

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 IntroductionsT. Banta
2. History and Purpose of COTET. Banta
3. Update on 21st 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, Murtagh, 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 **21st Century Teacher Project**, which Saatkamp co-chairs with Dean Gerardo Gonzalez. Saatkamp reminded the group that COTE is the IUPUI council for the 21st Century Teacher Project.

Saatkamp and Leland emphasized the need for IUPUI to prepare one or more proposals for 21st 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 21st Century Teacher projects.

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