

Minutes

School of Education

October 4, 2012 Building U Room 202B

	Present	Absent	Excused		Present	Absent	Excused
Anne Angstrom			X				
Kristin Corkhill	X						
Cathleen Doheny	X						
Christy Duda	X						
Erin Harrel	X						
Erika Keith			X				
Barbara Miley	X						
Gina Miller	X						
Vicki Polce	X						
Michele Propper	X						
Mary Robertson	X						
Joyce Rollins	X						
Elaine Schaeffer	X						

- I. The meeting was brought to order by Rollins at 9:05 a.m.
- II. Motion to approve September 19, 2012 minutes was made by Miller and seconded by Schaeffer.
- III. Status Report on Program Revision/Realignment Work
 - a. Rollins, Robertson, and Propper met on FEAP's. Does entail a lot of work.
 - i. Rollins, Doheny, and Angstrom met. State is requiring something different for reading.
 - ii. Rollins and Miller met. There are ESOL changes that have to be made.
 - iii. Rollins - From this point forward, only changes will be submitted.
 - iv. Rollins - Can get excited about the outcome.
 - b. Rollins – we are simultaneously making list for syllabi changes for this report.
 - i. Do not have to have the syllabi ready by November 1.
 - ii. Work will be done in January or February 2013
 - iii. Suggested a running word document with changes.
 - iv. Rubrics do not have to be submitted to the State.
 - v. Only 2 rubrics for FEAP's and Reading have to be submitted.
 - c. Any other questions or comments?
 - i. Rollins did ask Harrel for the unlocked syllabi.

- ii. Doheny concurred.
- iv. They will be split up so that only one person makes changes to the content of the syllabi.
- v. Collaboration with Propper on some of the syllabi.
- vi. Kudos to Propper for setting up all the matrixes.
- vii. Harrel stated that there are not clear definitions from the State.

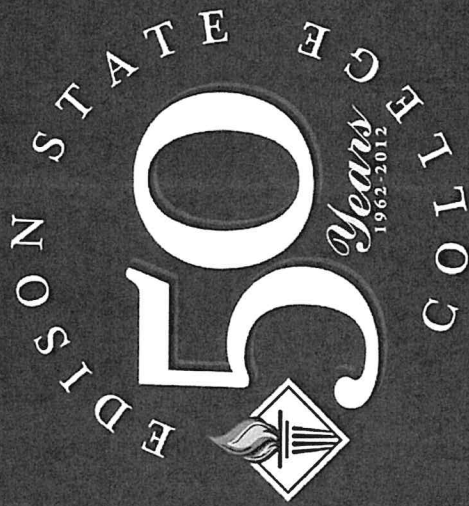
- IV. Transformation Education – scripts, time, etc... what is our message?
 - a. Rollins told of a young student in Glades County who may or may not have committed suicide.
 - b. Our students need to be aware of some of the information is scripted. There are standards that have to be followed.
 - c. Must make our students aware of how they can bring team building and positive self-esteem to the classroom. Must take time to weave it in to the subject areas.
 - d. Robertson shared detail about an article in the newspaper about building children’s self-esteem.
 - e. Schaeffer – it’s an issue of resiliency. Seven essential life skills. Developing executive function.
 - f. Rollins – one of her interns shared how she brought back circle seating in her classroom for a couple of minutes a day. Need to stress other things besides content.
 - g. Schaeffer – building community. Teachers are not out there alone. Have children identify their passion.
 - h. Miley – not their parents’ passion.
 - i. Doheny – have ice breakers to reduce stress in classroom.
 - j. Rollins – some intern using music pieces to help students remember.
 - k. Rollins – needs to be ESC’s message
 - l. Schaeffer – is there a School of Education slogan? ‘Edison State College’s School of Education, transforming the world one student at a time.’ It could become our mantra. Caring about the whole child.
 - m. Propper – student will shut down when they think the teacher doesn’t care.
 - n. Schaeffer – the tone of the school is that we care about each other.

- V. Student Learning Outcomes – 2011-2012
 - a. Rollins – Share student learning outcomes from 2011-2012 for reporting.
 - i. Five principles of outcome. Planning, Teaching, Adapting, Assessing, and Reflecting
 - ii. Planning was taken from Reading Capstone.
 - iii. Since all students were accomplished used 75% as a goal.
 - iv. 75% will be exemplary across all outcomes.
 - v. Teaching – used final teaching rubric.
 - vi. Adapt – used ESOL Capstone.
 - vii. Assess – pre-assess on certain skills, teach the skills, and post assess.
 - viii. Will have to write a reflection on the assessment piece.
 - ix. Principals are impressed with ESC's students' knowledge of using data.
 - x. Reflect – used reflective journal.
 - xi. First year for Middle Grades Language Arts. No Science completers until Spring 2013.
 - b. Propper – should the goal be moved up to 80%?
 - c. Rollins – Goal can be moved up. Or we can look within and focus on something specifically. Suggested not to use the latter route of looking within. Will have a new rubric next fall since they have to be aligned. Makes more sense to play with the numbers for this year. Get a new baseline on the new rubrics. Data will be cleaner in the future.
 - d. Harrel – in the future we have to have all our programs.
 - e. Rollins – one not done for reading. Does everyone agree we should change the numbers for this year? Change to 80% across the board?
 - f. Robertson – what are the consequences if we don't make the higher number?
 - g. Harrel – it's how we improve our programs.
 - h. Robertson – look at each one individually. All are 80% except Reflect which will be 90%.
 - i. Harrel - How do we get better and how we use the State process.
 - j. Rollins – we can meet these goals.

- VIII. SOE Full Faculty Meeting – Wednesday, October 24, 2012, 6:00 p.m.
 - a. Food will be done by Rollins and Miller.
 - b. Duda and Propper will do the food for the January meeting
 - c. Agenda items to Rollins.

- d. Robertson – intro to Ed on line book at Bookstore?
 - e. Rollins to meet with Bookstore.
 - f. Rollins – there will be conflicts with class schedules but would like to get as many adjuncts there as possible.
 - g. Doheny – Do Miller and I meet with the entire faculty?
 - h. Rollins – In the Spring.
- IX. Technology Workshop – Tuesday, October 30, 2012, 4:00 p.m.
- a. Washburn to do the workshop on Smart Board.
 - b. Information will be put on the Groups tab in the Portal.
 - c. Open to all Faculty and Students.
 - d. Fits with our technology goal.
- X. December 11, 2011 is the Pinning Ceremony. More details to follow.
- XI. Rollins left meeting at 9:50 a.m.
- X. Harrel ran rest of meeting.
- XI. Robertson – Would like to discuss the Service Learning Survey Results.
- a. Results are needed for 3.3.1.5
 - b. Need student surveys and possibly from those outside.
 - c. May use Family Math Night. Use a paper survey.
 - d. Schaeffer – can only get take home pack after they turn in the survey.
 - e. Robertson – student survey could be on Survey Monkey.
 - f. Schaeffer – Not on Survey Monkey now?
 - g. Robertson – In paper format now.
 - h. Harrel – Students can use Survey Monkey. Doing the survey for parents when they pick up their packets.
 - i. Robertson – those are for elementary and middle grade students.
 - j. Miley – Do you want e-mails from past events.
 - k. Robertson – Not for this time. Maybe next. COP was not in effect at that time.
 - l. Harrel – more results we have, the better off we are. Very important to have that data for our events. Measuring Service Learning on the next agenda.

- XII. Harrel – Thanks and appreciates all the work on the matrixes and processes. Colleagues across the state are feeling the same issues as we are. Appreciates that everyone works together in this stressful time. Hope we can find a balance. Laptops will be coming soon.
- XIII. Harrel – Any thoughts or concerns with all the organizational changes that are going on. Duda and Corkhill already going to all 5 counties. There will a lot of changes as the re-organization takes place. It will change the way the College does business.
- a. Collier Campus would like a full time Science program. Middle grades biology.
 - b. Robertson – Would only have to be down there for their practicum classes.
 - c. Harrel – Would like a Cohort on every campus. Only one PR person for 24K students. Will have to grow programs.
 - d. Doheny – Are there plans for recruitment? Could use branding.
 - e. Robertson – We could invite future teacher clubs from all the high schools.
 - f. Harrel – Lunch tables.
 - g. Robertson – State conference for future teachers. Have a booth there.
 - h. Schaeffer - Successful teachers would be our best recruiters.
 - i. Robertson - Working with districts on the common core standards.
 - j. Doheny – Some students are saying that reading is not being taught the same way under the common core.
 - k. Duda will get statements from former students for the web site and would be happy to go out to the schools.
 - l. Robertson - Recruitment fairs service learning?
 - m. Harrel – our numbers are lowest since starting program.
- XIV. Miscellaneous
- a. Schaeffer – If anyone is interested in the Lee Bennett Hopkins on October 27, 2012, please let me know.
- XV. Meeting adjourned 10:15 a.m.



School of Education

2011 - 2012

STUDENT LEARNING OUTCOMES

Plan

The teacher candidates during their final internship will design meaningful learning experiences that incorporate knowledge of content, students, learner outcomes, pedagogy, and assessment for grades K - 6.

Parameter Title	Parameter Value
Key Assessment	4940: Reading Capstone Project Rubric
Assessment Date From	02/02/2012
Assessment Date To	09/13/2012

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR : 4940: Reading Capstone Project Rubric

#	% Exemp lary	# Accomplished	% Accomplished	# Develo ping	% Develo ping	# Begin ning	% Begin ning	# Respo nse	% Respo nse	Total Respo nse	Me an	Medi an	Stand ard Deviat ion
Artifacts	46	73.02%	15	23.81%	2	3.17%	0	0%	0	63	0	0.0	0.0
Abstract and Reflection	40	63.49%	19	30.16%	4	6.35%	0	0%	0	63	0	0.0	0.0
Organization and Use of Technology	57	90.48%	6	9.52%	0	0%	0	0%	0	63	0	0.0	0.0
Grammar and Mechanics	49	77.78%	10	15.87%	4	6.35%	0	0%	0	63	0	0.0	0.0
Total/Perce ntage	192	76.19%	50	19.84%	10	3.97%	0	0%	0	252			

Teach - Teacher candidates will cite evidence of strong content knowledge, employ appropriate pedagogical practices, and utilize resources to facilitate the learning process for students in grades K-6.

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR : Final Internship Portfolio Rubric

	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	Total	Stand
	Exemp	lary	Accompli	Develo	Begin	Begin	Respo	Respo	Respo	Respo	Respo	Respo	Respo	Respo	Respo	Respo	Respo	Respo	Respo	Mo
	lary	lary	shed	ping	ning	ning	nse	nse	nse	nse	nse	nse	nse	nse	nse	nse	nse	nse	nse	ard
	(4	(4	(3	(2	(1	(1														Deviat
	pts)	pts)	pts)	pts)	pt)	pt)														ion
Artifacts	61	88.41%	8	11.59%	0	0%	0	0%	0	0%	0	0%	0	0%	69	0	0.0	0.0	0	0
Abstract and Reflection	65	94.2%	4	5.8%	0	0%	0	0%	0	0%	0	0%	0	0%	69	0	0.0	0.0	0	0
Organization and Use of Technology	54	78.26%	15	21.74%	0	0%	0	0%	0	0%	0	0%	0	0%	69	0	0.0	0.0	0	0
Grammar and Mechanics	53	76.81%	16	23.19%	0	0%	0	0%	0	0%	0	0%	0	0%	69	0	0.0	0.0	0	0
Total/Percentage	233	84.42%	43	15.58%	0	0%	0	0%	0	0%	0	0%	0	0%	276	0	0.0	0.0	0	0

Adapt

- students will adapt elements of change in the grades K-6 classroom and the wider world, actively bringing this awareness to work with students, faculty, and other members of the community.

Parameter Title	Parameter Value
Key Assessment	4940: ESOL Capstone Rubric
Assessment Date From	02/02/2012
Assessment Date To	09/13/2012

#	%	#	%	#	%	#	%	#	%	#	%	Total	Stand
Exemplary	Exemplary	Accomplished	Accomplished	Developing	Developing	Beginning	Beginning	Responsible	Responsible	Responsible	Responsible	Response	ard Deviation
Artifacts	52	78.79%	12	18.18%	2	3.03%	0	0%	0	0%	0	66	0.0
Abstract and Reflection	50	75.76%	15	22.73%	1	1.52%	0	0%	0	0%	0	66	0.0
Organization and Use of Technology	60	90.91%	6	9.09%	0	0%	0	0%	0	0%	0	66	0.0
Grammar and Mechanics	57	86.36%	9	13.64%	0	0%	0	0%	0	0%	0	66	0.0
Total/Percentage	219	82.95%	42	15.91%	3	1.14%	0	0%	0	0%	0	264	

Assess - Students will use a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of the grade K- 6 learner.

Parameter Title	Parameter Value
Key Assessment	4940: Impact on Student Learning Project Rubric
Assessment Date From	02/02/2012
Assessment Date To	09/13/2012

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR : 4940: Impact on Student Learning Project Rubric

#	% Exemp lary	# Compe tent	% Compe tent	# Emergi ng Compe tence	% Emergi ng Compe tence	# Needs Improve ment	% Needs Improve ment	# No Respo nse	% No Respo nse	Total Respo nse	Me dian	Me dian Devia tion	Stand ard Devia tion
Assessment 50	75.76%	16	24.24%	0	0%	0	0%	0	0%	66	0	0.0	0.0
Project													
Break Out 63	95.45%	1	1.52%	0	0%	2	3.03%	0	0%	66	0	0.0	0.0
Data for Students Receiving Services													
Analysis 53	80.3%	10	15.15%	3	4.55%	0	0%	0	0%	66	0	0.0	0.0
Total/Perc entage 166	83.84%	27	13.64%	3	1.52%	2	1.01%	0	0%	198			

Reflect - students will engage in the process of continual and thoughtful reflection on his/her grade K-6 teaching practices.

Parameter Title	Parameter Value
Key Assessment	EDE 4940: Reflective Journal Rubric
Assessment Date From	02/02/2012
Assessment Date To	09/13/2012

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR : EDE 4940: Reflective Journal Rubric

#	%	#	%	Accomplished (3 pts)	%	#	%	Developing (2 pts)	%	#	%	Beginning (1 pt)	#	%	Total	Standard Deviation	
Journals	Exemplary (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pt)	Responsible	Responsible	Responsible	Responsible	Responsible	Responsible	Responsible	Responsible	Responsible	Responsible	Responsible	Responsible	Responsible
61	96.83%	1	1.59%	1	1.59%	0	0%	0	0%	0	0%	63	0	0.0	0.0	0	0
61	96.83%	2	3.17%	0	0%	0	0%	0	0%	0	0%	63	0	0.0	0.0	0	0
60	95.24%	2	3.17%	1	1.59%	0	0%	0	0%	0	0%	63	0	0.0	0.0	0	0
with Mentor Teacher																	
Total/Perce	182	96.3%	5	2.65%	2	1.06%	0	0%	0	0%	0	189	0	0%	189	0	0%