## Participant 1 (8 student teachers)

The participant was aware of Open Portfolio and had logged on before to look up the report of a student teacher before. We began the session by looking at the portfolio layout.

Participant 1: Why is that thermodynamics lesson plan not a regular lesson plan.

Researcher: I just randomly picked something

Participant 1: And put it there. Okay. What did you have in mind when you thought about that category [classroom organization]?

Researcher: I got that straight off the evaluation form

Participant 1: Okay. That’s certainly something that is addressed. But I was trying to think about what kind of artifact they would have given our current structure to plan a classroom layout. I asked my students just last week to describe their perfect classroom, but that was just something for them to think about and we read some things about classroom arrangement. So they certainly had seen classrooms and something they posted in their discussion group, but was not something they had to do a formal assignment for.

Researcher: That’s an interesting question. Part of…

Participant 1: They had a behavior plan.

Researcher: Okay that is something that could go under the classroom environment. I think the sections that are in that domain are procedural management, behavior management and classroom organization.

Participant 1: But I don’t know of any place where they have to formally talk about that. That’s something that I’m thinking about. What would be to their benefit to…. Because that is so contextual. What kind of furniture do you have. What types of kids like in your class. Who are they? It’s hard to do in the abstract.

Researcher: One of the pieces that needs to evolve is what are the categories that you want to see students demonstrate mastery over. The other part is how do we demonstrate that they know…

Participant 1: What is it that we want, what evidence will we except that they can do that?

Researcher: How do we get them to document that evidence.

Participant 1: Yeah. That’s where I’m going. I’m like well I don’t know if that’s a thing you document. You could write down your plan and then a reflection on whether it sucked or not. For student teacher, for these people, it’s one thing if you were talking about it in terms of action research for a practicing teacher. Where they have the control to decide the situation. But if your talking student teaching or a 488 where they are kind of dropping in, they don’t even have that option.

Researcher: So part of the game plan for development of Open Portfolio is that you have these four or so areas. Arts and Science. I was talking with sandi the other day, well how do you know that they know their content.

Participant 1: Well I have an answer for that for mine. They have to take proficiency tests. My students have to take proficiency tests in their foreign language.

Researcher: I know in science they take the praxis test, but the state is saying that is not good enough. How else do you know?

Participant 1: Well in foreign language it certainly is not good enough. It tests one piece of information, but it doesn’t… for instance the reason we have them take the proficiency test is they have to produce, they have to talk to somebody, they have to demonstrate that they are comfortable with the language orally. Regular face-to-face, well not face-to face.. they do it over the phone. But conversations.

Researcher: So they look for examples of taped conversations..

Participant 1: Live over the phone…

Researcher: With you or a testing center

Participant 1: With a testing center. The American Council of Teachers of Foreign Language. That’s how we do it.

Researcher: If you were going to document something down the line. I had mentioned aligning the portfolio with recertification or something like that. Since it’s a phone conversation they could probably get a copy of the conversation.

Participant 1: Oh they get an analysis of their performance. They get a score on it. I don’t know about taping those, but they definitely get a score, because some of them have struggled to get to that level. Which is a whole thing for Arts and Sciences. Because many of the Arts and Sciences, the language classes, don’t really encourage proficiency. They don’t encourage students to talk a lot. They focus on literature and they say the students are working on proficiency, but not much evidence that its really happening.

Researcher: So they understand the structure of the language…..

Participant 1: A lot of times they can write it, but in terms of carrying on a conversation like we are having now, some of the students are not comfortable doing that. So that element is definitely something they need to work on.

Researcher: Another piece of this I’m very interested in is… why don’t you go ahead and log in as a faculty member.

Participant 1: As myself?

Researcher: So I have this idea of accreditation and I figure it’s a good place to start because I every time I say the word people’s shoulders go up and…..

Participant 1: There is a reaction

Researcher: Yes, there is a reaction and normally a bad reaction to the word.

Participant 1: Well I don’t know enough to be scared of it.

Researcher: Some of the changes to the NCATE accreditation say they want evidence of student products. And I was wondering if we were going to have student log artifacts from their courses Arts and Science, curry and field placements. Would it help if you were going through and said that’s a good one. I’m going to assign that to standard 3, maybe that’s NCATE 3.7.

Participant 1: This is evidence of targeting that comp.

Researcher: And then just like the student portfolio you could almost have a foreign language portfolio.

Participant 1: Right. Got it.

Researcher: So I was interested in your reaction to that sort of thing.

Participant 1: I think it sounds, well like I said I have not been through the accreditation process so I don’t know enough to be scared or intimidated or to know really what we do. But thinking about it in general terms and I was on a school… when I was teaching the school went through it so I’m thinking its somewhere along those lines and that would make sense to me. They would have a how do you know that the students know about classroom management and we would have a lesson plan or a behavior management plan that a student had put together.

Researcher: So is there an ongoing thing for accreditation or is it okay its accreditation year, everyone….

Participant 1: That’s kind of the impression that I have. I know that interms of the teacher ed program the cycle to have our programs reapproved is coming up 2004-2005 and again I wasn’t here the last time they did it so I don’t know exactly what it means, but I know that if I want to make some foundational changes to the program, like make it easier to get an elementary license and a foreign language endorsement that’s the time that I want to do that. Rather than trying to do it in the middle of the cycle, I want to try and figure these pieces out before the whole new program goes in.

Researcher: I was just going through the 2002 revisions for the NCATE standards. Some of the recent standards, such as “Unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance and unit operations to evaluate and improve the unit program. I thought that was a pretty big thing to add. I was just thinking how do programs cope with that? It seems like they want to see a continuous documentation of..

Participant 1: Right. So you are always being aware of collecting the stuff.

The participant is given a tour of the different features for viewing the evaluation data.

Researcher: Would this information be interesting to you and if not why not? Is this instrument they are using for evaluating the student teachers in the field valuable information to you?

Participant 1: Yeah, probably. Because having looked at this when Kristin was doing a demonstration then doing this myself. If most of the CI feel like the students are doing a very good job and giving them a rating of proficient, but the students themselves don’t see it as being that good or there putting themselves at proficient, where their CI is putting them as outstanding that kind of says something for student expectation for their performance. And maybe its good that they think they are not perfect. I think there are interesting things to be gained.. its information, valuable information. They all think they did a pretty good job of it and that’s what we would want.

Researcher: Have you ever used the field evaluations in the past?

Participant 1: No, I haven’t. I’ve relied more on the actually feedback and emails from the clinical instructor. These are people that I know. Most of the CI I knew them when I was a teacher in the area. If there were something I needed to know about they would let me know.

Researcher: Any concerns now that you’ve seen. Things that jump out at you. Places you would like to see it go. Or should it stop.

Participant 1: I think for me the biggest thing for me is that I am just not in the habit of using it. I think because I know these people, because our communication has been more person to person. Their observations are paper, hard copy observations, that’s the information that I am accustomed to dealing with as opposed tot he information that is currently in Open Portfolio.

Researcher: The observations. Would you say that is the key data source you probably pay attention to?

Participant 1: If you mean right now. Yes. I’m getting those observations from the clinical instructor on a weekly basis and I read them. So I can tell a lot form that. What the clinical instructor is seeing, what the university supervisor is seeing.

Researcher: So you like the formative feedback on the day to day classes is the most important to get a pulse on how the students are doing?

Participant 1: Yes. And like I said at this point I think this is largely a question of habit. I have not been accustomed to getting this kind of information on Open Portfolio and it takes a jump.

Researcher: Part of it sounds like this is a different data source as well. This is very summative where it seems like the things you get the most out of are individual class observations.

Participant 1: And again I think part of that is habit.

Researcher: Okay. Thais very useful. Sometime could I get a copy of one of the observations that you get on a weekly basis?

Participant 1: Sure

Researcher: Did you ever conceptualize using the Internet in this way?

Participant 1: I guess I hadn’t thought about it really. I can see advantages to it. I guess in terms of looking at the lesson plans that students write and giving them feedback on lesson plan. That’s an advantage, because they could email to them to me and that would be fine, but in terms of the bigger purpose having it in a central thing like this I can see. I think in some ways it’s a little intimidating to the student because its much more public than if they were just giving it to me. They trust me and know my style. I think there is a comfort level with just me looking at a lesson plan as opposed to posting it in someplace where other people have access to it. Even though they have the right to protect it. It’s not the same as handing me a piece of paper. I think also when… Filling this out is a more reflective after the fact teaching tool as opposed to the clinical instructor or university supervisor taking notes while the class is going on during the observation. They are not remembering what was like, they are writing it down right that moment.

Researcher: For the students it a more reflective process because they are having to document it in such a way that outside eyes can understand?

Participant 1: Right. So it’s more public

Researcher: So that process creates the reflectiveness.

Participant 1: It adds an element of formality to it.

Researcher: And does drive some of the reflective…

Participant 1: I think it changes the kind of reflection. Its not just for their own eyes.

Researcher: Do they lose something in that or gain something?

Participant 1: Different

Researcher: Alrighty. I will summarize this and send you a copy of this. Thank you so much.

## Participant 2 (department chair)

Researcher: We are actually just going to chat because you’ve seen everything

Participant 2: Okay yeah. You would think I would have some familiarity with it.

Researcher: Alright, so have you previously used an electronic portfolio system?

Participant 2: No I have not

Researcher: Have you used any sort of data collection management system?

Participant 2: Yes, well does the teacher education database count?

Researcher: Sure

Participant 2: So I’m familiar with that, entering data, not running some of the analyses or working in access, but I can search and find.

Researcher: Actually it’s a trick question, because everyone has used eric. So, how did you employ Open Portfolio

Participant 2: I used it in a variety of ways. The first way, and main way, I used was as the coordinator of field placements. So in looking at it I used it as a tool to make sure that teachers were submitting their evaluations. I had all of the cooperating teachers submit their evaluations online. We had just recently changed the evaluations and the new evaluation was online and I think it worked out very well. The pulldown menus…. It just made it easier to have that particular evaluation online.. the clinical instructors used it in that way. I made use of it as an advisor. I advise special education students, about 70 of them. It was very handy for me because in the spring I had to write letters of reccomendation for them so it was very easy for me to go in to their evaluations and when I was writing my recommendations I could pull in direct university supervisor, clinical instructor or in some cases, student quotes about their progress and what their strengths were. So I found it particularly useful for those two things probably a third way was in providing feedback to program areas. In years past I had never systematically collected the evaluations and entered them and run any analyses. I could easily run an analysis for a particular program area, for example in science education I could run their analyses and share with the faculty and say, “look you are doing extremely well on technology integration and its reflected in how the clinical instructors are rating your students.

Researcher: So, in terms of enhancing the teacher ed program, what would be a scenario in which this could better the teacher education program as a whole. What’s the potential you see for it.. how would you see that fitting in and enhancing the teacher ed program as a whole.

Participant 2: One of the most powerful things for me that I’ve really connected with is this notion of institutional learning and that is what I see as the greatest thing that Open Portfolio can do for us is we can grow and we can change as a result of this tool. We have all of the clinical instructors the university supervisors and the students themselves evaluating them and their performance we can get a very clear picture of the kinds of skills that our students do have and more importantly skills that they don’t have. So what can we do in our program to better prepare them and in some areas we can see that behavior management comes up as an issue and that can be something we can focus on. And in some areas we can find out that diversity isn’t being rated as highly then that’s something we need to make sure we are addressing more clearly and to a better degree in our courses, so I think that whole learning aspect of it so exciting for me and that’s one way that we can completely transform our teacher education program because we can be very responsive to what these students are going to be able to do when then get out in the field. Another part that I think is important is for accreditation. More and More national and state processes are requiring colleges of education to provide evidence of either how they are going about assessing themselves and learning or of their students progress and achievement. Open Portfolio, the portfolio end of it with students adding their artifacts and getting in and doing that kind of analysis

Researcher: Now, have you been through an accreditation before,

Participant 2: Yes, In several ways. As a graduate student here at UVA, I helped put together the special education NCATE portfolio and that was pre NCATE 2000 where they really had the push for the performance based assessment. When I was at Vanderbilt, I worked on the special education portfolio and got trained on NCATE 2000. Also as I graduate student I just started working on the TEAC accreditation and I found that Open Portfolio, while it lends itself to NCATE, it is an exact match for TEAC process, which really says what are claims you make about your students and how can you assess those. And what we have done, or what Gerry Swan has done, in developing the tool has made it responsive to the claims that we make and the things that we value.

Researcher: What is the clerical overhead you had to weed through as you were putting together the special ed portfolio for the NCATE 2000 standards? What reports or data did you have to look at?

Participant 2: Well it would be you paper evaluations. We would go through after the fact and get students to put together their portfolios. With it not being online we were collecting all sorts of lesson plans or unit plans, how am I going to set up my classroom statements, philosophy of teaching … we were all trying to do that after the fact which made it challenging and you didn’t get an nice representative sample.

Researcher: So a lot of the artifacts were lesson plans, philosophy statements, clinical instructor evaluations, those were

Participant 2: Also class syllabi and matching those to the conceptual framework which could very easily be put into open portfolio.

Researcher: And the TEAC, you saw a good connection between the TEAC accreditation processes; is it a similar sort of thing? So that you would collect the same..

Participant 2: TEAC has a very different feel from NCATE, NCATE has your categories and standards so you are.. everything you collect or do you are fitting into their categories and their standards. TEAC says tell us what your standards are and what you want and so TEAC is a much more natural process. Not that you couldn’t use Open Portfolio with both, but it has that different feel.

Researcher: So basically in TEAC you set the framework rather than whatever the accrediting body is, and I guess they approve your framework.

Participant 2: Exactly

Researcher: While we are on the topic, what do you see as the big road block technically, feature wise, socially that have to… what do you see as the big roadblocks

Participant 2: There are a couple of things, some of them are minor issues and because I work with field placements, I tend to focus mainly on field placement types of issues that come up. You know the technology in the schools, although each year the technology each year is getting better and better, even this year you are probably seeing less issues with older browsers and things

Researcher: Well there is still a lot of that out there. The browser thing is fixable, you can download a new browser. I haven’t run across to many things where the hardware can’t run it, like they don’t have a modem.

Participant 2: So most of those can be worked through, but they are issues that even in your lit review you point to in sort of your initial pilot semesters those are the things that tend to consume you as how do I get on, where do I go? What happens in this window, but those are things that come up as your initiating it, but if you think big picture, some of the issues… for me even when I think technology integration in instruction I think how does it improve teaching and learning? Is it making teaching more powerful or is it making learning faster different, better etc. etc. So I tried to think about some things…. What are those things that can’t be put online. Talking with teachers, the group of cooperating teachers, last week the journal that the students do in class, there is a reflection piece that can be captured online, except what can be captured in those journals, the scribbling it down. Here’s a quick question and the teacher looking at it and responding. Some of that stuff will never be captures and I don’t know if that’s a good thing or a bad thing. There are still going to be some parts and how we teach and learn that I don’t know could be captured or we need to put on line. I don’t know if I answered your question or not.

Researcher: What about the social aspects within the school. There is …

Participant 2: Curmudgeon professors?

Researcher: Well Yeah, even in my last interview we were talking and I asked them do you go and look at the survey data and they don’t; they just don’t use that as a data source and I asked why it turned out it was more out of habit. She thought there was useful stuff in there, but she wasn’t in the habit of doing that. She said “I mostly read the individual classroom observations and “. In this person’s case they were open to the idea, but it was just a matter of habit.

Participant 2: I think that’s what it is. You know book marking that page and really, like anything, have a need. There are parts of Open Portfolio that I am in every other day and there are parts of it that I am not as familiar with because a need hasn’t really risen for it. As far as faculty are concerned that is going to be your biggest obstacle is creating that necessity for them. Once they do I think they will be thrilled. Hey I can write my recommendations or I can get a big picture of trouble coming down the road by having an awareness of where people are. So it probably more around creating a need, and I know one thing that doesn’t work, because we’ve done three presentations to the faculty about look how great this is and this how you would do it. That’s not strong enough impetuse, it has to be do this now and I don’t know if that’s going around and sitting down and showing them, it really has to be.. they have to have it. They have some pressing reason why they have to get into it and then they will discover it. In my opinion.

Researcher: How do you see it, or do you see it, integrating of the idea. First of all do you use any sort of portfolio assessment in any of your courses that you teach?

Participant 2: I don’t do it as an assessment tool, I do it more as an instructional activity. In the behavior management course, I have them create a management portfolio, but it isn’t a portfolio in the true sense of a portfolio where they have screened it, it more of the kitchen sink mentality where they gather bits and pieces that they look like they may have an interest in down the line and that would be a notebook that they would have with them when they start planning their class.

Researcher: So is it more of a resource that they are putting together?

Participant 2: Yeah, so I guess my answer would be no.

Researcher: What does that term mean to you anyway, when you hear the word portfolio what do you think?

Participant 2: For me a portfolio assessment is students collecting data or you collecting data from your students over a period of time and then there is an assessment part of it where you as a teacher are looking at it for patterns, looking for trends, patterns of growth or thinking, change in thinking, change in behavior. Students are also doing a screening as well where they’re involved in the assessment part or you’re doing it where you’re picking representative samples of point in time levels of performance and you are putting together something that is a snapshot of where they are at different points.

Researcher: One of the themes for the teacher ed program is the notion of reflective practitioner; am I making that up?

Participant 2: No

Researcher: One of the things the director of teacher ed has mentioned before is this idea of a Curry Portfolio, a summative experience. I know this is a theme, but how do you think we drive home this theme and what are we lacking. Are we achieving that theme of reflective practitioner?

Participant 2: I think it is there. I think if you ask most faculty, they would be aware of that. Just as if you were going to any corporation or school they would be aware of the mission statement. People would know we have one. Some would be more familiar with it than others and I think that different faculty really bring it to head and talk about it in their classes. I know, or I would guess that, in the elementary program they bring up and if you ask students that are in ellie’s or joanne’s class they really know that’s part of curry and they ask them to reflect on their lesson plans and on their teaching, so they do know that we are constantly asking them to reflect. Even in secondary a student in social studies made the comment in their student teaching seminar, “I know I’m supposed to be reflective, but I just don’t feel like it”. So they get it probably in ad nausem. We ask them to do it mostly through writing on their lesson plans and journals or feedback to professors. I think Open Portfolio has the power to make it even more explicit by thier becoming much more involved in their evaluations and if we have them start doing true portfolio assessment where they are selecting evidence every year for yourself as being a reflective practitioner, yourself as assessor. And we start doing these things, they will become explicitly aware because they are going to have evaluate themselves.

Researcher: Okay, I want to key in on making it more explicit. Is that a direction that you think is good or necessary? Taking some of these goals or themes that run throughout the program and making them explicit.

Participant 2: Yeah, but I’m special education and that’s what we do, you name it, say it and repeat it. Yes, because it influences your behavior. How you think about things influences your behavior. I think by having that as a labeled schema in their brain as this is something that is valued and this is something I need to be is a reminder in their practice and will hopefully influence their practice as a teacher.

Researcher: How would you rank the cohesiveness of the program?

Participant 2: On a scale from 1 – 10? I don’t think we are that bad. Every college of education has a long way to go, but I really don’t (think we are that bad). I’d give us a 7. Where as I think most colleges of education would really be somewhere around a 4. I think its respectable, but I think we could do better.

Researcher: You think people do pretty well?

Participant 2: People are doing things that are individual, but they are doing them in the context of what everyone else is doing. Which I think goes a long way. At least they can communicate to their students, you may be hearing from your peers in another program that they do it this way, but this is how we do it and this is why.

Researcher: How long did it take to do the accreditation?

Participant 2: It’s ridiculous, hours and hours. It’s months of time really is what it is. Some schools will hire full-time people to help run it, which Sandi will laugh at because she does it all herself. Schools have teams of 4 or 5 faculty and they will hire someone out to collect and that’s hours. It’s just ridiculous.

Researcher: I was reading the NCATE guidelines, take number two for example and it seemed like they were really looking for schools of education to be reflective practitioners. It seems like it doesn’t really achieve that, because people don’t really think about it until the next four years.

Participant 2: No, there is no institutional learning associated with NCATE. You can ask any university. Some people would claim that there is, but it’s not a system that is setting you up to change. You just go through and give them the information they want and then NCATE will come back and say, “you don’t recruit enough minority students”. And you say “OK, we’ll do that trust us”. Then 5 years later, you don’t recruit enough minority students and you say “okay we are really going to do this”. That’s been my experience at two different universities.

Researcher: The person I talked through last week had never been through an accreditation and was like, “I guess we’ll get to it when it comes around”. It doesn’t seem like its an ongoing process and if you read their guidelines, were all about making institutions accountable. It reminds me of the TCIPS, you ever hear of those? Those in my opinion are a total….

Participant 2: They are. They are saying I have to shoot of an email to a principal so I can document it. It’s just making….

Researcher: You do that but it seems to be missing the bigger purpose.

Participant 2: Yeah, its like the SOLs for Open Portfolio.

Participant suggested looking into using “sniffer” algorithms to find keywords in different artifacts for use in accreditation or research. Participant expressed the importance of letting the tool “blossum” and that use would increase as faculty were given reasons to interact with the tool.

## Participant 4 (24 student teachers)

Researcher: Alright, so Open Portfolio. Have you used anything like Open portfolio before.

Participant 4: No it was old fashioned; make a copy of the observation and give to my director or professor or whatever.

Researcher: Describe the interaction with open portfolio and what features have you used.

Participant 4: Under student artifacts they have had to upload course assignments and get an instructors response and then reflect on the responses and then I respond to that.

Researcher: Wow. So is that for 587?

Participant 4: For 587 and even the methods class.

Researcher: Okay so you are using it for…

Participant 4: Methods and seminar although I want to use it more in seminar next year. I check on their midterm and final evaluations on Open Portfolio.

Researcher: How is that process?

Participant 4: It goes well. Last year there were some teachers that were a little confused about it and I have a couple now who can’t access the internet, which creates a problem, but for the most part it’s fine. I also run data analyses. I really like that and have looked at behavior management and technology and student engagement.

Researcher: So, on those features now that you have used them a little bit what aspects do you like. This is voluntary to use this so what advantages do you or positive elements does it add?

Participant 4: I like the way it keeps data in one place and I like that is a searchable database so if you want to search for a student and look along the continuum and see if they had issues in 488 that have continued into 588 and compare their evaluations. I like the fact that I can easily differentiate between university supervisors and the CI because one thing that I find is that university supervisors are harder on students than the CI and comparing where that differs and see where that data differs and try to see the overlap. I like the fact that students can respond and reflect. I like the fact that students can upload lesson plans and get feedback, but lesson plans change so my students have more; they do the eight because it’s required, but I’m more flexible.

Researcher: Have you felt a stronger connection with the students who are doing their student teaching now. Does it give you a better sense of how they are doing in there placements.

Participant 4: Honestly, I haven’t known any other way. My first year I had an adjunct handle the student teaching. Last year was when Open Portfolio was tested, so I’ve only known two years with Open Portfolio. I have seen improvement over time. It’s a much better tool now.

Researcher: Did you use the lesson plan feature last year?

Participant 4: No.

Researcher: Did you notice a difference in the picture that get of how your students are doing, this year vs. last year. Did you have another mechanism that you used last year?

Participant 4: They just had to hand in a paper copy of the lesson plan as the supervisor was coming in the door. So the only had to do one per observation. They didn’t have to submit anything else. I leave that up to the CI whether they want paper copies or not. I find it better to assess them because in assigning a grade the university supervisor, the CI and me can all go online and look at the midterm and the final and collaboratively over email come up with a grade or a culminating assessment about how they did because all three of us have access to the same information.

Researcher: Now that you’ve used Open Portfolio what are some of the weaknesses or areas of improvement or features that you would like to see?

Participant 4: I would like to see an area, I think the students get really disconnected from Curry, I don’t know what it is called… asynchronous… a message board where students post a question and university supervisors and I can check on it and maybe like a master teacher in the area could. Each CI could take one week. I don’t know. That’s kind of a wish list. That’s not anything Open Portfolio hasn’t done. I’d like more features to search for, because I really like that data and also I’d like it more streamlined. It can sense that I’m, I know this is unreasonable, so it’s subject specific. Make it more narrow so its just me.

Researcher: So when you log on, you go to student teaching artifacts, you go to student teaching artifacts and you go and you say I want to see people in social studies program and only the people in the social studies program area. Are you talking about a subset of the social studies program?

Participant 4: No I can do that. Sometimes I go in and there is a long list of names.

Researcher: That sounds like when you go in to look for a report

Participant 4: Yeah

Researcher: And there are all the students

Participant 4: Yeah, I don’t like that. But that’s just my personal opinion.

Researcher: Does any of the data that we are putting into Open Portfolio align with your research interests?

Participant 4: I’ve done research on beginning teachers, I haven’t done research on student teachers. But I was thinking if I choose to study some of these graduates I can look at their fourth and fifth year data, if they allow me to use it in the study and say here’s where they were in 488 and here’s were they were in 588, now this is me studying them their first year.

Researcher: One of the potentials I’d like to see happen this year is to talk with the Albemarle and Charlottesville Schools and see if we can align some of the instruments we use to evaluate the teachers in their student teaching and if they would use that same instrument to evaluate all their new teachers, not just the Curry ones, but all their new teachers.

Participant 4: Yeah, that would be a great feature

Researcher: So essentially we would doing what the student teachers are doing now, but with beginning teachers. Accreditation. How’s that work?

Participant 4: Accreditation? There is TEAC and the evil one NCATE. We are not accredited though [Participant’s Program].

Researcher: Will you be going through the accreditation process during the next year?

Participant 4: Probably. We, well I have to try and get accreditation.

Researcher: Have you ever participated in any accreditation procedures before. Either here or at…

Participant 4: No. they were starting to go through accreditation at Florida so I had to send some artifacts, but I’ve never seen it up close. I got her right after they did it and left florida right before, so my timing was impeccable.

Researcher: And what sort of things did you have to send in?

Participant 4: Artifacts related to teacher ed, but I can’t remember exactly what.

Researcher: Have you started thinking about the next…

Participant 4: No. I haven’t

Researcher: One of the features I have the structure for in the program, but I haven’t quite set it up yet because I am still getting input is if you have students submit artifacts one of the tags you can add to it would be an accreditation standard.

Participant 4: Okay

Researcher: So lets say you were reviewing a student’s lesson plan now and they were reacting to your feedback, you could say okay I want to put this as an artifact for standard, I don’t know what they are so I’d be making them up, but say 7.3 or SS1.2 or what ever they have with the idea being that just like you could go to a student’s portfolio and you could see all the categories broken down you could do the same

Participant 4: That would be great.

Researcher: What suspicions did you have about Open Portfolio? For example some one I was interviewing the other day said I didn’t do to much with last year because I just wanted to see if it would make it or if it would be around.

Participant 4: I don’t know if I personally had any because I liked the idea, but I was more worried about my CI’s reaction, the “Oh I don’t want to deal with technology”. Because it was my first year working closely with them and I was the new kid on the block and here I was showing up and telling them they had to use Open Portfolio. So that was mostly it. Me personally I thought it was great, because they could put all their stuff in one place. But I don’t think I got enough training on it early on, so I wasn’t quite sure how I could use it. But making faculty go to training probably wouldn’t be fun.

Researcher: Yeah so far it’s been one of those leave the cookie at the door and…

Participant 4: Hope for the best

Researcher: What would you say the major themes of the teacher ed program are?

Participant 4: Reflective decision making, technology, reaching a diverse population.

Researcher: How would the rank the collaboration between programs. Does English talk to social studies, does social studies talk to science ect. ect. (participant is laughing while I ask this question)

Participant 4: We talk.

Researcher: Oh “we talk”. How would you rate it from 1 to 10?

Participant 4: We have very civil secondary meetings (we both chuckle) and we do attempt to, what it called, curriculum planning with Susan Mintz, but there is not too much overlap. As far as collaboration between program areas, we are pretty much separate entities.

Researcher: Okay. Do you feel everyone is in agreement on the themes and in their own way tries to make them...

Participant 4: In their own way; Sure

Researcher: Of course (followed by chuckling). How receptive or realistic would you say it would be to imagine a Curry School exit portfolio. Something that everyone sort of agrees on, some sort of a standard

Participant 4: It’s a good idea and I think we could come to some sort of consensus. Like everyone might have a unit plan, but they would all look different. I could see there being general requirements and then making general to the program.

Researcher: Let me jump back to the accreditation for a minute, because you said you hadn’t started that or begun thinking about it.

Participant 4: No.

Researcher: How would you generalize the attitude towards accreditation.

Participant 4: I think most people view it as a lot of hoops you have to jump. I know that one of the struggles with social studies is that NCATE is tied to the national council for social studies content standards but we are preparing students to teach in Virginia so we pay attention to the Virginia standards of learning and that creates a disconnect. And so you have to be very creative in how you develop overlap because they are two completely different standards from two completely different philosophies. I know that is a struggle in social studies. Some people say it is a useful process and some say it’s a bunch of paperwork, but I have no personal experience with it.

Researcher: I imagine the accreditation process is supposed to institutional learning or reflective practice for the schools of ed, but I don’t get the sense is that is what it is used for.

Participant 4: Right

Researcher: So I guess the big thing you’d like to see is the idea of connectivity

Participant 4: Yeah. I don’t know if it would work because they are tired and grumpy from student teaching and they might not want to go on. If they have a bad day and something bad happens it would be kind of fun to have a CI take a week where they respond, and then I respond and the university supervisor responds and so they get three different perspectives on a problem on a night or day that seminar doesn’t meet.

Researcher: How about connections with their first couple of years

Participant 4: Yeah, like beginning teachers could chime in and ask questions or post questions and that way their CI could say, “hey that’s my TA from last year let me..” I don’t know I think you could create an online community, but I think it would take time and energy. [I think it would be good] if they knew the potential was there for some sort of online mentoring even if it is that informal.

Researcher: That would be more incentive for them to use the system after they leave Curry. One of the things I’m hoping to tie it the national board process. You could take all you stuff and realign it to fit the national board certification or…

Participant 4: recertification credit

Researcher: Yeah and basically in exchange provide data for the teacher ed faculty for research or anything.

Researcher: Now that you’ve used this with your students could you imagine yourself as a faculty member using this for

Participant 4: You mean like tenure and promotion?

Researcher: Yeah.

Participant 4: I think it would be great. It would be easier to compile the data. Because right now my third file cabinet is where I throw everything and it a bunch of junk that I will have to sort through when I put together my binder for my third year review and it would be great if it were all in one place for junior faculty.

Researcher: All right you answered all of my questions, so thank you

## Participant 5 (13 student teachers)

Researcher: Let’s talk about your experience so far with Open Portfolio.

Participant 5: So we are going to talk about my experience as a user as a faculty member.

Researcher: Yes

Participant 5: Okay, I think it is an easy system. I have experienced some of the frustrations of the students when things aren’t going exactly right. The frustration comes in not because something is not right because I know you are going to make it right. But the frustration comes in; in the fact that I have allotted time at x hour to do this and now I can’t and I have to find another hour in my time someplace to do it. You know what I mean.

Researcher: Uh-huh

Participant 5: Frustration is not because there is a glitch in the system, but because it delays completing the task when I’ve allocated the time for the task because I know the system can be fixed, but the time is a real precious commodity. And I think that is probably what teachers and students feel. They are tired and sit down to do it at the end of the day; they want to get on with their lives and then they can’t do it, so they have to plan another time to come back. I have really liked being able to see student lesson plans and to view them for my own interest, but then also, it’s really an eye opener as a faculty member to be able to look in on the type of feedback that supervisors give or that clinical instructors give.

Researcher: Have you seen clinical instructors giving feedback to students lessons.

Participant 5: No, but I have read some of the clinical instructor evaluations. I have read the feedback from supervisors on the lessons. I know some of them have gone to sending the feedback via email due to some of the earlier glitches and that doesn’t allow us to… well this is just a much better system.

Researcher: So in terms of.. well now that you are seeing students lesson plans and looking on them how would you describe your access in comparison to previous years. Would students email you things or was there a hard copy?

Participant 5: Good question. When I supervised I’d look at their lessons, because they would always have to have them out for me.

Researcher: So when you went in for an observation they would turn them in.

Participant 5: And then for many of them, it so depended on the classroom teacher, they would keep their lessons in a book so you could look back and see them. But when you are going into for an observation that’s not the time to look at lesson plans, because the class is getting ready to start and you’re not really sitting and reading a lesson plan or going back on those plans they had. So in essence, no I haven’t seen this in 28 years. The potential to see many more of the types of lesson plans that students are doing is so exciting because in the past I didn’t ask students who I wasn’t directly supervising to hand in lessons to me. There are just too many. But now I can pick and choose. If a kid has 4 or 5 I might read one or two and look at the one’s that have responses to them. It has opened up a whole new window for looking at students and evaluating students for getting to know them. I’ll give an example of a student this semester whose having a tough time because of differences with the CI. This student is very, very quiet. Two courses I’ve had with her I don’t think she has ever volunteered a response and if you call on her its uncomfortable. Her lesson plans are almost perfect and the problem that the CI is seeing, which is very clear, is that this kid is very exact, but can’t in anyway move off the lesson plan. She has no ability to move off the lesson plan. When you reflect on just the lesson plan, which because of the way she is writing them now are so exacting, when she had to do certain things for me in class she met all the criteria and she did a really good job. But looking at the lesson plan and putting it in the context of class she is teaching in and the kids she has the problem is very clear and why there is difficulty there. Although she is very bright and a very high GPA here at UVA and you can almost see it in these lesson plans, because when teachers write lesson plans they are not this perfect. And so it is really, and I probably wouldn’t have picked it up with one lesson, but because of looking at multiple ones and reading the feedback from the supervisor it has been an interesting window.

Researcher: Have you used any of the summaries?

Participant 5: No, I’ve just looked at what Kristin has shown me.

Researcher: In terms of the features that you are currently using are there any improvements or areas where you’d like to see them grow or additional functionality. You know if there is some where you thought, “it’s almost there but it would be great if it could do this”.

Participant 5: It was an enormous improvement when you went from all of the possible students to the program areas. As this grows it would be very nice to be able to have special ed by year. So I could pull up the class of 2004 and have to go through the whole list. There’s that and …. I don’t know you’ve done such a good job responding to anything we come up with. The idea that students can respond to a faculty member and not have the clinical instructor view it is really important. I don’t know if it would ever be possible, but if for instance, I have to set aside time in the last week to do this. It would be really nice to have a call feature, so if a student in one of my classes sent something that it would popup on my email saying you have open portfolio reflections. Just notifying me to get into it. I don’t know if that can be done; to have a call button to the faculty member.

Researcher: It’s not a matter of can it be done. It’s more the case of what would it look like? I could set up an email mechanism, but then the question would be how to trigger it. When the student submits do you send it to xyz.

Participant 5: I don’t know maybe that would clog my email box so much I would learn to hate you. Now that I think about it that might not be such a great idea.

Researcher: Well its an idea. Talk to me not just as a faculty member, but as the director of teacher ed. I was talking to someone the other day and they said the idea of going to a system like this had been discussed in the past and I guess being a director for the program gives you a different set of eyes when you look at things. How do you see the role of this program in the teacher ed program as a whole.

Participant 5: I think that the potential is there for this to be the unifying link throughout the program and to help us really understand our students development. Faculty work much as most teachers; in such isolation. We like to believe that we are very communicative and know what is going on across programs and classes. But we really teach what we want to teach. We assess kids independently. A great example is that we teach how to write objectives differently in about four different courses. I sometimes say to students, “in this course this is the way we are going to do it” and I know I’m not the only faculty member who is saying that. So we have some common threads and structures and procedures running through the program, but we don’t have a tool that looks at our instructional impact that runs through the program and this has the potential to do that so that if we are asking kids to write lesson plans with objectives we can look and see what types of objectives are they really writing and why do they write them that way; who advocated that; whose voice is being carried. And I don’t mean that in a competitive way I mean it in a way as figuring out what impact we are actually having beyond the evaluation, and I’ll talk to that in a minute. But I think for the first time we have a way to say to faculty, to take all these lesson plans that say the special ed students created and put them out there for faculty and say this is the output of what we have taught. Let’s match up, let say in special ed we spent an enormous amount of time on direct instruction technologies, technology being instructional strategies. Very direct and structured. If we now look at these lesson plans and find out that these kids are doing more constructivist we’ve got a lot to change or realize that the message isn’t getting out there and try to figure out why. So we really can use it to work backwards to say where’s the impact and what message is coming through and how do we modify and come together to recognize the total growth across the program. And I don’t think we’ve had a way to do that before because every student wrote their lessons for what I wanted or Kristin wanted or what Stan Trent or Rick Brigham wanted and then went to the next class and changed the format. These kids are smart, they know how to get an A in your class. But the proof of the pudding is what they are doing in student teaching and none of us ever looked at it.

Researcher: Was it something that was archived before?

Participant 5: Nope. Never had it. They did well, they did well and the Clinical Instructor would recommend a grade and that was it. Now we archived in the past copies of the observation reports, but never looked at the lessons. The potential is really enormous for changing what we do. We talk about whether or not the kids who come out in secondary are content knowledgeable and we assume that they are and that they are using correct content. And we talk about how do we involve the content Arts and Science faculty and really the point that those two, education and arts and science intersect is in the lesson that the kid does and if the content is not evident in the lesson and the content is not correct in the lesson plan then we have a point of conversation back to arts and science, but until know we haven’t had this either. So there is an enormous amount that can be gained from something like this.

Researcher: Now the evaluations, because I know those are filed and kept. Here is the scenario. We did the pilot last year and there was none of the faculty ever emailed me and said, how do I get into the system to read my students reports. If I follow one conclusion to the next…. No one emailed me, so no one came tot he office and said, “hey where are my students evaluations”. That was the reason that Open Portfolio was first started to move that source of information on line, but there seems to be a big gap in whose using it. Are people interested in it at all.

Participant 5: You know the unfortunate thing is that faculty are very busy and they get to the point where it’s the end of the semester and these students have done well and there are no complaints. It’s a pass/fail class and I think I know the student so why would I spend time going in and looking at them. But the world that we are living in is changing very rapidly and our need for this information is becoming so intense. Faculty are going to be asked, relatively soon for accreditation to show evidence to support the fact that what they are teaching makes a difference when these students go into the classroom. Although we have asked that question before, faculty have fudged it. They really didn’t have anyway to look at that. So some faculty would produce a student product, these are the projects my students did. But yeah it’s the same thing as the lesson plans [in the courses] students know what the rubric is for your class and they do it and there is no way of knowing from that whether it caries into any other class or out in the field we have never looked at. I think you are absolutely right faculty aren’t looking, but the world is changing rapidly and they are going to have to start looking.

Researcher: So would evidence come from within course?

Participant 5: Completely. Evidence came from your syllabus, the assignments that you gave and student products. The continuing evidence, but there was really no link was how our students did out in the field and if teachers felt they were successful. But they could be successful and never use anything we had stressed in the program. So this will allow us some evidence of products that current with their teaching that we can go in and look at.

Researcher: It was interesting, I was reading the 2002 NCATE standards and one of the elements that they stress is that institutions have an ongoing feedback system that they are using to inform their practice.

Participant 5: That is what TNE is all about. That we have to show that evidence informs all our decisions. And the answer up until now has been minimal. But we really are trying to look at that and to understand it within the context of evidence. For instance when I met with glen and the other instructors for the technology courses we talked about…

Tape ran out. From field notes:

Participant recalls when there was a pilot where students submitted lesson plans via the Internet. Most of the plans were lost. Of the lessons that were retrieved and reviewed for examples of diversity only a small percentage (single digits) had any evidence of planning for diverse learners. If you had asked faculty if they were teaching about diverse learners they would have said yes, but it was not appearing in the lesson plans. It is important that faculty be able to see “what is coming through” from the courses and experiences in the teacher education program.

Tape begins again:

Participant 5: Time is an enormous disadvantage

Researcher: Also the idea that now there is a pressure, because now that the data is there and you can access it the it becomes a sense of well are people judging me because I’m not looking at it. I don’t know if that’s the case but I think it opens up the potential for it.

Participant 5: I guess it would. I don’t feel that, but I see how somebody might. In my case it’s not anybody else judging it’s the fact that I told these students that if you write me I’ll write back and I want you to write me, because I will be going on to this. I actually said to my students, I am not going to mandate a number of times I want to see how it goes, but if you don’t I’m going to start emailing you and say, “what’s going on? Get some information to me”. Talking about time, I had a student who was in the TAP program, so she is a little bit different case who came in yesterday and said, “I hope you don’t mind I haven’t submitted anything because I’m up to two o’clock in the morning just dealing with what I have to deal with” and we spent an hour and a half yesterday talking. She said, “I want to come in, I want to talk and at 2:00 or 12:30 or 1:00 when I’m finishing up planning out my next day, I cannot deal with getting online to write you. And her case I said that I’m a low priority because you’ve got 8 emotionally disturbed boys to deal with tomorrow and if that is what it takes for you to be ready to go in their then do that. So the time factor is important.

Researcher: I wonder if it is a shift. In an interview I had yesterday a person said that before the information was available, but not accessible. You could come into the office and pick up all the files you could get someone to email you things, but navigating or aggregating any of that information was just impossible so the data was there, but there was no way to manipulate it or interact with it. Where as now the ability to interact with and access and aggregate the data actually exceeds someone’s ability to use the information.

Participant 5: That’s interesting point. It’s true that there is much more there than people can conceive of how to use.

Researcher: Even aggregating all the stuff…..

Participant 5: How much information do we really need.

Researcher: You could look at all the scores from a particular area last year, but can you even make sense of all of it. While the clerical overhead may be removed, the cognitive overhead of sorting through what it means and how do you tie that back into your practices still exists.

Participant 5: That’s true, it really is true. For the last NCATE review and TEAC. We did go back and aggregate all the evaluations and it was very labor intensive to do that.

Researcher: If you had to put it in days or weeks how long would you say it took to go through that process.

Participant 5: Oh I don’t know, I had doctoral students and secretaries working on it. We went back over and did three years and we got very little out of it. In fact one of the things that TEAC, this was for TEAC because NCATE didn’t insist on this back in the day. But for TEAC they came back and the said how do you interpret these scores that you got with no differences in any of your students? And we really didn’t have an …… I said they are all good students. That was the only thing I could say… I had nothing. Because it was so lumped and it was so hard to separate meaningful items out because we never did an Item analysis or factor analysis. So we ended up doing hundreds of, Bruce Gansneder and some of his doctoral students worked with me. And they literally did hundreds of scattergrams so that we could find the few truly exceptional students and the few outlying students that were on the lower end and try to look at differences between those four students. To see what is the difference, if any, among these four students. We were making things up. Even these scattergrams didn’t show us very much. We had hi-low, low-low, high-high and low-hi on these four variables. So you have student B and C who are the outliers, but we would sit and they would run these scattergrams for hours on hundreds of students on 20 variables.

Researcher: Because you have the reports with several different…

Participant 5: We were desperate to find some difference. When TEAC looked at the initial thing they said, “Do you have any meaning for this or any explanation?” and we didn’t so the scattergram became a way to figure out if we could find something. And we ended up with something so minimal and meaningless I can’t even remember it.

Pause to take tour through summaries tool.

Researcher: I thought based on what we were just talking about with the scatter plots and the factor analysis that ….

Participant 5: That’s very helpful [the summaries feature]. I know Kristin has shown faculty, but I don’t know what faculty have actually looked. What I’m going to start doing is trying to get program areas to look at it and give some analysis of what they think is coming out of it. That’s good.

Researcher: It will be interesting to see this year what the revamped rubric, instead of a 4 point scale it’s a five point scale and the wording has been changed to try and see if we can get a little more resolution in terms of that difference, rather than everyone being.

Participant 5: That’s Just Great. Yeah. Resolution is a great word for that. So we will definitely have to do some sort of analysis, between this year and last year. So if I have a doctoral student who I want to look at these lesson plans, can he or she get into it by putting in their ID or would you have to list them?

Researcher: I’d have to list them and then we’d have to decide what level did we want to register them at. Did we want to put them at a faculty or University Supervisor level. Say for example, say cara says, “I don’t want these reflections to be seen by my clinical instructor”

Participant 5: Then they would put it under 587 and it goes to me when I log in my code

Researcher: So the question is, is the stuff that is only going to you what you want them examining anyway? Or is it…

Participant 5: No, I probably don’t want to have them examine that..

Researcher: For the lesson plans they are going to the university supervisor anyway, so we could probably just list them as a university supervisor.

Participant 5: Yeah and that’s probably what we want them to do, because it is too uneven who used the other part and some of that is personal so I wouldn’t open it up.

Researcher: Actually even if they submit something under 587 they have a say in who can see it. So they can say even though it’s a 587 artifact I still want my university supervisor to be able to see it, but I don’t want my CI to be able to see it. It defaults to saying no-no but they can if they want to share this.

Participant 5: We need to figure out as a group to get some uniformed something going across. So maybe pre student teaching every student should put in their professional goals for teaching and update midway through to see if those goals have changed. And we need to be more consistent about it. So maybe that’s what we need to do next semester. So we have the lesson plans, we have the reflections, the feedback from the lesson plans. We have the evaluations, and if we have professional goals the artifacts can vary across program areas, but we’d have at least four data points that would be consistent. So I could look at professional goals within categories…. instructional goals, professional behavior goals, management goals and how many and whether or not that changes over time. Can I see the report when you write this up?

Researcher: Sure thing. I’ll send you a summary when I write it up. Alright. Thank you.

## Participant 6 (13 student teachers)

The open portfolio was the participant’s first experience with using a centralized electronic management system with the focus of assessing students. The faculty member required the students in his program to upload their lesson plans to the open portfolio toolkit and that the university supervisors working under him to check them and give them feedback on their planning. The faculty member stresses the importance of lesson planning for students and saw open portfolio as a way to add an element of accountability for students to plan. The formality of the process provides a higher level of engagement and weight for the students. The level of compliance is about 70%. When you know someone is looking you give it more thought and detail. The participant was unhappy with the situation in the supervision. He had recognized that there was a need for a mechanism for doing this but chose to use open portfolio as it was already in the process of being developed.

He felt the tool provided a good medium for managing the lesson plans and that it’s formality added level of seriousness to the task. The faculty member planned to use the open portfolio to have students create electronic portfolios. He has required this in the past where students would use power point or web pages to put together their portfolios. He indicated that he thought that students would not like the process as much because their ability to “make it look attractive” would be limited due to the current customization capabilities of open portfolio. The participant seemed pleased with the effect of the tool in helping provide a better picture of student performance and accountability. The university supervisor seems to have the most interaction with the tool and artifacts. The faculty member used the summaries to keep an eye on the on going performance of the university supervisors and student teachers he works with. Faculty wants to see a conversation between the TA and US. User wants to see what students are doing in the classroom. User likes having the ability to browse through the artifacts. Using systems to get a more clear picture of what the students are doing in the classroom (CI and US).

The participant made very little use of accessing students’ field placement reports that are written by the clinical instructor, university supervisor and student. When looking at the data summaries for the field placement report from last year the faculty member did not notice that only one student in his program bothered to complete a final self-evaluation (live screen). He indicated that he thought he knew how his students were performing from his methods and that the data collected in these reports were not useful other than for providing a record for the school. Most of the information was colleted through conversations with US. As they talked about the filling out of the report there was not as much of a need to refer to the report. That will probably not be the case this year. While he did not remember using them in the last accreditation when asked if he would use the information for the next accreditation the faculty member indicated that he probably would. The participant mentioned looking at reports this year while in previous years he did not. Last year faculty member was on sabbatical and got most of the information through conversation. This year faculty has looked at final reports.

The faculty member had taken part in the school’s last accreditation (major role TEAC, minor role NCATE). The primary sources of data used by the faculty members in the participant’s program were course descriptions and syllabi. There seemed to be very little use of student product in demonstrating success in meeting the performance standards. The participant was very negative about the NCATE process and felt that it was difficult and was not useful in informing institutional learning. Overall the faculty, were very negative on it. The on site team seemed to cause the most the problem. Faculty member is concerned with NCATE because of the necessity to provide student artifacts. There is a lot of time associated with catalogued. He indicated that he thought that open portfolio would be able to provide a lot of the data that would be used in the accreditation, especially the percentage reports.

We discussed the use of open portfolio for informing his research interest (teachers beliefs and practices about what is covered in the lesson plan). Understand -> commit to idea (idea) -> teach it -> students synthesize it. This type of research needs observational and teacher artifacts. The faculty member noted that the easier access to materials would be of great assistance to studying the practices of teachers. One of his doctoral students used the open portfolio as a data source in her dissertation. Investigating what our student teachers are doing with technology in the classroom.

## Participant 7

Researcher: I am conducting a study on faculty perceptions of the Open Portfolio tool. I would be most appreciative if you could spare 45 minutes to an hour sometime this week to participate in this study. Please let me know a time that works if you would be willing to do so.

Participant 7: I have nothing to say about the open portfolio, since I haven't used it this semester. I have required my TA's and university supervisors to use it, following the party line, but I have nothing to say about it, other than it seemed to be a tedious procedure imposed from above by administrators. It may be useful in some modified form.

Researcher: A purpose for my doing the study is to find out what, if any, modifications need to be made to the tool in order for it not to be a tedious procedure imposed on faculty. Would you be willing to sign a release form so that I may use your email?

 Participant 7: Why I do I need to sign a release form for you to "use my email"? I have no objections to your quoting me directly and exactly. I sent the message to you. It's yours now.

Researcher: I was asking about signing the release form I am using for this study so that I don't violate my IRB protocol. I figured it was better to be safe than sorry. If you don't want to sign one, I won't bother you anymore. If you would like to share any of thoughts you might have about how to make Open Portfolio more useful, please let me know.

 Participant 7: If my signing a release form will protect you from the IRB Thought Police (is this a dissertation you are doing?) I can do that. I really do not have anything constructive to say about Open Portfolio. I have only a hearsay knowledge of it. My objection is to the way it was imposed on the program.

Researcher: Yes, this is my dissertation. I will put a copy of the release form in your mail box. My mailbox should be below yours if you want to slip it back in there after you sign it. I am genuinely sorry that this was imposed on you and understand your not wanting anything to do with it. If eventually you would like a tour of the tool or just need to access a student evaluation please let me know.

## Participant 8 (50 student teachers)

Researcher: Have you previously used an electronic portfolio system before using Open Portfolio?

Participant 8: no

Researcher: How did you employ Open Portfolio?

Participant 8: I used it to archive student lessons and units

Researcher: Why did you use Open Portfolio in this manner?

Participant 8: because I wanted to create an archive where students could go in and find sample units in the future

Researcher: What worked well?

Participant 8: posting units

Researcher: What problems did you encounter and what would you change?

Participant 8: complications with posting evaluations and also I am concerned that these are not confidential...any faculty member can go on and see any student and this I don't think is really right...and I feel the same way about the student responses...I think the only information that should be posted in this format that can be accessed by anyone associated with Curry should be the documents students create...I think anything else should be tightly secured and inaccessible to no one except the faculty member directly responsible to the student.

Researcher: How do you envision that an electronic portfolio system might enhance the teacher education program?

Participant 8: If you remember, I proposed this idea originally more than 4 years ago with the objective of creating an electronic data base of lesson plans, unit plans, and the like that could be indexed according to models, subjects, grade level, etc....this to me is the real value: providing a place for our students to post work that can then be accessed once they are out in the field.

Researcher: Are there any substantive aspects of the teacher education program that might change if Open Portfolio is fully integrated into the teacher education program?

Participant 8: no, because I don't think anything has really changed except that we've added this electronic dimension to the program which is certainly appropriate given the skills needed in this day and age!

Researcher: How many students did you have in 488 last semester?

Participant 8: about 50

Researcher: Do you use/read the student evaluation?

Participant 8: yes

Researcher: If so, has open portfolio changed that process?

Participant 8: no

## Participant 9 (70 student teachers)

Researcher: Have you previously used an electronic portfolio system before using Open Portfolio?

Participant 9: no

Researcher: How did you employ Open Portfolio?

Participant 9: i use open portfolio as a paper repository so that i can go back and assess student work and cooperating teacher evals.

Researcher: Why did you use Open Portfolio in this manner?

Participant 9: it is an easy way to store and access student papers.

Researcher: What worked well?

Participant 9: access

Researcher: What problems did you encounter and what would you change?

Participant 9: none

Researcher: How do you envision that an electronic portfolio system might enhance the teacher education program?

Participant 9: a way to provide ongoing formative feedback clearly related to the class and the tasks that are done for class as well as the field.

Researcher: Are there any substantive aspects of the teacher education program that might change if Open Portfolio is fully integrated into the teacher education program?

Participant 9: i assume that there are many, but i'm not certain that I can foreshadow this.

Researcher: How many students did you have in 488 last semester?

Participant 9: i had 70 students in 488

Researcher: Do you use/read the student evaluation?

Participant 9: i read the 488 evaluations

Researcher: If so, has open portfolio changed that process?

Participant 9: no, but once the teachers get used to submitting the evals in this way; they will all be there.

## Participant 10 (Former Dean)

Researcher: After introducing the use of Open Portfolio the interview begins:

Participant 10: So the students aren’t creating portfolios per say?

Researcher: Of the different program areas there has not been a uniform adoption of using the tool, for example this last semester Randy did use it to have students put together a portfolio and in his case a portfolio being a collection of proficiencies, so it wasn’t what some might consider portfolio assessment, but it was a collection of things online that they can organize. And get feedback from faculty, university supervisors, clinical instructors a variety of people. I think Sue Mintz is planning to use it in her 502 class.

Participant 10: So is it being used primarily as an instructional tool as opposed to a research tool?

Researcher: It’s generally being used as an instructional tool. Karen Irving… She actually used it as a data source for her dissertation. She went and got student lesson plans.

Participant 10: I was on Karen’s committee.

Researcher: That’s where she got a lot of the lesson plan data from… was through that mechanism. Generally the Curry/Teacher Ed faculty who have used it, it has been more of an instructional type resource or program evaluation type resource. I think one of the reasons for that is the nature of the teacher ed program. On a continuum of decentralized to centralized where would you say the teacher ed program falls.

Participant 10: Right Now?

Researcher: Yeah

Participant 10: Its becoming more and more decentralized. Its been a centrifugal force that has been throwing it off. It was coordinated a lot more, it had more a unity to it than it does now.

Researcher: That is one of the things I have noticed through out the interviews with other faculty members. Actually, technically speaking it would be

Participant 10: Centripital?

Researcher: Well it would be a lack of centripetal force, because centrifugal forces don’t exist

Participant 10: You mean I was taught this wrong in my physics class? When did this come about.

Researcher: They do not exist

Participant 10: So it is a lack of Centripital

Researcher: Which I think is latin for “seeking the center”. What are the factors that have contributed to this gradual decentralization?

Participant 10: I think there are several. In no particular order… Faculty change, so people who were part of the original design and buy in, only some of those remain. I think I paid more attention to the teacher education program than the Dean, than David does. There is a natural force in higher education to, for people to do their own thing and to find more space in the academic program for doing there own thing; what they think is most important. So they are willing to sacrifice certain common elements for specialization in their own area. We’ve seen a lot of that. I think there has been an erosion of commitment to having a certain percentage of the experiences being in common for elementary, secondary and special ed and to start doing more things separately. There has also been an erosion of the arts and science requirements. When the program was originally designed students had to have a year of history of western civilization, everyone had to have a year of laboratory science. Everyone had to have math up to the calculus level. There was a public speaking requirement and then gradually people started saying, “do we really need a year of western civilization, so what if we had them choose from among” the smorgasborg rather than a specific sequence. The reason those original courses were in there is that we that that all the teachers had to have, should have a well rounded background as part of there general arts and science preparation. Some it was not our fault; for example arts and sciences stopped offering laboratory sciences for non majors. It was less expensive and time consuming for them to do that so they didn’t require it. They couldn’t staff the public speaking course and so students were having a hard time getting it. Arts and Sciences was going through its own rearrangements what was going to be required for all arts and science majors so since all of our students are getting an arts and science major some of our requirements were a little out of step with what they were requiring so it came down to accepting their requirements rather than what we had layed out. So I think what happened is that we got more of an imbalance a less well roundedness amongst all the teachers and a little more specialization.

Researcher: What do you think the, well we just mentioned the lack of centripetal force or because the nature…. I forget the exact wording, but if you read the tenure and promotion guidelines set out by the University it is basically saying you have isolate and separate yourselves from your colleagues, you need to stand out. What mechanisms or forces do programs respond to. For example accreditation.

Participant 10: NCATE requires a conceptual model. It requires that that model be permeated throughout the various experiences. Sine there is now being, well I don’t think it has been made official yet, but there is a strong inclination to go with TEAC the next time rather than NCATE. That requirement isn’t going to be there and I think it contributes to the.

Researcher: Even with the NCATE requirements, one of the things I was picturing with Open Portfolio was that you’ve got all this data from the field placements which hasn’t really existed before, people haven’t systematically gotten those performance artifacts from students. That would lend to being able to go through accreditation more successfully, but from all the indications of speaking with faculty, that doesn’t really play a part in the day-to-day operations of what they do as faculty. I think the best summary I heard was, “It comes around so let me make this fit into that box” so that doesn’t seem like it is a strong enough impetus to

Participant 10: No, It is one of several forces that. You have to work to have a program thrust or common elements. That one of the major criticisms of teacher education programs over the years has been that they haven’t been programs, they’ve been collections of courses and if you have a theme or common kinds of expectations that would be carried out in course then you have to keep monitoring it, you have to keep working at it. If you don’t work at it, it spins off. People do what there own thing is. That happens when you have different faculty. For example, I don’t know that there is, I don’t think there is any new faculty members that are hired a kind of an introduction to the teacher ed program about what its purposes are and what we are trying to accomplish, what is the model that we are working under here.

Researcher: I can tell you that when I was there wasn’t one.

Participant 10: It seems to me, that if you have a program and you are hiring faculty to work in the teacher ed program then you ought to have some type of introduction to that some sort of expectations, what can they count on, where will things be reinforced in the program and people that teach later on can count on this being covered. That was all in the original design.

Researcher: Just to piggyback on that statement, back to accreditation, a couple of the newer faculty members that I interviewed.. when I asked them about accreditation, which come up next year, and I asked them what was happening with accreditation, they were like “nothing” we’ll see what happens next year. Swinging this around as it relates to Open Portfolio and this idea of an innovation being dropped into the program and the way it has turned out now is that, I wouldn’t say that it has been a failure, because people are using it and they reported lots of great things about what it does for practice and efficiency and allowing them to do things that they couldn’t do before, but it terms of having a programmatic impact it hasn’t had any.

Participant 10: I don’t think there are regular frequent meetings around certain issues as a way of keeping the structure intact. With a lack of that people tend to do what they want to do.

Researcher: In recent memory do you recall any program or innovation that everyone has had a common buy into. Has there been a cohesive effort in which everyone has had a stake in.

Participant 10: I would say the main thing was this planning process that David instituted for getting at the themes of the school. How deep the buy in for that was, I don’t know. I would suspect it wasn’t too deep for many people. In our teacher ed program originally the concept was that the teacher education program was a school wide responsibility not a departmental responsibility. We had faculty in every department of the school, at that point we had four departments, we had faculty from every department teaching in the teacher ed program. Health and Physical Education, social foundations, administrations. Then that got changed and it became C and I program and you had opt out then from people in other groups. And you don’t have other faculty teaching in the program like we used to which is a way of creating a school commitment to it as a priority. Part of the problem with that is that it becomes a competing program with administration or others rather than a school wide program, its just one more of a bunch of them.

Researcher: So I guess 345 would be a remnant leftover from that, because technically it is in the foundations department.

Participant 10: Right

Researcher: In your experience of doing organizational reform, what are the critical factors. If someone at University XYZ wanted to do this what would be the first thing we should look at, in terms of creating that unity?

Participant 10: You have to have buy-in, you have to have opportunity for people to discuss it, it has to be perceived by the faculty as being a priority of the administration and that there are rewards connected with buy in. It has to have sufficient resources so that it doesn’t get strangled or whither. I think it has to get revisited frequently, looking at how well it is doing and what changes need to be made and depending on the nature of it there has to be some sort of faculty development connected to it. If you want people to work and behave in particular ways you need to provide opportunities for them to learn to do that.

Researcher: I found that with Open Portfolio the people that used it the most are the people I spent a lot of time with. People will come with an idea saying, “I want to do this”. Take Randy for example he took an assignment that he had done in hard copy form. But none of the student knew how to scan a document so they were ending up with these 50 MB things that were clogging up the system. It took a lot of back and forth. The discussion piece and buy in piece are interesting. The discussion jumps out at me as one of the things coming out of this. Rogers always states that when people adopt an innovation they can do it through either replication or reinvention; not being mutually exclusive, but on some kind of continuum. All the use so far has been heavily weighted toward the reinvention side. I made a list of the nine faculty that used the tool and asked them what was their driver; nine different things. That discussion component seems like reinvention not at the individual faculty level, but as an organization. Hopefully you get the buy-in through that process. It might not be what someone would do if they had their druthers if they ran the show, but..

Participant 10: That’s right.

Researcher: My last question would be, and this relates to accreditation. Do you see accreditation shaping an organizations performance. Because TEAC and NCATE have changed

Participant 10: NCATE is changing more. I talked with art wise at AECT. He pulled me aside and said, “you’ll be very pleased to hear that NCATE is going to limit to 25 pages that institutions and they are doing away with the folio reviews so faculty are not going to have to respond to all of those different academic subject matter societies that have their own standards and stuff like that. That’s been the main burdensome part of NCATE, those folio reviews.

Researcher: With Social Studies NCATE

Participant 10: They send them to NCSS and NCSS has their own review process for looking at those standards and even saying what those standards are.

Researcher: Where as Stephanie normally prepares people around the SOLs.

Participant 10: So that is going to be gone by the way side which is going to make the burden of preparing for NCATE considerably less

Researcher: I also wonder if that will take away some of the well we are going to do what we are going to do and we will figure out a way to match with what they want when the time roles around. Which I guess is the attraction of TEAC.

Participant 10: Well TEAC is you basically tell your own story of how you are producing a caring competent teacher. NCATE has standards that you have to address. In a TEAC report as it is currently structured you basically tell your tale, but in a NCATE report you have structure it according to the guidelines and standards. One is a novel and the other is a series of vignettes. The basic difference that I see between the two is that TEAC is a higher education accreditation system. It does not involve the teaching profession. It doesn’t involve any of the other major education players, where as NCATE involves all of the other players in the education. It is a professional accreditation as opposed to a higher ed accreditation and my concern with TEAC, if we just do TEAC, we are separating ourselves from the organized teaching profession. We are separating ourselves from social studies, English, math science, elementary, principals associations, nea, aft. All of those are a part of NCATE umbrella.

Researcher: If I think about my own evaluation as a teacher, it would more inline with NCATE. My principal would come in and ask me how.. It would be, “these are our goals and what have you done to meet them”. While I think it can be a good thing it probably flies in the face against general academic freedom type environment.

Participant 10: But more in line with what the education profession is going through.