

Agenda

DEPARTMENT OF EDUCATION

Monday, October 28, 2019

4:45-6:30 P.M.

Teaching Lab, Davis Hall 204/205

Type of meeting: Joint Department of Education /Advisory Board Meeting

Agenda Topics

4:45 p.m.

DINNER

5:00 p.m.

WELCOME & CHARGE OF THE ADVISORY BOARD

Chris Colwell

- OVERVIEW OF PROGRAMS
- ACCREDITATION – STATE/NATIONAL
- FLDOE SCHOOL DEMOGRAPHICS REPORT
- ADVISORY BOARD RECOMMENDATIONS FROM SPRING '19

Mercedes Tichenor

5:15 p.m.

AREAS OF FOCUS – FLDOE INITIATIVES

STRATEGIES TO DIFFERENTIATE INSTRUCTION BASED ON STUDENT NEEDS

STRATEGIES FOR SOCIAL-EMOTIONAL LEARNING

- RESTORATIVE PRACTICE
- CHARACTER-BASED CLASSROOM MANAGEMENT
- RESPONSIVE LEARNING
- OTHER

6:15 p.m.

OPEN FORUM

6:30 p.m.

ADJOURN

SEE YOU IN OCTOBER 2020!

Minutes – October 28, 2019
DEPARTMENT OF EDUCATION
Notes - Joint ADVISORY BOARD/FACULTY MEETING

Attending: S.Sieg, M.Parks, D.Blake, R.Hazel, K.Piechura, L.Sabina, D.Touchton, R.Diedrichs, Elba Dail, J.Peterson, P.Coggins, J.Stamn, B.Briatico, G.Epley, B.Head, L.Knowles, M.Tichenor, B.Heins, R.Shankar-Brown, E.Gruber, M.Risner, F.Duvall, S.Hay, E.Beeghly, J.Lychner, C.Baggett, C.Colwell, M.Miranda

A buffet dinner was served at 4:45pm and the meeting was called to order at 5:15pm.

Dr. Colwell began the meeting with a short introductory exercise. First time attendees were welcomed to the Board. These included Sarah Sieg, Media Specialist-VCS; Rachel Hazel, Chief Academic Officer-VCS; Robin Diedrichs, Teacher-VCS Elba Dail, Teacher-VCS, Jennifer (Suzy) Peterson, Data Analyst-VCS; and Belle Briatico, Teacher-SCPS.

Overview of Programs:

Dr. Colwell provided a quick overview of the different programs offered: Elementary Education, Music Education Instrumental/Vocal and Educational Leadership. Dr. Sabina and Dr. Coggins are currently working on a new master's program in Higher Education, and Dr. Shankar-Brown is also working on program expansion.

Accreditation – State/National:

Each of our programs are nationally accredited by CAEP and fully licensed by FLDOE. These national and state accrediting bodies are due to return for reaccreditation in 2021-22. The department is in great position with the FLDOE accreditation but are taking a serious look at CAEP in terms of its value added as many of our peer and inspiring institutions are also evaluating its benefits. It's a costly process and very time-consuming. The final decision will be report at the next fall meeting.

FLDOE School Demographics Report:

Dr. Colwell shared with the members as a matter of awareness that the Florida Department of Education is increasing its focus on how universities handle the placement of students, (graduate/undergraduate) in diverse environments (ethnically, social-economic status, ESOL, ESE, as well as environments with diverse levels of performing.) Other areas of focus include: Strategies to differentiate instruction based on student needs; Strategies for social-emotional learning; and Character-based classroom management. Dr. Colwell went on to share specific demographics data related to the placement of our students.

Advisory Board Recommendations from Spring 2019:

At the last spring 2019 Advisory Board meeting, members discussed in length ways to connect more with our cooperating teachers, and recognize the work they do and their commitment.

Mercedes reported on the deliverables recommended by the board members at the spring 2019 Advisory Board meeting:

Recruitment

- Currently, tier two (2) and tier three (3) cooperating teachers are awarded six (6) in-service points. An ongoing discussion with Volusia county is in progress to increase in-service points to ten (10).

- Deb is reaching out to graduate students currently enrolled in the M.Ed. program to see if there is interest in them serving as cooperating teachers.

Recognition/Retention

- Certificates for Tier 2 and Tier 3 cooperating teachers for use for DPP have been updated.
- Stetson Swag – Rajni is exploring all kinds of interest in Stetson swag and associated costs.
- Athletics – Bette was able to secure 100 tickets for all at-home sporting events for the 19-20 academic year. Cooperating teachers must submit a form to the Athletics Department in order to redeem the tickets.
- Musical Performance/Recitals – The committee is working with the Music School in hopes to get vouchers to select music events. Will continue to follow up with this.
- Volusia County Futures Partnership – Tier 3 will receive a \$50 gift card in May 2020. Chris reports Futures has agreed to fund 50% of that cost with the additional 50% funded from our department. Teachers outside of Volusia County will receive a \$25 gift card.
- On-School-Site Acknowledgment – A poster of acknowledgment with the intern names will be displayed at each school hosting our interns.
- Masseuse – Explorations are still underway to bring a masseuse to school sites.

Breakout Group Session:

Members separated into six (6) workgroups and brainstormed on the following questions:

1. What skills and attributes do our undergraduate students need in the area of Social-Emotional Learning?
2. How do we assess that?
3. What do we need to be doing for differentiation?
4. How do we assess our candidates are differentiating in the field?

After an allotted time for the members to brainstorm on the questions of differentiation, social-emotional learning and ways of assessing both, the following feedback was reported.

Differentiated Instruction:

- This is challenging for interns and teachers
- Start small with the students perhaps with small group instruction
- Has to be tangible for students
- Allow interns to differentiate in two subjects only (reading and math)
- Teach students to differentiate through questioning
- Have students identify learning targets and begin differentiation there
- Use ESE and ESOL Access Points
- Use state mandates tiers (flow-charts)
- Develop a list of possible DI strategies for students
- Require students to include misconceptions and prerequisite knowledge on every lesson plan
- Develop a professional learning day for all cooperating teachers to attend at Stetson to re-energize teachers (SU pay for substitutes)
- Ask students to self-assess DI using recorded lessons
- Create a differentiation journal or log where students reflect on DI (or require it as a part of each lesson reflection)
- Enhances social-emotional learning when done well

What should we be doing with differentiation?

- Focused observations
- Video observations
- Graphmaker
- Learning Logs
 - Benchmarks
 - Differentiated questions
 - Planning
- Design professional PD with stipend for senior CT's and pay for a sub
- Showing class (2) videos w/SEL and without (compare and contrast)
- Add a SEL small group lesson (perhaps in the literacy block)
- Examine all courses and review "when, where, what" with differentiation. Should be intentional in the program; ensure differentiation is culturally relevant
- Add more differentiation specifically in regard to assessment
- Strong CT's who can model differentiation
- Provide more free PD for CT's

Social-Emotional Learning:

Skills and Attributes - SEL

- Assessment
 - Kid Survey
 - Mood meter
- Students document level of SES
- Survey
 - Children gauge health of the environment
 - Relationships – share no judgement zone
 - Safe
 - You know when you see it and when you don't see it
- Adult modeling
 - Relationships, routines, expectations
- Key factors
 - Danielson Framework (do not reinvent the wheel)

Skills and Attributes - SEL

- Teaching Restorative Practices in our schools and programs
- Implementing systems that are school wide and not just in one classroom

How Do We Observe This?

- Walkthroughs led by teacher leaders
- Google Form that student teacher supervisors can use in order to note whether something is actually occurring or not
- I suggested a LiveText assignment (Glen said it would put too much on the teacher supervisors)

Before adjourning the meeting at 6:30 pm, Dr. Colwell thanked everyone attending and sharing their valuable feedback.