

8-28-2009

College of Education Early Childhood Education Committee Meeting : 2009 : 08 : 28

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MINUTES

Childhood Education Meeting
COQ 201 College of Education Conference Room
August 28, 2009, 1:00 to 3:00 PM
Dr. Cynthia Leung, Chair

Members present—Dr. Jan Blake, Dr. Alex Brice, Dr. Guda Gayle-Evans, Dean Vivian Fueyo, Ms. Jennifer Khattabi, Dr. Cynthia Leung, Dr. Deanna Michael, Dr. Kathe Rasch, Dr. Michael Sampson, Dr. Gwyn Senokossoff, Dr. Zafer Unal.

The meeting was called to order at 3 PM by Dr. Leung. Minutes of the previous meeting were discussed, and minor corrections made. Dean Fueyo moved acceptance and Dr. Brice seconded. The minutes were approved.

1. Key Assignments in Integrated Courses in the New Elementary Education Program

The first order of business involved key assignments. Dr. Blake discussed that her students had noticed redundancy in two key assignments in the course she is teaching this semester. Dr. Senokossoff added that in CDN, for example, there is one strand that is virtually identical to another. Thus, assignments in Dr. Blake's course were combined to reduce the redundancy. Dean Fueyo said it's more involved than just changing the assignment, due to DOE folio in terms of how we are meeting the standards. Dr. Senokossoff and Dr. Blake shared that all the competencies are still present in the combined assignment; nothing was taken out in terms of meeting standards. Dr. Blake stated that the assignment was improved because it becomes richer as it moves students into higher levels of best practice through better integration. Included AP and RC and ESOL are the same for the two assignments and were carried over to the new single assignment.

Dr. Rasch shared that the master matrix will need to be modified and dated so when DOE comes back in seven years they will see the program change. Dr. Rasch says it has to go into the IPEP report. Dr. Rasch asked if we need to run this through ESOL faculty to see if they agree with the changes. Dr. Senokossoff shared that she thought this was a minor change. Dean Fueyo stated that any change in approved folio is considered a substantive change and will be tracked by the Assessment Committee. Dr. Sampson shared that courses should be continually updated and improved to include new research and practices in the field, and that our program policy needs to allow such updates to take place. Dean Fueyo asked Dr. Blake and Dr. Senokossoff to look at the correlation to Dual Track and MAT to see what changes would need to show in that matrix and report back next month. Dr. Senokossoff also asked about how the policy would work for changes to the undergraduate program as we move forward. Dean Fueyo and Dr. Rasch agreed to propose a process for changes in any DOE approved folio courses for discussion and review at the October or November meeting Using the Literature, Literacy and Social Studies as a template.

2. Reading Endorsement and RED 6116

Dr. Senokossoff discussed the need and the process of changing the course name of RED 6116. The title of 6116 needs to be changed to clarify that the actual course work is K-12, and not just elementary. The change has been approved all the way through graduate council last March. Dr. Senokossoff will check with the graduate school office concerning the course name change.

Dr. Senokossoff discussed the reading endorsement and the fact that the students currently complete the five required courses and take the state exam. Currently we cannot award the endorsement—only the state can. Students must independently apply to the DOE. We will need to complete the folio for reading endorsement in order for us to award the endorsement. Dr. Fueyo suggested that in the October reading faculty meeting, we should discuss the process of folio development and submission to the DOE and how the work of writing such a folio might be delegated.. If available, students would be endorsable and would simply apply and pay the fee for endorsement.

3. Using the TWS as the Dual Track Exit Requirement

Next, the committee discussed using TWS (Teacher Work Samples) as the exit requirement for students in the Dual Track Program and what needed to occur for the next steps given that this action was approved by Childhood Education in the spring. Dr. Michael has met separately with the Fall 2009 dual track final interns to discuss the specifics of the project. For informational purposes, Dr. Michael asked it be reported that she will be putting though the paperwork at the September meeting of the Curriculum and Program Committee meeting to make this change. Dr. Rasch suggests that we have two readers to read these teacher work samples, not to include Dr. Michael. Dr. Senokossoff and Dr. Rasch volunteered to be the readers for the 2009-2010 school year.

4. Two Year Scheduling

Dean Fueyo discussed our need to plan for two-year scheduling, due to the fact that Dr. Sullivan is asking that all scheduling of courses be on a two-year cycle during the time we are transitioning to the new degree. We need to be sure that courses do not overlap in time frames, since courses will be offered less frequently and students must be available to take them without conflicts. Dr. Rose and Dr. Leung will be asked to schedule a joint meeting in October of Childhood Education and Special Education concerning two-year scheduling and the new integrated curriculum.

5. NCATE Preparation

Dr. Rasch led a discussion and activities concerning old program data for NCATE. The assessment committee is beginning to put together a master calendar of when data comes into the committee. They do this to ensure that the assessment committee is regularly reviewing the data for program improvement

Dr. Rasch displayed the website with data that contains candidate evaluation data for the PBA's and Level 1,2, and final internship evaluations. The committee looked at dual track data and elementary education data. Faculty noted trends and made the following observations and comments:

- *Ratings went up from internship 1 to 2.*
- *It's hard to compare because of different rating scale ranges.*
- *Individual scorers inputting data see only their input and not others.*
- *DOE requires us to have a system in place, so this is important and necessary.*
- *Typos exist in some entries and need to be corrected.*
- *Assessments are not as strong in the ratings.*
- *Critical thinking is strong.*
- *Some candidates were rated low in knowledge of subject matter.*
- *Looking across data, it appears that instruments are discriminating, as we see a range of scores.*
- *Dual track scores are varied but not too different from other candidate scores.*
- *Some candidates for whom English is their second language had lower ratings; the evaluator needs to mention when intern is teaching in a second language*

Dr. Rasch then had the faculty look at the ratings for candidates on the Teacher Work Sample for the past 2 semesters. Reflections included:

- *These data do not reflect data from university faculty evaluations of the Teacher Work Samples done in the fall faculty meeting.*

Finally, faculty reviewed the alumni and employer surveys for Elementary Education, Elementary Education at PHCC and the M.A. in Elementary Education (Dual Track) programs.

- *Employers' surveys show many positive comments; only one of fourteen was negative.*
- *Comments were made about good courses and professors.*
- *When ratings dropped to fair and weak, we need to keep in our minds because it may indicate we need to do focus groups because judgment on performance is very important and the numbers of responses is low..*

Dr. Rasch then distributed a new table showing how many submissions candidates took to reach fulfilled for each semester of the past 2 years.

The frequency of submission to reach "Fulfilled" status was discussed in CDN. The range is one to eleven. But outliers provided most of this variance. Dr. Rasch distributed data that shows submissions by programs and level. No major difference exists between these in terms of the progress toward "Fulfilled" by degree program, but there are differences that need further analysis by outcome.

The group further discussed data; for example, ethics required fewer submissions to reach "Fulfilled" than diversity. Curricular adjustments are being made for this. We need to be sure we have enough key assignments, and that the difficulty level is the same. For example, FEAP 9

was harder to reach the level of “Fulfilled,” and this is one of the less complex FEAP’s in terms of what the rubric addresses.

Comments included that the tables that display data may need to be refined for ease of understanding. It was suggested that perhaps they need an explanation at the bottom that explains data totals and percentages.

The committee discussed students in the program and the successes they are having. A dozen outstanding alums were mentioned, as well as a number of current students that are excelling in their program work. These celebratory examples need to be shared with the external evaluators.

Dr. Rasch moved that we adjourn. Dr. Sampson seconded the motion. The motion passed, and the meeting was adjourned at 2:55 PM.

DRAFT