Licensure Faculty Meeting

DRAFT Minutes

November 7, 2014

10:00-11:30

404 Furman Hall

*Present: Nell O’Malley, Stacey Lee, Heidi Wegis, Sue Helback, Jen Humphreys, Misty Lambert, Greg Thompson , Terry Adams, Karen Thompson, Winston Cornwall, Liz White, Sara Wright, SueAnn Bottoms, Julie Beauregard, Tina Bull, Jennifer Bachman, Mike O’Malley, Ken Winograd*

*VIA Skype-Carolyn Platt and Julie Guess-Newsome*

1. Welcome & Approve October minutes

Greg Thompson moved to approve and Jennifer Bachman seconded

1. EdTPA Updates -Carolyn Platt discussing how they are doing with EdTPA implementation at Cascades. Cascades’ one MAT program will be doing EdTPA this year. Their focus: Not teaching to the test, but into, through and on the test. Their students will submit a formative assessment on December 8th which will be scored internally.

Carolyn went to EdTPA Implementation Conference at UCLA recently. Takeaways from conference sessions and discussions with other states that have already implemented EdTPA.

* In the states that have already implemented EdTPA, there is an 85-93% passing rate.
* Reciprocity is potentially being redefined as some states are looking at not hiring teacher from other states that do not use EdTPA.

Pitfalls:

* EdTPA is about analytical writing, not reflective. This is a change from what has typically been the focus of instruction for our student teachers.
* 3rd task on Assessment. Rubrics 12, 13, 14 are the ones that students nationally do the poorest on. Also, what is being assessed and what is being looked at is about student learning. Our candidates think this is all about them, but the rubrics are about assessment FOR learning. Student teachers should give feedback that is appropriate to the learner and the learner’s own plan for achievement
* Technological – two video segments required and a third option of five minutes of showing assessment opportunities. The videos have technical requirements of what you choose to show, and what is uploaded. Also, sound not being captured has been a problem. Candidates need to make sure video is reviewed before submitting to make sure all technological guidelines (i.e. uploading, compression) have been met. Handbreak is apparently a useful software tool for these requirements. TaskStream has an easy program within it for students to upload their final EdTPA, including video portions. There is also a way for faculty advisor to review on TaskStream what is going to be submitted to Pearson.

Suggestions:

* Look at your curriculum across a period of time (i.e. 5 terms)-where can we follow up once foundations have taught, where can we embed further practice?
* Consistent language needs to be used by all faculty, university supervisors and student teachers. We all need to study handbooks and glossary.
* 3 Day Bootcamp at beginning of program for teacher candidates and/or faculty where all aspects are reviewed.
* Curricular Mapping, Alignment and Justification (WHY behind what student teacher has chosen to do) are key aspects of EdTPA.
* If candidates fail the test, or a portion of the test, they need to go back out to the schools and re-do necessary portions. Need to allow time for student to go back to schools, if necessary. Pearson is committed to hopefully get the turnaround time for scores to three weeks.

Carolyn also discussed CCSS and what they are doing

* Working with partner schools and faculty. Used key facilitator whose expertise is CCSS. She did workshop explaining what it is about and the change in demands for teaching. She spoke about Smarter Balanced as well.
* They have CCSS practice opportunities embedded in current courses. Exemplars on ODE website to help with this.
1. By-laws – can be done electronically. They will be posted to blog site. People can weigh in there.
2. Jennifer Bachmann

Spoke about organizational chart at last meeting. Gathering info from all units to help reorganize graduate degrees and develop potential new undergrad programs. There are 11 or 12 major codes at graduate level, would like that to be 2-3.

What can we terminate and which do we need to keep? This doesn’t change the way programs are run, it changes the way they are organized.

What are our strengths and what should our endorsement options be? Online Double Degree program?

Science, Math, Spanish, Technology have been suggested.

Liz – DD has eliminated language b/c language dept. no longer teaches pedagogy. We would love to put it back if we can figure out a way, but for now they are off the list.

Discussion about whether there is a demand for dual language teachers or Spanish teachers. Distinctly different.

1. TaskStream Q&A

Supervisors and students are doing well with it, but teachers are struggling. We will be patient and helpful as teachers come to us down the road with questions.

Kristin will enable ‘N/A’ score option on Observation Form.

Some questions were addressed to Kristin. Contact her with your additional questions.

Adjourn

11:30