

# COUNCIL ON TEACHER EDUCATION (COTE)

Thursday, September 27, 2001  
University Place Conference Center, Room 223  
3:00 - 5:00 p.m.

## AGENDA:

1. Welcome and Introductions .....T. Banta
2. History and Purpose of COTE .....T. Banta
3. Update on 21<sup>st</sup> Century Teacher Project ..... H. Saatkamp and C. Leland
4. Secondary Teaching Portfolio.....Joy Seybold
5. Advising..... B. Berghoff
6. Agenda for November COTE Meeting.....T. Banta

## MINUTE SUMMARY:

The first Fall 2001 meeting of IUPUI's Council on Teacher Education took place on Thursday, September 27, 2001 at the University Place Conference Center.

Council members present included: Banta, Barman, Berghoff, Borgmann, Capuano, Fox, Houser, Jones, Kuczkowski, Leland, Murtadha, Osgood, Oukada, Saatkamp, Scott, Souch, Swope, and Watt.

Absent: Ahlgrim, Collier, Jackson.

Banta opened the meeting by welcoming everyone and announcing that COTE has one new member, Jeff Swope, Department of Geology, School of Science. Then she presented a written document summarizing the **purposes** of the Council on Teacher Education (COTE), which is attached.

Saatkamp and Leland provided an update on the **21<sup>st</sup> Century Teacher Project**, which Saatkamp co-chairs with Dean Gerardo Gonzalez. Saatkamp reminded the group that COTE is the IUPUI council for the 21<sup>st</sup> Century Teacher Project.

Saatkamp and Leland emphasized the need for IUPUI to prepare one or more proposals for 21<sup>st</sup> Century funding for Summer 2002. Blocks that might be the focus of teams include (a) history/social science/writing, (b) speech communication/sociology/anthropology, and (c) science: geology/chemistry and/or physics/astronomy.

Jones suggested that Art and Physical Education faculty also would like to be represented on some of these teams, along with K-12 representatives. We will call on Capuano, Collier, Ahlgrim, and Scott to provide names of colleagues to represent K-12 on these teams.

Leland announced that there will be an **Indiana-Kentucky STEP meeting** in Louisville on **November 6**. COTE members were encouraged to join the team that will go to Louisville, or to recommend colleagues who should be invited.

Berghoff introduced our guest presenter, Joy Seybold, Teacher-in-Residence with the Indiana Professional Standards Board. She is an English teacher from Lafayette. **Seybold introduced the standards-based teacher licensing program**, which will require teachers to submit portfolios for initial certification, as well as for recertification every five years. Seybold described a program for training and certifying mentors for beginning teachers, since mentoring is another requirement, along with the portfolio, for beginning teachers. Ultimately, there should be a mentoring team in each school, with at least one teacher holding mentoring certification.

Seybold then described the framework for performance assessment based on the portfolios. Portfolio contents are to include data on learner goals, videotapes of two lessons, samples of student work with teacher reflections on that work, a daily log of instruction, a listing of instructional materials, and self-reflective commentary. The IPSB has asked the Educational Testing Service (ETS) to validate a portfolio evaluation process, and some 25 people have been trained so far by ETS. Each reader reads a set of portfolios independently, then the two readers who have reviewed a given portfolio come together and reach agreement on an overall score, using a scoring rubric. If these two readers disagree, a third individual is asked to rate a given portfolio.

Beginning teachers are expected to teach for a full year, then submit a portfolio in the second year of teaching. They have two additional opportunities during their third year to submit revised portfolios if they do not pass the first review. During the third year, the state will support remedial work for the teacher.

Only Connecticut has a longer history than Indiana in implementing this kind of evaluation program. Connecticut has been working on its program for 10 years. Seybold reported that the frustrations of beginning teachers have been minimized using this approach and more teachers are staying in the profession than was the case previously. She also indicated that a professional growth plan for continuing teachers may be instituted in Indiana. A point system would be developed so that an individual might take university courses, attend special institutes, or engage in professional development in the district in order to accumulate a sufficient number of points for recertification at the end of five years. The impact on salary schedules of this new approach has not yet been explored. In response to a question, Berghoff indicated that the IPSB portfolio is a model for the one IUPUI faculty are developing for their students.

Berghoff introduced the next topic: **Advising for students** preparing to be elementary teachers. Courses have been paired to add focus for students, and the Principles of Undergraduate Learning are incorporated. Five concentrations are available: global studies, citizenship, science, humanities, and fine arts.

Berghoff introduced Ann Wells, Lead Advisor for the School of Education. Wells indicated that her first priority is to ease the transition for students from the old to the new teacher preparation program, thus improving the service to students. All advisors have offices with a view of the

waiting room and this has helped to reduce waiting time for students. The new staff includes Ann Wells, who is the full time coordinator of advising, and Glory Quiroz, who splits her time between the School of Education and University College. A team of clerical staff, professional staff, and faculty works together on the information that will be provided to students. The goal is to send every student out with a road map – with more information than they came to seek! Students are told that transfer of credit can be handled by the School of Education so that they do not have to go back and forth between schools looking for help. The office is open until 7:30 p.m. on Wednesday and Thursday evenings. The clerical staff has been upgraded and provides a more welcoming approach to students. More consistent answers are given now by the staff.

Souch suggested that Wells and Quiroz meet with lead advisors in the School of Liberal Arts to exchange information about requirements. Kuczkowski already has engaged Quiroz in an information session in the School of Science that Quiroz said was most helpful.

Oukada raised a question about testing proficiency as a basis for professional licensing of teachers. He asked if departments should institute proficiency examinations for seniors. Berghoff and Banta indicated that we should aim toward this goal. First we must map courses to standards and then align assessment to guarantee that students have attained the standards, in content areas as well as PUL skills.

Kuczkowski noted that Science faculty have developed a scoring rubric for assessing student performance in capstone courses. This will assist in the establishment of proficiency standards for student performance.

Leland and Berghoff noted that NCATE and IPSB will conduct a joint visit to the IUPUI campus for accreditation purposes. This should save faculty time and effort.

Items suggested for the next meeting include a report on insurance by Houser, an update by Charles Barman on the post-baccalaureate program, information from Berghoff about the unit assessment system, something on recruitment of majors in areas of shortage such as math and science, the process of evaluating transfer credit for students; and reports from the Subcommittee on Internal Communication and on the teams that Chris Leland plans to establish for work on STEP and 21<sup>st</sup> Century Teacher projects.

NEXT MEETING: Thursday, November 29, 3-5:00 pm in AO 103.

# COUNCIL ON TEACHER EDUCATION (COTE)

November 29, 2001

3:00-5:00 p.m.

AO 103

## AGENDA:

1. Progress on the post-baccalaureate program.....Barman
2. Liability insurance for students working with children.....Houser
3. Engaging P-12 and IUPUI faculty from multiple disciplines in teach education.....Leland and others
4. Progress in implementing the unit assessment system.....Berghoff

## MINUTE SUMMARY:

**Members Present:** T. Banta, C. Barman, B. Berghoff, M. Capuano, L. Houser, B. Jackson, E. Jones, J. Kuczkowski, C. Souch, J. Swope, J. Watt.

**Absent:** R. Ahlgrim, C. Borgmann, C. Collier, S. Fox, G. Gonzalez, C. Leland, K. Murtadha, R. Osgood, L. Oukada. H. Saatkamp, P. Scott.

**Post-Baccalaureate Program --** C. Barman described the new 18-hour post-baccalaureate program. To date the program is available only in Science, but a Math component is planned for 2003. Interest was expressed by COTE members in having the program available in additional disciplines, but such expansion will have to take place several years in the future due to time demands on Barman and others who are coordinating the program. In addition, Barman is finding it difficult to recruit mentor teachers in middle and high schools. The program has a 20 student capacity with 11 currently enrolled.

**Liability Insurance --** L. Houser outlined the issues related to liability insurance for students while they are engaged in field experiences. If a student is injured at a public school, he or she is covered by the insurance policies carried by the school system. Concern was expressed about students who visit other sites that may not have adequate insurance. Banta offered to look into this matter with university attorneys.

**21<sup>st</sup> Century Teacher Project --** B. Berghoff reported for C. Leland that through this Indiana University-wide initiative summer grants will be available again in 2002. Souch commented that SLA faculty needed to know more about the nature of the projects planned before committing to participate.

**Learning Communities** -- B. Berghoff reported that 64 School of Education students had participated in learning communities during the fall. Gloria Quiroz has prepared a summary of outcomes and student comments for each section. This critique should be very helpful to instructors as they consider revising the learning community courses.

**Unit Assessment System** – B. Berghoff led a discussion related to student portfolios.

# Council on Teacher Education (COTE)

January 22, 2002

3:00-5:00 p.m.

UL 1126

## AGENDA:

1. Facilitating communication and collaboration among all who must be involved in School of Education programs.....T. Banta
2. Materials/evidence needed for the NCATE visit November 2-6, 2002.....L. Houser
3. 21st Century Teacher grants.....C. Leland
4. Student portfolios.....B. Berghoff

## MINUTE SUMMARY:

**Members Present:** T. Banta, B. Berghoff, C. Collier, S. Fox, L. Houser, E. Jones, J. Kuczkowski, C. Leland, L. Oukada, C. Souch, J. Swope, J. Watt, G. Williams (for B. Jackson)

**Absent:** R. Ahlgrim, C. Barman, C. Borgmann, M. Capuano, G. Gonzalez, B. Jackson, K. Murtadha, R. Osgood, H. Saatkamp, P. Scott.

Minutes of the November 29, 2001 meeting were approved.

T. Banta provided a list of six major activities for which **collaboration between SOE faculty and faculty in other disciplines** is essential. These activities are NCATE accreditation; assessment emphasizing student portfolios; the 21<sup>st</sup> Century Teacher Project/STEP; learning communities and blocked courses; adapting content courses for general education for elementary, middle school, and secondary majors; and student advising. In the ensuing discussion, which was designed to suggest ways in which cross-disciplinary communication and collaboration might be facilitated, an additional activity, the post-baccalaureate program, was identified. In particular, we sought answers to the question: How can the limited number of SOE faculty provide adequate information about all these activities to the various groups of colleagues in other disciplines who need to be involved in implementing them?

Three principal suggestions were made:

- (1) *Some prioritization of the many activities must take place.* For now, we should focus on the NCATE visit scheduled for November 2-6, 2002; the Unit Assessment System with its student portfolios; and the 21<sup>st</sup> Century Teacher Project grants.
- (2) *One or two individuals need to be identified as responsible for each activity.* Faculty in other disciplines can step forward to provide leadership for several of the activities, thus relieving SOE faculty of some of their many responsibilities. SOE faculty thus can take

part in meetings and provide essential information without also having to call the meetings, provide minutes, etc.

The 21<sup>st</sup> Century Teacher Project grants provide an excellent opportunity for faculty in other schools to lead teams that include SOE faculty and K-12 representatives in addition to content specialists from a variety of disciplines outside education.

- (3) *A website or listserv should be established for each of the activities.* Meeting minutes and other background materials should be posted so that participants are kept up to date and newcomers to a task can easily acquire the information they need to begin to contribute.

L. Houser provided a detailed overview of the **NCATE** (National Council for Accreditation of Teacher Education) **review process**, including a timeline for furnishing materials for the self-study. She indicated that curricula in each content area can be linked to national standards in that discipline, IPSB Standards, or to Indiana's K-12 Academic Standards. Course syllabi from special methods courses and key courses (to be identified by faculty in the discipline) in each discipline will be needed for the NCATE review.

C. Leland presented outlines for five teams that might be submitted for funding under the **21<sup>st</sup> Century Teacher Project**. Some additional names were suggested for each team and for leaders from schools other than SOE.

Leland will fill out the membership of each team and identify leaders for each.

B. Berghoff said that some concentrated time looking at **student portfolios** could be very helpful as faculty assess the effectiveness of student learning in general education and content specific courses. She suggested that a block of time be identified during the spring semester for faculty from a variety of disciplines to come together for such a review. In addition, faculty are invited to the SOE Assessment Day scheduled for May 2, 2002.

#### Proposed Agenda for Next Meeting March 28, 2002

In accordance with the consensus that the three top priorities for the spring should be (1) preparing for NCATE reaccreditation, (2) assessment of student portfolios, and (3) 21<sup>st</sup> Century Teacher grants, the following agenda for the March 28, 2002 COTE meeting is proposed:

- (1) Update on NCATE self-study – L. Houser
- (2) Update on progress in preparing 21<sup>st</sup> Century Teacher Project grants – C. Leland  
(By March 28, all members of project teams will have been identified, chairs or co-chairs of each team—preferably faculty other than those from SOE—will have been named, and the basic direction for each proposal will have been described. If the deadline for submitting proposals is prior to March 28, 2002, proposals will have been written and submitted for funding by each of the six project teams.)

(3) Review of student portfolios – B. Berghoff

**N.B.** COTE members are urged to bring to the March 28 meeting colleagues who should be involved in the review of portfolios. In particular, participants in the 21<sup>st</sup> Century Teacher Project, as well as faculty who teach general education and content-specific courses for education majors, should receive invitations.



# COUNCIL ON TEACHER EDUCATION (COTE)

March 28, 2002

3:00-5:00 p.m.

UL 1126

## MINUTE SUMMARY:

**Members Present:** T. Banta, B. Berghoff, C. Collier, S. Fox, L. Houser, B. Jackson, E. Jones, J. Kuczkowski, C. Leland, K. Murtadha, R. Osgood, L. Oukada, C. Souch, J. Swope, J. Watt.

**Guests:** Rick Bein, Andy Gavrin

**Absent:** R. Ahlgrim, C. Barman (at a meeting in San Diego), C. Borgmann, M. Capuano, H. Saatkamp, P. Scott.

C. Leland reported that she and B. Wilcox have put together five teams for the purpose of developing **21<sup>st</sup> Century Teacher** project proposals by the deadline of April 5. The teams are organized under the following content areas:

- Secondary English
- Elementary Math
- Secondary Social Studies
- Elementary Science
- Middle School

B. Berghoff showed videotapes of three students made during their first (of two) student teaching experience and asked COTE members and guests to rate each videotape on a 5-point scale with 5 as the highest rating. Following the viewing of videotapes participants were divided into three groups, each of which was given copies of the written portfolio prepared by the student whose videotape the group had chosen to evaluate. The written portfolio contained the student's philosophy of education, plans for a unit of study, a detailed plan for the videotaped segment of instruction, and a reflective essay on the quality and effectiveness of instruction in the videotaped segment. After the small group discussions, the entire group reconvened for summary comments.

COTE members and guests made quite a number of suggestions for improving the portfolio and the assessment process. Just a few of these follow:

- 1) Ask students to focus in their portfolios on evidence that the students they teach are learning.
- 2) Define the levels of performance (1-5) and attempt to increase reliability of ratings by making sure that all portfolio raters share similar perceptions of these definitions.
- 3) Ask the students to describe the context for the videotaped segment—where it fits in the unit plan—and the intended outcomes for their students.
- 4) Since peers videotape each other, one student may become the victim of another's poor videotaping techniques. Ask students to comment on the

quality of the videotape—does it show what they want it to show? Why did they choose this particular segment? What does it reveal about their teaching strengths and weaknesses? Did students respond well to the lesson? Did students accomplish the intended outcomes? (Provide evidence of their learning.)

- 5) Despite the large number of portfolios that would have to be evaluated in a short period of time, participants in the COTE discussion thought it would be important to find a way to give each student some feedback on their portfolios prior to their second student teaching experience.
- 6) Ask students to connect their philosophy statements to their teaching episode. How does their teaching demonstrate that they can put their philosophy into practice?
- 7) Ask students to make connections to prior coursework. What resources are they drawing on from their content courses to plan their lessons? How are they using what they have learned in previous classes?
- 8) Provide more questions to guide the students' reflections.
- 9) Ask for 5 minutes of video that shows students learning. Ask the student teacher to show evidence that the students understand a concept.
- 10) Ask for scripted lessons instead of video taped lessons.