

EED Advisory Council Meeting

May 5, 2011, 3:30 p.m.

12th Floor, Houston Cole Library

Those in attendance:

FACULTY: Dr. John Hammett
Dr. Jordan Barkley
Dr. Gena Riley
Dr. Patsy Lowry
Dr. Kyoko Johns
Dr. Debbie Weingarth
Dr. Slenda Haynes
Mrs. Jennifer Strain
Mrs. Phyllis Taylor

ADJUNCTS: Mrs. Janet Bavonese
Mrs. Brigett Vernon

STUDENTS:

Current undergraduate:

Christy Turner
Deidra Foote
Katie Roper
Lorri Johnson
Meaghan Ray

Recent graduates:

Brandon Pisacrita
Robin Stevens

5th-Year Alternative:

Misty Miller
Gretchen McCombs

Graduate:

Ariel Jackson

ADMINISTRATORS:

Shannon Stanley, C. E. Hanna
Amy Copeland, DeArmanville Elementary

MINUTES:

- Mrs. Taylor welcomed everyone to the meeting.
- Dr. Hammett welcomed everyone, explained the history of the Advisory Meetings and the purpose they have in program improvement.
- Mrs. Taylor facilitated the introduction of all in attendance.
- Dr. Barkley presented Learning Outcome Data and AQTs Report.
- Dr. Riley addressed program changes made this year related to new programs – ECP and ECK.
- Mrs. Strain shared about upcoming advisement training for all faculty that is designed to help improve overall advisement within our department.
- Those present were divided into subgroups – undergraduate and graduate - for discussion. Mrs. Taylor facilitated the undergraduate discussion group and Dr. Weingarth facilitated the graduate discussion group. The strengths, weaknesses and suggestions of the undergraduate program were identified and discussed and are listed below.

Strengths of the program as identified by undergraduate subgroup:

GENERAL:

- Support from faculty throughout program, from beginning to end --- not just when students are in that class
- High expectations and positive support – both encourage students to work hard
- Honest feedback in response to lessons
- Practice (practicum) in classroom
- Students are very well-prepared (data analysis, instructional flexibility/response) – *this comment from principals*
- New content block provides extra time in the classroom where students can practice strategies and observe more real-world teaching of math.
- Helpful to have Literacy Block before content block because reading strategies used throughout day in other content areas.
- New content block – more practicum hours

INTERNSHIP:

- Interns beginning earlier in semester (1st days of school, professional development days in January)
- Support from faculty university supervisors
- Positive feedback and constructive, helpful feedback
- Topics discussed in seminars related to current issues
- Small group sessions during seminars – very helpful for brainstorming, sharing, debriefing

Weaknesses of the program as identified by undergraduate subgroup:

GENERAL:

- Old program students do not get to teach social studies lesson.
- Old program students do not have opportunity to teach unit lesson in science.
- EED 341 - Students feel unprepared to teach MATH. Using manipulatives is the primary focus in class. Various/diversified strategies need to be presented in class and modeled. Teaching Math class is very random and broad – needs to be more specific. Need practice teaching strategies in practicum. No opportunity to present lessons for peers in class. Mostly lower level focused. AMSTI should be incorporated into Teaching Math class.
- Number Sense and Conceptual Knowledge are both weaknesses with elementary students (*as identified by principals*) – Math for Children class should focus more on this.
- Ways of writing lesson plans varies from class to class and is confusing.
- EED 344 – students unsure of what was learned, how to apply what was learned, content was very broad. Limited teacher instruction. Majority of class was small group work. Students would prefer more modeling and instruction. Students suggested more focus on writing conventions, grammar, how to teach the writing process. (Principals noted that Common Core Standards will focus on application writing and the writing process will become more of a focus with ARMT Plus.)
- EED 342 – Teaching Reading – sounds, phonemes still confusing after class. Students not confident about teaching phonics. Reading Diagnosis (EED 354) should be taken BEFORE Literacy Block.

SAMPLE ADVISOR COUNCIL MEETING AGENDA AND MINUTES FROM EED

- Need a class or part of a class to focus on classroom management and different strategies to use with students. Maybe take a look at various discipline plans.
- More technology instruction for using Elmo, remote clickers, Promethean board, etc.

INTERNSHIP:

- During seminar, there should be discussion on HOW to get an interview – not just what to do when you get there.
- Invite current local principals to come to 496 class and discuss how to get an interview
- All 496 instructors are not on the same page as it related to requirements and grading procedures. Some instructors allow students to go to short lesson plan early and some instructors continue to require long plans throughout internship.
- All supervisors are not readily available via email. Reasonable expectations of supervisors should include availability for questions during the semester.

EED Advisory Council Meeting May 22, 2012, 3:30 p.m. 11th floor, Houston Cole Library

Those in attendance:

FACULTY:

Dr. Jordan Barkley
Mrs. Janet Bavonese
Dr. Elizabeth Engley
Dr. John Hammett
Dr. Celia Hilber
Dr. Kyoko Johns
Dr. Nina King
Dr. Gena Riley
Dr. Melinda Staubs
Mrs. Jennifer Strain
Dr. Jennifer Troncale

ADJUNCTS/PRO RATA:

Mrs. Sherri Jones
Mrs. Phyllis Taylor

STUDENTS:

Current undergraduate:
Lauren Busing
Brandy Cosby
Gretchen Glass
Lauren Jenkins

SAMPLE ADVISOR COUNCIL MEETING AGENDA AND MINUTES FROM EED

Tori Kennedy
Current graduates:
Deidra Foote
Recent graduates:
Amber Gaines
Ashley Jefferson
Cheryl Lentz
5th-year Alternative:
Gretchen McCombs
Ashley Smith

ADMINISTRATORS:

Hector Baeza, *Saks* Elementary
Chris Hanson, Piedmont Elementary

TEACHERS

Cara Davis, *Saks* Elementary
Karen Nelson, Kitty Stone Elementary

MINUTES:

- Dr. Staubs welcomed everyone to the meeting and each person introduced themselves.
- Dr. Barkley discussed learning outcome, PRAXIS, and intern evaluation data.
- Mrs. Strain and Dr. Hilber discussed the Action Plan report from the 2011-2012 academic year.
- Those present were divided into subgroups – undergraduate and graduate for discussion. Mrs. Strain facilitated the undergraduate discussion group and Dr. Staubs facilitated the graduate discussion group. The strengths, weaknesses, and suggestions of the undergraduate program were identified and discussed and are listed below.

Strengths of the program as identified by undergraduate subgroup:

- Collaboration, organization, cohesiveness of the blocks.
- Journals – helpful because they required students to reflect and synthesize learning.
- The opportunity to see literacy strategies modeled in class was very helpful. Students could then mirror this and implement it in the practicum setting.
- Phonics instruction over the past year was very strong. Students felt very prepared with their knowledge of phonics.
- Practicum now a part of content block
- Number of hours for practicum is a great opportunity for students to experience the “real world”
- Student teaching allowing students to begin the first day of school and end with the last day of the semester is a great opportunity for them to see the full picture.
- The unit created in Teaching Science prepares students to create the unit in student teaching.
-

Weaknesses of the program as identified by undergraduate subgroup:

- More observations in Literacy Block needed.
- More time is needed for students to familiarize themselves with Literacy Programs and knowing these programs. Knowing the skills, regardless of which program will be used, is important.
- Suggestion: allow students to take a day of the reading teacher’s manual and add to it to create a lesson.
- Continued emphasis on AMSTI in Content Block is important.
- Looking at manuals and kits before turning in units would be helpful in Teaching Science.
- Continue to teach and implement the comprehension toolkit in all courses.
- Need for focus on elementary math concepts in Teaching Math. Need for students to see math lessons modeled in class.

SAMPLE ADVISOR COUNCIL MEETING AGENDA AND MINUTES FROM EED

-