

FILE

Minutes

School of Education Faculty Meeting
October 24, 2012 Building U Room 218

	Present	Absent	Excused		Present	Absent	Excused
Lori Carr	X			Peggy VanVoorhis	X		
Kristin Corkhill	X			Donnalee Washburn	X		
Christy Duda	X						
Joyce Dye	X						
Joyce Gelfand	X						
Susie Golubock	X						
Kristina Kaye	X			Staff			
Kim Loneragan	X			Vicki Polce	X		
Joyce Peek	X						
Michele Propper	X						
Mary Robertson	X						
Joyce Rollins	X						
Mary Scott	X						

- I. The meeting was brought to order by Rollins at 6:00 p.m.
- II. Rollins welcomed Dr. Lori Carr from the Charlotte campus to the meeting.
- III. Rollins represented ESC at Sally Jones Elementary Leadership Day on October 23, 2012. They do the 7 habits. K-5 are learning and practicing the 7 habits. Be proactive. Think win-win. Etc. Good habits for life. All children keep data notebooks as part of the 7 habits. Kudos to Charlotte County for putting these life skills back in the classroom.
- IV. Mid-semester Check In
 - a. Rollins – Usually second faculty meeting is in November but it was moved to October since meeting later caused a time crunch. One thing Harrel always says is, “Who has come to the meetings?” The dedicated go the extra step. Attendance will be noted in the minutes.
- V. Recruiting
 - a. Rollins – Numbers for Spring are very low. Appreciates all the work that Golubock has been doing. Today was the first orientation for Baccalaureate and we only had one student from all six programs. Tried to contact Zimmerman to find out if there are other things going on. One Baccalaureate Specialist left and the vacant positions have been frozen. Are not going to hire for those two positions. SOE has 6 of the 10

Baccalaureate programs at ESC. Going to do some discovery work to see what is really happening with our admissions. Coming to the lower division people to mention in your classes about staying at ESC to do their Baccalaureate work. Six programs are Elementary Education, Middle Grades Language Arts, Middle Grades Science, Middle Grades Math, Secondary Math, and Secondary Biology. Making sure we are getting the word out that the SOE has these six programs. No need to transfer somewhere else. Principals are thrilled with all our graduates. In FL you have to have these three lower level classes. These are the students that are the hot population that need to be targeted. Two principals are here and are shaking their heads yes that we have good graduates. Also hear the same things out in the field. Our graduates are at or above where you would want first year teachers to be. Propper recently sent out a survey to all the principals asking if there is a need for remediation.

- b. Propper – did not receive one back saying remediation was needed. Only good things to say about our graduates.
- c. Rollins – Carr hired one this year.
- d. Carr – Yes, she is fantastic. Hired her without an interview.
- e. Rollins – we have got to tell other students that are thinking about teaching that we are not just a program where they are going to be a number sitting in a big lecture room, that people are not going to get to know them. We will give them the support they need throughout the program. We are responsible for students for three years after they graduate to ensure they succeed.
- f. Carr – They do not realize they are HQT – highly qualified teacher – I don't think they understand this and maybe we need to tell them. I tell them they can go right to a Title I school where someone from FGCU cannot.
- g. Propper – I will add that to the Orientation presentation.
- h. Duda – We tell them that at Orientation.
- i. Carr – I don't think they realize what it means. Students have been convincing other students to stay here.
- j. Rollins – I have told them they are highly sought after and you now fit the HQT. I did not know they needed the reading to be HQT. Do they have to have their reading as well for Title I for high school?
- k. Carr – Math and Science they do not.
- l. Rollins – With the race to the top

- m. Kaye – I think they changed it. They have to have two now. In Collier we were required to. Our math and science teacher had to go get another 60 hours.
- n. Carr – Just had to fill a position and could not believe the lack of quality applicants. Finally had to call HR because I had one that had taken 5 of the ESOL and after begging the HR person said if you can get the applicant to sign something saying she will take that last course, you can hire her.
- o. Rollins – We will check on that race to the top to see if anything has changed. Now is the time for us to do things anyway. We have been working with Advising and Schaeffer has been working on it as well to encourage people who are thinking about ELED to take some of their electives at the lower level in Early Childhood because those courses really help them. Plus it helps to build our Early Childhood Program at the same time.
- p. Corkhill – If someone has a question, can they e-mail or call you or set up a meeting when there is a recruiting event?
- q. Rollins – Any of those are fine. Whatever we need to do.

VI. SIR II's

- a. Rollins – There was a slight mix up with the dates SIR II's are due. The October 16th date was for Fall mini session A and not the full session. The full session SIR II's are not due until November 16th. Please make sure that the completed SIR II's are returned to Polce in Room U 202C.

VII. Intern Ceremony – Dec 11th

- a. Rollins – We celebrate our interns that are about to graduate. We are only doing seven. It is after finals. It will be held in Room U 102. We are only having one ceremony this semester. We do have a few Charlotte students. All professors will be invited. Please come if you can. We appreciate it. The students really appreciate it. Graduates will be listed on one of the Monday memos. It's a nice send off. Very personalized. Our change to commend them for doing a good job. It's not just us (professors) that has played a part in these interns growth here, it's everybody. Last Spring we did a 'Readers Theater' in which everybody participated. I wanted your collective voice whether you think that was the way to go for Fall.
- b. Van Voorhis – It was very nice and the students liked it as well.

- c. Rollins - Do we want to do that again?
- d. Collective yes.
- e. Rollins – Since I have the script, I can e-mail that out early and everyone can tweak it and add to it to make it even better. If you are able to come, we would love to have you there.
- f. Van Voorhis – The interns just love this. Their families love it. It’s also nice for those whose families are not there for whatever reason. Pictures are a nice touch. It’s important that professors be there for the students.
- g. Rollins – For some of them it’s monumental.

VIII. School Structure

- a. Rollins – So of you may have gotten emails from Allbritten and Harrel about the org structure at ESC. We are going to four schools. We are already the SOE for over a year. We have been the trailblazers. There will not be a lot of change in our structure. The full time faculty started a discussion last Wednesday at the department meeting. This is our chance for our voice to be heard to say what we would like. Dean is at the top of the chart. One thing that was discussed was to have Dual Enrollment and Corkhill/Keith be a link between the Charter Schools and especially EDF 2005 and 2085 courses since they do Dual Enrollment. In the SOE we have our Early Childhood, Lower level classes, Baccalaureate classes, Dual Enrollment and the Charter Schools. Our department meetings are often focused on the classes we offer because the others we do in a smaller place. The Charter Schools do a lot on their own. Our science programs have done a lot of Field Experience over the year at the Charters. That was one change we looked at. Office of Dual Enrollment be a conduit to bring those pieces together. One of the main things they are talking about is shared governance and at our Chairs meetings they always say ‘Have you gone back to your department? Have you sought input from your department?’ Wanted to put this out there to see if anybody had any thoughts on the SOE structure. One thing is that we are already staff heavy, so there will be no more requests for staff at this time. New staff cannot be created at this time. Does anybody have any thoughts or ideas on this? One of the major things we did talk about is in hopes that we could propose that if our program numbers are less than 200 we have one department chair and if our program numbers are more than 200 we have 3 department chairs – one for each program. We could have an ELED section and a Middle section if we have enough students. Student

could have more focus on their end. Special needs students are very different depending on what grade they are in. Early childhood would also be separate and not with lower level and making it an AS degree instead of an AA degree. Please e-mail any thoughts you have and let the minutes show that this was discussed with the department.

IX. Field Experience

- a. Duda – Not a lot of reminders at this time. Our due date for the final evaluations is November 19, 2012. Those dates on are the SOE/Field Experience web page. That will have continuous updates. I already have the dates set in my mind, have not been approved by Rollins, for the Spring benchmarks and evaluations are going to be due. Also in the process of e-mailing all of the schools in our five surrounding areas for placement for our students and getting a nice response back. Hopefully Springs placements will be easier than the Fall. Do you have questions?
- b. Kaye - No question, just a comment. The web site is so helpful and I use it all the time in my classes.
- c. Duda – Polce and I have been working closely with getting verification sheets out the mentors ensuring they have all the state required forms completed. We have created packets that the students take to their mentor teachers which include everything they will need. If you have any suggestions to help us streamline the process, please let me know. It is a tedious process to get those packets out and then get them back in a timely fashion. If you can check on those and make sure the packets get back to us. All packet should be back at this point with the mentor teacher's signature.
- d. Rollins – We are in better shape than we have been in the past with getting those packets returned from the mentors.
- e. Duda – Absolutely. It is a difficult process getting all this paperwork back from the mentor. It's an e-mail/fax back and forth trying to get the stipend paperwork, W9's, etc. We have to check to see if they are new or established. What forms they need to complete their files. Please remember that the evaluations are a part of the intern's final grade. Also that grade distribution is found on the Field Experience web site. Foundation classes is 10-15% of the final grade, Practicum courses are 25% of the grade, and Internship is 50% of the grade. Everything is laid out as to how many NL's are needed for the particular grade.

- f. Rollins – There are two things I want to mention about that. We had an interesting experience last year. If you have a student that is getting all exceptionals and they are not performing in class and you are wondering how this can be, or perhaps the student has the mentor wrapped around their little finger, more at Foundation and Practicum where they use manipulation skills to use personal excuses to make everyone feel sorry for them. If you have inkling that they may not be performing exceptionally, regardless what their evaluations say, please call Duda, because we have one and she is getting a surprise visit on Monday. I know this one is not exceptional. This is not acceptable for us. We are going to catch it and we will catch it. If you know a student has done really well and the evaluations do not reflect as much, please call Duda as well. You can do an evaluation yourself on that student. We have moved students before when the mentor could not understand that we are not looking for somebody that's a 20 year teacher. We are talking about a final intern. Compare them to other interns, not 5 years teachers. Bottom line, if you get somebody that insists on doing this, you talk to Duda or myself. We can override that grade. 99% of the time we go with the mentor's assessment. Please do not do that unless you talk to one of us first and we will check it out. The students are never told this. We want them to respect that mentor teacher.

X. Common Assessments

- a. Rollins – Propper's main position is to work with students that a) are on our 10% , they have to pass a test, take a pre-req, GPA is a little low, etc. and b) work with part time students to make sure they are taking the courses they need so they don't get off sequence. Also she is working with assessments and reports. Does anyone have any questions for Propper?
- b. Propper – If anyone is having problems with Tk20 please let me know. Will work as fast as I can to resolve any issues.
- c. Rollins – At the Baccalaureate level, we are required by the state to have a common assessment for any course for Dual Enrollment and Early Childhood.
- d. Corkhill – It's only concurrent enrollment. Only the ones that are taught on the high school campus. This year the courses that re taught on the high school campus that are taught for the SOE is EDF 2005, EDF 2085, and it has been approved by Harrel to teach EME 2040. It's not on the

course roster. You don't have to that one yet. It's only the ones we teach on the campus.

- e. Rollins – This is common assessment and the reason why there is resistance, is that anything that is subjective we have to have scoring sessions so that everybody is scoring the same. So the easiest thing to do is to create a multiple choice assessment that anybody in the course whether it's in the high school or whether it's here, it does not have to be the final exam. It can be given two weeks before the final exam. It has to look at things from the whole course. You can count is 5% or you can count it 40%. We have to have some measure of the students on the high school campus and the students on the college campus, we can say all ending with this same number that is crucial to that course outcomes. Multiple choice would be the easiest way to solve this. Would like for this not to drag on another year. Develop the two common assessments for EDF 2005 and 2085. Will not be mandated for Fall since we didn't have them in place in time. It's crucial to do.
- f. Robertson – Someone asked about open book. I don't know how we don't make it open book for the on line classes.
- g. Rollins – Can make them go to the Testing Center. Corkhill do you know if there any guidelines on that?
- h. Corkhill – The state doesn't say you have to use the same assessment for on line courses. The rule is that it is for the concurrent enrollment. Other departments do common assessments. For example, Math does the same common core assessment for all of their ground classes. On line does it a little different. They do require the students to come and take their tests proctored. They have been piloting IProctor (or something like that) some program with a web cam that you log in and show your picture ID and the students can from their home take the exam.
- i. Rollins – So what you are saying is we could just use ground classes to compare to. We wouldn't have to have our on-line to take it. All ground classes and all high school campus classes would do this. But it does have to be done, just not necessarily during the final exam period.
- j. Corkhill – The Dual Enrollments students will have to an assessment for the Fall.
- k. Rollins – So we should make it mandatory for those people.

XI. Meeting adjourned 7:00 p.m. Room was divided in to four groups: Baccalaureate, Tk20, FEAP Revision, and Assessments for further discussions.

