

APPENDIX B: SAMPLE MEETING MINUTES

March 25, 2008

September 16, 2008

Single Subject Credential Program Faculty Meeting
March 25, 2008

Agenda with Minutes

1) Spring 2009 schedule with inclusion of 4 unit content methods classes with the literacy components

a) EDSS 541, 542, 543, 544 instructors work with Mary Adler on literacy inclusion

b) Schedule implications:

3 credit classes require a range from 2250 to 2700 min per semester

4 credit classes require a range from 3000 to 3600 min per semester

Currently our 3 credit classes meet for 2720 minutes (this includes time for one half-hour break per class session).

Proposal: EDSS 541, 542, 543, & 544 will continue to meet in the same time block (T/Th 4:30-7:20) for the first eight weeks and then meet the 880 minute additional requirement in the remaining 7 weeks of the semester. Meaning the courses for the last half of the semester will meet for 2 hours once a week (i.e., 5-7pm on Tuesdays). Both student teaching seminars will be held at the same time (7:30-9:20) on the same day so student will not have to come to campus more than once a week during full-time student teaching.

2) PACT and all of it's implications

- a) possible that 2008-09 will be another pilot year
- b) PACT rubrics

3) Revision of lesson plan templates

- a) Implications of Academic Language
- b) Greater emphasis on English Learners and Special Needs

4) Revision of observation forms

- a) Feedback requested by 4/4. Depending upon suggestions we may call another meeting.

5) Student Progress

- a) Students of concern or special note

Single Subject Program Meeting
September 16, 2008
BTE 2810
3:30pm

Minutes

In attendance: Erik Johansen, Mary Adler, Dave Philips, Eric Toshalis, Vicki Vierra, Jeanne Grier, and Tiina Itkonen on speakerphone.

1. Newly revised Formal Lesson Plan Template

- Mary Adler spoke to the changes in the formal lesson plan template, which included:
 - embedding literacy elements into the format
 - aligning the lesson plan template with PACT expectations for academic language
- A current issue with the revision is that first semester students are not exposed to the added literacy strategies in any of their first semester coursework. One suggestion was to change the order of offering EDSS 550: Access to Learning: ELL (typically taught in spring) with EDSS 560: Access to Learning: Special Needs (typically taught in fall). EDSS 550 could introduce the SDAIE methods in the fall while the content methods courses offered in spring would introduce literacy strategies that semester. Erik Johansen and Tiina Itkonen who teach those courses found that solution to be workable.
- Mary has placed a brief article in EDSS 530's Blackboard. Jeanne will forward this article to the EDSS faculty.
- Mary has placed five books about literacy strategies on reserve in the library under EDSS 571 and EDSS 581 for students and faculty to consult.

2. Addressing Technology in our Program

- Joan Karp has placed technology information on the SOE Blackboard for our information.
- Jeanne identified technology as a priority resulting from the biennial report for the program. The faculty discussed several strategies and decided to focus on the CTC Program Standard 9 to begin to identify our current technology practices.
- Jeanne will send a blank template of the Standard 9 to all faculty to begin to collect data on our current practices. We can then identify gaps that need to be filled and do so in a special technology focused meeting.

3. Communication with Families

- This was another area identified in our biennial report as an area for improvement. The faculty present identified varying strategies they currently use in their courses and wondered if enough was being explicitly addressed outside of the prerequisite coursework.
- Student teaching seminars were identified as a likely place for this to occur in the program. Jeanne stated that it used to be a part of the syllabus but may have been erroneously omitted with recent changes that included the incorporation of PACT. We can definitely put it back in.
- Jeanne will send a request out to all EDSS faculty asking for activities or assignments currently being used in program coursework that addressed techniques for

4. Proposed changes to EDSS 560

- Tiina talked about the long-term desire to have students in single subjects and special education level 1 courses purposefully collaborate. Tiina is working on a revision of the EDSS 560 course and will have it cross-listed with a newly created SPED course. The content of the course will not change that dramatically, but, will have an added component of co-teaching models.

5. Other issues

- Eric mentioned concerns over middle school placements that involve scripted curriculum as the sole means of teaching modes for our first semester student teachers.
- Several faculty had concerns on being able to fairly assess student teachers because their own abilities and competencies are not allowed to be expressed.
- Other concerns related to students having the practice time before the high stakes PACT assessment in the following semester.
- We discussed creating some kind of policy about the appropriateness of placements for our student teachers that expressed the philosophy shared by program faculty yet would not alienate schools and cooperating teachers. Eric agreed to come up with a first draft, yet mentioned that we also need to discuss this further with Jacki Gilmore, the Director of Field Placements.

6. Meeting Adjourned at 4:45p