

Committee on Teacher Education (COTE)

Thursday, October 14, 2004
Administration Building, Room 103
3:00 - 5:00 p.m.

AGENDA:

1. Approval of April 2004 minutes Trudy Banta
2. The Changing Nature of Professional Development in Education..... Joy Seybold & Mark Shoup
3. IUPUI issues related to teacher preparation..... Trudy Banta

MEETING SUMMARY:

Members present: T. Banta, B. Berghoff, C. Borgmann, C. Cowen, S. Fox, L. Houser, L. Hurt, B. Jones, K. Murtadha, P. Seabrook, J. Seybold, C. Souch, J. Watt, G. Williams, P. Wolfe. **Guest:** Mark Shoup, ISTA

1. **“Professional Development in Education”** was presented by Joy Seybold, professional development coordinator for the School of Education at IUPUI, and Mark Shoup, public relations and community partnerships coordinator for the Indiana State Teachers Association.

Indiana PL221 provides that every public school will have a plan for professional development that furthers its school-based plan for improvement. Professional growth opportunities must be co-constructed to meet the needs of the teachers in a given school and they must be job-embedded. Since teachers now may renew their licenses without any additional university credit, all the professional development experiences within a school may be provided by internal experts or by consultants rather than by university faculty. University faculty thus may play a diminished role in the education of teachers in service.

Some of the models for professional development described by Seybold and Shoup include:

- 1) individual and collaborative teacher research groups focused on classroom practice (action research)
- 2) guided reflection through journals and dialogue
- 3) peer coaching/mentoring
- 4) study groups
- 5) teacher networks, both within a school and with external colleagues
- 6) internships and teacher-in-residence programs, perhaps at a university
- 7) conducting model lessons for critique by peers
- 8) video analysis of teaching by teacher and mentor
- 9) portfolio development with analysis and reflection

In the discussion that followed the presentation, COTE members described some of the professional development activities of IUPUI faculty. Jeff Watt reported that Project Seam faculty and teachers remain in an active network even though the Lilly Endowment is no longer funding the project. Watt provides professional development in mathematics for teachers at Arsenal Tech. Health and Physical Education faculty offer summer workshops for teachers. Catherine Souch pointed out that faculty are involved with public school teachers in local and state-wide professional associations in economics, foreign languages, geography, and writing. Each spring Drew Appleby offers a 1-day conference for the state's Psychology teachers. Philip Seabrook reported that University College and the School of Education are working together to plan an early college program at Washington Community School that is scheduled to begin in 2006. High school students in this program will be able to complete up to 60 hours of college credit by the time they finish high school.

COTE members expressed concern about the lack of a big-picture plan for professional development within IPS. What role should IUPUI play in that plan? Should IUPUI faculty develop a plan and ask IPS and other districts to choose among the options? Some components of such a plan include teachers in residence, faculty-teacher study groups, and collegial networks like the New Urban Teacher Corps (NUTC).

2. Following a brief discussion about a **guest speaker for a spring meeting**, COTE members recommended Parker Palmer (retired academic and author of several thoughtful books), Jeff Wilhelm (author and reading/writing specialist), and Deborah Meiers (principal in Beacon Hill, Boston and specialist in the development of small schools). A decision among these three individuals (and others to be suggested) must be made soon.
3. Souch reviewed the **SOE Web-site** and found it helpful, though there were some important links that did not work. Beth Berghoff said a list of Frequently Asked Questions was being developed and information about this would go out to the listserv soon.

Berghoff reported that the **Transition to Teaching (T2T)** program has a full cohort—11 elementary and 22 secondary teachers. Participants learn to teach by teaching. More mentors from public school teacher ranks are needed.

Berghoff described a discouraging new set of circumstances based on security concerns as well as on the emphasis on K-12 students' performance on tests: Field experience placements now need central office approval, not just approval from individual schools, and criminal background checks are required of all students going into public schools. Some of these approvals come too late for students to have a meaningful experience in a school. Even student teachers are finding placements difficult because teachers no longer have time to work with SOE students.

Berghoff hopes to talk soon about these concerns with all faculty who work with IUPUI students being prepared to teach. She will send email soon to establish a meeting time.