A Community of Teachers
Policy Handbook

June 2019

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INDIANA UNIVERSITY
SCHOOL OF EDUCATION

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Overview of the Community of Teachers Program

The Community of Teachers (CoT) program is an alternative teacher education program for students to achieve licensure in any general education subject area at the secondary level; in special education at the elementary and secondary levels. Founded in 1992 at Indiana University Bloomington, CoT prepares teachers who value the empowerment of individuals, the personalization of learning settings, and learning experiences based in the real world of schools and communities. CoT acts on these values by providing its teacher candidates with extended field experiences during their preparation. Students demonstrate their competence as teachers through evidence and reflection of field experience, collaboration and communication among their cohort, and through coursework credits. The focus for CoT is for students to demonstrate, whenever possible, their actual performance as teachers within school settings.

Success in CoT requires initiative, collaboration, and communication. To ensure students can benefit from the program, they are interviewed by current student and faculty members prior to being invited to join.

THREE PILLARS OF COT

Seminar

CoT includes a seminar that meets weekly on Tuesday nights. In seminar students collaborate, engage in activities and select readings based around the semester's pedagogical theme. Students lead or co-lead seminar with support from their faculty facilitator. Part of each class is dedicated to discussion of current topics in field experiences.

Portfolio

Each student in CoT creates a portfolio consisting of 16 pedagogical expectations based on Indiana's Ten Principles of Performance and the Interstate New Teacher Assessment Standards Consortium (INTASC) standards. Students gather evidence from their own educational background and their field experience. Students demonstrate their professional competence through critical reflection on what their evidence means for their practice as a teacher. Completion of the portfolio leads to recommendation for licensure.

Field Experience

Extensive field experience is a cornerstone of CoT. Students choose an experienced teacher to be their mentor in the field. Students work with their mentor 6 hours a week for at least 2 semesters and during student teaching.

Words to Live By

<u>Why this Document?</u> Even in the closest of communities, problems arise which are unavoidable. Miscommunication occurs or the dedication of some members of the group flags. It is in such predicaments where relationships, personal identities, and communities can be strengthened or injured. In order to maintain a healthy community, we must be able to overcome such obstacles. And in order to do this, it is vital that we lay down a strong foundation of the things we value for ourselves and expect of each other. What these things essentially boil down to are: our commitment to each other, both personally and professionally, and our commitment to becoming successful educators. If each of us learns to value and honor these commitments, our effectiveness as students, teachers, and members of a community is greatly strengthened.

Our Commitment to Each Other

By opting to join A Community of Teachers, we are saying that we want the process of becoming a teacher to be more than a solitary pursuit. Teaching occurs in a social context. As teachers, we need to learn how to help each other to become effective. Building our community demands that together we learn how to enhance our social skills as we learn how to help each other.

<u>Communication</u>: Community is an empty concept without communication. While there are multiple platforms by which to communicate, in CoT we rely on Canvas and email to keep us connected. Unless all of us regularly use these technologies, our power to build community is diminished. Communicating with each other insures that none of us is closed off or feels like a fringe member of the community. We need to be mindful of helping each other and letting others know when we need help.

<u>Support</u>: One of the advantages that we have in this program is its support system. In this community, we may be more aware of the needs of others in our program, and when we sense that another member needs some help, we can offer it. When we need the help of others, we need to learn how to ask for it. We should be able to trust others in the community and, in turn, offer them our understanding and support. We all become resources to each other through the acts of sharing, collaborating, and mentoring.

<u>Improving the Community and the Program</u>: Everyone's voice matters. CoT operates on the philosophy of one person-one vote. Community governance is facilitated by the LEAD Committee. All members of CoT are asked to speak up and bring issues to their LEAD committee representatives when necessary. The dialogue that occurs across Seminars as we deliberate about changes becomes an important vehicle for building a program-wide sense of community.

Our Commitment to the Profession

<u>Finding a Mentor Teacher</u>: A major task for those new to the program is to find a Mentor Teacher. They need to spend one day a week in the schools pursuing that goal. A good place to start is to accompany another group member to his or her field site. Even if you already have a

Mentor and school in mind, please use this opportunity to look at a variety of school settings before finalizing your decision and asking a teacher to work with you. Some beginning community members already have extensive observations and work in schools; those experiences can satisfy appropriate parts of this need to experience a variety of settings. Other community members are valuable resources in finding mentors, particularly when they describe rather than evaluate teachers whom they've visited: a teacher who was not favored by one member may be a good fit for another. We have learned that, in some ways, the program doesn't really start until a member finds a Mentor. A beginning member's goal should be to seek actively, if not find, a Mentor by the end of her or his first semester in the program. Maintaining strong, productive relationships with our Mentors is an ongoing responsibility. Some beginning CoT students are already full-time paraeducators or "emergency license" teachers. They face a parallel task of finding a Mentor Colleague in their building who would welcome the opportunity to periodically discuss their practice. A Mentor Colleague who teaches the same subject is ideal but it's essential that the person value the opportunity for dialogue.

The Field Experience: Candidates will spend the equivalent of one full school day per week in their chosen field setting. The six-hour per week requirement may be divided over two days, if necessary. We take much from the settings in which we work and the people with whom we work. It is important to find ways to "give back." Professional development needs to be an ongoing process, and our commitment to improving ourselves while supporting colleagues and mentors should be clear.

Attendance: Regular, punctual attendance is essential to work in the field of education. If a candidate must be absent on a field experience day, they need to notify the Mentor Teacher as soon as possible, but at least thirty minutes prior to the beginning of the school day. (Ask your Mentor Teacher for a phone number where they can be reached in case of emergency.) It goes without saying that professional behavior in the schools includes being prompt and reliable. The key to being allowed to exercise increasing amounts of responsibility is to generate increasing amounts of trust.

Giving Back: Candidates both learn from and provide support for the Mentor. Ways to "give back" during the field experience include: being on the lookout for resources that will enrich the classroom, sharing a good book, doing the legwork to schedule a guest speaker for a class, and/or invite them to attend a stimulating event hosted at IU. When the program is working properly, all the community members benefit. Maintaining a connection with Seminars during student teaching and after graduation are also very valuable ways to give back.

Completing the Portfolio: Candidates each need to develop a system for classifying and storing evidence as they accumulate it. Ideally, candidates complete the portfolio at the end of the student teaching semester. However, one year from the last day of student teaching is the final deadline.

Fulfilling Program Expectations: Conscientious work in all three realms of the program (seminar, field experience, and portfolio) leads to success in CoT. Candidates must have five portfolio expectations at Substantial Progress in order to apply to the Teacher Education Program (TEP) and at least ten Expectations at Substantial Progress before student teaching.

Periodic Self-Evaluation: A valued habit of mind of some professionals is periodically reconsidering their practice. At least once a semester, preferably sometime before its hectic closing weeks, each member—faculty and student alike—should evaluate the current state of his or her recent performance in the program. If a Seminar group deems it useful, these self-evaluations might even become the topic of a Seminar session.

Our Commitment as Members of a University Community

Being part of a major university community carries its own obligations. A Community of Teachers (CoT) must be more than a safe, secure place to be; indeed, CoT requires us to take risks. CoT needs to function as an academic program that meets the standards and expectations of a credit-granting professional school. Irrespective of our roles in the program—professor or student—or the particular Seminar we attend, we all have an opportunity and a responsibility to contribute to the professional climate within which our work is realized and within which we interact. The university rightly is a demanding, challenging place; we welcome the test of our tenacity that it offers. Some of the ways in which we respond to that challenge are:

Participating in the Dialogue: A seminar by definition is a time for discussion and reflection. It is not a time for a lecture or for members to "absorb" content, but rather a time for all of us to engage in conversations about professional matters. Every professional is also a person, and matters of a personal nature invariably enter into these conversations. Thus, our Seminars will be only as good as we collectively make them. Regular attendance is important. We need to come to the group prepared to think carefully about issues, to contribute our points of view to discussions, and to be responsive to the contributions of others. These conversations are enlivened by the sharing of our most pressing concerns and passions. Continuous contact is also important. We need to let our group know when we will have to miss a Seminar session. Seminar leaders should, as a matter of course, contact Seminar members who have an unexplained absence.

Reading: Our common reading works best when it is negotiated by the group and builds on the group's prior experiences and reading; all members are responsible for looking out for meaningful readings for the group to consider. Our common reading is an important springboard into group discussions. But it shouldn't represent the limit of our professional reading. For example, we should each be building and periodically updating a bibliography of the professional reading we've done as a group, and the professional reading we are doing as individuals.

Assignments: The best CoT assignments have clear connections with the work of teachers; such assignments often result in products that naturally find their way into our Portfolios. Even when organizing themes and major assignments have been constructed through group deliberation, individuals will not find every assignment equally useful. In some cases, we may have already completed a similar activity, or we may see it as inappropriate to our circumstances. Ideally, we should negotiate an alternative that does fit our current stage of development at such times.

Most recent revision: June 2019

Benchmarks

A Community of Teachers, like the University and School of Education, contains benchmarks, at which decisions are made about whether a student may continue in the program.

1. **Entrance to CoT**.
   UNDERGRADUATES: each potential teacher candidate applies to the CoT program by completing the Interview Sign-up Form and is interviewed by a group of CoT teacher candidates and faculty. The purpose of the interview is to find out more about the candidate, share about the CoT program and insure that candidate and CoT program are a good fit.
   https://education.indiana.edu/programs/undergraduate/community-of-teachers/index.html
   GRADUATES: First, candidates at the graduate level must apply to CoT via the Graduate Studies Office (GSO) and be admitted to the School of Education. At the same time, graduate students apply to the Teacher Education Program (TEP). Graduate applicants will then complete the Interview Sign-up Form to be interviewed prior to being invited to join the CoT program.
   https://education.indiana.edu/programs/graduate/community-of-teachers/index.html

2. **Establishing Field Experience Placement**. Once teacher candidates become members of CoT, they must find a Mentor Teacher by the end of their second semester in the program. If a student fails to find a mentor, they are required to take a sabbatical from the program. Field Experiences are established by a meeting between the teacher candidate, mentor teacher, and university supervisor; and a letter sent to the principal of the school and the Director of Student Teaching in the IU Office of Teacher Education.

3. **Progress on Portfolio Expectations.** Teacher candidates must complete at least two portfolio expectations at "Substantial Progress" each semester that they are in the program. However, GRADUATE candidates and UNDERGRADUATEs joining as JUNIORs will need to complete more than two portfolio expectations per semester in order to student teach in the fourth semester.

4. **Admission to the Teacher Education Program (TEP)**. CoT teacher candidates must adhere to school-wide requirements before they can be admitted to the TEP. School-wide requirements include a GPA of 2.5. TEP requirements are updated according to IN Department of Education policies. Contact The Office of Teacher Education (OTE), Teacher Education Program (TEP) or visit their web pages to learn the current requirements.
   UNDERGRADUATES: Candidates must receive "Substantial Progress" on 5 expectations before being admitted to the TEP. Admission to the TEP typically occurs during the teacher candidates' junior year (e.g. after 30 credit hours).
   GRADUATE: Application to the TEP should occur at the same time as applying to the School of Education. Progress regarding the portfolio is student specific. For example, some graduate students are working in the field on emergency licences. Completion of the

portfolio is required before licensure is granted, however the timeline for completion may be different than it is for undergraduates.

5. **Application to Student Teaching.** After being admitted to the TEP, teacher candidates must attend a mandatory student teaching application meeting held each semester for those planning to student teach the following academic year. In addition to completing other university requirements for student teaching (e.g., completing coursework, attending a mandatory application meeting, completing CPR and AED training, passing a criminal background check, etc.), CoT teacher candidates must receive "Substantial Progress" on at least 10 expectations in order to begin student teaching. These must be completed within the semester prior to student teaching.

6. **Successful Completion of Student Teaching**. CoT teacher candidates must perform acceptably in the multiplicity of roles that constitute the day-to-day life of a teacher. UNDERGRADUATE candidates seeking a license in a general education content area will student teach for 12 weeks. GRADUATE candidates will student teach for 10 weeks. Any candidate seeking a license in SPECIAL EDUCATION at the undergraduate or graduate level as well as any candidate seeking an ADDITIONAL LICENSE will student teach for 16 weeks. For the special education license at the secondary level, candidates declare a content area (e.g. English, Math, Science).

7. **Licensing**. CoT requires that candidates complete the portfolio with all expectations approved as "Ready to Teach" by two faculty members. All CoT candidates must complete IU School of Education Teacher Education Program (TEP) requirements for licensure including: state licensure testing, CPR/AED Certification, Suicide Prevention training, completed coursework, successful completion of student teaching. TEP is updated according to IN Department of Education policies. Contact The Office of Teacher Education (OTE), Teacher Education Program (TEP) to learn the current requirements: *https://education.indiana.edu/licensing/initial-licensure.html*

Seminar

1. **Expectation Clusters for Semester Themes and Readings**
   Each semester, each seminar in CoT will select readings and a focus based on the semester's theme. This also allows for community programming relevant to all seminars, and ensures that a variety of topics are covered within a four semester period. The following portfolio-based themes cover the 16 pedagogical expectations:

   1) Diversity and Equity
      a. Equity and School Law (16b)
      b. Expressing Convictions (15)
      c. Diverse Learners (7)
      d. Multicultural Understanding (10)

   2) Student Development & Classroom Culture
      a. Individual Development (3)
      b. Self-Directed Learners (6)
      c. Learning from Others (9)
      d. Classroom Management (8)
      e. Extra-Curricular Activities (16a)

   3) Professional Demeanor & Development
      a. Subject Matter (1)
      b. Professional Growth (14)
      c. School and Community Specialists (12)
      d. Collaboration (13)

   4) Curriculum, Methods, & Evaluation
      a. Teaching Reading and Writing (2)
      b. Curriculum Development (4)
      c. Instructional Strategies (5)
      d. Evaluating Students' Learning (11)

2. **Credit hours of CoT Seminar**
   Undergraduate Credit Hours Registration for S400 (CoT Seminar)
   In the semester prior to student teaching, undergraduate CoT students are required to register for five credits of S400 (Seminar). All other semesters, minus student teaching, CoT students should enroll in four credit hours of Seminar.

   Graduate Credit Hours Registration for S500 (CoT Seminar)
   CoT graduate students enroll in three credit hours of S500 each semester of Seminar.

3. **During Student Teaching**

CoT candidates must register for the M420 (1 credit) edTPA course and for M480
(12 credits) as undergraduates and M 550 (10 credits) as graduate students.
Community of Teachers members may register for Seminar during their student
teaching semester. Seminar facilitators may require periodic attendance to Seminar
during student teaching and/or the completion of portfolio expectations.

edTPA
In Fall 2018, the Community of Teachers adopted the IU School of Education graduation
policy that requires teacher candidates to complete the edTPA during their student teaching.
The edTPA is a performance-based assessment that is both formative and summative, like the
CoT portfolio. In fact up to twelve portfolio expectations correlate with edTPA. While CoT
portfolio is an ongoing evaluation, edTPA occurs only during student teaching. The edTPA
requires students to video record and to explain and reflect upon their practice. Students are
provided feedback from experts in their content area and can revise their submissions until
they are accepted.

Special Circumstances

1. **Sabbaticals**
   CoT students requesting a sabbatical from seminar must submit a written appeal to the CoT faculty. Faculty as a council will make a determination on a case-by-case basis. Students may submit an appeal if the following criteria are met:
   - Students have a mentor and school placement
   - Students have completed two semesters in the CoT program

   Candidates may be on sabbatical for only one semester during their time in the program; during a sabbatical candidates may not continue attending their field experience. The only exception to the one semester limit is for those students who have received a student teaching waiver and whose complete portfolios have been approved. In rare cases, students with a special hardship may appeal to the faculty council for permission to take a sabbatical without having met the above criteria.

2. **Emergency License/ Paraeducator/ Private School Student Teaching Waiver**
   CoT students who are currently teaching on an emergency license or in a private school setting must meet the following criteria in order to apply for a student teaching waiver:
   - Required to have at least one on-site visit in person by a university supervisor
   - Must have at least three years of teaching experience under the supervision of a licensed, on-site colleague mentor
   - Must provide a letter from the school principal and/or the colleague mentor on their field experience performance.
   - Must provide a memo of support from their seminar facilitator.
   - Teaching experience must be within the subject area in which the member is seeking licensure
   - Approval of complete CoT portfolio must be obtained. (Students must maintain enrollment in Community of Teachers seminar until portfolio is completely approved.)
   - Students must submit a written appeal to the CoT faculty describing their situation and why it serves as a sufficient substitute for formal student teaching. Appeals should include extensive written evaluations of field experience performance. Faculty as a council will make decisions on a case-by-case basis.
   - CoT students who currently work full time as para-educators may also submit a written appeal to the CoT faculty. Please note that paraeducators' field experience must be congruent with a typical student teaching experience within their area of licensure.
   - Once the waiver is approved and the student has completed 16 Expectations at the Substantial Progress level, he or she is no longer required to register for Seminar. Students then have one semester to complete the Portfolio without registering for seminar. If that fails to occur, the student will need to again register continuously for the Portfolio Seminar until the Portfolio is completed.

3. **Additional Licensure for Candidates with a License in a Different Area**
   This option is for students who already hold a teaching license in the state of Indiana. To complete an additional license, students will participate in apprenticeship under a mentor teacher in their new content area and complete the following 8 portfolio expectations focused on the content area they are adding as based on Indiana standards. Students will not be required to student teach again.

Required Portfolio Expectations:
   Expectation 2: Teaching Reading and Writing
   Expectation 3: Individual Development
   Expectation 5: Instructional Strategies
   Expectation 7: Diverse Learners
   Expectation 8: Classroom Management & Community
   Expectation 10: Multicultural Understanding
   Expectation 11: Evaluating Students' Learning
   Expectation 13: Collaboration

Program Governance
LEAD Committee

When CoT was approved by the School of Education faculty in 1992, the decision was based on several Organizing Principles, 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. Each 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 bureaucracy of the School of Education, the University, and the State.

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— at least twice a semester Community meetings—is an integral mechanism for continually fine-tuning the program.

Selection of LEAD Representatives. Each semester, each seminar will vote for two representatives for their seminar for the LEAD Committee. Ideal candidates are those who have been in the program for at least one semester and are committed to promoting the values of CoT. If possible, the selection of a more senior committee member along with a junior member will promote the stability of the committee long-term. A CoT faculty member/Associate Instructor will also be part of the group.

Guidelines for Conducting LEAD Meetings
1. An agenda is sent out prior to the meeting with proposed topics with LEAD representatives proposing agenda items
2. Leaders call on people who wish to speak
3. Listen respectfully; let a person finish; know when to let others speak.
4. Connect your comments to those which have gone before it
5. Speakers should stay on the topic under discussion; finish one issue before moving on to another
6. Change topics slowly; announce that you're changing the topic
7. State your issue clearly
8. Focus on issues, not personalities; disagree with positions, not with people.

Voting Procedure
1. Anyone can make a proposal or bring up an issue to their LEAD representative.
2. Once an issue is brought forward, the LEAD committee discusses it with a faculty representative during a monthly meeting. If the issue involves university or school-related issues, it is brought by the faculty representative to the next faculty meeting.
3. The proposal is then sent to all CoT members via email for a vote.
4. Sixty (60) percent of all CoT members must vote yes for a proposal to pass.
5. The volunteer who collected the votes notifies everyone of the outcome of the vote.

Recruitment

The continuous process of recruiting new members for A Community of Teachers is the responsibility of all current members of the program. CoT students are encouraged to tell acquaintances and classmates about the opportunities of CoT and take an active role in the organized recruitment activities. Recruitment of new members to CoT is coordinated by the Recruitment Committee which consists of two representatives from each seminar and a CoT faculty member. This committee meets monthly throughout the academic year. The following procedures will guide the recruitment process:

Selection of the Recruitment Committee: Each semester, each seminar will vote for two representatives from their seminar for the Recruitment Committee. Ideal candidates are those who exemplify the values of CoT and are eager to promote CoT.

Guidelines for Recruitment

1. Determine the minimum number of students needed to recruit in a given semester to maintain Seminar enrollment.

2. Determine the various ways to "advertise" CoT each semester such as:
    a. Class visits to classes typically taken by freshman and sophomores
    b. Meet with University Division Advisors and School of Education Advisors
    c. Letters/phone calls/e-mail notes to prospective students
    d. Organize a "Recruitment Week"
    e. Flyers (Note: Must get flyers stamped by the SoE)
    f. Information tables at Ballantine, the School of Education, and Living Learning Communities/ Dorms (Note: Must get permission)
    g. Hanging a banner in the atrium of the School of Education (Note: Must get permission)
    h. Information tables during new student orientation and Welcome Week
    i. Chalking sidewalks (Note: you do not need explicit permission from the university to chalk. DO NOT chalk covered sidewalks or steps or walls.)
    j. Using social media to connect with prospective education students

3. Recruitment Committee members serve as welcomers when potential recruits attend their Seminars and serve as liaisons to CoTers accepted but not yet beginning a Seminar.

Field Experience

Field Experience with a mentor teacher in the schools is one of the most important components of the CoT program. Two semesters in a field experience are required prior to student teaching, but teacher candidates will typically work with the same mentor teacher for well over a year. Over the course of the field experience, candidates observe and gradually take on more responsibility in their mentor's classroom. Candidates often begin by simply helping their mentor grade and proctor exams and assisting students with assignments one-on-one or in small groups before gradually beginning to teach lessons to the entire class. Mentors play a critical role in providing support and feedback as teacher candidates learn to be teachers.

During early field experience, candidates may find it helpful to have a model for instruction that they can replicate. Gaining experience within the relatively safe environment of a classroom that they do not yet have full responsibility for can be an invaluable learning experience. Candidates also become more aware of the school culture and gain the opportunity to know other teachers, staff and settings around the school. While candidates will spend the majority of time in their mentor's classroom, candidates are encouraged to gain additional exposure to diverse teaching, students and settings through observation in other classrooms and settings in the same building

Selecting a Mentor Teacher:

1. Candidates must complete Indiana University's criminal background check in order to enter a public school. https://education.indiana.edu/students/undergraduates/clinical-experiences/background-check.html
2. CoT has compiled a 'Participating Schools List' that Seminar facilitators provide access to. Candidates should always double check that the school's website and the contact information on the List are accurate as web addresses or contact information may have changed since the list was last updated. It is every CoT members' responsibility to update the list with the new information discovered.
3. The Mentor and school selected should be within a 50-mile radius from IU Bloomington's campus. If candidates seek a field experience outside of the designated radius, they must seek CoT Faculty approval with a written request provided to their Seminar facilitator.
4. When searching for a Mentor, candidates first contact the school principal or other designated "contact person." *It is very important that candidates **do not** contact potential Mentor Teachers directly.* Some schools, particularly in Bloomington, have specific procedures CoT must follow in order to contact them. Failure to follow the guidelines set by the schools impacts the trust established between CoT and the schools. Please, see the 'Participating Schools List' for details and procedures.
5. CoT has generated a sample email that candidates may customize and send to principals. Candidates will attach to the email a 1-page biographical statement and a 1-page resume. Seminar facilitator and Director of Student Teaching are cc'd to the email.
6. Candidates should search for a Mentor who they think they can learn from; who is the type of teacher they want to become; and who will let the candidate be involved in the classroom.

7. *Candidates must find a Mentor by the end of their second semester in the program.* Students unable to achieve this requirement will be asked to take a sabbatical from the program for one semester. Candidates in this situation may write a letter to the CoT faculty to petition for a probationary semester in which they would agree to finding their mentor by the mid-point of the third semester.
8. CoT candidates *must complete two full semesters with a Mentor Teacher prior to their student teaching semester.* Candidates will not be approved to student teach until two full semesters with their Mentor Teacher have been completed.

Portfolio

The CoT portfolio is the capstone project for each student in Community of Teachers. The 16 expectations within the portfolio reflect the pedagogical skills and dispositions as outlined in Indiana's Ten Principles of Performance, the Interstate New Teacher Assessment Standards Consortium (INTASC) standards, as well as CEC Initial Preparation Standards. These same 16 expectations guide course themes as well. Completion of the portfolio leads to recommendation for licensure.

The portfolio affords each student unique and multiple ways to represent what kind of teacher they are becoming. Students submit and reflect on evidence that demonstrates their competency in each expectation area. Evidence consists of documentation of experience that relates to the expectation. Possible evidence includes transcripts, term papers, bibliographies, lesson plans, student work samples, student evaluations of the candidate's teaching, letters of recommendation, videos, pictures, presentations, etc. The idea is to provide three to five pieces of evidence from contexts relevant to teaching. Contexts might include coursework, work experiences, schooling and especially field experience. Through their portfolio reflections candidates demonstrate how their evidence relates to the expectation. Candidates share thoughts, strengths and challenges in relation to the expectation and its impact on their classroom teaching. Expectation submissions are evaluated on their overall cohesiveness and according to a three point scale: Formative (F), Substantial Progress (SP), or Ready to Teach (RtT). Candidates revise and resubmit expectations until they are 'Ready to Teach' in all 16 expectation areas. *See Portfolio Handbook for details.*

The current portfolio guidelines were revised in fall of 2011. After receiving feedback from students, the resulting document was presented to the IU School of Education Policy Council for final approval. Students who began the CoT program after January 1, 2012 completed the new portfolio expectations.

Completing the Portfolio:
1. **Benchmarks:** Undergraduate CoT teacher candidates must receive "Substantial Progress" on 5 expectations before they can be admitted to the Teacher Education Program (TEP). All CoT teacher candidates must have 10 expectations at "Substantial Progress" in order to student teach.

2. **1 Year Rule:** Candidates must submit their completed Portfolio to their Seminar leaders for review within one year of the last day of their student teaching. After one year, candidates must re-enroll in the portfolio seminar to finish the portfolio.

   Only extreme situations will be considered for an extension of this deadline. The candidate can appeal the decision to a panel comprised of the CoT faculty and an equal number of CoT students.

edTPA Assessment toward Portfolio Expectation Completion (revised 11/15/18)

Starting Fall 2018, all students seeking initial licensure via the Community of Teachers program will complete the edTPA. The Teacher Performance Assessment requires that teacher candidates select a series of learners in collaboration with their mentor to develop and teach lessons. Lessons are designed to meet the needs of learner(s) and their academic curriculum. Applicants submit lesson plans, videos of instruction, assessments of student learning, and a reflective commentary to edTPA.

Activities completed for edTPA may be used to fulfill evidence requirements for the following expectations:
- Subject Matter (#1)
- Individual Development (#3)
- Curriculum Development (#4)
- Instructional Strategies (#5)
- Self-Directed Learning (#6)
- Diverse Learners (#7)
- Classroom Management and Community (#8)
- Evaluating Students' Learning (#11)
- School and Community Specialists (#12) (possibly)
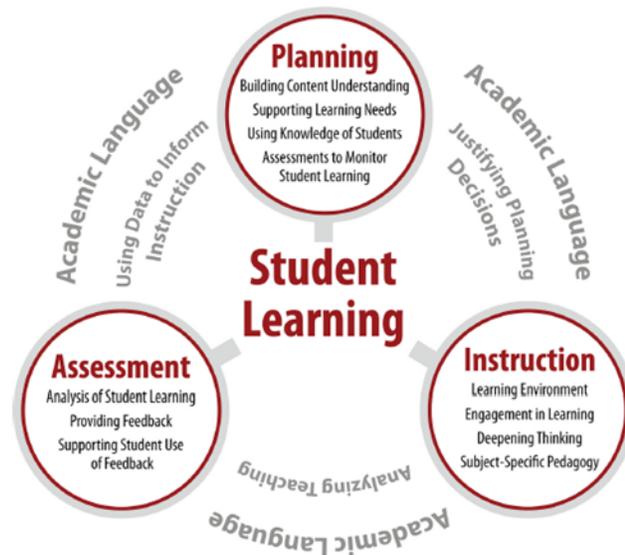
In order to apply work from edTPA to the CoT portfolio, candidates must earn Substantial Progress (SP) on the expectation prior to their student teaching. The evidence collected for edTPA may be used for the CoT portfolio along with an accompanying commentary (what, so what, now what).

What's in it for CoT Teacher Candidates?
- Additional credibility based on a nationalized standard
- Evidence to fulfill requirements for several portfolio expectations (up to nine of them)
- Additional practice and support in creating lesson plans and assessments
- Feedback on teaching ability from an objective observer

Supports from both the Community of Teachers and the Office of Teacher Education will guide your process.