



Team LEARN Meeting
Leaders in **E**ducation **A**imed at **R**egional **N**eeds
October 15, 2009
Faculty Development Center, Room 114
3:00 PM to 5:00 PM

Agenda

Welcome, Dean Ruth E. Fassinger

Introductions

State of the College Report

Team LEARN – Why and What

Possibilities and Partnerships

Discussion

Next Steps

Adjourn



Team LEARN Meeting
Leaders in Education Aimed at Regional Needs

Advisory Board for the COE

Minutes of October 15, 2009

3:00-5:00 pm

FDC 114

Present: Vicki Bauman, John Brophy, Eva Chavez, Ruth Fassinger, Arturo Flores, Keith Griffith, Anne Newins, Rosemary Parga-Duran, George Railey, Megan Lee (staff)

Absent: Gary DeiRossi, Walt Hanline, Kris Helton, Cathy Nichols-Washer

Guests: Shannon Nichols

I.) Introductions and Agenda

a. Dean Fassinger led introductions of the group and reviewed the meeting agenda.

II.) State of the College Report (See PowerPoint Slides)

a. Dean Fassinger gave a brief presentation regarding the College of Education, including reasons for establishing an Advisory Board and ideas regarding possibilities for partnerships with the communities served by the college.

III.) Open Discussion (See prompts in PowerPoint Slides)

a. Strengths of the COE identified by the Board:

- i. Most faculty are or have been practitioners.
- ii. CSU programs produce higher quality, more prepared graduates than Phoenix, National, Chapman, and online venues; schools hire our graduates over others because of superior preparation.
- iii. Diversity and expertness of instructors are superior (both FT and PT faculty).
- iv. Programs are structured to accommodate fulltime workers (e.g., evening classes).
- v. Faculty to student ratio is optimal.
- vi. Faculty knows the students and makes time for them.
- vii. Field work and practical real world experience are grounded in a theoretical foundation- students know the why, not just what, of instructional strategies.
- viii. Alumni are very active and involved.
- ix. Central location can serve many students.
- x. Effective workforce development for the Valley is embedded in the College programs.
- xi. Outstanding focus on math/science is meeting workforce needs.
- xii. Theory-to-practice focus ensures preparedness at all levels- basic knowledge as well as dealing with problems, challenges.

- xiii. Students have skills in classroom management.
 - xiv. Special Education Program has been very helpful to districts.
 - xv. Admissions criteria for our programs have some selectivity to them—i.e., we are admitting good students.
 - xvi. Faculty are well-positioned to assist with school-based research that improves instruction.
- b. Limitations of the COE identified by the Board:
- i. Need better communication/partnering regarding placements of student teachers; school districts want more collaboration at the district level in decisions about placements, and a process and protocol for vetting both students and Master Teachers would be helpful.
 - ii. Level of preparedness for specialized programs could be enhanced (e.g., Autism spectrum in Special Education).
 - iii. Decreased enrollment and resources can weaken good programs-- worried about decreased budget in COE.
 - iv. Need better articulation of courses between community colleges and CSU.
 - v. Need to expedite graduation of qualified students and help them get through competency testing more quickly.
 - vi. Students can always use more preparation in handling behavioral problems.
 - vii. Need more research translation for schools so they know what works; use research for curriculum guidance.
 - viii. Need more national visibility of our college- we are good and need to “toot our horn”.
 - ix. Students could use more preparation in dealing with bilingual children and issues.
 - x. Lack of enough course sections to teach technology— these classes need to be increased.
 - xi. Some students need more time student teaching— they get variable amounts of actual teaching time in their classrooms.
 - xii. Sequencing of courses sometimes holds students back; we need more flexibility.

IV.) Ideas, Wishlists, Possible Next Steps, and Ideas to Discuss Further

- a. Need more detailed presentation about the College of Education – nuts and bolts of what skills we are actually teaching (maybe at next meeting).
- b. Give schools opportunities to come speak to students in our courses to build relationships and apprise students of job opportunities.
- c. Send students out as interns to work with Superintendents (perhaps incorporate into the Education Administration Program?).
- d. Form a student honor society in the college; will help to recruit students with intellectual curiosity into teaching.
- e. Set and monitor minimum standards for amount of time student teachers actually spend teaching (vs. “helping Master Teachers”).
- f. Create a Teaching “Boot Camp” that puts students in the classroom sooner.
- g. Teach 21st Century “soft skills” to our students: career skills such as attire, grooming, appropriate use of electronic devices, being on time, etc.
- h. Increase rigor of entry requirements— high school exit exams currently test only at 8th and 10th grade levels.
- i. Institute a second language fluency requirement for all teacher candidates.

- j. Do a longitudinal study on the science of teaching to show how to use technology effectively.
- k. Teach students relationship-building skills directly so they know how to build these skills in their pupils.
- l. Run administration classes in cohorts of administrators.
- m. Market to millennial” students based on their needs.
- n. Focus on parent education (maybe partner with local businesses to offer lunch-hour sessions about how to ensure that their children go to college).

V.) **Upcoming meetings**

- a. Biannual meetings: Fall and Spring
 - i. Will begin inquiring in January about spring date.