

School of Education and Counseling

Friday, September 25, 2019

Lawshe 131

7:00 AM

In attendance: Anne Gregory, Mary Jane Eisenhauer, Art Equihua, Michelle Rushing, and Amanda Timm

1. Welcome
 - Introductions
 - Dr. Anne Gregory, director of the School of Education and Counseling
 - Dr. May Jane Eisenhauer, associate director of the School of Education and Counseling
 - Holding this meeting for both accreditation purposes and to meet with community partners
 - Share where we are, where we're placing students, and where we're going
 - Talk about placement process
 - What are we missing?
2. Items for Discussion
 - a. Three Year Review of Data
 - i. 500 EPP candidates enrolled at PNW
 1. In Early Childhood, Elementary Education, Secondary Education
 - a. 75% Elementary Education
 - b. 4% Early Childhood
 - c. 22% Secondary Education
 - i. Most are English, History/Social Studies or Math
 - ii. Difficulty recruiting into World Languages and Science and Technology
 - ii. 90% come from Lake, Porter, and La Porte County
 - iii. 18% are men, 88% female
 1. Same as national trend where majority are white females
 - iv. 17% Hispanic/Latino, 30% African American, 80% White
 - v. 34% of our candidates are first generation students
 1. Encouraged by this because education hasn't recently been a choice of first generation students
 - vi. IDOE tracks graduates for three years after graduation
 1. 96% rated effective or highly effective
 - vii. Our candidates have an average GPA of 3.035; State average is 3.42
 - viii. Average ACT is 22 (national average is 20.8)
 - ix. Average SAT Is 1038 (national average is 1050-1060)
 - b. Recent Field Placement of Candidates
 - i. Placements broken into three categories: early, mid, and late (student teaching)

1. Elementary and Early Childhood majors enter field as early as 2nd semester
2. Mid field is 2rd-7th semester
3. Student teaching is 8th semester
4. Secondary students only have 3 semesters with us in the SoEC
 - a. Early field is 2nd semester of junior year
 - b. Mid is 1st semester of senior year
 - c. Student teach 2nd semester senior year
- ii. See handout for numbers and locations of field placements
- iii. Will be moving in to southern half of county Spring 2020/Fall 2020

c. Moving Forward with Field Placements

- i. Set up rotational basis of what schools we're at so we don't lean heavily on one school
- ii. Provide a diverse experience for candidates: urban, rural, and suburban
- iii. Decrease number of sites for placements and increase number of placements at one location
- iv. Develop year long residency model
 1. Students spend 7th and 8th semesters at the same school
 2. Piloting this program in Spring 2020
 - a. Working with 4 different districts
 3. First semester (semester 7) will be 3 full days in the school, and Second semester (semester 8-student teaching) will be in the school 5 days a week
 4. Data showed that our candidates weren't getting enough experience planning consecutive lessons
 - a. Until student teaching and that is too late
 5. Become part of the school community
 - a. See how a school year starts and how a school year ends
 6. Students apply and are interviewed by school districts and selected by a district for this residency model
 - a. All candidates will have a placement
 - b. Human Resources, building principals, cooperating teachers are all taking part of the interview
 - i. Up to the district on who will participate in interview
 - c. This residency model is also a recruitment tool for districts
 - i. Vet the teachers before they're hired in a district
 7. Will report back in Spring about how this process worked
 8. Use this process as scaffolding so that when candidates are in their first year teaching, it's not as daunting
 9. Have the same university supervisor for the year long residency
 10. Also reduces barrier for our candidates to be in the classroom for assessment
 - a. Candidate is part of the school
 - b. Receives the same training as the rest of the school
 11. Also piloting a change to field placements for early and mid
 - a. 1 full day, 2 half days, 2 full days
 - b. Then move into year long residency model

- v. Field Guides
 1. Developed to standardized experience and expectation of the field experience for everyone
 2. Bridge classroom and field experience
 3. Candidates were having very different experiences in the classroom
 4. A continual work in progress
 5. Used for candidates, cooperating teacher, and university supervisor to all be on the same page
 6. Help candidates identify “what’s a missed opportunity?” not “what did I do wrong?”
 - d. Two New Assessments Implemented
 - i. Niagara Disposition tool
 1. Help answer: What does it mean to be a professional?
 - ii. Student Teaching Observation Tool
 1. Looks at everything you can evaluate a student teacher on
 2. Looks at INTASC principals
 3. Find a way to make it more accessible (i.e. use on a phone)
 - iii. Both have validity and reliability measures
 1. Compare candidates, campuses, and improvement over time
 - e. Changes to coursework
 - i. ENL class will also be offered at Hammond campus
 - ii. Thinking of adding a course in dyslexia
 1. Provide footing for candidates, doesn’t meet state requirements for dyslexia certification
 2. Eventually added to special education program
 - f. Social Studies and Math Coursework
 - i. For Core exams, Social Studies and Math were causing candidates issues
 1. Approached history dept., and asked for class for Indiana History to be developed and now all candidates take it
 2. Candidates don’t perform well on Math core exam
 - a. On average candidates take exam twice
 - b. Were taking 3 classes (were all “elementary math”), but it was determined that they need a more rigorous math- college algebra, statistics, and one of the elementary math classes
 - c. The math methods is also being retooled
 - ii. Setting up practice for candidates to take CORE exam around time of the classes end
3. Questions/Comments
- a. Things to think about:
 - i. How can we improve the placement process?
 - ii. What role can we play in selecting cooperating teachers?
 - b. Feedback:
 - i. Like the model of selecting teachers/be behind the scenes in selecting
 - ii. Create a better plan/agreement between school districts
 - iii. How far in advance is the interview for residency?
 1. Year and a half in advance
 - iv. Knowing placements needed further in advance will be excellent
 - v. Candidates have been using applicant tracking for our students to apply
 1. Pre-screen candidates
 - vi. Tell candidates what schools to apply to

1. Help alleviate a school district on number of applicants
2. Differentiate district based on what type of experience a student needs
3. Prevents school districts from reviewing a lot of unnecessary applications