

# Committee on Teacher Education (COTE)

Tuesday, November 16, 2004  
Administration Building, Room 103  
3:00 - 5:00 p.m.

## AGENDA:

1. Approval of October 2004 meeting summary ..... Trudy Banta
2. Update on grant to provide professional development for history teachers in Brown County ..... Bingmann
3. Report on November 9 meeting with faculty involved in SOE secondary programs..... Berghoff
4. Additional SOE updates (Block I, Learning Communities, etc.)..... Berghoff & Associates
5. COTE speaker for spring and plans for future meetings ..... Banta
6. Center for Inquiry presentation.....Leland, Collier, & Caroline Shockley

## MEETING SUMMARY:

**Members present:** M. Anton, T. Banta, B. Berghoff, M. Bingmann, C. Borgmann, M. Capuano, C. Collier, C. Cowen, C. Craig, S. Fox, L. Houser, L. Hurt, B. Jones, J. Kuczowski, C. Leland, K. Marrs, K. Murtadha, C. Souch, J. Watt, G. Williams, P. Wolfe

**Guest:** Caroline Shockley, teacher at the Center for Inquiry

1. Bingmann provided an overview of Indiana's *Teaching American History Project*, which began in July 2004. A Teaching American History grant from the U.S. Department of Education was made to the Brown County Schools, the IUPUI Department of History, and the Indiana Historical Society (IHS) for the purpose of providing professional development in teaching American history for K-12 teachers. The project will take place over 3 years from its beginning in August 2004. Teachers are participating in seminars led by historians, IHS staff, and local and national educators. Following the seminar series, teachers who meet certain requirements will be eligible to receive up to \$1,000 to develop classroom materials based on the historical content presented in the seminar sessions. Participants may also be eligible to earn 3-6 credit hours in history for completing the seminar series and 3-6 credit hours in education for completing the curriculum development component of the program. Several School of Education faculty members collaborated with colleagues in the History Department to develop this grant proposal. SOE Professor Bob Osgood will work with participating teachers on the curriculum component in fall 2005.
2. Berghoff reported on a meeting she convened on November 9 to discuss proposed **changes in secondary and all-grade teacher education programs** (please see the attached meeting summary). The meeting was attended by representatives of the Schools of Art, Liberal Arts, Physical Education, and Science. In addition to the proposed curriculum changes, participants discussed the current shortages of math, science, and Spanish teachers and the impact the current SOE schedule of day classes may have on working students who have an interest in teaching in one of the shortage areas.

SOE faculty are concerned that the current schedule is not providing sufficient time for students to acquire actual teaching experience. The plan presented by Berghoff is one possible approach, but it has not been accepted by School of Education faculty and is still in the early phase of discussion and evaluation. The draft proposal is being shared with various stakeholders so that more extensive data can be collected before a final recommendation is made. Representatives to the November 9 meeting were given opportunities to comment on the proposed new design for the secondary and all-grade programs. In response to the suggestions received, a new set of proposals has been developed and is being circulated for additional comment (see last 2 pages of the attachment).

Berghoff's presentation prompted Craig to observe that IPS and other school systems are compelled to go out of state to recruit math, science, and Spanish teachers because Indiana is not producing sufficient numbers to fill existing openings. Moreover, Indiana is not providing sufficient incentives (for example, forgiveness of college loans, tuition reimbursement for further education) for IPS and others to make competitive offers to out-of-state applicants. Unfortunately, many of the recruits from Montana and elsewhere experience culture shock and elect to leave Indiana after a year or two. Craig said that some in Indianapolis view IUPUI as inflexible in meeting the needs of those who would like to teach because we do not offer a program that individuals can complete while they are employed during the day. Research suggests that completing extensive field work and formal student teaching before being hired as a teacher makes a huge difference in combating culture shock and retaining new teachers. The tension results from the fact that most schools—where this field work can be done—operate during the day. Several suggestions for attracting more students to teaching careers were offered. Watt suggested that pay and benefits, particularly over the span of a career, are competitive with salaries and total compensation in other fields. Williams urged that we attempt to reach the large numbers of undecided students at IUPUI through presentations in learning communities, service learning courses, and Gateway courses. In particular, there is a need to encourage students interested in nursing and allied health professions to consider teaching careers. Hurt said that it might be helpful to enlist teachers—and he volunteered—who really love teaching to come to college classes to help make the case for careers in teaching.

3. As a preview of their keynote address for a National Council for Teachers of English conference, Leland and Caroline Shockley, a teacher at the IPS Center for Inquiry, gave a choral reading on **teacher education as critical inquiry**. Shockley read reflections from her journal written while she was a student at IUPUI and, with Leland, illustrated how her insights in college now are reflected in her teaching at the Center for Inquiry. For instance, she learned during the Teacher Education program that choice is important and students should be given opportunities to read about topics that interest them. In learning about the history of Rome, for instance, one could select from works about architecture, law, politics, science, or art—to develop a rich understanding of Roman history. At the Center for Inquiry, students are encouraged to pose questions, collect relevant information, then present what they have learned. Collier followed the presentation with her observations concerning the power of basing learning on diverse approaches to inquiry.
4. Banta promised to circulate for comment via the COTE listserv the names of four **speakers** who have been **suggested for** a COTE colloquium in the **spring**. The list includes Parker Palmer, Margaret Wheatley, Deborah Meier, and Jeff Wilhelm. Some information about each will be included in the message and COTE members will be asked to add names to the

list as well as to express their preferences for inviting those whose names are already on the list.