TEAC (Teacher Education Advisory Council) Meeting Agenda

Date: 04-19-21	Time: 5p-6:30p	Zoom link:

Purpose: General meeting

Attendees: Jamia Richmond, Catherine Scott, Amanda Darden, Amanda Wilmoth, Matthew Doherty, Jerome Christia, Amanda Brian, Kristy Floyd, Breanna Hicks, Amanda Scogin, Ronald Radcliffe, Travis Klatka, Leslie Huggins, Rebecca Schroyer, Teresa Burns, Emma Savage-Davis (E), Hsing-Wen Hu

Topic	Notes	Follow-up Needed/Person Responsible	Tracking (evidence #)
Introduce the Council members		N/A	N/A
Vote the Council chair and vice-chair	Mr. Travis Klatka was nominated to serve as the chair of the Council. The nomination was passed unanimously.	N/A	N/A
Review the Council bylaw	The bylaws were shared with the Council members. The bylaws will be reviewed and discussed in the next meeting.	Dr. Hu (Council Secretary) will put it into the next meeting agenda.	
Report Spadoni College of Education's status and future development	Starting July 1st, 2021, the new college of Education and Social Science will operate under the new Dean's (Dr. Holley Tankersley) leadership. The original education units still stay in the new college with their functions; there are three departments (Anthropology & Geography, Political Sciences, and Sociology) added to this new college.	N/A	N/A
Review College's data and provide feedback and suggestions	Groups: Group 1: Jamia, Amanda W., Breanna, Ronald, Leslie Group 2: Cathy, Matthew, Amanda B., Amanda S., Rebecca Group 3: Amanda D., Jerome, Kristy, Teresa, Travis Activity 1: Review ADEPT data for Candidates and Completers in groups. Answer the following questions as a group: • What patterns do you find from data? • What areas do our candidates and completers struggle with? • What strategies can SCOE use to help our students improve from their struggles? Discuss and record results. Share your work with the whole group. Activity 2: Review Employer's satisfaction survey results in groups Answer the following questions as a group: • What patterns do you find from the survey?		

	• What areas do employers express concern with? • What things can the SCOE do to improve the these areas? Discuss and record results. Share your work with the whole group.		

Whole group sharing	***Review ADEPT data-Candidates and Completers in groups***
	CCU preservice teachers are required to have a 3 and this is the same as the expectation for a current teacher. Should preservice teachers be expected to have the same? (Group members think candidates should be at a level 2, as many teachers are at the start of their careers).
	
	What patterns do you find from data?
	The pattern is similar to scoring for typical new/2nd year teachers.
	Many areas that are below a 3 are student-focused; possibly because the preservice teacher is focused on themselves and getting the "teaching" right.
	
	What areas do our candidates and completers struggle with?
	Instruction, Standards and Objectives, Lesson structure and pacing: start of lesson, structure, Instruction: Questioning, Instructional Plans, Meeting Individual Needs
	
	What strategies can SCOE use to help our students improve from their struggles?
	Helping preservice teachers make connections between/across content (instruction-diversity-differentiation-etc.).
	Teachers could watch a lesson and make connections.
	Ensure intern supervising teachers provide time for students to try it themselves and teach.
	
	Review Employer's satisfaction survey in groups. Answer the following questions as a group:
	What patterns do you find from the survey?
	More practicum experiences listed as a suggestion - aligns with discussion of the student data
	    Differentiation - knowing what students need
	    Using Assessments meaningfully
	    Academic Standards
	    Over focus on content - HUMAN CONNECTION
	
	What areas do our completers' employers concern with?
	More practicum experiences listed as a suggestion - aligns with discussion of the student data
	
	What things can the SCOE do to improve the situations?
	Connecting the dots for all areas that are strengths		

| | | Relationships connected to academics - applying what they know; understanding how students are different - teaching them to see students as people first. Experience across levels K-12

Group 2 report
Employer survey results
- o Overall very positive feedback
- o District representatives discussed the idea of more participation, earlier in the programs. Getting candidates to engage sooner allows more practice and growth.
- o Areas where more support could be used (based on survey):
  - Teaching reading in the early grades (based on survey feedback)
  - Managing data and knowing what to do with it
  - For middle level candidates, knowing how to help struggling readers

SCTS 4.0 (ADEPT) or PADEPP data
- o Overall very positive feedback
- o Areas for question:
  - Do students clearly understand the standards? How do they assess them? Can they match the correct tools to the standards? This is an issue for in-service teachers too, and something they are working on in PD and through coaching.
  - One area where scores were lower were Lesson Structure.
  - Concerns over the use of pacing guides – do they limit the ability for students to differentiate effectively, as noted by lower scores?
  - Lower scores on Content Knowledge (both numerical scores and comments in qualitative feedback on Employer survey).

Group 3 report
- Student mastery - do the students understand the standard the way that they should?
- Really looked at at questioning and lesson structure and pacing, and that is one of those things that you even see some veteran teachers and 2nd and 3rd year teachers struggling with, and it's one of those things that they build those skills as they start to teach the content more.
- We discussed one way that we could look at helping that area is looking at lesson planning. Tying questioning into the lesson plans, where those teachers write down the types of questions they may ask in their lesson plans so they can refer back to them, and then the other area that we discussed is that looking at the data was differentiating instruction, and I think that goes along with just giving those teachers more opportunities to work at the different levels and then also it goes back to that lesson planning. When you plan your lessons, if you try to write down things, | | |

	like different lessons and how you can differentiate that lesson to students in your classroom, it can help improve as well, as far as those scores. • Differentiation – teachers would like to have more guidance as to how to differentiate effectively. Travis: We said a lot of the same things. When you look at the data, you see that a lot of people are satisfied with the CCU interns. We like the idea that they're getting into the schools sooner so they get more experience. As far as areas of weakness, and Dr. Scott brought this up, was the ability to help non-readers and to understand how to work with them. Since they are getting into the school sooner, what are some things we can do differently with them to either help them in those lower elementary levels or elementary, even middle school, to work with some of those students a little bit more and understand DIBELS and running records and whatnot?		