

**Reauthorization Committee of Colorado Council of Deans of Education (CCODE)**

**October 28, 2010, 3:00-5:00pm**

Minutes

**In attendance:**

Jennie Whitcomb, Suzie Perry, Nella Bea Anderson, Deying Zhou, Jackie Leonard, Sarah Dallman Karen Kelly, Cheryl Lovell, Jami Goetz, and Ian Macgillivray.

**Discussion:**

1. **Update on revision of principal and teacher standards per S.B. 10-191 and new state assessment system per S.B. 08-212.** Ramifications of S.B. 08-212/Cap4Kids are a) educator prep programs need to align with Postsecondary and Workforce Readiness (new P-12 Academic Standards and Learning and Behavior Skills) by December 2012; b) there will be a bigger role for higher ed to offer professional development to school districts as they align to the new assessment system that will replace CSAP (especially a need for good formative assessment and using data to inform instruction); c) ed prep programs will need to align with new teacher and principal standards once those are adopted by State Board of Education.
2. **Creation of an advisory group to fulfill requirement of S.B. 10-036** (see Appendix A). We need to put this on the agenda for next time. We need to track program completers for the Educator ID System, not just those enrolled in programs (which is what the Teacher Ed File in SURDS tracks). Maybe we can use Title II reports instead of the Teacher Ed File because Title II reports contain candidates' SSNs (needed for the Educator ID System to work) as well as completer data?
3. **Idea to allow field based practica and student teaching at virtual high schools** (see Appendix B and <http://www.govhs.org>). This topic should go on the agenda for the next CCODE retreat to work out guidance and parameters. Questions that came up: a) How much of the 800 hours of field-based practice should be allowed to complete in a virtual school? b) How much of student teaching should be allowed to complete in a virtual school? c) Should CDE offer a credential for online teaching? d) Need to clarify difference between taking an online class vs. taking a class to learn to teach online vs. doing a field experience 100% in an online P-12 school vs. doing a field experience in a P-12 school that offers online programs.
4. **S.B. 160.** Senator Hudak was sent an email asking her original intent with this bill and whether or not it should say "complete 24 credits OR content exam" or "complete 24 credits AND content exam." Awaiting response.
5. **Reauthorization visits this academic year:**
  - Colorado College, October 20-22, 2010. Nella Bea Anderson represented CCODE.
  - Colorado Christian University, March 2011. Someone from Adams State will represent CCODE.
  - Western State College, April 2011. Someone from UCD will represent CCODE.

**Action Items:**

- Nella Bea will send a Title II template.
- Jami will follow up with Senator Hudak regarding S.B. 160.
- Adams State appoint someone to be on CCU reauthorization visit, March 7-10, 2011.
- UCD appoint someone to be on Western's reauthorization visit, April 20-22, 2011.
- Nancy Hartley and Suzie Perry please put "Idea to allow field based practica and student teaching at virtual high schools" on agenda for next CCODE retreat.

**Next meeting:**

Thursday, December 16, 2010, 3:00-5:00pm, DHE, Rachel B. Noel Conference Rm.

## Appendix A: S.B. 10-036

SENATE BILL 10-036

BY SENATOR(S) Johnston, Bacon, Heath, Hudak, Penry, Romer, Shaffer B., Steadman, Boyd, Carroll M., Foster, Hodge, Keller, Morse, Newell, Schwartz, Spence, Tapia, Tochtrop, White, Whitehead, Williams; also REPRESENTATIVE(S) Merrifield, Apuan, Benefield, Casso, Court, Kerr A., Labuda, Levy, Miklosi, Primavera, Riesberg, Ryden, Scanlan, Schafer S., Summers, Todd, Tyler, Carroll T.

CONCERNING REQUIRING THE DEPARTMENT OF EDUCATION TO PREPARE AN ANNUAL REPORT ANALYZING EDUCATOR PREPARATION PROGRAM EFFECTIVENESS USING DATA OBTAINED THROUGH THE EDUCATOR IDENTIFIER SYSTEM.

*Be it enacted by the General Assembly of the State of Colorado:*

**SECTION 1.** Article 68.5 of title 22, Colorado Revised Statutes, is amended BY THE ADDITION OF A NEW SECTION to read:

**22-68.5-102.5. Use of aggregate data - educator preparation programs - rules - funding.**

(1) ON OR BEFORE JULY 1, 2011, AND ON OR BEFORE JULY 1 EACH YEAR THEREAFTER, THE DEPARTMENT SHALL PREPARE A REPORT ON THE EFFECTIVENESS OF EDUCATOR PREPARATION PROGRAMS USING THE AGGREGATE DATA COLLECTED PURSUANT TO THIS ARTICLE. FOR PURPOSES OF THIS SECTION, THE DEPARTMENT SHALL USE DATA COLLECTED FROM AN EDUCATOR IN HIS OR HER FIRST THREE YEARS OF PLACEMENT AS THE EDUCATOR OF RECORD. THE REPORT SHALL INCLUDE, BUT NEED NOT BE LIMITED TO, THE CORRELATION BETWEEN DIFFERENT EDUCATOR PREPARATION PROGRAMS IN THE STATE, INCLUDING ALTERNATIVE EDUCATOR PREPARATION PROGRAMS, AND STUDENT ACADEMIC GROWTH, EDUCATOR PLACEMENT, AND EDUCATOR MOBILITY AND RETENTION. THE DEPARTMENT SHALL WORK COLLABORATIVELY WITH EDUCATOR PREPARATION PROGRAMS AND THE DEPARTMENT OF HIGHER EDUCATION AND MAKE THE REPORT AVAILABLE TO THE PUBLIC ON ITS WEB SITE NO LATER THAN THIRTY DAYS AFTER ITS COMPLETION. THE INFORMATION SHALL BE SHARED WITH EDUCATOR PREPARATION PROGRAMS TO INFORM CURRICULUM AND PROGRAM IMPROVEMENTS.

(2) THE STATE BOARD SHALL PROMULGATE RULES IN ACCORDANCE WITH THE "STATE ADMINISTRATIVE PROCEDURE ACT", ARTICLE 4 OF TITLE 24, C.R.S., FOR THE IMPLEMENTATION OF THIS SECTION. THE RULES SHALL INCLUDE, BUT NEED NOT BE LIMITED TO:

(a) A DESCRIPTION OF WHICH EDUCATOR PREPARATION PROGRAMS SHALL BE INCLUDED;

(b) A DETAILED DESCRIPTION OF THE ITEMS THE DEPARTMENT WILL MEASURE, INCLUDING, AT A MINIMUM, STUDENT ACADEMIC GROWTH, PLACEMENT AND RETENTION OF EDUCATORS, AND STUDENT DEMOGRAPHICS; AND

(c) THE METHODS FOR MEASURING AND ANALYZING DATA.

(3) THE STATE BOARD SHALL USE THE REPORT COMPILED PURSUANT TO SUBSECTION (1) OF THIS SECTION TO REVIEW EDUCATOR PREPARATION PROGRAMS.

(4) (a) THE DEPARTMENT IS AUTHORIZED TO SEEK, ACCEPT, AND

EXPEND PUBLIC OR PRIVATE GIFTS, GRANTS, OR DONATIONS FOR THE IMPLEMENTATION OF THIS SECTION; EXCEPT THAT THE DEPARTMENT MAY NOT ACCEPT A GIFT, GRANT, OR DONATION THAT IS SUBJECT TO CONDITIONS THAT ARE INCONSISTENT WITH THIS SECTION OR ANY OTHER LAW OF THE STATE. THE DEPARTMENT SHALL TRANSMIT ALL PRIVATE AND PUBLIC MONEYS RECEIVED THROUGH GIFTS, GRANTS, OR DONATIONS TO THE STATE TREASURER, WHO SHALL CREDIT THE SAME TO THE STATE PREPARATION AND PAGE 2-SENATE BILL 10-036

READINESS OF EDUCATORS PROGRAM FUND, WHICH FUND IS HEREBY CREATED AND REFERRED TO IN THIS SECTION AS THE "FUND". THE MONEYS IN THE FUND SHALL BE CONTINUOUSLY APPROPRIATED TO THE DEPARTMENT FOR THE DIRECT AND INDIRECT COSTS ASSOCIATED WITH THE IMPLEMENTATION OF THIS SECTION.

(b) ANY MONEYS IN THE FUND NOT EXPENDED FOR THE PURPOSE OF THIS SECTION MAY BE INVESTED BY THE STATE TREASURER AS PROVIDED BY LAW. ALL INTEREST AND INCOME DERIVED FROM THE INVESTMENT AND DEPOSIT OF MONEYS IN THE FUND SHALL BE CREDITED TO THE FUND. ANY UNEXPENDED AND UNENCUMBERED MONEYS REMAINING IN THE FUND AT THE END OF A FISCAL YEAR SHALL REMAIN IN THE FUND AND SHALL NOT BE CREDITED OR TRANSFERRED TO THE GENERAL FUND OR ANOTHER FUND.

(c) THE GENERAL ASSEMBLY ANTICIPATES THAT THE DEPARTMENT MAY RECEIVE SIGNIFICANT AMOUNTS OF FEDERAL MONEYS THAT MAY BE APPROPRIATELY USED TO IMPLEMENT THIS SECTION AND STRONGLY ENCOURAGES THE DEPARTMENT TO APPLY SAID FEDERAL MONEYS IN IMPLEMENTING THIS SECTION.

(5) THE DEPARTMENT SHALL NOT BE OBLIGATED TO IMPLEMENT THE PROVISIONS OF THIS SECTION UNTIL MONEYS IN A SUFFICIENT AMOUNT, AS DETERMINED BY THE DEPARTMENT, HAVE BEEN RECEIVED AND CREDITED TO THE FUND. GENERAL FUND MONEYS SHALL NOT BE APPROPRIATED FOR THE IMPLEMENTATION OF THIS SECTION.

## Appendix B: Ed. Schools Lag Behind in Virtual-Teacher Training



Published Online: September 20, 2010

Published in Print: September 22, 2010, as **Schools of Education Playing Catch-Up**

### Ed. Schools Lag Behind in Virtual-Teacher Training

**Virtual Education Experts Say Graduate Programs to Train Online Teachers Make the Most Sense, at Least for Now**

By [Ian Quillen](#)

As the youngest faculty member in the school of education technology at the University of Nevada-Las Vegas, Leanna Archambault was quickly tapped as the most "qualified" to teach one of its first online courses.

Not that she was.

"I was like, 'How do I do this?'" recalled Ms. Archambault, a nontenured instructor at the university at the time. "It was really like building the plane while I was flying it."

As she soon found out, teaching online courses presented very different challenges from merely integrating technology into the classroom. And after earning a doctorate from UNLV, Ms. Archambault in 2008 headed to Arizona State University in Tempe to create a curriculum to help K-12 teachers learn how to teach online. But while she had intended to focus on preservice teachers, she found certification and course-hour requirements too encumbering, and instead created a graduate certification program that began this fall, a choice that was the obvious one in retrospect.

"With undergraduates, they just made the decision to be a teacher, and many of them are not even aware that online teaching is a possibility," Ms. Archambault said. "There needs to be some kind of will on the part of the teacher, because it's a huge commitment. And it's vastly different from the traditional classroom."

While experts on virtual education largely agree that preservice teacher education needs to catch up to the times, they also often concede that graduate programs make more sense, at least for now.

Schools like Iowa State University, in Ames, offer coursework to prepare preservice teachers for virtual teaching, and others like the University of South Florida, in Tampa, and the University of Central Florida, in Orlando, offer virtual-teaching internships. But they are largely the exceptions.

So, while online education advocates groan that a recent survey by the technology company Blackboard Inc. found that only 4 percent of responding teachers had been taught how to deliver online courses during preservice education, changing that percentage may not be a top priority. Until demand grows to the point of creating an employment gap, the reality will be that most beginning online teachers are high on brick-and-mortar experience and low on virtual training.

"If you've got teachers who have all been teaching for seven or eight years and give them another set of skills, that's probably a good equation for giving students better outcomes," said Susan D. Patrick, the president of the [International Association for K-12 Online Learning](#), or iNACOL, based in Vienna, Va.

### **Hiring Recent Graduates**

Even so, Niki Davis helped Iowa State become one of the schools to challenge the idea that only graduate-level programs should tackle the training of online teachers.

After emigrating from the United Kingdom to direct Iowa State's [Center for Technology in Learning and Teaching](#), Ms. Davis wrote a successful federal-grant proposal to fund the school's [Teacher Education Goes Into Virtual Schooling](#) program, or TEGIVS, which started in 2005. And it's only been in the years since, she said, that the nation's virtual schools have entertained the concept of hiring teachers straight from undergraduate programs.

"When we started our TEGIVs project, the virtual schools said they preferred teachers to have the experience of brick-and-mortar schools first," Ms. Davis, now a professor of e-learning at the University of Canterbury in New Zealand, said in an e-mail. "Five years later, [the virtual schools] like to recruit the best students straight out of college. Some said they can induct a 'millennial' teacher more easily into their team of teachers."

The project—which has partners in the University of Florida, in Gainesville, the University of Virginia, in Charlottesville, and Graceland University, in Lamoni, Iowa—includes a lab and lecture for elementary and secondary teacher education students, several hours of field experience, a unit during an instructional-design course, and themes within a methods course and a distance education course. The hours of field experience can vary by school, partly because of how much time a state requires preservice teachers to spend in traditional classroom internships.

"It is difficult" to fit in the hours, conceded Ms. Davis. "At ISU, we substituted 10 hours among the total required. A bigger problem was persuading teacher-educators of the relevance and importance of this."

It's an even harder sell when the student-teaching isn't really in a traditional K-12 environment. Currently, said Ann Thompson, the founder of Iowa State's Center for Technology in Learning and Teaching, students rotate through instructional roles during a distance-learning course they take with their peers. "Ideally, we'd have students teaching [actual K-12 courses] at a distance," Ms. Thompson said, "but we haven't figured out how to do that."

## **Florida Models**

With very few virtual school offerings available to Iowa's high schoolers, Iowa State can't offer an internship arrangement similar to what the University of Central Florida and the University of South Florida have with the Florida Virtual School, which served 97,000 students last school year.

At the University of Central Florida, teacher education students can enter a hybrid version of the school's Internship 1 course, where they spend half a semester in a virtual environment and half in a brick-and-mortar class, before choosing which environment to progress to during Internship 2. And because the Florida Virtual School, or FLVS, is considered its own school district within the state, the virtual-internship hours are viewed the same as those earned in a regular school.

The program, which began last year as a response to an enrollment spike that drove the Florida Virtual School to nearly double the size of its teaching staff, will have about 20 students in its two levels this fall, said Michael Hynes, the co-director of the University of Central Florida's school of teaching, learning, and leadership.

Logistical challenges prevent the program from growing much larger. Teachers who advise interns must go through the university's clinical-supervision course. And while the Florida Virtual School hires teachers from across the country, Mr. Hynes said his university will only partner students with teachers for whom regular face-to-face consulting is possible.

"We're not choosing people who live in Wisconsin and teach in the Florida Virtual School," said Mr. Hynes, who hasn't had to turn interested students away yet, but fears he may soon. "With 20 students this fall, we are stretching. We're right at the limit at this point."

Meanwhile, the University of South Florida physical education department last fall began a similar program, in which nine students spent a seven-week period helping FLVS teachers provide high school gym courses. University officials said it was a natural extension of what was already happening in the department, which has emphasized research on active gaming—video games that involve vigorous body movement, such as Nintendo's Wii game system or Konami's "Dance Dance Revolution" games—as potential tools for physical education.

"What we want to do is to provide options for our students," said Colleen S. Kennedy, the dean of the University of South Florida's education school. "And what the Florida Virtual School sees is offering this kind of preparation to our teachers will make them more marketable."

Of course, the marketability of a preservice teacher who is versed in online instruction depends on how much online education grows, and could vary depending on a state's technology-competency standards for licensed teachers and its enrollment allowances for virtual schools. If FLVS enrollment were to continue to increase as rapidly as it has over the past five years, Mr. Hynes said, it would become much more affordable to hire adequately prepared preservice teachers than to train experienced teachers who have no virtual-teaching background.

But Myk Garn, the Southern Regional Education Board's director of educational technology, said enrollment caps in many of the Atlanta-based SREB's 16 member states artificially restrict demand for online instructors. That doesn't mean preservice teachers won't need to learn how to lead online learning; it's just that they'll need to know it as a supplemental skill, he added.

"We're going to see a dramatic increase in blended learning," Mr. Garn said, referring to teachers who instruct both face-to-face and online-only classes, "but I don't think blended is going to require the same kind of training" as fully online instruction.

### **Coursework Mandates**

Meanwhile, the smattering of online-teaching state endorsements that have been or are soon to be developed include mandates for coursework and field experience beyond the preservice level.

In Idaho, draft standards for online learning will require preservice teachers to be proficient in leading blended learning, but those in fully online environments to do graduate study. In Arizona, which has had only preliminary discussions about creating an online-teaching endorsement, Ms. Archambault's program at Arizona State is a 15-credit certificate that can be earned independently or as part of an educational technology master's degree.

And in Georgia, the Georgia Virtual School's state endorsement for online teaching—previously offered only by the school—is included in some of Kennesaw State University's graduate programs for the first time this fall.

But throughout that state, despite recent controversy over funding formulas that have hindered the startup of independent charter high schools, some sense imminent change that would necessitate a rethinking of the preservice requirements.

"That's an issue that needs to be to be addressed," said Traci Redish, an associate professor at Kennesaw State, who chairs the Georgia Instructional Technology Task Force. "We truly believe that online learning is going to explode. We're just in the beginning phases of it—the infancy of it."

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