are 14 instructional coaches working with academic deans and faculty to help change approaches to instruction in the

small schools environment. Each small school has its own theme—from art to mathematics to health education. Small schools faculty are working together to develop a common vision to provide direction for accomplishing goals associated with the theme they have chosen. Thus teachers are developing communities of learners, and the context of each school has as much to do with outcomes they seek and attain as does the curriculum.

While small inquiry groups in each school have been meeting and making some progress, everyone felt the need for a leader for small schools within the IPS administration. CELL has now hired Jane Kendrick, former superintendent in Hammond and Anderson, to coordinate the small schools initiative.

Each small school must develop its own improvement plan, but a big barrier is the inability to obtain data from the central office for tracking progress. Another barrier to the whole effort is the fact that Superintendent White needs to cut both administrators and teachers in order to meet the budget reduction imposed by the state legislature. So everyone is feeling pressure on that score in addition to the stress of coping with a major organizational change. With school board as well as union elections coming up, the support small schools have received from those organizations may not be as strong. All of these factors contribute to great uncertainty among personnel providing the leadership for learning in small schools.

Seabrook reported on work with the new Attucks magnet school, which, like other small schools, will have about 400 students. The Attucks concept will involve early college, and a strong relationship with IUPUI is being forged in that connection.

Under the new definition for high school graduation statistics, students will be tracked from the beginning of the 9th grade to the end of the senior year. Currently only 27% of IPS students graduate according to this standard. Ivy Tech apparently does not keep statistics on student origins, so it is not clear how many IPS graduates take that route to college. We have learned that some of the IPS graduates who come to IUPUI with AP credit cannot pass our placement tests. This led to a discussion about the uneven levels of rigor accorded the AP experience in various high schools. Seabrook mentioned the emphasis of the Bush administration on increasing the number of AP courses, and this could help with the rigor issue. Seabrook asked if the IUPUI SOE should certify AP teachers. The College Board is interested in assisting with the cost of such a certification program.

Berghoff and Blackwell concluded the discussion of coaching with their observation that the small schools concept is succeeding where teachers truly want students to succeed and believe they can. There certainly is variation among teachers in the depth of their understanding and appreciation of student abilities and backgrounds. In addition, we have some concern about the level of financial support being provided to the coaching initiative by CELL

4. **SOE-SOS Student Reception**—The planned February 6 reception designed to encourage more IUPUI students to become science and math teachers did not take place. Everyone agreed that this was a good idea, however, and there is hope that this reception can still take place during the current academic year.
5. **Report from a T2T Graduate**—Andrea May, who received a bachelors degree in Biology at IU Bloomington and then completed the T2T program at IUPUI, reported on her experiences in that program. She was in the first T2T cohort, which included only science teachers. She spent all day, five days a week, for 18 months in secondary science classrooms learning first-hand from the teachers there. She had IUPUI courses two nights each week. May reported that getting into the schools immediately to shadow teachers, then begin to help, and ultimately teach, was the most valuable component of the T2T experience. When asked if her cohort, members of which keep in touch via email, could use any assistance from IUPUI, May said that her group would like to read books on inquiry science, and that funds to purchase these books would be much appreciated.
6. **Joint SOS-SOE Proposal**—Cowen reported that SOS and SOE faculty are at work jointly developing a proposal for the Urban Center for Advancement of Science and Education. The goal is to develop a pre-service education program that will enable students to finish in four years, earning approximately 128 credits. Recruiting a diverse cohort of students is important, as is providing support for teachers in service. SOE and SOS faculty will have appointments in the Center. The Center will have an administrative assistant who will serve as the chief operating officer, along with a secretary and a full-time advisor. There will be three full-time faculty and three adjunct appointments. The degree will be granted by the School of Science, as has been the case in past years for math and science educators.

Next Meetings:

March 20 Symposium with Nancy Hoffman, 3-5 p.m. in the IPS Board Room on the first floor of the John Morton-Finney Center for Educational Services on 120 Walnut Street.

April 20 from 3:00 to 5:00 p.m., Place--TBD