

PLU Teacher PEAB

MINUTES

OCTOBER 24, 2013

5:30 PM

AUC 201

ATTENDEES	Voting Members: Vanessa Tucker, Angelo Mills, Tammy Larsen, Jesse Smith, Denice Randle, Michelle Bledsoe, Steve Colgan, Jay Brower, Chase Parsley
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Agenda topics

15 MINUTES

NAMIBIA PROPOSAL

STEVE COLGAN

PRESENTATION		
	Namibia Course Rationale and Course Requirements Word Document	
DISCUSSION	Summarize discussion. As much as possible identify the speaker of each idea.	
	<p>Students have been going to Namibia during January and start student teaching in February. The university is looking to expand that in some way because it's been successful. A new proposal has been made for students to spend a semester in Namibia that expands the overall Namibia experience, but does not include student teaching.</p> <p>Required courses include an Education course, a Special Education Course or Inclusive Education course, a Language course, an integrated natural science and health education course and an Internship course.</p> <p>There were some concerns including making sure professors are qualified and also to make sure the right content is being taught. One idea V. Tucker had was to offer online courses or supplementary courses.</p> <p>A Mills asked "why Namibia?" S. Colgan explained there is a historical precedent and relationships set up already in Namibia.</p> <p>D. Randle wanted to make sure PLU students would still get teaching experience while they are abroad. She also asked if there would be other study abroad experiences available for Education students. S. Colgan said the other J-Term opportunities would still be available.</p> <p>V. Tucker brought up the fact that this would be replacing the J-Term trip.</p> <p>J. Brower said he believes this is a great opportunity and applauds PLU for working out any of the issues to create a successful program.</p>	
RECOMMENDATIONS: LIST FORMAL RECOMMENDATIONS HERE.	PROGRAM RESPONSE (FILLED IN LATER)	DEADLINE
We recommend the approval of the Namibia study abroad.		

6:43

UNDERGRADUATE PROGRAM REVISION

STEVE COLGAN

PRESENTATION	Summarize Main points of any information presented. List handouts and/or presentations so they can be included in the minutes.	
	<p>Agenda from the UG Program Revision Workshop held 9/16/13</p> <p>Draft Revision of the PLU Undergraduate Course Requirements</p> <p>Whitworth Undergraduate Education Requirements (online)</p> <p>St. Martin's University Education Requirements (online)</p>	
DISCUSSION	Summarize discussion. As much as possible identify the speaker of each idea.	
	<p>S. Colgan outlined the reasons for wanting to change, including edTPA</p> <p>S. Colgan outlined elements that were identified for inclusions including dispositional issues and practicum experiences</p> <p>S. Colgan: "We came up with this right here. This is going to drive what we do in our program. It's a combination of field work and professional practice and critical inquiry."</p> <p>While two important factors (field work and professional practice) have been easier to analyze, critical Inquiry has proved to be harder</p>	

to interpret.

T. Larsen said she was pleased to see PLU stray from just endorsing students in social studies.

S. Colgan asked the following questions to the group and then gave them a few minutes to think/write down responses: What would you like to see as revisions or reform? What would you like our students when they graduate from PLU what do you think is essential that they know and know how to do?

T. Larsen recently hired teachers after student teaching and said it comes back to culturally responsible practices. They need to understand poverty. If you understand building relationships with students you will be able to have better classroom management.

D. Randle said she would like to see more multidisciplinary teaching. She said that integration of subjects in actual lesson planning would be important. T. Larsen said this is a huge challenge for teachers.

S. Colgan illustrated that Whitworth has students take three classes before entering the program. D. Randle said those courses helped her decide to be a teacher.

D. Randle: Cultural competence is critical. Teachers should really understand the history of the diversity of our students. C. Parsley said it would be like a history class and T. Larsen believed this would be very useful since teachers can get overwhelmed with all of the different cultures represented in the classroom.

D. Randle said students need to be prepared to work with new technology.

C. Parsley said there is a lot of ignorance about the politics of teaching and also how to interact with the community. D. Randle said it would be good to know the history of some of the reform movements. V. Tucker said she usually focuses on how issues affect students and not as much of the history but she is open to doing both.

T. Larsen said it would be critical for students to know current educational issues, including in Tacoma 5D. However, she recognized that is a problem for PLU since local districts are using 5D, Danielson and

S. Colgan showed how St. Martin's labels its courses and explained how class labels at PLU can make some things blurry. For example, since there is not a course strictly on assessment then no one in particular is responsible for teaching assessment. However, M. Bledsoe said it makes more sense for something like assessment to be taking place in all courses. V. Tucker said she had looked at this topic differently but was hearing that teachers would be well served learning how to do formative and summative assessments in their subject area. D. Randal said she would like to see students taught assessment from start to finish, including how to weigh assignments. C. Parsley said on top of that you could throw out some of the major assessments in that course to explain those to them as well.

M. Bledsoe: Students need to be taught to be flexible and know that a lot of obstacles will be thrown their way from students, parents and administrators. Real teaching is in process like that so I think one way is if the program is flexible that would encourage flexibility in the student. S. Colgan had said a discussion about having stop points has been discussed and even having remediation along the way. D. Randal followed up on M. Bledsoe's idea and said it would be important for students to learn to have an open mindset and not a closed mindset when they enter classrooms. A. Mills said I wonder if it's necessary to teach a class on that or if you could introduce literature on that subject.

S. Colgan said he hears that students coming out of the program should be culturally responsible and know how to teach multidisciplinary. They need to "be up with" current technology. Something about politics and history. He said typically professors have looked at the "constants" in education and have taught a blend of those constant historical elements and what's happening in education right now. Something about assessment and really a focus on formative assessment. Finally, the growing mindset (Carol Dwek: "Mindset") was a popular concept that they would like to see taught.

D. Randle: Having SPED incorporated into all classes even more would be important. Also, having AP or highly capable training would be important. C. Parsley said ELL should also be taught to all teachers.

A. Mills: For a brand new teacher to be equipped with the implementation of Smart Goals and being able to differentiate artifact from evidence. That's the criteria the state is asking us teachers; look at the evaluation of the teacher based on this criteria. It's necessary for the teacher to be equipped with a degree of understanding. Smart goal development is important, not just personal goals. For example, your smart goals must have two data points in time and I need to see a rubric. He said maybe even a methodology course that showed how to write a Smart Goal or how to identify evidence.

T. Larsen: It's so much less about my teaching this great lesson (that's still important) but what are you doing to help those that didn't get it. How will you use that information to create a plan for those students.

M. Bledsoe: It's become a lot more individualized. SPED relates to this a lot and now that's becoming more of a focus in general education. In fact, this can be scary for some teachers not familiar with this concept.

M. Bledsoe asked where does PLU teach us to include parents, family and community and how to include them? She said she doesn't see a class that clearly addresses these issues.

The relationship piece between you as a teacher and the adult facing you. I'm thinking about the development of listening skills. As simplistic as it may sound a lone-time lecture or a video to teach how to just listen or to have proper conflict management between teacher-parent, teacher-student or teacher-teacher.

D. Bledsoe: I would have loved a course on how to work with a para-educator.

T. Larsen: You will have so many interactions with a variety of people and you need to know how to navigate them all. ? said you will need to know your role in those discussions.

C. Parsley: We are covering the bases of the 5D. How to communicate and community is important.

Since this will be the first year teachers are being evaluated on student growth goals S. Colgan asked how that's going.

T. Larsen said there are some apprehensions, but she thinks it's going well. ? said you have to let them know you are coming along side them and it's not a gotchya. However, he said as a new principal it's a great tool to see what is really happening. T. Larsen said since it's a new tool, it may be hard to use to actually move teachers to a new career.

S. Colgan: Do you agree they should be strong in field experience? Unanimous agreement "YES"

S. Colgan: It' seems we have focused on the soft skills of teaching. M. Bledsoe said she could teach different content, so while that's important it's not as valuable as the soft skills.

A Mills We need to set PLU up to have a competitive edge. That approach could be that PLU is the place to go for soft skills. T. Larsen said having professional practices (she would like a different name than soft skills) is often what separates teachers that leave and those that stay.

M. Bledose: When candidates are looking for jobs, it's critical they know how to ask questions and are willing to seek out resources. She seemed to be reflective about her lack of resources. S. Colgan related this to the critical inquiry part of the PLU model. A. Mills said there is something about a disposition that can get teachers a job. He said it's important PLU finds the competitive edge to make administrators convinced that PLU graduates are stronger than the competition and it's really the combination of content and disposition skills.

RECOMMENDATIONS: LIST FORMAL RECOMMENDATIONS HERE.	PROGRAM RESPONSE (FILLED IN LATER)	DEADLINE
We recommend that the PLU Education Department include the following aspects of teaching as they revise their undergraduate program:		
<ul style="list-style-type: none"> Culturally Responsive Practices including impact of poverty, reflection of practice, building relationships, diversity, inclusion, ELL, LGBT, go deeper into cultural competency 		
<ul style="list-style-type: none"> Greater focus on interdisciplinary teaching 		
<ul style="list-style-type: none"> Current technology 		
<ul style="list-style-type: none"> Current politics, policies (TPEP, CCSS, Frameworks) as well as historical trends 		
<ul style="list-style-type: none"> Class on assessment but still have assessment imbedded in other coursework, how assessment drives instructional decisions, ways to assess 		
<ul style="list-style-type: none"> Dispositional aspects of teaching such as flexibility, open mindedness (growing mind-set vs. fixed mind-set), collegiality, conflict management (teacher-student, teacher-teacher, teacher-parent, teacher-paraeducator) 		
<ul style="list-style-type: none"> SPED, ELL and highly capable incorporated into classes 		
<ul style="list-style-type: none"> Equipped to implement SMART Goals and the ability to differentiate between evidence and artifact 		