CROSS-CAMPUS MEETING  April 5, 2011, 3 p.m. – 4 p.m.
Tawanka 215A

Attending:
Chris Valeo, Gina Petrie, Joan Dickerson, Vince Aleccia, Kevin Pyatt, Beth Torgerson, Sean Agriss, Jackie Coombs, Dan Love, Chadron Hazelbaker, Darcy Bradley, Natalia Ruiz-Rubio, Kathleen Huttenmaier, Nadean Meyer, Heather McKean, Sally Eaton

1. Kevin P. spoke about student teacher videos and told us that Anna Wagoner, one of the graduate interns is taking a sample lesson of a former student who is now a teacher and setting it up as an example of a good filmed lesson so the student teachers have a good model. Also, she will do written protocol for hardware set-up, location, etc.

2. NCATE – any questions or concerns: students have asked if it would affect reciprocity state-to-state. Gina with talk with Lynn and then put answer on website at the appropriate time. Gina will also send out link to website again.

3. Chris Valeo posed the “prompt” for discussion: “From your individual viewpoints, what barriers do you see to student success in your own program?”

4. Laurie M: student teaching, losing the connection/contact at this stage. Ideas are phone check-in, culminating seminars either with wide array invited or smaller groups within the program. K-12 student teacher placed at same particular level throughout and doesn’t get experience at various grade levels. Student teachers pulled in two directions between classroom placement vs. classes on campus.

5. Jackie C: balancing time in classroom vs. field placement. This quarter, none of the math placements placed. On-campus math courses are intensive and difficult to do same quarter that you’re doing student teaching.

6. Sean A: how does this group define “success”? graduating? Personal fulfillment” job placement? Laurie M responded that success is helping them finish the program. Kathleen re: assessment, she wants to know how well they’re prepared, once they start being teachers, so she could make adjustments in program if necessary. Practicum allows for seeing student teacher in action (Jackie), however Kathleen is the only one in her program so doesn’t have time. Student teachers, cooperating teachers, supervisors all communicate re: progress quarterly in Spokane area, further away, meet in summer. Joan Dickerson/the Education Dept. to inform Cross-Campus group when they have the quarterly meetings for student teachers, cooperating teachers, and supervisors.

7. Kathleen posed question, are we producing too many teachers? PESB website will data search for answers to questions if we pose the questions to them.

8. Gina to put links on website for item 7, above.

9. Heather: can we restructure program so there’s a 5th year for content area, after getting the B.S. It’s a barrier for science ed majors – scheduling conflicts for
science classes and labs with ed classes. Also, different expectations between ed and science such as standards for written papers.

10. Joan: having some kind of field experience early helps some realize education isn’t really for them.

11. Laurie and Heather: trying to do 9 hr. field plus senior level classes is difficult

12. Chris: in English Ed they try to have them in 400 level Teaching Lit to Adolescents while they’re in student teaching because it makes it “real” to be out there with real kids in a school.

13. Gina: ELL – she is losing her connection to the ELL environments in the area; she has not found a way to sustainably interact and make an impact on ELL instruction in the area (and often students see less-than-model teaching).

14. Sean’s comment re-visited, was based on desire that EWU doesn’t become a “credential factory”

15. Darcy: lack of link with student teacher in field placement – would like to take ED 200 students into schools and give them early experience in real classrooms with college instructor present to give feedback and talk about what they see.

16. Nadean: how to effectively blend what’s going on in classroom and what’s going on in field. Maybe if Educ. Instructor comes with group of student teachers and conducts the experience, the classroom teacher would welcome it because he/she doesn’t have to do it, makes it more real for teachers in training. Hard to take them to schools because they have to get back for other classes on campus. “Seat time”/Carnegie units might be a barrier to student success.

17. Kathleen: relate assignments to what student teachers are actually doing.

18. Beth: so many students doing double majors plus education, stress of debt, financial aid, worry they won’t get a job if they’re not diversified. If more than one endorsement don’t have to fully student teach both. A field experience is for the second major or endorsement and the student teaching is for the main area.

19. Natalia: Those in Spanish Ed now need to pass the ACTFL to prove proficiency; now there are students ready to be placed in student teaching but they have not passed the test—are not certifiable. What to do?

20. Chris points out there are themes to what we have discussed here.

21. Meeting adjourned around 4 p.m.

Next cross campus meeting is May 6, 2011, 10 a.m. to 11 a.m., TAW 215A

Attachments: agenda, and handout from Nadean re: “Education in Video”, library resources