

Committee on Teacher Education
Tuesday, February 4, 2014
1:00-2:30 p.m.
School of Education, Room 2277

Participating: A. Leftwich, R. Kunzman, J. Shedd, D. Halloran, Z. Lalani, B. Gault, L. McCarty, K. Chapin, A. Warren, L. Stachowski, J. Danish, D. Caulfield. *Also in attendance to present: L. Taylor, T. Hunnicutt, and D. Hossler*

I. Approval of December Minutes (A. Leftwich)

B. Gault moved to approve the minutes and L. McCarty seconded. The minutes were approved unanimously.

II. Action Items

A. U300/U310/U320/U330 Course Proposals (D. Hossler)

Traditionally, the field of Student Affairs has been a graduate-level program. This has started to change over the last several years and a few programs now offer undergraduate degrees or minors in Student Affairs. These courses are being presented currently as individual classes with the intent to offer a minor in the future.

L. McCarty moved to approve all four courses and B. Gault seconded. The motion passed unanimously.

III. Information/Discussion Items

A. Collaborative Student Teaching Initiative Feedback (L. Taylor & T. Hunnicutt)

All student/cooperating teacher pairs underwent training together for the collaborative teaching model being implemented in Monroe County Schools. There were 51 pairs total and all were sent surveys. Seven pairs responded (14 total), each filled out individually by students and cooperating teachers, but the pairs responded but were completed separately. A majority of respondents preferred the collaborative teaching model over the traditional student teaching model. Teachers who preferred traditional student teaching still had good things to say about the collaborative model. Overall, the feedback was positive. The relationship between teacher candidate and cooperating teacher is crucial for success and that was reflected in the survey responses. This feedback will be used to inform expansion of the program to other school districts beyond MCCSC. Discussions are being held with both Secondary and Elementary Councils to better integrate collaborative teaching into field experiences.

B. EdTPA Update (J. Shedd)

There were 16 candidates this past fall with 11 in elementary education, three in secondary ed, and two in the visual arts, which was the first time for this program area. This spring has 21 candidates broken down as nine in elementary education with three of these in the TAL program,

which will be a new experience. There are 12 in secondary ed and this includes world languages and the visual arts once again. There has yet to be a volunteer from science education. Some themes in the feedback from both students and faculty/grad student scorers include struggling with all aspects of assessment, analyses of student learning, and connections between methods and student teaching. EdTPA is designed as a summative assessment but it is being used, and thought of, as a formative assessment here in the SoE and this comes across in the feedback. Administrative issues include continual improvement in providing candidates with an orientation and providing support during the actual experience. Candidates want specific deadlines given to them for the tasks that are due as part of the portfolio.

C. Pearson Pedagogy Test (R. Kunzman)

Sample test questions were viewed and discussed by the committee. Seven questions were presented, one from each section of the new test. These questions highlight that test taking strategies will be as important as pedagogical knowledge. The Office of Teacher Education will reimburse faculty who take the practice test and discuss their findings afterward. There will also be an ad hoc working group formed to discuss ways to help SoE students be successful on this test. Students who are graduating in the spring or summer may also take the practice test and be reimbursed as well.

D. SPA Updates (J. Shedd)

All program coordinators have the time-line from January 2014 through January-February 2015. For January, suggestions were made to the programs that they identify the professional education faculty that will be listed in their reviews and provide the specific data points required. February will include looking at the context and field experiences, listing of education faculty, and clearly identifying the list of key assessments being worked on. There are no more activities until April.

B. Gault moved to adjourn and J. Danish seconded. The meeting was adjourned.