

**California State University, Stanislaus
College of Education**

Team LEARN

LEADERS IN EDUCATION AIMED AT REGIONAL NEEDS

Thursday, February 24, 2011

Faculty Development Center

4:00 --6:00 pm

AGENDA

- I. Welcome and Introductions**
Kathy Shipley, Interim Associate Dean
- II. Overview of COE Conceptual Framework**
Dr. Oddmund Myhre, COE Accreditation and Assessment Coordinator
- III. Program Reports on Learning Outcomes**
 - **COE Program Assessment an examples of key programs**
Dr. Oddmund Myhre, COE Accreditation and Assessment Coordinator
 - **Multiple Subject Credential Program**
Dr. Anne Weisenberg, Program Coordinator
 - **Education M.A.: Curriculum and instruction: Reading Concentration**
Dr. Susan Neufeld, Program Coordinator
- IV. Issues for community partners discussion and recommendations:**
Dr. Oddmund Myhre, COE Accreditation and Assessment Coordinator
 - Which are the strongest elements of COE Student Learning Outcomes?
 - What are the strengths and weaknesses of COE programs? How can we improve the training of Central Valley educators?
 - Where do we go from here?
- V. Significant Learning**
Dr. Oddmund Myhre, COE Accreditation and Assessment Coordinator

Next Meeting: Monday, May 2, 2011; 3:00-5:00 pm; Faculty Development Center
Topic: Developing partnerships with districts/schools/programs



CALIFORNIA STATE UNIVERSITY, STANISLAUS

COLLEGE OF EDUCATION

Team LEARN Meeting February 24, 2011 Minutes

Present: Vicki Bauman, Pam Burns, Eva Chavez, Sonny Da Marto, Keith Griffith, Kris Helton, Isabel Cabral-Johnson, Randy Fillpot, Melanie Johnson, Emily Lawrence, Oddmund Myhre, Susan Neufeld, Anne Newins, Cathy Nichols-Washer, Katie Olivant, George Railey, Kandy Woerz, Jim Riggs, Kathy Shipley, and Anne Weisenberg.

Not present: John Bartolotta, Christy Gonzales, Gary Dei Rossi, Sue Fletcher, Arturo Flores, Steve Gomes, Kathy Northington, Rosemary Parga-Duran, Dawn Poole, Scott Siegel, Nancy Jean Smith, and Kenneth White.

I. Welcome

Interim Associate Dean Kathy Shipley welcomed the group at 4:10, thanked everyone for their time. She expressed the regards and gratitude of Interim Dean Bartell for their attendance and her regret for not being with the group and that she looks forward to meeting at the next meeting in May. The group did general introductions. She went over some of the documents in the folder and mentioned the web-site that is under construction for Team LEARN. Once the web-site is up and information is available for viewing they will be notified.

II. Overview of the Conceptual Framework

Dr. Oddmund Myhre, COE Accreditation and Assessment Coordinator identified that the focus of the meeting was to define the characteristics of our graduates and to insure that they meet the needs of those in the field. He indicated that he has previously sent out an abbreviated version of the COE Conceptual Framework, and thanked those who previously provided input during the COE accreditation process. It is important to establish systematic data collection that can be used for the continuous improvement of the college-wide programs.

Dr. Myhre asked the question "Do COE prepared educators possess the qualities and characteristics needed in the K-12 and Community College settings?" He requested group members, working in pairs, to complete the first row of a chart, identifying the Knowledge, Skills, and Dispositions required to meet "Current Educational Needs." Dr. Myhre reviewed the COE Conceptual Framework and the college mission and vision statements. He next requested that the group complete the second row on the chart, "COE Focus," to identify which Knowledge, Skills, and Dispositions aligned with the mission and vision statements.

Dr. Myhre explained that COE has developed three broad learning outcomes directly derived from our conceptual framework. While programs vary in delivery modes, the conceptual framework is the foundation for all programs. COE graduates are: Competent Professionals,

Reflective Leaders, and Engaged Professionals. The group was asked to discuss and reflect on how we meet and assess these learning outcomes.

III. Program Reports on Learning Outcomes

Dr. Myhre introduced Dr. Anne Weisenberg who gave an overview of the Multiple Subjects Credential Program and explained how graduates of her program were assessed in meeting the COE learning outcomes. She presented an overview of the thirteen Teacher Performance Expectations (TPEs) taught in program coursework and assessed on student teaching observation forms. Successful completion of Teacher Performance Assessments (TPAs), which are founded on TPEs, is required for credentialing. Dr. Weisenberg reviewed the 2010 TPA content and summative assessment data from student teaching. She then shared the Curriculum Map that aligned each COE learning outcome with a course and signature assignment used to assess the learning outcome. She indicated that there are remaining areas that program faculty need to confirm are addressed in the program. The group indicated that some of the learning outcomes would be difficult to assess such as “demonstrate ethical practice” and “actively pursue personal and professional lifelong learning.”

Dr. Susan Neufeld presented program specific information about the Reading Specialist Credential Program, indicating that not only did this program have to address state standards (which have been recently revised), and the COE learning outcomes, but also the CSU Stanislaus Graduate Learning Goals.

Dr. Neufeld reviewed the Reading/Language Arts Specialist Credential and Master of Arts programs. She explained differences between programs and how students might achieve both concurrently. Most students currently in the Reading program are working in their own classrooms within local school districts.

The Reading Program passed the recent accreditation review by both NCATE and CTC. The program will be revised to meet the redesigned State standards and has a projected implementation date of January 2013.

IV. Issues for community partners, discussion and recommendations

Dr. Myhre then asked the group to complete the third row of the chart and identify strengths and weakness of the program, based on current needs and the COE focus, in each of the areas—Knowledge, Skills, and Dispositions.

After a short break, the group discussed the following ideas:

➤ Knowledge

1. Candidates need to have more experience in the field prior to making the long-term commitment to teaching—how could this be achieved?
2. How do we instill in our graduates the need to become lifelong learners?
3. Programs will change, administrators are looking for teachers who can be “resourceful” to be able to locate information and be able to teach students how to be resourceful as well.
4. Teachers need to know how to evaluate programs and information.

➤ **Skills**

1. Candidates need to understand group dynamics in their classrooms—how to look at a group of students and be able to address their needs, both formally and informally.
2. There is a need for explicit social or career readiness, candidates need to know how to work effectively in the workplace.
3. Teachers themselves need to be literate readers and writers.
4. It is encouraging to see the inclusion of teaching strategies for dealing with diverse students addressed in credential curriculum.
5. It is important to have the skills, but it is also important to be able to share the relevance of the skills and knowledge and help children make explicit connections to the world outside of school.

➤ **Dispositions**

1. Where's the passion and enthusiasm for teaching? Administrators are not seeing this in prospective candidates in the field.
2. How are entering applicants screened on issues other than grades and test results? Candidates need to have the personality for the profession and the interpersonal abilities to relate to colleagues, students, and family members.
3. The understanding of the "profession of teaching" many candidates view it as a job, until a better one comes along.
4. In a perfect world, teachers in the field would continue to be excited about being at school, how can we teach them to be resilient and keep the passion alive?
5. How can we address professionalism and ethical practice?

The group agreed that these are qualities they would like to see, but wondered aloud about how to adequately assess these dispositions. It was agreed to be a discussion for another day.

Superintendent Sonny Da Marto of Turlock Unified School District shared his appreciation to the faculty of the College of Education who were working the TUSD to create opportunities for the children of the community by offering classes at the school sites. He said that candidates from the program come into the school district knowing the skills and strategies needed to work with the children. He indicated that higher education, in general, has been reluctant to be flexible.

Dr. Myhre reported the COE is seeking stronger communication and partnerships with districts and encouraged the group to reflect on the discussions and forward any additional feedback to the COE Dean's office.

The meeting ended at 6:00. The next Team LEARN meeting is scheduled for Monday, May 2, 2011 from 3:00-5:00.