

**Program Advisory Councils (PAC) Meetings
AY2018-2019**

FALL 2018

Early Childhood Program Advisory Committee (PAC) *December 4, 2018*

Updates from SOEC

- Imagine PNW
- Quality Assurance Committee's purpose
- EC Data Dialogue Day report findings

Partnership Needs

- External demand for BS Early ed?
 - Local schools need quality people
 - When the state funds public preschools, where will the good, licensed teachers come from?
 - Overall teacher shortage (schools home-growing, teacher's aides)
 - Mary Jane Eisenhower: Take our program out to external sites and schools
 - Continued High Quality professional development for current teachers and current licensure
 - Less one-shot Professional Development and more continued/series PD
 - Stackable credentials
- Early Childhood Special Education?
 - Spectrum of services
 - State pushing for less self-contained classrooms
 - Some kids come in with no identification
 - Challenge of meeting-wide variety of needs

 - Preschool is more intensive (trying to catch them and train early)
- MJ Eisenhower has more requests for family educator candidates
 - Built into Head Start
 - Social workers
 - Build them into schools? - K. Mackey
 - Pediatrician intervention?
 - Value of reading to children
 - Increased conversation (parents/children)
- MJ Eisenhower - Need for Master's Level training?
 - Poor incentives/pay grades
 - Look at Master's candidate more favorably
- What are you seeing in our graduates? What would you like to see?
 - Level of resilience more clearly communicated
 - E. Provenzano well-prepared in field experience/how it builds upon itself
 - E. Provenzano well-prepared in reading & math/integrating disciplines
 - Erin not as prepared in how to instruct writing (beginning, middle, end sentences)
 - Teach candidates to remember growth, not just standardization
 - Large spectrum of learning

- Less kids exposed to reading (less books more tech)
 - D. Pratt – Problems in new teachers?
 - Work ethic
 - Immune systems / taking care of yourself
 - All things “atmosphere” rather than content/instruction
- How can we recruit the best and brightest into our program?
 - Theatre (selfless, rambunctious)
 - Career Center Program – vocational practicums and eligible for CEA upon completion
 - Bricky kids in Hobart
 - Cohort idea – in preschools but can’t afford BS
 - Indiana TEACH scholarships – education while teaching
 - Early Ed degree P3 is limiting, but not determining
 - Educate administrators on importance of P3 focus
 - P3 educators need to feel support from administration
 - Educators need to advocate for their profession (more creative approaches)
 - “If we aren’t having the conversation, no one else is” – K. Mackey
 - K6 flexibility is appealing
 - Focus on your specialization rather than limitation
 - “Sell yourself”

Secondary Advisory December 6, 2018

Present: Ronda Waters, Catherine Murphy, Chrissy Chidichimo, David Tokarz, Kelly Vaughan, Sean Egan, Hall Pinnick, Sheila Stephenson, Staci Trekles, Monica Gajdos

Old Business

· Challenges facing schools and classrooms:

○ What are the present realities facing public schools today?

- Parent support/involvement, which translates to student motivation and performance; many parents are not taking an active role in ensuring students are doing homework, accessing available resources for their child’s benefit
- Changes in policies, technology, scores on tests versus creating an innovating learning environment
- Attracting high-quality candidates for open positions; teacher shortages particularly in math and science

○ In what ways are these realities influenced by technology?

- Sweeping changes under new administrations can bring large amounts of new technology, which requires additional policies and training
- Teachers can be overwhelmed with the changes that technology integration brings, and administrators often feel pressure for “change” as well as pressure for increased scores, which do not often coincide initially

- Access to technology such as wi-fi is still an issue in some communities, but many communities are able to supplement and offer open libraries after school, wi-fi buses, or reduced rates negotiated with Comcast

o In what ways are these realities influenced by diversity?

- Foster families, English language learners, and inconsistent home lives means inconsistent access to resources, inconsistent skills coming in, requiring schools to offer more resources for families in multiple languages
- Cultural disconnect with regard to parental involvement
- It would be helpful to reach students in early childhood to help them take more responsibility for their learning and advocating for themselves; a better partnership between teachers and counselors, and more holistic training for counselors would also be helpful in this
- Emotional-social training needs to be part of the preservice teacher's curriculum (currently elementary teachers receive this at PNW)
- Can the university offer QPR training and drug awareness training to candidates within the context of the program, but not open up a new course?
- Another idea is to invite parents to workshops on things like QPR, socio-emotional awareness, etc.

o List 5 things education preparation programs are doing well to prepare candidates

- Trained well in diversity and multicultural education
- Exposure to a wide array of school settings, though even more time in the field for candidates may be helpful; giving students more specific directed "projects" for their field experiences that may be differentiated for each student
- Prepared well with technology, competent with Google apps, Microsoft Office, etc. - better communication between university and school administrators about candidates in the field may be needed, though
- Prepared well in their content areas, though classroom management skills may need to be strengthened; also, students may need more practice in analysis of data on a wider scale to inform teaching decisions
- Case studies / videos provided from new teachers who have entered the classroom may be useful in supplementing instruction in handling unexpected circumstances, starting off the school year, and so forth

o List 5 things that education preparation programs can do to prepare teacher candidates for the diversity and technology in today's classroom

- More time in the classroom
- More time across different classes analyzing data
- More training in health and wellness for candidates prior to entering the classroom (possibly added into the EDCI 37000 course)

New Business:

· Quality assurance

o Sheila Stephenson, assessment coordinator, provided insight into the accreditation data and processes (CAEP) that the university is currently working on

- o Quality Assurance committee has been formed that works from the CAEP standards related to continuous improvement
- o The QA cycle must ensure that data and feedback given translates into action in the programs; therefore the feedback from the advisory board provided twice a year (fall and spring) will give us information with which to act in improving courses and programs
- o Report on Pearson CORE completion scores will be available in August for 2017-18, so that further analysis can be done
- o Program changes have been made since feedback received in May
 - PEL (Purdue Educational Leaders) Fellowship program at PNW
- o Instituted in spring 2019 for teacher candidates at all levels to be able to spend additional time in the schools on Mondays and Fridays as substitute teachers; will be open to students at the junior or senior level
- o Partner schools are still being selected, please contact LaVada if you are interested in participating
- o Most education courses with a field component will institute them on Wednesdays all day, with course lecture components held on TR
 - Why Teach: A Secondary Teacher Initiative
- o “Why Teach” program – secondary program initiative intended to recruit high school students and provide mentorship in their pathway to become a teacher; pilot school is East Chicago, provides them with training on campus, college student ambassadors, and scholarship opportunities
 - Secondary Program changes implemented as a result of the last advisory board meeting:
 - o EDCI 32300 Educational Technology for Teachers and Learning will be required for all secondary majors
 - o EDPS 28500 Diversity and Education will be required for all secondary majors
 - o EDPS 37000 Teaching Students with Diverse Learning Needs will update curriculum to include all levels of diversity beyond disability
 - o Increased candidate field experience in the programs by an additional 90 hours (full day field experience rather than 3 hours)

SPRING 2019

Early Childhood Program Advisory Committee (PAC) May 7, 2019

Learn.Lead.Inspire - Values of the educator preparation programs at PNW where candidates are prepared to assume complex educational roles inside and outside of traditional educational environments. The PNW educator preparation program mission:

To re-imagine and change education by creating opportunities for students, candidates, families, educators and our local communities.

Welcome/Introduction

One Word Exercise

Overview of BS Early Childhood Education

Data Sharing

Discussion:

- How can we best help candidates present themselves as specialists?
- Are there any issues with being hired with this license?
 - o Erin-no we have higher standards and emphasis on play
 - o Terry-it's a benefit
 - o Erin-explain why K-3 is beneficial and the need for it
 - The program does a good job teaching candidates how to articulate and sell yourself and your skill set
 - Own what you believe

Secondary Advisory April 24, 2019

In attendance: Tareg Mansour, Rhonda Waters, Christine Chidichimo, Monica Gajdos, Hal Pinnick, Catherine Murphy, Sean Egan, Saul Lerner, Colette Morrow, LaVada Taylor, Sheila Stephenson, Kelly Vaughn, Anne Gregory, Staci Trekles, and Amanda Timm

1. EdPTA-Anne Gregory

- EdTPA is a teacher performance scale
- Creates validity and reliability measures
- o Test whether a novice performer if they're ready for being in a classroom
- o Plan lessons, implement the lesson, and record the teaching of the lesson
 - Each task has 5 rubrics
 - Piloted in April 2018 in elementary education
 - Piloted in Fall 2018 in Secondary education
 - Spring 2019 now has everyone using it
 - Must have a composite score of 39.
 - Secondary did well in Fall 2018 for the pilot program
 - Issues with secondary math and science
- o Believe that this cohort was part of old secondary program

- SoEC is holding workshops and seminars to go over the tasks
- o Asking candidates to shoot for a score of 3
 - Look at average scores by rubric
- o If it's a score of 2.5 or lower, investigate on how to better support candidates
 - 30 other states are also using EdTPA as part of the licensure process
- o Makes our candidates more marketable
 - EdTPA is also used to improve our program
- o A test for the SoEC on what we're asking them to do. Are they able to? Are we teaching them well?
 - Anne-surprised that the planning is a low score
 - Rhonda-not surprised. Candidates teach how they learned to teach. And can't always implement and adapt to other methods
 - SoEC tries to work around ISTEP/ILEARN and other tests and is aware of that for candidates so that it does not impact scores
 - There have been changes in the classes within the SoEC to adapt:
- o EDPS 370-Teaching candidates how to teach an idea in multiple ways
- o EDCI 355-showing candidates "here's what planning looks like daily and long term"
 - How are we helping hard sciences become better at explaining/writing their own feedback?
 - We need to help candidates understand how to teach to diverse learners
 - LaVada-how do we help candidates deconstruct the notion that they should teach how they were taught; there is more than one way to teach
 - SoEC is becoming more intentional about placements/teachers/districts
 - Kelly-as part of one of her classes, she's having candidates pick impact students who need extra support and create a separate lesson plan to help them in addition to the lesson plan to the class as a whole
 - Candidates must also learn to adapt a lesson plan to different classes. I.e. what worked for first period may not work for second period
 - Anne-stressing to candidates that it's not about a perfect lesson but looking at who your learners are and making a lesson work for them
- o Candidates have not learned resiliency yet
 - LaVada-candidates need to develop their tool kit
 - Christine-while a student at PNW, an impactful part of her time was her experience in O21.
 - Catherine- provide secondary students a chance to co-teach a class (i.e. math)
- o Either observe or work as an SI

- Sean-teaching to adults is a very different concept than teaching to secondary students
- SI students
- o Do a reflection, deconstruct what they saw, discuss and reflect with other SI students
- o Possible 1 credit course
- o Allow for a mentor in their core program area courses
- o Mentor allows for candidates to present possible lesson plans, help on material, ideas on how to present a concept
- o Examples courses: CHM 111 or SCI 112
 - Kelly: for her elementary education candidates, they have to stay after school and help a student
- o Could we create something similar for high school students:
 - Other programs are already in place we could help with:
- o Open hours at the library for students to receive help
- o At Merrillville, math/science/English clinics in the morning
- o Class for tutoring athletes that are failing
 - Saul-as part of SRA response, History dept. is looking at how can we offer help and support to the community
- o Proposed summer reading courses (in math, science, and reading)
- o Help accelerate local students
- o Other Chicago area schools have a program in place
 - Collette-will look for a grant for this summer school/reading project

Old Business:

- This is our accreditation year and a lot of work is going into that
- History-in the process of identifying capstone courses
- Science-still determining total credit limit for science
- Math-working with Sheila to provide plan of study to map courses
- o Will need to select assessments
 - § Similar to SPA
- o Due Spetember 15th-need to look at standard alignment and plan of study
- English

- o Kelly and Collette are working with the standards to make sure they align to CORE
 - § Struggle in getting artifacts from English faculty
 - § Send an email to faculty explaining the necessity and importance of artifacts and that it's not an attack on them
- o Struggle in figuring out how to include all of the classes and competency standards
 - § How to include other elective classes and not just the core 4 classes
 - § May have to have capstone at the end
 - § Develop rubrics for the classes
 - § Look at feedback report for what should be included in the rubrics
 - o Math, Foreign Language, and English programs of study are going up for review
 - o Candidates will front load content and then enter program
- o EDCI 355 in fall
- o 340x in spring
- o Student teaching in the fall
- o Pre-methods courses before admittance into the program
- o While in 355, students will sit for CORE content and CORE pedagogy before student teaching
- o Will still have field experience in EDCI 285 before reaching 355
- o One of the reasons this change was suggested is that it's hard to learn how to teach content if you haven't had all the content area
- o Arranged that we're not intentionally pushing students an extra semester
 - § Most are doable in 8 semesters
- o CORE-highly conceptual based and must understand content
 - § Little pedagogy
- o If students do graduate in December we're helping them
 - § Full time subbing (learn classroom management)
 - § SoEC is developing a relationship with Gary schools and getting candidates positions there

What can PNW do to help local schools?

- Develop a course/class/program for classroom management for secondary students
- o Primary focus is for elementary education students and it's a very different experience
 - Help candidates learn how to understand and interpret data

o Looking at ISTEP scores, how does data apply to me, my classroom, lessons, standards, and how to make changes

- We have taken your feedback and made changes in our classroom

o EDPS 370-now talk about restorative justice

o Brought in a speaker about self-harm

o We do appreciate your feedback!

- How can we help address the issues of teachers leaving after 1-3 years

o Bring in more guest speakers to our class

- § Talk about the reality of being a teacher
- § Not so scare candidates but to educate them and make them better prepared

- Highlight the importance of finding a teacher mentor

o Have before student teaching

o Use PNW SoEC alumni as mentors for students

o Have a phone call mentor

- § Check in x times a month

o Also have a content area mentor

- Create/update a student organization for secondary majors

o Staci-rebooting the student club

- § Importance of developing a professional network

o Importance of honor societies

Sheila-Quality Assurance Update

- Fall 2018, new interview process for students entering the program

o Three parts: writing sample, interview, and presentation

- 127 interviewed

o 26 were secondary

- 4-point rubric-1 being the highest and 4 being the lowest
- Students could be admitted, provisionally admitted or denied
- First chance that many students have had to 'interview' and many were very nervous
- Overall was a good process and students

- Sean-Hold mock interviews with area principals for students? Good practice!
- Professional Disposition update

o Candidates are reviewed 4 times prior to graduation

§ Scores are expected to go up each time

o If a c scores less than a 2 for any section, an improvement plan is implemented for the candidates

Other Items:

- Provide training for student teachers from ISTA on boundaries/appropriate relationships in the classroom

o i.e. no social media contact

o find a balance/boundaries between being a good teacher and their friend

o do's and don'ts of being a teacher

o Club that is being updated is a part of the ISTA

What can we do better?

- Earlier notification of meetings

- What are we doing to address lower numbers/teacher shortage

§ No Spanish teachers at PNW

o Issues:

- § Cost of college
- § IN Education system
- § How do we open doors to education for the working class

- Rename/repackage the Transition to Teach program into a master's program

Take away:

- Work on grant for summer reading program
- Developing a mentor program
- Develop a classroom management course/seminar

Thank you for your time and input into our program!