

Committee on Teacher Education (COTE)

Wednesday, November 9, 2005

University Library, Room 1126

3:00 – 5:00 p.m.

AGENDA:

1. Welcome and IntroductionsT. Banta
L. Houser
2. New IPSB Structure and Program Approval ProcessMary Glenn Rinne
3. Speakers for Spring..... All Members
4. Increasing the Science/Math Teacher Pipeline..... K. Murtadha
5. Scheduling Conflicts for Students in Blocks Who Are
Completing Majors SimultaneouslyC. Leland

MINUTE SUMMARY:

Members present: T. Banta, B. Berghoff, G. Bersier, S. Blackwell, C. Borgmann, F. Cooper, C. Cowen, A. Gavrin, N. Head, L. Houser, L. Hurt, E. Jones, C. Lands, C. Leland, P. Seabrook, C. Souch, J. Watt, A. Wells, G. Williams, and P. Wolfe

Guest: Mary Glenn Rinne

1. Mary Glenn Rinne, Assistant Director of Teacher Education with the Division of Professional Standards, Indiana Department of Education (IDOE), described the transition of the Indiana Professional Standards Board (IPSB) to the **Division of Professional Standards in the IDOE**. IPSB was governed by a policy-making board; now that board is advisory. IPSB now provides advice to Superintendent Suellen Reed through Assistant Superintendent Wes Bruce. Decision-making about the accreditation of teacher education programs by the state takes longer than previously because final decisions are no longer made by the IPSB, but by the State Superintendent.

All licensure programs offered by an institution must be approved by NCATE and the State of Indiana. The review of licensure programs is standards-based. A pilot-test of the new review process is taking place in social studies at IUPUI. If a weakness is found, annual progress reports in the area of weakness will be required.

The next NCATE reaccreditation review for IUPUI will take place in Fall 2009. The next state program review will take place two years earlier—in Fall 2007.

2. T. Banta introduced a discussion of potential **speakers for the COTE spring seminar** by indicating that each school represented on COTE would be asked to contribute to the cost of bringing a speaker to Indianapolis for this community event and hosting the accompanying reception.

The topics of new literacies and intelligent design vs. evolution were considered. Those present ultimately expressed a preference for the former topic. Banta and C. Leland will pursue potential speakers in this content area.

3. C. Cowen defined the issues surrounding **increasing the number of science and math teachers** educated at IUPUI. Far too few science and math majors decide to be teachers, and there currently is no way to major in science and become a licensed teacher in four years at IUPUI. The post-baccalaureate T2T program is the only route to a teaching credential in science at this time. Cowen finds this unacceptable at a time when science teachers are in such high demand.

Banta asked Cowen, and Murtadha in absentia, to co-chair a subcommittee that will study the problem of IUPUI's producing too few science and math teachers and recommend solutions at a spring meeting of COTE. Subcommittee members nominated by those present include, in addition to Cowen and Murtadha, Leland, C. Lands, Charlie Barman, Dwight Schuster, L. Houser, and P. Rogan from the SOE, and A. Gavrin, K. Marrs, J. Swope, and David Malik from the School of Science.

In addition to naming this subcommittee, other strategies for attracting more students to science and math teaching were suggested. New member F. Cooper, involved in teacher recruitment for Indianapolis Public Schools, asked for more involvement by IUPUI students and faculty in Future Teachers of America (FTA) chapters in IPS middle schools. L. Hurt suggested that many current teachers would be glad to talk with groups of college students about the positive aspects of a career in teaching. G. Williams emphasized the opportunity we have to recruit teacher education candidates from the cadre of students who serve as mentors for IUPUI students in science and math courses.

4. Leland identified a problem that must be addressed by COTE members. **Students in teacher education must take courses in blocks on Tuesdays and Thursdays** from 8:00 a.m. to 5:00 p.m. In recent years, most instructors in other schools have accommodated this schedule by offering their courses for education majors on Mondays, Wednesdays, and Fridays, or at night. This fall some conflicts have arisen, perhaps created by new faculty who were not aware of the SOE blocks. Leland solicited volunteers to work on a solution.