

Committee on Teacher Education (COTE)

Thursday, August 29, 2002
University Library, Room 1126
3:00 - 5:00 p.m.

AGENDA:

1. Welcome and IntroductionsT. Banta
2. 21st Century Teacher Projects C. Leland and Colleagues
3. Update on NCATE visit.....L. Houser
4. COTE membership and future discussion topics..... Members

MINUTE SUMMARY:

Present: T. Banta, C. Barman, B. Berghoff, C. Borgmann, M. Capuano, C. Collier, S. Fox, L. Haas, L. Houser, E. Jones, J. Kuczowski, C. Leland, K. Murtadha, R. Osgood, L. Oukada, H. Saatkamp, C. Souch, J. Swope, J. Watt.

Absent: R. Ahlgrim, G. Gonzalez, P. Scott.

1. **21st Century Teacher Projects** in social studies, science, elementary mathematics, secondary English, and an introduction to the middle school were described and discussed by team members. More information about these projects can be found on the SOE Web site <http://education.iupui.edu>. (Look under “Internal Links.”) Comments about the collaboration among IUPUI faculty across disciplines and the interactions with public school colleagues were uniformly positive. The 21st Century funding will expire at the end of the 2002-03 year and the schools will be expected to fund future cross-disciplinary development work.

2. H. Saatkamp described a project entitled **Smart Desktop**, which will provide assistance to teachers in 144 schools in Indiana this year. Saatkamp is on the board of directors for the project.

3. L. Houser provided an update on preparations for the **NCATE** reaccreditation process scheduled for this fall. The dates for a preliminary visit are September 3-4, while the full team will be in Indiana November 2-6. The reaccreditation team will include 24 people and they will look at IUB, IUPUI, and IUPUC programs. In addition, NCATE and the State Professional Standards Board will conduct the review jointly.

Much of the self-study is on the Web, including the course structure and data for student assessment. Actual student work will be reviewed on-site. The difficulty of addressing Standard

2, that is, showing the impact our students have on the learning of the K-12 students they teach, was discussed.

4. Concerns were expressed about the extent to which the administration in Washington is discounting the need for teacher education and emphasizing the need for additional achievement testing for students in Grades 3-8. Further discussion ensued regarding the administration's **No Child Left Behind Act** – the difficulties involved in interpreting it and ultimately implementing it. We know that assessment should involve multiple modes of measurement, but the new legislation relies exclusively on testing. Student portfolios hold much promise for demonstrating growth in learning, but these are not being considered presently.

5. Indiana's PL100, requiring **Transition to Teaching Programs**, also indicates a discounting of the value of teacher education. C. Barman and others involved in science education have made a very conscientious effort to make this program work at IUPUI. Now Barman has a grant to follow the first 10 graduates of Transition to Teaching in science at IUPUI to see how they fare in their teaching jobs and what suggestions they have for improving the program.

6. **Legislation**—at state and federal levels—and what we can do to influence it provoked intense discussion. K. Stanton described the actions she and her colleagues take routinely to influence legislation for students with special needs. Several members expressed interest in devoting time at a future COTE meeting to considering current legislation and how it might be influenced.

7. **Membership** was a topic that brought several suggestions. Public school teachers and SOE students were mentioned. Rotation of members also was favored.

8. **Topics suggested for consideration at future meetings** included more on the 21st Century Teacher Projects, the effectiveness of schedule blocks, and where new teachers struggle—in addition to current laws and how to influence future legislation.