**Meeting: DARE**

**Present:** Megan Just, Dr. Larry Miller, Rachel Malone, Dr. Anne Angstrom, Dr. Regina Miller, Joanne Devine, Kathie DiLascio, Joyce Rollins, Dr. Caroline Seefchak, Kristina Kaye, Dr. Mary Robertson, David Koehler, Kristin Corkhill

**Time of Meeting:** January 22, 2016

**Start:** 9:40 am

**Joyce Rollins: Live Text Demo**

-Course View (Changed from Dashboard View)

-Select Term

-Then, you will see courses

-Joyce will be working on Live Text

-Instructors: hold off for right now on rubrics

-Joyce Rollins will create an additional spreadsheet with student information in order to make sure that student information is not lost

-Dr. Angstrom put together a nice policy on non-degree seeking students

-Policy Change: GKT students can take upper-level division courses

-New policy needs approval for non-degree seeking students to take 13 credit hours (We are waiting for approval.)

-Dr. Angstrom went over latest policy for non-degree seeking students

-taking 13 credit hours successfully does not imply admission into the SoE

-policy change does not have to be approved by Curriculum Committee

-**Key Point:** Enrollment is only down 4.3 students even though number of programs has decreased

-**Field Experience**: Dr. Larry Miller kicked off field experience at Laurel Oaks

-Rachel Malone- Script went well for the field experience

-Dr. Miller mentioned that the GKT has become much more difficult

-Prospective teachers will have to work harder

-Six students came to Laurel Oaks for field experience kick-off event

-Rachel Malone: 13 confirmed PD schools (faculty: if you are able to come to any of these events, please do so)

**-Field Experience:**

-there are no designated middle and high school PD sites as of yet

-communication can be improved with students

-Dr. Angstrom- student assignments will be streamlined

-Dr. Angstrom: Field experience observation guidelines for EDF 2005 and EDF 2085

-Dr. Angstrom welcomes suggestions on document that was passed out (a suggestion was made that document should clearly delineate field experience hours)

-Dr. Miller suggested creating a document of top five student questions

**Field Experience:**

-Rachel Malone: There are some Lee County dates coming

-Rachel can provide Dr. Angstrom’s document for field experience

-Dr. Angstrom can provide her document to professors

-faculty can support initial field experience dates (we want two people to attend each meeting; adjuncts are welcome)

**-Data Dialog: Joyce Rollins:**

-Collier is fascinating

-Elementary and secondary administration was there

-this is done twice a year

-data is on the overhead

-Principal and Assistant Principal report on the use of digital assets and digital differentiation

-One person points out the positives

-One person points out the negatives

-Schools report on strengths and weaknesses

-The schools presented data meticulously (they break down the data by teacher)

-Gains are shown between first quarter and second quarter (the population of the school is considered)

-the schools were made accountable

-schools are making progress with less rigidity in the classroom

-teachers were videotaped; particular behaviors were targeted

-schools were concerned with building self-esteem and motivation of students

-schools seemed genuinely concerned about students

-interesting writing approaches

-there was a frank discussion; solutions were posited

-the presentations were five minutes apiece

-excellent professional sharing

-many aspects can be incorporated into FSW classrooms

-we need to encourage people to use coaches

-Kim Patton asked for feedback from Joyce Rollins

-many showed appreciation for the FSW teacher preparation program

-Dr. Angstrom: some of this information is discussed at SAC

-school board members did not attend data dialog

-Dr. Larry Miller’s Question: Number of computers is not enough; data collected is not enough (Do you see a need for data visualization?)

Joyce: Yes, there is a need.

Joyce: they have increased the amount of technology; it may be a good idea to partner with them

Dr. Angstrom: found many parents are resistant to technology in some schools

Dr. Miller: computers are good at collecting information to inform teaching

-Joyce Rollins: strong emphasis on math coaches

-making sure that students are using the inquiry approach

-Joyce was encouraged at data dialog meeting

-Dr. Miller: What type of ELL support is needed?

-Joyce Rollins: Yes, the support is needed.

-there will be a conference call to determine if an ELL grant can be done

**-Kristin Corkhill: attended meeting on textbook adoption**

-Follett has created a website for faculty to see what textbooks are being used

-Within each department, there are layers of approval for textbooks

-After approval from the Program Directors, this information will be sent to Follett

-this will streamline approval process

-currently, we are out of compliance with textbook affordability

-new website will make things more efficient

-training will be done in departments by Spring Break

-book requests by March 15 will be helpful

-approval process done by term

-we want to meet the March 15 deadline

-the new website is how we communicate with the bookstore

-it is possible for professors to make recommendations for courses

-messages can be given to students in the new website

**-Dr. Miler: Take Stock in Children 5K**

-people can still participate as a virtual walker

-the race starts at 8:00 am

-Kathie can help pick up packets for this event

(five minute break; re-start at 11:00 am)

**-Meg Just: Data Systems Overview**

-we will be looking at systems overview

-we want to look for efficiencies

-Student: Course: Program: School of Education (data “buckets”)

-eIPEp due Nov. 15

-site visit (2017)

-Title II begins Feb. 15

-PEDS (suspended)

-SWFL Workforce Development Board (report unemployment, and working in field data; they can steer people to our programs)

-everything done is for continuous improvement

-eIPEP (interested in teacher quality and tracking progress)

-we have the opportunity to differentiate for eIPEP

-we review data continually for eIPEP (we may want to systematize)

-it is hard to capture completers

-students fill out exit contact information

-our goal is to articulate processes in one place to capture data

-a big challenge is to get the data to match

-need to know when the students enter internship (most students start their internship right after classes)

-if data is not trustworthy, state data will be used

-we want to do multivariate analyses

-we need to document systems and how often the data is being updated

-we are looking for a Banner scanner

-Joyce: it would be important for Program Coordinators to have access to Banner

 (even if it is only view only)

-Meg’s ultimate vision is to customize records (the data will always be there in order to aggregate it)

-effectiveness reporting to SACS is important

-Susan will be building tabs to house information

-it would be nice to have a shared space to document information

-APPR Metric (Teacher Prep Report Card)

-this has to do with placement of program completers in instructional positions

-Joyce: if our retention rate was reported, we would probably rank higher

-Meg: there are problems with the data (in a good way)

-GKT: Meg is in the process of getting a better ranking (there is a need to get “clean” data)

-GKT challenges in terms of students passing it

-100% to 48% passing rate on Essay portion of GKT

-Dr. Miller: we are faced with a GKT dilemma

-we need to brainstorm possible options

-how can we make this work?

-we can change perquisites in terms of the math GKT component

-the students are not getting the necessary algebra content

-Can we run a GKT course?

-We can create a GKT practice test

-MAT 0035 (Preparatory Math- 4 Credits) may help students

-the cutoff score was increased for the GKT

-faculty can be paid for teaching a GKT course

-there could be one faculty member that takes the lead on the project

-course can be customized based upon student needs

-a Canvas shell can be completed as a course

-a whole semester course may help a student that is 15 points below GKT

-the course could be free

-course fees may help offset cost

-students may have to buy a textbook for the GKT course

**-Vote: 11: Yes; 0: No (For a GKT Course) (Mary Robertson in absentia)**

-we will talk to individuals to draw upon everyone’s expertise

-Dr. Angstrom: Watch Monday Memo for upcoming meeting.

**Meeting Adjourned: 1:00 pm**