School of Education Department Meeting

Wednesday, April 11, 2018

1:00 p.m., U-217

Present: Dr. Anne Angstrom, Professor Joanne Devine, Kathie DiLascio, David Koehler, Dr. Larry Miller, Dr. Regina Miller, Elizabeth Perdomo, Dr. Michele Propper, Dr. Joyce Rollins, Dr. Caroline Seefchak

The minutes of the February 9, 2018 School of Education Department Meeting: Joyce Rollins moved to approved the minutes of the January 12, 2018 School of Education Department Meeting. Joanne Devine seconded the motion. The motion carried and the minutes of the February 9, 2018 School of Education Department Meeting were approved.

I.   Elizabeth Perdomo: reported on the Clinical Education Facilitator Academy she attended at Palm Beach State College in March. She will attend the second part of this training in May. Handout (#1) was distributed with tools for faculty working with mentor teachers in the field.
   a. Faculty discussed the possibility of building a ranking of mentor teachers to use as a guide when placing students.
   b. Anne Angstrom suggested a mentor teacher institute that could possibly be hosted by FSW.

II.   Joyce Rollins distributed Handout (#2) describing field experience expectations. The faculty discussed how Sibme can be used for mentor-teacher feedback.
   a. Joyce proposed that students purchase a two-year license of Sibme for the entire time they are in the ELED Program.
   b. Anne Angstrom talked about the need for a partnership with PD schools. Larry Miller suggested this would be a good topic for the next Advisory Board meeting.
   c. Joanne Devine talked about federal and state grants. In our letter to Chief McDaniels we will inquire about grants from federal and state sources to assist with implementing changes to our field experience program.
   d. Joyce asked for any feedback to be sent to her.

III.   David Koehler: reported on enrollment and GKT Prep Course applications.
   a. Summer 2018 enrollment is up 4.6% for SoE and 10.1% for the college as a whole.
   b. Fall 2018 enrollment is up 21.3% for SoE and 8.1% for the college as a whole.
   c. Summer 2018 admits: first three natural admits for Summer are males.
   d. Fall 2018 admits: first natural admit for Fall is a male.

e. GKT applications: David has received 9 applications to date. Joyce Rollins suggested for the future application to ask the applicants who referred them to the GKT Prep Course.
f. Forecast for Summer and Fall 2018 admissions: David expects similar results as last year.
g. Elizabeth Perdomo asked faculty to please remind students who need practicum placement to get application in ASAP.

IV. Faculty discussion of TPI oral report findings:
a. Expect written report within 2 weeks to 21 days from oral report
b. 5-10 days to respond
c. 20-30 days to write improvement plan

V. Field Experience: Elizabeth Perdomo distributed Handout (#3) Gap Analysis for Clinical Educators. Faculty are asked to complete and return to Elizabeth.

VI. Faculty concerns:
a. Faculty voiced concerns about who will retrieve data after Michele Propper leaves. Larry Miller stated Meg Just's position will not be filled. He will begin with an analysis of all reports due, assess who is responsible and use existing staff: David Koehler, Liz Perdomo and Kathie DiLascio, as well as Kelly Dunlop and Joe Van Gaalen in IR to help with data. His plan also includes a release for an existing faculty to be a part of this effort.
b. Larry will meet with the Provost to discuss the faculty's concerns.
c. Faculty asked if Canvas has cross integration and can do what Live Text does. Michele Propper will contact Roz Jester.

VII. Form #3 Goal Setting: This is due to Kathie by Friday, April 13, 2018 in the morning.

VIII. ECE Advising Session: May 6, 2018, 6:00 p.m.

IX. Pinning Ceremony: May 1, 2018, 7:00 p.m.

X. Commencement: May 4, 2018, 2:00 p.m., Suncoast Arena

XI. SoE Advisory Board Meeting, May 9, 2018, 4-5 p.m.

XII. Awards for Pinning:
a. Deans Award: Tamila Reed
b. Outstanding ELED student: Carmen Smaranda
c. Outstanding Middle Grades student: Miranda Halaby
d. KDE: Megan Roebuck
e. Literacy Award: Kathryn Golliher

The meeting was adjourned at 2:55 p.m.

If you're looking for: You could use:

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Involvement of students	Verbal Flow Chart Effective Oral Communication Tool Selective Verbatim Data Collection Observation Scripting Tool
Individualization/differentiation	Teacher Movement Shadowing
Levels of student thinking	Selective Verbatim Data Collection Observation Scripting Tool
Group interactions	Verbal Flow Chart Selective Verbatim Data Collection Effective Oral Communication Tool Observation Scripting Tool
Amount of teacher talk	Selective Verbatim Data Collection Observation Scripting Tool
Effectiveness w/small groups	Effective Oral Communication Tool Critical Conferencing Skills Tools
Effective written communication	Effective Written Communication Tool

Data Collection Tools

Effective Written Communication Skills

Effective Oral Communication Skills
- Listening/Responding
- Personal Characteristics
- Interview Behaviors

Critical Conferencing Skills
- Conferencing Behaviors
- Questioning Behaviors
- Responding Behaviors

Verbatim (Selective/Total)

Verbal Flow

Physical Movement/Classroom Traffic

Shadowing Observation

Observation Scripting Tool

Essential Skills of CE Facilitators

Skill One: Clinical educator facilitators build capacity and guide the learning for clinical educators to develop a growth mindset and apply it to their work with developing educators.

Goals:

Clinical educator facilitators develop the capacity of clinical educators to define growth mindset and articulate impact of having each mindset (fixed/growth) in their work with developing educators.

Clinical educator facilitators develop the capacity of clinical educators to identify mindset orientation through observations and discussions with developing educators.

Clinical educator facilitators develop the capacity of clinical educators to provide feedback and professional learning experiences that foster growth mindsets in developing educators.

Clinical educator facilitators develop the capacity of clinical educators to provide coaching strategies and resources necessary to assist in the development of growth mindsets in developing educators.

Skill Two: Clinical educator facilitators build capacity and guide the learning for clinical educators to conduct effective content planning conferences with developing educators.

Goals:

Clinical educator facilitators work with clinical educators to build an understanding of the effective elements of content planning conferences, which include developing alignment of standards, objectives, content, activities/tasks and assessments to ensure student mastery.

Clinical educator facilitators develop the capacity of clinical educators use a nine step process to conduct effective content planning conferences.

Clinical educator facilitators develop the capacity of clinical educators to provide coaching strategies and necessary resources when conducting content planning conferences with developing educators.

Skill Three: Clinical educator facilitators build capacity and guide the learning for clinical educators to be expert observers and diagnosticians of teaching and learning.

Goals:

Clinical educator facilitators work with clinical educators to identify key components in planning for effective observation.

Clinical educator facilitators develop the capacity of clinical educators use evidence-based data collection techniques to observe developing educators.

Clinical educator facilitators develop the capacity of clinical educators to analyze data collected during observation to prepare for feedback conversations with developing educators.

Skill Four: Clinical educator facilitators build capacity and guide the learning for clinical educators to provide targeted feedback to developing educators about their teaching practices.

Goals:

Clinical educator facilitators work with clinical educators to identify the tools and resources for providing effective targeted feedback to developing educators.

Clinical educator facilitators develop the capacity of clinical educators to conduct effective targeted feedback conversations with developing educators about their teaching practices.

Four Essential Skills of Clinical Educators

Skill One: Clinical educators develop a growth mindset and apply it to their work with developing educators.

Goals: Clinical educators

- define growth mindset and articulate impact of having each mindset (fixed/growth) in their work with developing educators.
- identify mindset orientation through observations and discussions with developing educators.
- provide feedback and professional learning experiences to foster a growth mindset with developing educators.
- provide coaching strategies and resources necessary to assist in the development of a growth mindset in developing educators.

Skill Two: Clinical educators conduct effective content planning conferences with developing educators.

Goals: Clinical educators

- build an understanding of the effective elements of content planning conferences, which include developing alignment of standards, objectives, content, activities/tasks and assessments to ensure student mastery.
- provide practice and feedback to developing educators on the nine steps used to conduct content planning conferences effectively.
- provide coaching strategies and necessary resources when conducting content planning conferences with developing educators.

Skill Three: Clinical educators are expert observers and diagnosticians of teaching and learning.

Goals: Clinical educators

- identify key components in planning for effective observation.
- use evidence-based data collection techniques to observe developing educators.
- analyze data collected during observation to prepare for feedback conversations with developing educators.

#.ce- every 3 years refresher course

CT - Coop. Teachers

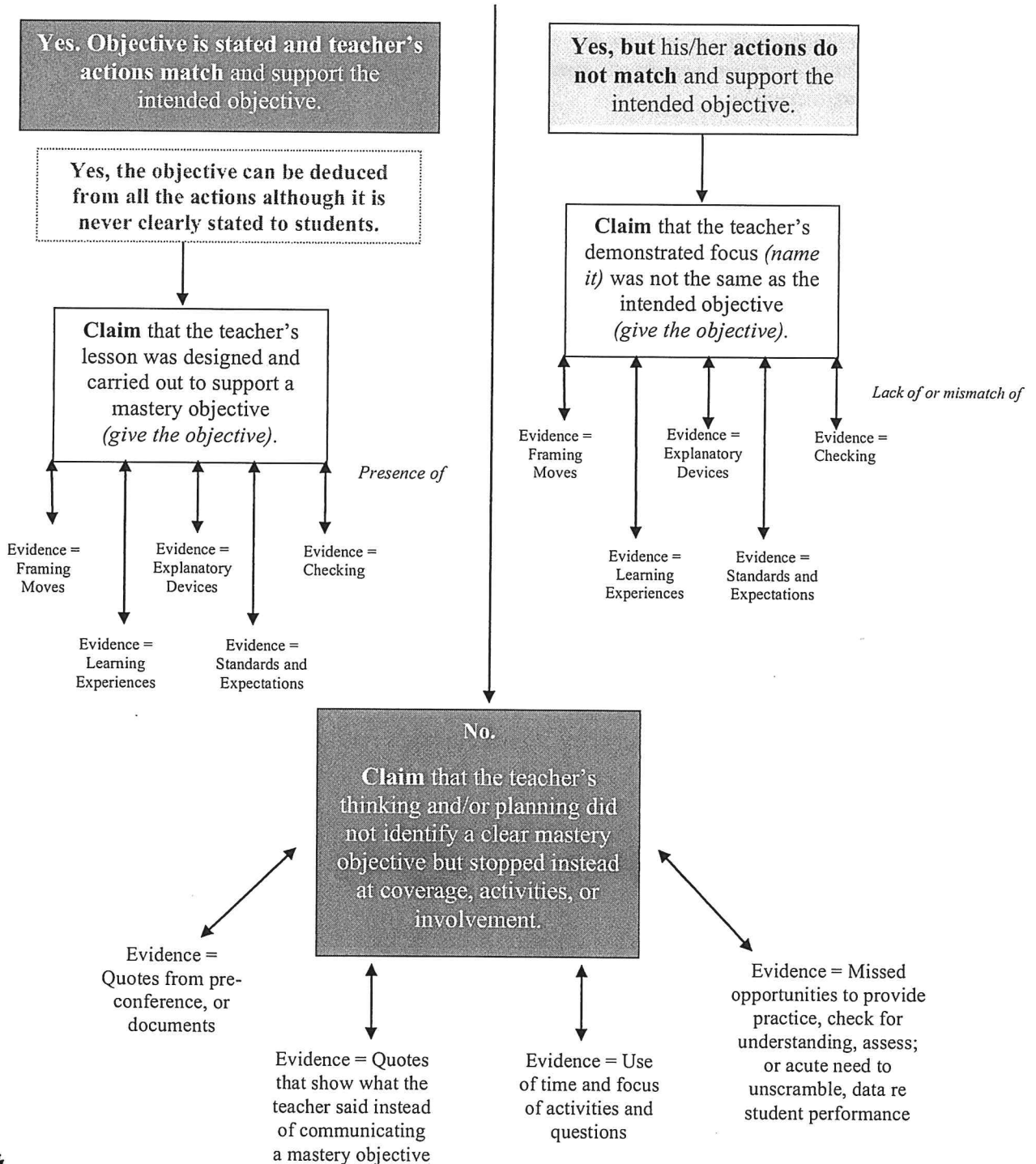*Palm beach College has a Clin Ed Training on Campus.*

March 2018

Skill Four: Clinical educators provide targeted feedback to developing educators about their teaching practices.

Goals: Clinical educators

- identify the tools and resources for providing effective targeted feedback to developing educators.
- conduct effective targeted feedback conversations with developing educators about their teaching practice.

Planning
Determining the Alignment of Objectives and Actions

Does the teacher have an **intended objective** that is clearly stated or discernable as a "know/be able to do" about something worthwhile from the curriculum?

Yes. Objective is stated and teacher's actions match and support the intended objective.

Yes, but his/her **actions do not match** and support the intended objective.

Yes, the objective can be deduced from all the actions although it is never clearly stated to students.

Claim that the teacher's demonstrated focus *(name it)* was not the same as the intended objective *(give the objective).*

Claim that the teacher's lesson was designed and carried out to support a mastery objective *(give the objective).*

Lack of or mismatch of

Presence of

Evidence = Framing Moves

Evidence = Explanatory Devices

Evidence = Checking

Evidence = Framing Moves

Evidence = Explanatory Devices

Evidence = Checking

Evidence = Learning Experiences

Evidence = Standards and Expectations

Evidence = Learning Experiences

Evidence = Standards and Expectations

No.

Claim that the teacher's thinking and/or planning did not identify a clear mastery objective but stopped instead at coverage, activities, or involvement.

Evidence = Quotes from pre-conference, or documents

Evidence = Quotes that show what the teacher said instead of communicating a mastery objective

Evidence = Use of time and focus of activities and questions

Evidence = Missed opportunities to provide practice, check for understanding, assess; or acute need to unscramble, data re student performance

8. Summarize.
a) Have the teacher summarize exactly what he/she wants the students to learn.
b) Summarize the accomplishments of the conference thus far.

"So, if you were to go around and interview the students at the end of the day, what would you want them to tell you to show they really understood?"

"So far I think we have really gotten clear on the content and defined the objectives, which are…"

9. Now you are ready to jump into the activities. *Make sure the activities relate directly to the objectives and that they do not require students to deal with too many variables.*

"OK, so now what are you going to have the students do?"

THINGS TO NOTE

- Don't start with "What are you going to do?" or "What are the student activities?" In fact, resist all questions about the lesson, grouping, timing, and student activities until the discussion of content and objectives is complete.
- Make sure the objectives identified are worthy objectives. Do not allow objectives to focus on anything but content and make sure that the selected objective is really worthwhile.
- Make sure to focus on specific definitions—avoid generalities and such language as "stuff" or "things."
- Focus on understanding vs. the mechanics of completing a task or operation.

LIST OF THINGS TO HAVE THE TEACHER BRING TO THE MEETING

Basic level:
- Ask the teacher to bring all the materials that he/she plans to use, including books, worksheets, homework, and assessments.
- Ask the teacher to prepare the objective in kid-friendly language.

More advanced:
- Ask the teacher to break the concepts up in a hierarchical order.
- Ask the teacher to bring any examples of prior student work that might be relevant.
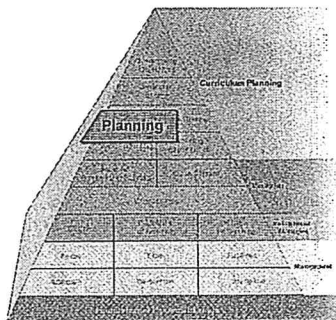
Handout #2

EDF 3214/ EDG 3410/TSL 4080/EDG 3620	1st Practicum/RED 4012/EEX 3012/ESE 4323	2nd Practicum/RED 4519/TSL 4140/EDE 3315	Final Internship

• 30 hours
• Teacher interviews
• Targeted model behaviors of cooperating teacher
• Feedback Conversation
	• 65 hours
	• 5 whole class lessons
	• Small group reading lesson
	• Feedback Conversation
		• 65 hours
		• 5 whole class lessons
		• Individual Remediation w/rdg
		• Feedback Conversation
			• 5 lessons
			• Targeted pieces for reflection:
			  o Classroom management
			  o Transition
			  o Teacher presence
			  o Formative assessment
			• Feedback Conversation

Gap Analysis completed by _____

_____
(name of organization)

_____
(individual completing the analysis)

Please complete the gap analysis using information from your organization's existing Clinical Educator Program goals. The first three columns are to be completed prior to attending the Clinical Educator Facilitator Academy. Column Four will be completed in tandem with the Academy experience.

State Model for CE Program Goals	Current CE Program Goals (list current program goals that relate to the skill areas of the State Model)	Current Learning Experiences for Addressing Program Goals (list current learning experiences from existing program that address the goal)	Additional/Revised Learning Experiences for Addressing Program Goals (to be completed throughout CEFA)
Skill One: Clinical educators develop a growth mindset and apply it to their work with developing educators.			
Clinical educators define growth mindset and articulate impact of having each mindset (fixed/growth) in their work with developing educators.			
Clinical educators identify mindset orientation through observations and discussions with developing educators.			
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Skill Two: Clinical educators conduct effective content planning conferences with developing educators.			
Clinical educators build an understanding of the effective elements of content planning conferences, which include developing alignment of standards, objectives, content, activities/tasks and assessments to ensure student mastery.			
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Skill Four: Clinical educators provide targeted feedback to developing educators about their teaching practices.			
Clinical educators identify the tools and resources for providing effective targeted feedback to developing educators.			
Clinical educators conduct targeted feedback conversations with developing educators about their teaching practice.			

Due Date	Owner	Milestone
	Larry Miller	Contact all 5 district partners to discuss changes requested by the TPI team in order to create a draft for new cooperating teacher contract
May 1, 2018	Liz Perdomo	Sample contracts are collected and perused. Best practices are identified and incorporated into draft cooperating teacher contract.
April 13, 2018		Send memo to district superintendents indicating our plan and timeline to implement a cooperating teacher contract, including timeline and milestones.
May 15, 2018	FSW Elementary Education Faculty	Define and collect data on cooperating teacher feedback (Key Performance Indicators KPI's). Establish new cooperating teacher PD protocol.
May 16-30	FSW	Submit draft contract to district partners for review and comment.
June 1, 2018	FSW	Submit contract to district partners for consideration and board approval.
July 21, 2018	District partners	Return signed contract to FSW for signature and board approval.
August 1, 2018	FSW	President Allbritten signs Cooperating Teacher contract with all five partner districts.
Fall semester 2018	FSW	Implement new cooperating teacher policies, procedures and PD. Collect data about impact on KPI's.
December 15, 2018	FSW	Prepare report summarizing actions taken to strengthen, align, and norm cooperating teacher feedback; collect information about effective cooperating teachers, increase the number of teacher

		candidates matched with high quality cooperating teachers as determined by the program. Submit written report of changes made and evidence of their impact on teacher candidate performance.
	Joyce Rollins/Liz Perdomo	Create a PD day for Teacher Coaching Training for all field experience levels. Cooperating teachers will attend a meeting every semester.