

Council for Teacher Education

The Council for Teacher Education met on Wednesday, September 17, 2008, at 2:00 p.m. in Room 2020 of the Cate Teacher Education Center. The following members were present: Danny Acosta, Rhett Allain, Diane Allen, Leigh Ann Beard, David Bernard, Mindy Crain-Dorough, Kim Finley-Stansbury, Charlotte Humphries, Shirley Jacob, Gail McMillon, Christine Mitchell, Bill Neal, Lou Schultz, Martha Thornhill and Cathy Tijerino. Ms. Flo Winstead was in attendance to present changes to the PassPort Handbook.

1. Dr. Diane Allen called the meeting to order at 2:00 p.m.
2. Dr. Allen stated that the first order of business will be to elect a new chair.

Council members introduced themselves and the area they represent.

3. **Elections**

Dr. Kim Finley-Stansbury nominated Dr. Leigh Ann Beard to serve as chair. Dr. Charlotte Humphries moved to cease nominations. Motion seconded by Dr. Christine Mitchell. Motion passed.

School System Representative Nominations:

Mary Beth Crovetto—Assistant Principal Ponchatoula High School
Beth Meyers—Educational Leadership Doctoral Candidate (on sabbatical from school system)

Student Representatives:

Brad Didier—Undergraduate
Sara Schmitt—Graduate

Dr. Jacob made motion to accept student and school system representative nominees. Seconded by Dr. Neal. Motion passed.

4. **Approval of Minutes**

Minutes of the meeting on April 16, 2008, were approved as submitted.

5. **Changes to Portfolio Handbook**

Ms. Flo Winstead presented the following changes:

- A. The Conceptual Framework (CF) Questionnaire of the Professional Education Candidate surveys at both the initial and advanced level has been dropped from the assessment system. Candidates now only complete three surveys instead of four as a pre-assessment. The justification is that candidates are required to include a philosophy referencing the conceptual framework in the first portfolio level,

as well as include the CF in the Reflections of Learning tab in each Portfolio.

- B. The Louisiana Components of Effective Teaching (LCET) reflects a four point scale at all levels to provide consistency and allow for longitudinal studies in regards to candidate progress throughout a program. Additionally, the level of performance has been clearly identified and detailed on the instrument for clarification of what “meets expectations” at three distinct levels: 1) first/developing/content methods, 1) capstone methods, 3) student teaching/internship. In the instruction component, one attribute, “Differentiates instruction to meet the needs of all students”, was added to the instrument at each level.

- C. The Assessment plan instrument reflects a four point scale at all levels to provide consistency and allow for longitudinal studies in regards to candidate progress throughout a program. The level of performance has been clearly identified and detailed on the instrument for clarification of what “meets expectations” at two distinct levels: 1) first/developing/content methods and 2) capstone methods. Additionally, the attributes include a more detailed description of the performance. For example, #6 describes evidence of student academic growth and should be adhered to when assessing candidate work. The same is true for the student teaching/internship assessment instrument which includes four attributes instead of seven.

- D. The item in Pass-Port which requires identification of the methods in which the LCET, Assessment plan, and Lesson Plan have been revised to read with only two areas: 1) first/developing/content methods and 2) capstone methods.

- E. Reflection and Critique of Videotaped Lesson: Candidates will need to download the rft document from the website and complete it electronically typing in their supervising teachers’ comments and then uploading it into their artifact bin to be placed in the portfolio. University Supervisors will complete a “faculty-to-candidate” evaluation which is merely a text box for your comments via Pass-Port. It is titled “Reflection and Critique of Videotaped Lesson.”

Ms. Winstead stated that on the LCET the descriptors on the four point scale have been cleared up. In methods, 80% means a candidate must have 53 of the 66 available points. In the capstone methods, a candidate must have 79 of the available 99 points. 80% is also required in student teaching.

Dr. Humphries asked if it is possible for a student who performs poorly in an area to pass.

Ms. Winstead answered that it is not possible to pass if a candidate does poorly in any one area/category, but to remember this is only one assessment of many.

The assessment plan instrument went back to a four point scale and the meaning of the indicator was pulled from the state document. The new indicator gives more flexibility to #6 as it was criticized in SPA reports.

Dr. Thornhill noted that the video critique is still a five point scale. Ms. Winstead stated this is justified as self-assessment and will be changed to a four point scale either next semester or next academic year.

Dr. Jacob moved to accept the changes as stated. Dr. Humphries seconded. Motion passed.

6. **Department of Teaching and Learning**

Dr. Shirley Jacob presented the following changes:

- A. Request for Change: Policy for Student Portfolios. ...Students will be required to submit an Introductory Level Portfolio as a prerequisite to their first methods class (EDUC 321, 323, 326, 328, 485, 490, or KIN 460)...

Why was this proposal needed? EDUC 328 and KIN 460 require the introductory portfolio as well as the other courses listed.

Dr. Jacob moved that this proposal be accepted. Seconded by Dr. Humphries. Motion passed.

7. **Next Meeting**

October 15, 2008, 3:00 P.M.

Proposals due by October 8, 2008

Meeting was adjourned at 2:30 P.M.

