Preparing a New Generation of Heroes for Our Nation’s Schools. Narrative for PowerPoint Presentation to the IU Trustees’ Committee of the Whole by Gerardo Gonzalez, Dean, School of Education, October 11, 2012.

Slide 1 – Title slide. Thank you, Lauren. Trustee Cole, members of the board, I appreciate the opportunity to come before you to follow-up on the Future of K-12 Education panel you hosted as part of your August meeting on the IUPUI campus. As dean of a core campus school, I’m responsible for the education programs at IUPUI as well as the Bloomington campus. At the August session Art Levine already spoke about the Woodrow Wilson Teachers Fellows Program we offer at IUPUI. Today, I will focus my comments on the work going on here on the Bloomington campus.

Slide 2 – At the August forum Trustee Reilly summarized the major points made by the panelist as outlined on this slide (Read from slide 2). Clearly, these areas present some significant challenges to schools of education and teacher preparation. But our faculty has been working hard to address these issues and do an even better job meeting the challenges in the future.

Slide 3 -- There’s no question we’re preparing some of the best teachers in the state and the nation. Here you see a picture of Melanie Park, the 2012 Indiana Teacher of the Year, and Stacy McCormack, the 2011 Indiana Teacher of the Year, with Superintendent Tony Bennett. This year Stacy also received the Presidential Award for Math and Science Teaching. That’s the nation’s highest award for a teacher of science or mathematics. The 2013 Indiana teacher of the year was just announced and she’s an art teacher from IUPUI. I’d like to show you a short clip of some recent award-winning School of Education graduates, including Melanie and Stacy, talking about the preparation they received at IU (show clip).

Slide 4 – As the K-12 panel suggested, preparation of great teachers begins with great students. In order for students to be admitted to any of our teacher preparation programs they first must meet these criteria (Read from Slide 4).
Slide 5 – We do have challenges recruiting the best and brightest students into teaching. One of those challenges, of course, is the low level of salaries. Another is prestige; in our society, teaching is just not as prestigious as some of the other professions such as medicine or law. And of course, the environment for teaching is getting more difficult every day. As you can see on this slide, the overall SAT scores of education students is below the overall campus average. But we’re making significant progress. Note that the average SAT score for all the new incoming freshman class at IU is nine points higher than the average for all IU students. But the average SAT score of new education majors is 28 points higher than the SAT score of all education majors.

Slide 6 – I believe the reason for that growth in education student scores is our new Direct Admissions program. We began piloting this program three years ago. This year added a new scholarship in partnership with the Office of Enrollment Services IU Excellence, IU Distinction and IU Prestige scholarships that is making a difference. Note the results (Read from Slide 6). We have several DA students in the audience and I’m sure they’d be happy to answer any questions about the program the board may have.

Slide 7 – Once students enter our programs we have a responsibility to provide them with a world-class education. I know you’ve been concerned about the level of content preparation teacher education students receive in their teaching field. Our faculty is committed to strong content preparation. All our secondary education students are required to complete at least the same content courses required by the disciplinary B.A. majors. If we examine the requirements in STEM areas, for example, you can see that our content requirements for biology, chemistry and physics are identical to the B.A. requirements in those fields. In the case of math education we require more mathematics than the B.A. major.

Slide 8 – These are the exact same courses mathematics majors take, plus some. This slide shows the content requirements for a B.A. in mathematics and a B.S. in mathematics education. I copied the mathematics requirements right out of the College of Arts and Sciences website and them put them next to the School of
Education requirements. The courses highlighted in red are common to both programs and, as you can see, they are the exact same courses.

**Slide 9** – The same thing is true of the chemistry requirements (point to slide). I could go on and put here physics, or English, or history and you would see that the content requirements for a B.A. and secondary education in the field are identical. That’s why I took such a vigorous stand against the recently proposed changes to the way educators are prepared and licensed in Indiana. If those changes had been adopted, they would have forced us to lower, not increase, standards for teacher preparation in the state. That’s the last thing we should do.

**Slide 10** – Another challenge we face is how to provide students with high-quality, supervised field experiences. Our curriculum is designed to provide early and progressive field experiences to all our teacher education students. Depending on the program, students can start their fieldwork as early as the second semester of the freshman year. By the time they’re sophomores about 60% are engaged in field experiences and by the time they reach their junior year 100% of our students are required to successfully complete field experiences every semester.

**Slide 11** – Our goal is to provide students with high-quality field experiences as early as possible.

**Slide 12** – We also offer students the opportunity to participate in our award-winning Cultural Immersions Projects that places them in one of 17 countries around the world where they complete an additional 6-8 weeks of student teaching. More than 100 students are taking advantage of this program each year. That places the School of Education among the top three or four Bloomington campus units providing students with study abroad opportunities (Tell the story of Sarah McVeigh depicted of the slide).

**Slide 13** – The other challenge we face is how to bring our research expertise to our nation’s and state’s schools. This chart shows our faculty’s research and training grant expenditures over the past five years. We reached a high of $15M in expenditures in 2009 before the recession had its effect. We are now bouncing
back and this year awards are running ahead of last year at this time. These expenditures do not include funding members of our faculty are bringing in through centers, such as Title VI and OVPR centers outside the school and auxiliaries.

**Slide 14** – Over the last five years, our faculty received an average of close to $15M in new awards each year. These are mostly competitive, peer reviewed awards made by some of the nation’s leading federal research agencies and foundations. Another way to think about this is that it is equivalent to the yield on a $300M endowment. More than the money, though, our faculty’s research is leading to innovative teaching practices and student learning. An example of innovative research is the Computational Textiles research depicted on this slide. IU Education professors Kylie Peppler and Joshua Danish, who are the project’s PIs, are working with colleagues from MIT and the University of Pennsylvania to create new technology tools that help young people learn through technology-enhanced, problem-based learning applications. This short video gives a brief overview of the “BeeSIM” Computational Textiles application that’s helping to teach young children about the science behind the complex world of honeybee behavior (Show BeeSIM video).

**Slide 15** – Another application of our research is the work of our Jacobs Chair of Instructional Technology Professor Tom Brush and his colleague Krista Glazewski, Associate Professor is Instructional Systems Technology, who are working on this W.2 Technology-Supported Problem-Based Application. Professor Brush could not be here because he is attending a meeting of the campus General Education Committee but Krista is here to give a brief overview of their work.

**Slide 16** – We’re also partnering with other academic units to bring our research to bear on struggling schools in the state. The Effective Leaders Academy mentioned in this slide is an internally funded project of the School of Education and the Kelley School on school turnaround. It is jointly led by Professors Tim Baldwin of the Kelley School and Gary Crow, who is chair of our Education leadership and Policy Studies Department. Gary is an expert on school leadership preparation and will give a brief overview of the Academy initiative.
Slide 17 – We’re also partnering with other academic units and external organizations on innovative new programs informed by our research. The New Academic Directions report encouraged the creation of new teacher and leadership preparation program and that’s exactly what we’re doing. This slide provides a few example of the kind of program we’re developing (Discuss the programs listed).

Slide 18 – It is this kind of innovative teaching and research that drive the School of Education’s national ranking. There are approximately 1500 institutions that prepare teachers in the United States. The U.S. News and World Report annually surveys 280 of the top doctoral granting education schools to formulate its rankings. In 2012, we were ranked as outlined on this slide (Point to the rankings).

Slide 19 – Despite our high rankings and accomplishments we’re not sitting on our laurels. We have a set of priorities to help guide our continued efforts into the future (Discuss priorities listed on the Slide).

Slide 20 – The School of Education is an IU point of pride. We need your support to continue our position of leadership and excellence into the future. We need you to be our advocates, to tell our faculty what a great job they’re doing, and help us resist the external pressures seeking to lower standards and de-professionalize teaching. Nothing could be more damaging to the long-term future of education and its role as the great equalizer in American society than to lower standards for teacher preparation.

Thank you. We look forward to your questions.