

Committee on Teacher Education (COTE)

Thursday, January 26, 2006
University Library, Room 1116
3:00 - 5:00 p.m.

AGENDA:

1. Approval of Meeting Summary – November 2005 Banta
2. New Developments in the Unit Assessment System Houser
3. Coaching for IPS colleagues involved in small schools Blackwell
4. Planning to increase the numbers of science and math teachers Cowen and Murtadha
5. Some statistics on SOE students Houser

MINUTE SUMMARY:

Members present: T. Banta, S. Blackwell, L. Houser, L. Hurt, B. Jones, C. Lands, C. Leland, K. Murtadha, J. Seybold, M. Wokeck

1. Nancy Hoffman, with Jobs for the Future, has been invited to provide the program for the **Spring 2006 community event on Monday, March 20**. Hoffman is an expert on small schools and early college. We will invite all COTE members, all IUPUI faculty engaged in teacher education, and public school colleagues to attend the March 20 seminar.

Leland will contact James Gee to see if he might be willing to provide the program for a Spring 2007 community event. Gee is an expert on new literacies.

2. Houser provided an update on the development of the **SOE Unit Assessment System**. Initially students in Benchmark I are evaluated on the basis of their abilities to integrate their skills, knowledge, and dispositions in teaching students. A teaching team from Block I (first semester junior year) and support staff meet to talk about individual students' abilities on each rubric: knowledge and habits of mind, written and oral communication, interactions with teachers and students, and dispositions and professional behavior. All scores are recorded electronically, so a profile of abilities for each student can be viewed, as can the aggregate ratings for a cohort of students or for a given section of the rubric.

Students receive their ratings, and anyone having a negative rating on any section of the rubric is informed of that rating and given suggestions for improvement. The ratings provide formative feedback for students and are not used as the sole determinant of the need to remove a student from teacher education.

The Block II teaching team reviews student behavior and rates skills, knowledge, and dispositions on the Benchmark II rubric. Individual student profiles are

reviewed to see where students continue to have the same weaknesses identified in Benchmark I and where they may have improved. A new report again shows negative ratings for individual students, cohorts of students, and abilities.

A student survey given at the end of Block III captures student perceptions of their experiences throughout the blocks.

3. The SOE has won the **AACTE Award for Diversity** programming. Leland, Houser, and Murtadha will accept this award at the annual American Association of Colleges for Teacher Education meeting.
4. Blackwell reported on the **coaching initiative for IPS teachers in small schools**. IPS is the first system in the United States to have a district-wide reform effort to change from large comprehensive high schools to small schools. The IPS reform is being supported by the Gates Foundation and the Center for Excellence in Leadership of Learning here in Indianapolis. The initiative includes a strong coaching element for each of the small schools. This coaching aspect of the reform effort is coordinated by Berghoff and Seybold. Coaching sessions are based on the needs of IPS teachers and the skills of the faculty involved. Some coaches work with students, some conduct in-service workshops, some recommend professional development experiences for the IPS teachers. Blackwell is working with one school faculty on a rubric for judging good work by IPS students. What are the criteria for good work? How is rigor defined? Student focus groups are being conducted to determine how students perceive the small schools experience. Equity and social competence seem to be important issues for the teachers.

Superintendent Gene White has created the position of Supervisor for Small Schools and Jane Hendrick will be the first person to hold that position. Small school supporters are encouraged by this move as well as by White's comment that it will take 3-5 years to decide whether small schools are working or not.

Seybold believes the coaching initiative will be beneficial to IUPUI as well as to the IPS teachers because it will permit IUPUI faculty to see just what kinds of professional development IPS teachers need.

Hurt emphasized the need to focus on one or two major initiatives during a single year, e.g., writing across the curriculum, reading, math, rather than trying to address all problems at once. He identified the need for mental health professionals to help teachers deal with stress as a critical component of success.

5. Lands announced that a proposal for a new **Center for the Advancement of Science and Mathematics Education** is a finalist for IUPUI Commitment to Excellence funding. The Center will study how children learn math and science and will focus on literacy in science and mathematics. The Center also will establish a pipeline to permit more students of color to see themselves as math and science majors, particularly within the field of teacher education.

Khaula observed that in Bloomington, where the secondary math and science degree programs are located within the School of Education, more science and math teachers are graduating: a total of 86 graduates between 2000 and 2004. A 2+2 program with Ivy Tech also seems promising **in increasing the number of science and math teachers**. Apparently math and science students who start at Ivy Tech get more support than we give beginning students in these areas at IUPUI.

6. Houser provided an update on **PRAXIS scores for IUPUI students**, who do very well on the exams.
7. Banta distributed a proposal for a **P-16 Council** at IUPUI. COTE members expressed interest in the formation of such a group, noting the need for a common entry point like the Solution Center for P-12 professionals who would like to request support from IUPUI for their endeavors.
8. Several members observed that the attendance at COTE meetings, particularly among faculty from schools other than Education, is quite low. In fact, by the end of the January meeting, almost all members were SOE faculty. Banta agreed to send a message to find out if more people would be able to attend the next meeting, which is scheduled for **Thursday, February 23**.

School of Education Unit Assessment System

COTE

January 26, 2006

School of Education

- ◆ Benchmarks – Assessments to determine if students can take the skills, knowledge, and dispositions they have learned from their courses and “put them together” and “teach.”

Benchmark I

- ◆ Knowledge and Habits of Mind
- ◆ Written and Oral Communication
- ◆ Interaction with Teachers and Students
- ◆ Disposition and Professional Behavior

DEMO VERSION!!

Main Menu

Current Assessment Term - 001



Block I Assessment Prototype

Block I Assessment

Selection By Individual Student

Selection By Program

Employee

View / Edit An Employee

New Employee

Student Information

View / Edit A Student

New Student

Reports

Overall Block I Assessment Summary
(Negative Indicators Only)

Individual Block I Assessment Summary
(Negative Indicators Only)

List of Students With Negative Indicators

Allen, Shannon

Assessment Summary

Knowledge and Habits of Mind

Written and Oral Communication

Interaction with Teachers and Students

Disposition and Professional Behavior

Positive Indicator

Negative Indicator

1	Establishes good rapport with teachers and students.	<input type="radio"/>	Shows little aptitude for building rapport with teachers and students.	<input checked="" type="radio"/>
2	Comes to field placement experiences prepared with plans and resources.	<input checked="" type="radio"/>	Comes to field placement experiences unprepared.	<input type="radio"/>
3	Takes the initiative to ask questions and help where needed in the classroom or school.	<input checked="" type="radio"/>	Takes little initiative to become involved in the classroom or school.	<input type="radio"/>
4	Demonstrates enthusiasm for teaching and seeks success for all students.	<input checked="" type="radio"/>	Very tentative about teaching and easily frustrated by students.	<input type="radio"/>

Comments: This is Interaction with Teachers and Students comments.

Close

View Student

Form View

FLTR

NUM

Student Assessment Database - DEMO VERSION - [Block I Assessment]

File About

Allen, Shannon

Assessment Summary Knowledge and Habits of Mind Written and Oral Communication

Interaction with Teachers and Students Disposition and Professional Behavior

	Positive Indicator		Negative Indicator	
1	Focuses on the positive.	<input checked="" type="radio"/>	Complains. Blames problems on others.	<input type="radio"/>
2	Makes adjustments as necessary.	<input checked="" type="radio"/>	Struggles with interruptions and changes.	<input type="radio"/>
3	Works well with different personalities and cultural backgrounds.	<input checked="" type="radio"/>	Occasionally displays negative attitude, bias and/or prejudice.	<input type="radio"/>
4	Appreciates multiple perspectives.	<input checked="" type="radio"/>	Prioritizes personal perspective.	<input type="radio"/>
5	Willing to give and receive help.	<input checked="" type="radio"/>	Not attuned to the needs of others or open to constructive feedback.	<input type="radio"/>
6	Commits to being in class. Takes responsibility for making up work.	<input checked="" type="radio"/>	Misses 3 or more days worth of classes. Makes little effort to make-up work.	<input type="radio"/>
7	Commits to being on time.	<input checked="" type="radio"/>	Not consistent about being on time.	<input type="radio"/>
8	Meets deadlines.	<input checked="" type="radio"/>	Turns in late assignments.	<input type="radio"/>
9	Has good organization.	<input checked="" type="radio"/>	Lacks effective organization.	<input type="radio"/>
10	Neatly, appropriately dressed.	<input checked="" type="radio"/>	Grooming or dress is often inappropriate.	<input type="radio"/>

Comments: This is Disposition and Professional Behavior comments.

Form View FLTR NUM

Close

View Student

Student Assessment Database - DEMO VERSION - [Block I Assessment]

File About

Allen, Shannon

Assessment Summary Knowledge and Habits of Mind Written and Oral Communication

Interaction with Teachers and Students Disposition and Professional Behavior

Positive Indicator		Negative Indicator	
1	Establishes good rapport with teachers and students.	<input type="radio"/>	Shows little aptitude for building rapport with teachers and students.
2	Comes to field placement experiences prepared with plans and resources.	<input checked="" type="radio"/>	Comes to field placement experiences unprepared.
3	Takes the initiative to ask questions and help where needed in the classroom or school.	<input checked="" type="radio"/>	Takes little initiative to become involved in the classroom or school.
4	Demonstrates enthusiasm for teaching and seeks success for all students.	<input checked="" type="radio"/>	Very tentative about teaching and easily frustrated by students.

Comments: This is Interaction with Teachers and Students comments.

Form View FLTR NUM

Close

View Student

Student Assessment Database - DEMO VERSION - [Block I Assessment]

File About

Allen, Shannon

Interaction with Teachers and Students Disposition and Professional Behavior

Assessment Summary Knowledge and Habits of Mind Written and Oral Communication

Overall Rating
 Yes No Conditional

Term 001

Evaluators
 Adamson, Susan
 Berghoff, Beth
 Hart, Stuart
 Sebecki, Sally

Date 11/24/2000

Counseling Faculty
 Sebecki, Sally

Overall Summary
 These are overall summary notes for this student. We think the student is no doing as good a job as could be expected.

Counseling Notes/Plan
 These are counseling notes for this student. We need to add a number of comments to see how this will print out on the report, however, I have nothing else to say, thus I'll repeat this: These

Assessment Category	Negative Indicators	Comments
Knowledge and Habits of Mind:	1; 4; 5; 7	This is Knowledge and Habits of Mind comments.
Written and Oral Communication:	1	This is Written and Oral Communication comments.
Interaction with Teachers and Students:	1	This is Interaction with Teachers and Students comments.
Disposition and Professional Behavior:	None	This is Disposition and Professional Behavior comments.

Form View FLTR NUM

Close
View Student

Student Assessment Database - DEMO VERSION - [rptOverallBlockIAssessmentSummary : Report]

File About

100% Close

Block I Assessment Category Negative Indicator Summary

Monday, January 22, 2001

Knowledge and Habits of Mind

6 Student(s) With Negative Indicators

Student	Negative Indicator Number(s)	Counseling Faculty
1_Blowowski, Joseph	2; 3; 4; 5; 6; 7	Adamson, Susan
Allen, Shannon	1; 4; 5; 7	Sebecki, Sally
Barkdull, Alisa	1; 5	Houser, Linda
Birch, Thomas	1	Somers, John
Davis, Daniel	2	Berghoff, Beth
Mitchell, Michael	1	Berghoff, Beth

Negative Indicator Breakdown

Indicator No.	Student Total	Negative Indicator Description
1	4	Demonstrates some gaps or misconceptions about central concepts and content of the block.
2	2	Lacks essential prerequisite knowledge.
3	1	Avoids or lacks development as a critical thinker. Shows little depth in reflections.
4	2	Frequently inattentive or overly self-centered in class.
5	3	Disrespectful of peers or instructors.
6	1	Careless about assignments and preparation for class.

Page: 1

You opened this from the Block I Assessment screen. Close to return to the Block I Assessment screen.

NUM

Student Assessment Database - DEMO VERSION - [rptIndividualBlockIAssessmentSummary : Report]

File About

100% Close

Block I Individual Assessment Category Negative Indicator Summary

Kathryn Backe

Student ID: 309949178
Term:
Assessment Date:
Overall Summary:
Counseling Notes:
Counseling Faculty:

Knowledge and Habits of Mind

Summary:

Negative Indicator Breakdown

Indicator No.	Negative Rating	Negative Indicator Description
1		Demonstrates some gaps or misconceptions about central concepts and content of the block.
2		Lacks essential prerequisite knowledge.
3		Avoids or lacks development as a critical thinker. Shows little depth in reflections.
4		Frequently inattentive or overly self-centered in class.
5		Disrespectful of peers or instructors.
6		Careless about assignments and preparation for class.
7		Misjudges personal strengths or weaknesses when self-assessing.

Page: 1

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Student Assessment Database - DEMO VERSION - [rptNegIndStudentList : Report]

File About

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Negative Indicator Student List

Term: 001

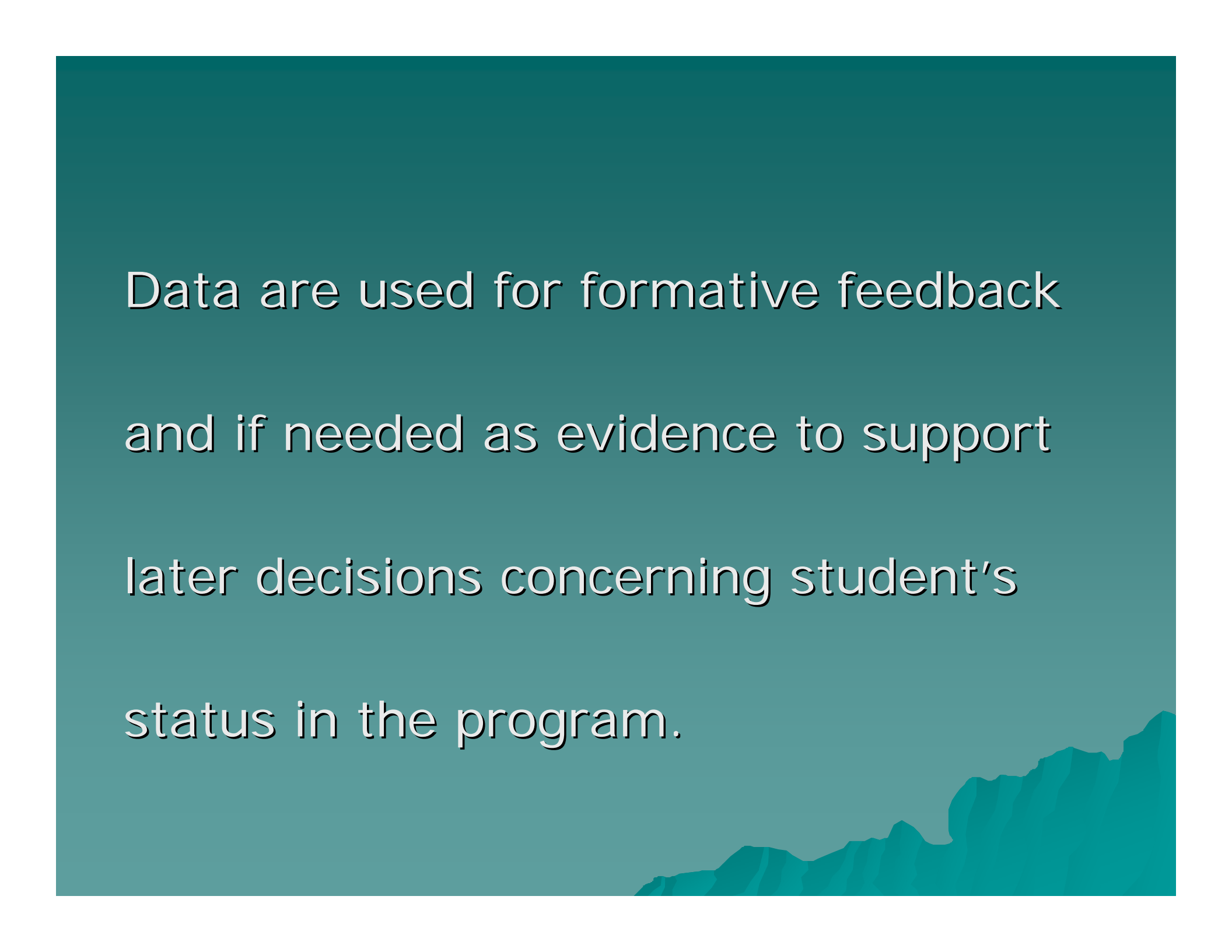
Monday, January 22, 2001

Student	Knowledge Negative Indicators	Written Negative Indicators	Interaction Negative Indicators	Disposition Negative Indicators
1_Blowowski, Joseph	2; 3; 4; 5; 6; 7	None	4	3; 4; 5; 6; 7; 8; 9; 10
Allen, Shannon	1; 4; 5; 7	1	1	None
Barkdull, Alisa	1; 5	1	None	None
Barrick, Carmen	None	2	3	2; 4
Birch, Thomas	1	None	None	None
Brown, Angela	None	None	2; 3	3
Davis, Daniel	2	2	2	None
Mitchell, Michael	1	None	None	None

Page: 1

Ready NUM

Data are used for formative feedback and if needed as evidence to support later decisions concerning student's status in the program.

The background is a solid teal color. At the bottom right, there is a stylized silhouette of a mountain range in a slightly darker shade of teal.

Sample Feedback

- ◆ The Block I instruction team met at the end of last semester to complete the Benchmark I rubric for each student in Block I. They evaluated each student on (1) knowledge and habits of mind, (2) written and oral communication skills, (3) interaction with teachers and students, and (4) disposition and professional behavior. The team felt that you displayed the skills, knowledge and dispositions that they would expect for an intern at this stage of the program in most of these areas. They did have the following suggestions for areas on which you need to concentrate during Block II.
- ◆
 - Be more careful about your assignments and come to class prepared.
 - Be more attentive during class.
 - Continue to work hard on your writing skills (mechanics) – You have good ideas but struggle to express them in your writings. We suggest you visit the writing center during the spring semester.
 - Be sure to not miss class.
 - Find your voice during class discussion. You have good ideas which need to be shared.
- ◆
- ◆ Your Block II team will complete the same rubric for you at the end of your Block II. Congratulations on moving forward in the blocks and best wishes for your continued professional growth and success in the program. If you have any questions concerning this benchmark, please let me know.

- ◆ Feedback placed in database
- ◆ The Benchmark rubric is completed by the Block II team with notations of changes and improvement for negative indicators from Block I.

Surveys

- ◆ Elementary Teacher Education Program Survey
 - End of each semester
 - Electronic submission
 - Spring 2005 and fall 2005
 - Programmatic evaluation
 - Shared with faculty and stakeholders