

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

December 16, 2010, 3:00-5:00pm

Minutes

In attendance:

Jennie Whitcomb, Suzie Perry, Nella Bea Anderson, Jackie Leonard, Sarah Dallman, Karen Kelly, Jami Goetz, Della Shorman (Online Learning Support, CDE), and Ian Macgillivray.

Discussion:

1. **Idea to allow field based experiences and student teaching at virtual high schools.** The Reauthorization Committee proposes these draft recommendations for CCODE to consider at its April 25, 2011 retreat:
 - a) Educator preparation programs are encouraged to allow candidates to complete virtual field-based experience in online P-12 schools.
 - b) Educator preparation programs are encouraged to prepare candidates in best practices for teaching in an online environment.
 - c) Educator preparation program faculty are encouraged to utilize online platforms for posting course documents and engaging with candidates wherever appropriate and feasible.
 - d) Educator preparation programs are encouraged to offer a certificate or add-on endorsement in online teaching. (A certificate in online teaching might be able to be used for recertification credits and may be attractive to some employers. CDE will explore the possibility of an add-on endorsement in online teaching.)
 - e) Educator preparation programs are required to adopt and enforce a policy to ensure online and hybrid courses are as rigorous as traditional classes in terms of course requirements and the quality and quantity of interaction between students and instructor. OR policies that hold faculty accountable for effective instruction and interaction with students (in quality and quantity) regardless of the course delivery and policies that hold students accountable for meeting course requirements regardless of the course delivery?

Other considerations:

- UCD currently offers a certificate in online teaching (see Appendix A). Are there others?
KEVIN.POOLE@UCDENVER.EDU, (303-315-4984), Continuing and Professional Education Coordinator, UCD may be a good person to invite to our next meeting. Are there more programs like this?
- Other resources: Colorado Online Learning at <http://www.col.k12.co.us/> and Colorado Cyberschools Association at <http://www.coloradocyberschools.org/>
- How much of the 800 hours should a candidate be allowed to complete in virtual schools?
- How much of student teaching should a candidate be allowed to complete in virtual schools?
- We need to be mindful of the differences between:
 - Taking a class online;
 - Taking a class to learn to teach online;
 - Completing a field experience in a 100% online (virtual)P-12 school; and
 - Completing a field experience in a P-12 school that offers some classes online, which may or may not entail online student teaching.

2. **Idea to reduce reporting burden on institutions.** The idea was to possibly expand the Teacher Ed File in SURDS so that DHE would be collecting the same data reported in PEDS and Title II reports (see Appendix B). Main points of the discussion included:

- a) In the Teacher Ed File, fields 7-21 is the social security number;

- b) In the Teacher Ed File, the Record Period (fields 3-6) (summer semesters in particular) is often out of synch with PEDS and Title II. Ryan Allred, DHE Web Administrator, indicated this could be solved easily on DHE's end;
- c) To bring Teacher Ed File in line with PEDS and Title II, Teacher Ed File would need to be expanded to also collect:
 - Program Completers from public and private IHEs;
 - Degree Completers from private IHEs (already collected from public IHEs);
 - Last Name, First Name, Middle Initial, and Date of Birth for PLACE and Praxis II score reporting in the Title II report (DHE is reticent to collect this data because it significantly increases the security risk of keeping sensitive personal data in the same place);
 - "Enrolled and completed all nonclinical courses" (student teachers);
 - "Enrolled but have not yet made it to the stage of student teaching;" and
 - Home state of candidate when they took the Praxis II (ETS requires this but we're not sure who reports this to ETS).

After lengthy discussion, it was decided that:

- a) The main issue is not that the reporting burden could be eased if DHE were to collect all this data and file institutions' PEDS and Title II reports for them to the extent possible, but simply that IF the Teacher Ed File collected the same information that PEDS and Title II ask for, THEN that would make it easier for the institutions to collect and report data in general because all the data the various reports ask for would be aligned to one another.
 - b) DHE's position is that IF DHE is not going to file PEDS and Title II reports for the institutions to the extent possible, THEN DHE prefers not to collect candidate names and dates of birth because it increases DHE's security risk.
 - c) Next step is for DHE to follow up with institutions' IR folks to see if it would be worth it to bring Teacher Ed File data collection in line with what PEDS and Title II require.
 - d) Also discussed that pass rates on PLACE and Praxis II are not meaningful data to include in the annual Educator Preparation Report DHE writes for General Assembly but that knowing how many candidates graduated from the institution with a degree vs. actually completed the educator prep program vs. went on to be licensed by CDE would be helpful to know (and is one of the goals of the Educator ID System).
3. **Proposal to build a corps of education faculty and P-12 educators to conduct CDE content reviews.** Karen Kelly sent out information to CCODE to distribute to faculty. CDE will continue to build this corps and would appreciate the referral of interested/qualified individuals.
 4. **Creation of an advisory group to fulfill requirement of S.B. 10-036.** Ongoing discussion. This will remain an agenda item for future meetings as the Educator ID System continues to be rolled out.
 5. **Ensuring School Counselor programs are aware of requirement to align with S.B. 08-212/Cap4K.** CDE and DHE are engaging in discussions with School Counselor programs and faculty in the state to see how the various programs can network and if the state can provide any support to ensure the preparation of School Counselors takes into account the new state assessment system, of which the ICAP is an important component and School Counselors are in part responsible for implementation of student ICAPS. More info on ICAPS:

Individual and Career Academic Plan (ICAP)

The Individual and Career Academic Plan (ICAP) is a personal, portable, web-based record that "shall assist a student... in exploring the postsecondary career and educational opportunities available, aligning coursework and curriculum, applying to postsecondary education institutions, securing financial aid and ultimately entering the workforce" (S.B. 09-256). Elements of the ICAP include:

 - Interest Inventories
 - Career Plan and Goals
 - Work Experience
 - Academic Progress (Remediation, Concurrent Enrollment, AP etc.)
 - Intentional Course Plan

- Extracurricular, Contextual and Service Learning
- College Exploration and Applications
- Progress in Financial Literacy and College Finances (FAFSA, Scholarships, Grants)
- Surveys

The ICAP may also capture those 21st century skills/attributes that do not currently lend themselves to being assessed on the state summative assessment.

On November 29, 2010 SBE and CCHE jointly agreed that:

- The gauging of PWR will be part of the new assessment system. The system will capture bodies of evidence of student's academic progress, planning, preparation, and readiness competencies, which will not necessarily be used for state accountability purposes.

6. Reauthorization visits this academic year:

- Colorado Christian University, March 7-11, 2011. Honorine Nocone (UCD) will represent CCODE.
- Western State College, April 20-22, 2011. Donna Stout (ASC) will represent CCODE.
- Adams State College, September 28-30, 2011. Someone from UNC to represent CCODE?

Action Items:

- Everyone will keep their eyes open and do some checking for what other states' and organizations' expectations/guidelines for how much field based experience they allow in virtual environments and report back at the meeting April 27, 2011.
- Agenda items for CCODE retreat on April 25: (a) consider membership on Reauthorization Committee and clarify who should be attending , (b) draft recommendations for virtual field based experiences, and (c) data reporting for Teacher Ed File/PEDS/Title II.

Next meeting:

Wednesday, April 27, 2011, 3:00-5:00pm, DHE, Rachel B. Noel Conference Rm.

ATTENTION CURRENT AND ASPIRING...
ONLINE TEACHERS

The School of Education & Human Development at the University of Colorado Denver offers an exciting array of professional development courses and programs designed to help busy educators and mental health professionals master challenges in today's schools.

Online teaching – ranging from hybrid courses that offer a combination of in-person and online instruction to fully online experiences and distance learning – is growing and expanding in K-12 settings and is increasingly common at many types of higher education institutions. The Online Teaching certificate program is designed for K-12, college and university educators interested in creating and teaching online and blended courses, or using Web-based/Web 2.0 components to enhance face-to-face instruction.

In accordance with professional standards for quality online courses, participants will complete 9 credits of coursework that addresses the following areas related to online teaching and learning: roles of instructors and students, communication, facilitation strategies for online discussions, collaborative nature of online courses, available technologies for delivery, methods of assessment, learning outcomes and activities, and evaluation.

All courses are online. INTE 5200 must be taken first. INTE 5250 and INTE 5680 may then be taken in either order. Courses from the certificate program are fully transferable into the MA in Information and Learning Technologies degree program.

INTE 5200 Designing and Organizing an Online Course

This online course helps educators transition to teaching online. Create online learning experiences, activities, assessments, and resources. Explore blended learning environments, synchronous and asynchronous instruction, the use of emerging technologies and trends along with accessibility concerns, and effective evaluation of online course design. *Offered Fall term*

INTE 5250 Facilitating and Fostering Online Learning

This online course provides a foundation for effective online teaching strategies in course management, communication, motivation, social presence and facilitation. Explores several online teaching strategies and approaches for creating engaging learning experiences for students in asynchronous and synchronous learning communities. *Offered Spring term.*

REGISTER: Email cpe@ucdenver.edu to request info.

INTE 5680 Integrating Media in eLearning Environments

This online course helps students develop and integrate media resources into eLearning environments, applying principles of media selection and multimedia learning. Students survey and sample a variety of tools for production of audio, video, and multimedia content and examine ways to enhance eLearning courses through multimedia presentation and engagement resources. *Offered Summer and Fall terms.*

COST: \$349 per credit; \$1047 per course; \$3141 per certificate
(Plus a \$100/course online fee. Tuition charges are subject to change.)

FOR MORE INFORMATION CONTACT

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Appendix B: Teacher Ed File, PEDS, & Title II Reporting

I. TEACHER ED FILE IN SURDS

This is what DHE currently collects as part of the Teacher Ed File in the SURDS database:

CCHE-SURDS 'Teacher Education File' Record Layout

Last Modified on June 25, 2010

Field #/Starting Position	Field Name	Length	Valid Choices
1/1	Record Type	1	6
2/2	Institution Code	4	The unique 4-character code designated to each Colorado postsecondary institution
3/6	Record Period	5	Term = 1-5; Year = YYYY
4/11	Gender	1	See Field Definitions
5/12	Date of Birth	8	YYYYMMDD
6/20	Ethnicity	1	See Field Definitions
7/21	Student ID Number	9	The official 9-character number that uniquely identifies a student at an institution
8/30	Student Id Type	1	See Field Definitions
9/31	Student Level	2	See Field Definitions
10/33	Program Code	6	See Field Definitions
11/39	Teacher Ed Endorsement Area	2	See Field Definitions
12/41	Term GPA	4	See Field Definitions
13/45	Student ID Number Institutional	9	The official 9-character number that uniquely identifies a student at an institution
14/54	Non-Resident Alien	1	See Field Definitions (New for 2010-11)
15/55	Ethnicity Hispanic/Latino	1	See Field Definitions (New for 2010-11)
16/56	Race American Indian or Alaska Native	1	See Field Definitions (New for 2010-11)
17/57	Race Asian	1	See Field Definitions (New for 2010-11)
18/58	Race Black or African American	1	See Field Definitions (New for 2010-11)
19/59	Race Native Hawaiian or Other Pacific Islander	1	See Field Definitions (New for 2010-11)
20/60	Race White	1	See Field Definitions (New for 2010-11)

II. PEDS REPORT FOR AACTE

If DHE were to file PEDS reports for AACTE institutions, the following items would need to be added to the Teacher Ed File in SURDS:

- 1) Regarding the Teacher Ed File *Field #/Starting Position* 10/33 (Program Code), DHE currently only collects program codes (CIP Codes) from public institutions. Colorado College and Jones International University are the only two private

institutions currently filing PEDS reports with AACTE. For DHE to be able to file PEDS reports for private institutions, those private institutions would have to be willing to submit CIP codes for their programs to DHE and have them validated.

2) Furthermore, private institutions would need to start submitting “degree completers” to identify candidates who graduate from a program with a valid CIP code.

3) All institutions would need to submit “program completers.”

Note: PEDS relies heavily on CIP codes for education degrees. In Colorado, we do not have education degrees for initial licensure at the undergraduate level. Therefore, most of our candidates would get reported in Table B-4A, under a “Program Area,” rather than under a CIP code. It’s the same as the Colorado Educator Preparation Report to the General Assembly listing enrollment totals by “endorsement area.” I’m not sure if this would make a difference for national comparisons or if any of this matters. The plus is that DHE could potentially file PEDS reports for all IHEs in Colorado, not just the AACTE member ones, and this would add to national data allowing for more comparisons and analysis. IHEs pay attention here: The downside for the IHEs would be that the reporting of the Program Codes (Field #/Starting Position 10/33) in the Teacher Ed File is going to need A LOT OF CLEANING UP and much more diligence in accurate reporting each year. For instance, some institutions are currently reporting candidates as being enrolled in Elementary Education for the Endorsement Area and B.A. Music as the Program Code. Another example is reporting B.A. Psychology as the Program Code when the IHE is not authorized to offer that degree with educator preparation. We never paid close attention to this before but would need to start doing it, which would also require many of the privates to report CIP codes for the first time. The point is, it would take some concerted effort in the short term but could lead to a reduction in reporting burden long term. You all need to ask yourselves if it will be worth it.

Ask AACTE/Yupin: If DHE files PEDS reports on behalf of all IHEs in Colorado, can the non-member IHEs get access to the data on AACTE’s website? To report the data, would it be okay if DHE generates the same tables as appear on the PEDS Forms and AACTE can enter the data?

III. TITLE II REPORT UNDER HIGHER EDUCATION OPPORTUNITY ACT

If DHE were to file help file Title II reports, the following items would need to be added to the Teacher Ed File in SURDS:

1) Candidate Identification Information DHE check: make sure that we’re not violating any state law or CCHE policy by collecting name and DOB.

- Last name, first name, and middle initial
- Date of birth

2) Reporting Group

- Enrolled and completed all nonclinical courses (at the stage of student teaching)
- Enrolled but have not yet made it to the stage of student teaching
- Program completer (also needed for PEDS Report)

3) State? Do IHEs report this? How do they know where a candidate took the Praxis II?

- Home state of candidate when they took the Praxis II (ETS requires).

4) Certification Codes (same as “Endorsement Area” in Teacher Ed File)

- This is already reported in the Teacher Ed File but with a different code. We’d just have to translate the Endorsement Area codes into the Title II Certification codes, which are the same as the PLACE test that goes with that endorsement/certification.

***Note:** The addition of this information to the Teacher Ed File would allow DHE to fill in the Colorado *Title II Data Collection Worksheet* that gets submitted to Pearson, and then to ETS (so they can match candidates with PLACE and Praxis II scores). Ask Larry at Pearson: Will Pearson allow DHE to submit for the IHEs and to certify on IHEs’ behalf? Can we add a column for “Institution” so DHE can submit one table, rather than 18 separate tables for each IHE? Ask DHE: Does DHE want to take this on? DHE would have to check errors that Pearson returns (like duplicates or when Pearson and ETS can’t find test results for a candidate then we will need to get the IHE to send the testing company a copy of the student’s test score report). Ask IHEs: Are you comfortable with DHE certifying the data for you.

Each institution will still need to fill out its own *Title II Institutional and Program Report Card* and submit it to Westat’s Institutional and Program Report Card online reporting system (IPRC).