

A Chronological List of Decisions Made through the Governance Process

When **CoT** was approved by the School of Education faculty in 1992, it was on the basis of a number of Organizing Principals, one of which stated:

All Seminar groups will convene monthly for an all-program meeting. These governance meetings will be run by students and issues of how the program functions will define the agenda. Every member of the community will have one vote in determining the continual reshaping of the program. Students will be active partners with faculty in recruiting new students for the program. They will learn how one deals with the bureaucracy of a school district by learning to deal with the bureaucracies of the School of Education, the University, and the State.

Elsewhere in the proposal we described why we thought such a mechanism was important:

The program's structure constitutes a built-in set of checks and balances that promote continuous mid-course corrections, the fine-tuning of logistics, etc. For example, the program's governance structure—monthly all-program meetings—is an integral mechanism for continually fine-tuning the program.

Voting Procedure (October 1, 1995)

The following decision-making process was adopted:

1. Get the issue out on E-Mail. Anyone can make a proposal or bring up an issue.
2. Once an issue is brought forward, Seminars will discuss whether or not a Governance meeting is necessary. If any one Seminar feels that a Governance meeting is necessary one will be scheduled.
3. The meeting is planned.
4. Seminars discuss the issue and propose a maximum of two solutions before Governance.
5. Volunteers from each Seminar bring the solution(s) to Governance. All are encouraged to attend.
6. Governance reviews the issue and its proposed solutions and recommends one solution, established by a majority vote of those in attendance. (Note: To date, no problem has been identified that was not also accompanied by a specific proposal to remedy the problem; steps 4-6 may need revision.)
7. The proposal is sent to all **CoTers** via E-Mail.
8. Votes are sent via E-Mail to a volunteer within 10 days.
9. Sixty (60) percent of all **CoT** members must vote yes for a proposal to pass.
10. The volunteer who collected the votes notifies everyone of the outcome of the vote.

Guidelines for Conducting Governance Meetings (February 26, 1998)

The following procedural guidelines were adopted.

1. Leaders call on people who wish to speak.
2. Listen respectfully; let a person finish.
3. Connect your comments to those which have gone before it.
4. Speakers should stay on the topic under discussion; finish one issue before moving on to another.
5. Change topics slowly; announce that you're changing the topic.

6. State your issue clearly.
7. Focus on issues, not personalities; disagree with positions, not with people.
- 8.

Completing the Portfolio (April 9, 1998)

Students must submit their completed Portfolio to their Seminar leaders for review within one year of the last day of their student teaching semester (e.g., if you student teach during January, February, and March of 2001, the last day your Portfolio will be accepted will be the first week of May, 2002). Any student who does not meet this deadline can still earn a teaching license by converting Expectations that *have* been completed into completed courses in the standard program. The student can then still receive a teaching license by satisfactorily completing the remaining courses that the license requires.

If the student has not submitted his or her completed Portfolio within six months from the end of his or her student teaching semester, he or she *must* be in regular contact with his or her Seminar leader—the definition of “regular” to be determined by the student and the Seminar leader—reporting his or her progress toward completion of the Portfolio.

Only extreme situations will be considered for an extension of this deadline. If the Seminar leader rules against an extension or is uncertain of a proper course of action, the student can appeal the decision to a panel comprised of the other Seminar leaders and an equal number of **CoT** students.

This proposal affects all **CoT** students who student teach after August, 1998.

Words to Live By (May 1, 1998)

This document represents a covenant of our community arrived at by consensus. The entire **Words to Live By** is located on page xv of these **Expectation Guidelines**.

Approval of the New Expectations Guidelines, Revision 3.0 (November 11, 1998)

Revision 3.0 of the Expectation Guidelines immediately becomes the Portfolio requirement for **CoT**. All students beginning the program after August 15, 1998 will be required to use revision 3.0. Students who began the program prior to August 15, 1998 will be able to use the previous Expectation Guidelines should they choose to do so. Since the new guidelines represent a major change in **CoT**'s definition of an Indiana teaching license, the new guidelines were forwarded to the State's Professional Standards Board for its approval.

The only other change involved the title of Expectation 9.1. "**Standing for Something**" was renamed "**Expressing Convictions**."

Approval of a New Recruitment Process (April 5, 1999)

The continuous process of recruiting new members for **A Community of Teachers** is the responsibility of all current members of the program. **CoTers** are encouraged to tell acquaintances and classmates about the opportunities of **CoT** and take an active role in the organized recruitment activities. The following procedures will guide the recruitment process:

The Recruitment Committee: A Recruitment Committee, consisting of members from each Seminar and at least one Seminar leader, will coordinate the recruitment process each semester. The committee's specific roles include:

- Determine the various ways to "advertise" **CoT** each semester.
- Arrange publicity
 - letters/phone calls/E-Mail notes to prospective students
 - flyers
 - information tables (Ballantine, School of Education).
- Recruit Seminar members to assist with publicity and organize information sessions.
- Serve as welcomers when potential recruits attend their Seminars.
- Recruit at least two members from each Seminar to attend interviews.
- Participate in decisions as to which new students join which Seminar.
- Serve as liaisons to those new **CoTers** accepted but not yet beginning a Seminar.
- Evaluate the recruitment process and propose changes.

The Interview Process: The interview process is an opportunity for us to think about what we value in a prospective student. A number of questions should guide admission to **CoT**:

- Does the student take initiative?
- Has the student thought about teaching in a serious way?
- Will the student be an effective colleague in the Seminar?
- Does the student recognize the unique components of **CoT** and seem ready to take on the responsibilities of membership?

Recruitment Process Procedures:

- The Recruitment Committee meets. (Weeks 1-4)
- The Recruitment Committee establishes a semester schedule with input from Seminar members. (Weeks 1-4)
- The Recruitment Committee distributes information about **CoT** and responds to questions from potential applicants. (Weeks 4-6)
- Potential applicants are encouraged to visit Seminars. (Weeks 4-8)
- Interview Teams, comprised of at least one member of each Seminar and one Seminar leader, are formed. (Weeks 4-8)
- Thirty-minute interviews are scheduled for each applicant (only after the applicant has learned about **CoT** through an information session or conversation with a **CoT** person). (Weeks 6-8)
- All **CoTers** are encouraged to attend any interview.
- An acceptance or rejection decision is made immediately following the interview; the applicant is notified in direct conversation within 24 hours of the committee's decision.
- Accepted applicants are encouraged to attend Seminars and state a preferred placement.
- The Recruitment Committee meets again one week after next-term registration begins to:
 - Determine the number of vacancies expected during the subsequent term.
 - Review the anticipated Seminar composition for the subsequent term.
 - Review the Wait List.¹

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As students are accepted into the program a wait list is created. The wait list is actually five lists, one for each class standing: post-baccalaureate students (including graduate students), seniors, juniors, sophomores, and

- Decide which new students are to be placed in which Seminar (honoring stated preferences where possible).
- Recruitment continues as needed until vacancies for the coming term are filled.

Finding a Mentor Teacher (April 28, 2000)

Finding a Mentor Teacher and affiliating with this person for an extended experience prior to student teaching is one of the cornerstones of the **CoT** program. During this period of time, prior to student teaching, the collaborative relationship with the Mentor Teacher has a chance to flourish, and the field setting/Mentor Teacher provide multiple opportunities for Portfolio development.

Part 1: For students entering the program after spring 2000, **CoT** students will secure a Mentor Teacher by the end of their second semester in **CoT** (or if they join **CoT** during their freshman year, by the end of their sophomore year). Students unable to achieve this requirement will be asked to take a sabbatical from the program for at least one semester or they may propose, with documentation to their Seminar, a probationary semester. Probationary students and returnees from sabbaticals will have one semester to find a Mentor Teacher.

Part 2: Regardless of when they entered **CoT**, all students must complete a minimum of one full semester with their Mentor Teachers prior to the student teaching semester. Students will not be approved for student teaching until the full semester with their Mentor Teacher has been completed.

Indicators of Minimal Progress (May 10, 2001)

Rationale: Historically, many **CoT** students have graduated from IU without completing their Portfolio; the faculty began to question the ethics of having students graduate who were not yet licensed. To address that problem, **CoT** students and faculty have expressed a need for Portfolio time lines to enable students to demonstrate reasonable progress toward completion of the Portfolio and for faculty to provide timely feedback.

Until now no program-wide standard has existed. However, each Seminar has established its own guidelines. All of these resemble what has come to be called the 1-10-20 rule. The program-wide establishment of a common rule would only be considered a minimum requirement. Any Seminar, or any individual student, could still establish a more rigorous standard if it or the student wished to do so. The following rules now define minimal progress toward completion of the Portfolio:

- A.** For **CoT** students who do student teaching: For each semester in the program, a student must complete one Expectation. In order to be authorized to register for student teaching, a student must have completed 10 Expectations. Before beginning student teaching, a student must have completed

freshmen. The first priority is to get students who are more advanced in their studies started in the program as soon as possible. Therefore, a senior is given priority over a junior, even if the senior was accepted into the program on a later date than the junior. Within each of the five wait lists, students are arranged by their date of acceptance into the program. For example, a sophomore accepted in January is given priority over a sophomore accepted in February. Priority between two sophomores accepted on the same day is given to the student who better enhances the diversity (racial, ethnic, gender, and/or teaching major) of the Seminar with the vacancy.

20 Expectations or what the Seminar leader judges to be approximate equivalent thereof.

- B.** For **CoT** students who are full-time teachers, working on limited licenses, who plan to seek a waiver of the student teaching requirement: For each semester in the program, a student *must* complete five Expectations. Once a student has completed 20 Expectations he or she no longer is required to register for the Seminar. Students then have one semester to complete the Portfolio. If that fails to occur, the student will need to again register continuously for the Seminar until the Portfolio is completed.