

Eastern Oregon University College of Education

College of Education- Consortium Meeting

DATE December 1, 2017

Present: Please refer to sign-in list

Absent:

Minute taker Taylor Smith

Topic/Agenda Item	Discussion	Action
December 1, 2017		
◆ 8:30-9:00 Coffee and Check In	NA	NA
◆ 9:00-9:05 Welcome- Dan Mielke (Dean College of Education)	Everyone introduce themselves	
◆ 9:05-9:30 District/ School/ Candidate update (District representatives and program candidates)	Dan: Increase diversity for students in our program and different teachers across the region Expanding OTP <ul style="list-style-type: none"> - EOU has 27 students who were a part of OTP - 82 OTP Students - 42 of the 82 students are culturally and linguistically diverse students State wants teacher population to mirror student population <ul style="list-style-type: none"> - New grant- Expand in Baker, Grant Union, La Grande <ul style="list-style-type: none"> • Total of 17 or 18 schools 	NA

	<p>Culturally Responsive Trainings- Tawnya has tried pulling in new teachers for career development</p> <p>CAEP will make a site visit for accreditation</p> <ul style="list-style-type: none"> - May 21st-23rd, 2021 <p>Question: CTE TSCP passed new expectation for CTE teachers- can EOU facilitate it?</p> <ul style="list-style-type: none"> - EOU offers 6 courses students can take- module form- offered at reduced tuition rates 	
<p>◆ 9:30-9:40 Initial Teacher Preparation Program Update- Rae Ette Newman-Conedera (Co-Director of Educator Preparation)</p>	<p>Agenda Outline</p> <p>Initial Teacher Preparation Program Update</p> <ul style="list-style-type: none"> • Continuous Improvement • 4 programs going at 4 sites <ul style="list-style-type: none"> ○ Still have CUESTE Students ○ New undergraduate 2 year program <ul style="list-style-type: none"> ■ Phase 1 and Phase 2 ■ Many courses are provided in 5 week terms ■ Each cooperating teacher will have an adult in the classroom Monday- Thursday ○ MAT Programs Elementary and Secondary were originally 13 month programs and have now been condensed to 10 months <p>Changing Processes for Student Placements</p>	NA

	<ul style="list-style-type: none"> • There is a committee deciding where they think students would best be placed • The committee meets every week • Creating partnerships with school districts • Ronda <ul style="list-style-type: none"> ◦ Completes evaluations for mentor teachers ◦ Asks principals and administration for recommendations of quality mentor teachers ◦ All of these factors help the committee make informed decisions on the best placements for student teachers <p>Instituting new program next fall</p> <ul style="list-style-type: none"> • Recruiting and bringing in potential students teachers through having Kylie Evans and Kristin personally talk to students and help them with the processes of how to get involved in the program <p>Undergraduate program</p> <ul style="list-style-type: none"> • The first 3 placements will be different and the last placement students can decide to go back to one of their previous placements <p>MAT Program</p> <ul style="list-style-type: none"> • Eliminated the second summer section • 5 week course offerings • Teachers wanted students in their classrooms mor. 	
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	<ul style="list-style-type: none"> • Previous program students were in schools for 2-3 weeks and then 1 week at EOU • Shift in scheduling was to accommodate the audience <p>ITP</p> <ul style="list-style-type: none"> • Doing observations • Partnering with Ohio State University Observation Form • CFAST- tool being used for placements <p>Handout EDU 609A/B Fall Field Experience</p> <p>Handout University Supervisor Forms</p> <p>Questions/ Feedback</p> <p>Bob McMillan: Have you gotten the transitional teachers together and gotten their feedback? (Restriction teachers)</p> <ul style="list-style-type: none"> ○ <u>Rae Ette</u>: Not formal feedback ○ Bob thinks it would be advantageous (streamline the requirements of lesson planning at EOU to licensure and being a restricted teacher) ○ <u>Brett Baxter</u>: Develop a specific approach for dealing with restrictive licensure teacher ○ <u>Tawnya</u>: Encourage students to use lessons they have already done so they are not making ore work for themselves. 	
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	<ul style="list-style-type: none"> ○ <u>Rae Ette</u>: EdTPA- Students need to provide new lessons ○ Online programs are not as apt to helping student teachers prep for the EDTPA ○ EOU has students prepare for the EDTPA through breaking up the workload into specific sections ○ EOU wants students to pass EDTPA with a 44- higher than what the state requires Is there support for the teachers? <p>2. Bring in 2 students teachers in a placement</p> <ul style="list-style-type: none"> ● Is that going to create more paperwork for mentor teachers? ● Puts more work on cooperative teacher <ul style="list-style-type: none"> ○ Rae Ette: Some changes are going to be made for the requirements of teachers <p>Susan: Needs to be more communication for expectations of mentor teachers</p> <ul style="list-style-type: none"> ● Rae Ette: Mentor teacher handbooks are provided and COE is working on creating online training and videos. <p>George Feedback :</p> <ul style="list-style-type: none"> ● Provide an equity training to teachers ● Great opportunities for students to grow and learn different things from being placed in 4 different schools ● Move towards using and utilizing technology ● STEM team approaches, problem solving 	
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	<ul style="list-style-type: none">• Need teachers to have CTE skills because many of the jobs of the future are CTE related• Teacher shortage- partnering school districts and making it more accessible for para pros to become teachers• Is requiring higher EDTPA scores disadvantageous to students - create higher barriers? <p>Angie: Using technology is something that is required of teachers and students now</p> <p>Rae Ette Response:</p> <ul style="list-style-type: none">• Will be using state score- was recommended to score a 44 but State passed it as a 42• Technology- Addressing this from CAEP• Want feedback from teachers what kind of technology things they want student teachers to know. <p>Dan: We have to have clinical partnerships Our goal is to have each school district be a partner</p> <p>Technology</p> <ul style="list-style-type: none">• Chrome Books, smart boards, apple products• Not all the EOU classrooms are equipped with all of those devices• Each school varies with the technology they provide	
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	<ul style="list-style-type: none"> • Liz: EOU is re-evaluating what technology instructional purpose <p>Anne:</p> <ul style="list-style-type: none"> • Appreciates evaluation emails • Evaluating things that she doesn't think students are prepared to do yet (timing is off) • Students doing classwork within the classes they are observing <p>Evan Rummerfield:</p> <ul style="list-style-type: none"> • Make a clear goal for the fall placement- some students are observing and others are being evaluated etc- wide spectrum of what students are doing (need an objective for student placement) • What makes a mentor teacher "good"? <ul style="list-style-type: none"> ○ Ronda In response to Evan: <ul style="list-style-type: none"> ■ Mentor Teachers get nominations from principals ■ Teachers that use technology and education based practices ■ Teachers that are organized <p>Heidi: Disconnect with what administrators deem as a good teacher- quiet classroom with a teacher vs. a pedagogy format where students are always engaged.</p> <p>Betty Palmer:</p> <p>Candidates do not feel they are as prepared in other content areas</p> <p>Help manage the mundane- paperwork etc</p>	
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	<p>George: Scholarships</p> <ul style="list-style-type: none"> - Beth: There is no funding for students in Master's Programs at EOU - Brett Baxter: Incentivising Student teachers along with Mentor Teachers 	
<p>◆ 9:40-10:00 CAEP Update- Rae Ette Newman-Conedera (Co-Director of Educator Preparation)</p>	<p>Standard 1: Content and Pedagogical Knowledge</p> <ul style="list-style-type: none"> • Analyzed and identified all assessments • 7 assessment and some add- one • Provide information on the in task four headings <p>Standard 2: Clinical Partnerships and Practice</p> <ul style="list-style-type: none"> • Meeting held today <p>Standard 3: Candidate Quality, Recruitment, and Selectivity</p> <ul style="list-style-type: none"> • Students have interviews with faculty • Recruitment OTP • Krisitn talks with all classes on campus to get interested candidates • Recruitment of partnering schools <p>Standard 4: Program Impact</p> <ul style="list-style-type: none"> • Developing ideas and feedback from consortium committee <p>Standard 5: Provider Quality Assurance and Continuous Improvement</p> <p>Handout material - 2013 CAEP Standards</p> <p>Handout material - Data Driven Dialogue</p>	NA

<p>◆ 10:00-10:45 Data review of Initial Teacher Preparation Programs Breakout Sessions- Rae Ette Newman-Conedera(Co-Director of Educator Preparation) and Evelyn Paredes (Education Assessment Manager/ Placement and Licensure Coordinator)</p> <p>Debrief of data sessions/ suggestions for moving forward- Rae Ette Newman-Conedera (Co-Director of Educator Preparation)</p>	<p>Initial Teacher Preparation Programs Data (Current Enrollment Reports-)</p> <p>Job Fair: March 9th Are students tracked after they get hired?</p> <ul style="list-style-type: none"> • Students self report (Not in database) • In the future EOU would like to send out something to school districts to get better tracking of who has been hired in districts etc. • Building into the program- Requiring students to complete one job interview at the job fair <p>Data Review School Reform Initiatives: Data Driven Dialogue Small Group Breakouts</p> <ul style="list-style-type: none"> • CUESTE Teachout • Undergraduate • MAT Elementary • MAT Secondary <p>CUESTE</p> <ul style="list-style-type: none"> • Observations - minimum variability due to the observation form • Teachers are afraid to mark students low <ul style="list-style-type: none"> ◦ Some students are not introduced to some of the teaching methods so it's hard for mentor teachers to evaluate them • Make a 4 score observation form because an odd number observation forms makes mentor teachers gravitate towards the middle score 	<p>NA</p>
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	<ul style="list-style-type: none"> • Training Mentor teachers how to evaluate and observe student teachers • Match student teacher expectation/ observation form with district observation form <p>Elementary MAT</p> <ul style="list-style-type: none"> • Fall field Experiences • Surprised by the number of threes observed • Variances in what a number 3 means- three now compared to a three later on in the program <p>Secondary MAT</p> <ul style="list-style-type: none"> • See growth from 1st observation to the 2nd observation • Lots of 2 scores 	
11:00-11:45 Observation from input and drafting- Breakout Sessions- Rae Ette Newman-Conedera (Co-Director of Educator Preparation)	<p>Each group highlight the most important parts of each domain.</p> <p>Domain 1 - Handout</p> <ul style="list-style-type: none"> • Domain 2- All components are important for the new observation form - Handout 2 • Domain 3 Become a learning tool more than an assessment Handout 3 <ul style="list-style-type: none"> ○ Focusing on providing specific grading details in one domain for each evaluation/ observation 	NA

	<ul style="list-style-type: none"> Delving deep into the practice and rotating the domains you're focusing on during evaluation <p>Domain 4 Handout 4</p> <ol style="list-style-type: none"> Observation of teaching- debriefing moment Showing professionalism 	
◆ 11:45- 12:30 Lunch		
12:30- 12:40 TSPC Report- Amanda Villagomez (Co-Director of Educator Preparation)	Informational	NA
12:40- 1:00 Technology Priorities- Liz Becker (Education Professor)	<p>Undergraduate</p> <ul style="list-style-type: none"> Old- Had 1 credit of technology New Program- 2 credits <p>MAT Elementary</p> <ul style="list-style-type: none"> Old- 3 credits New- 2 credits <p>MAT Secondary</p> <ul style="list-style-type: none"> Old- 2 credits New- 2 credits <ul style="list-style-type: none"> Understanding Samr Model Track and share student performance data Use social media as a resource Survey is not about technology itself but it is more to figure out instructional technology goals. 	NA

	<p>Is EOU Teaching certain Technology Programs within EOU Curriculum</p> <ul style="list-style-type: none">• Answer: No• Focusing more on how technology can be implemented to fit instructional purpose	
1:00-1:30 Update on OTP	Covered by Dan earlier	NA
1:30- 1:45 Mentor Teacher Trainings- Ronda Fritz, (Education Professor)	<p>Making mentor teachers aware of requirements</p> <ul style="list-style-type: none">• Baker trained mentor teachers alongside retired teacher mentors• Working on on-line training option	NA
1:45-2:00 Wrap up and announcements- Rae Ette Newman- Conedera	Thank you to everyone who attended the Consortium Day.	NA
2:00 Adjourn		