

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

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.