

Elementary & Secondary Education Programs

Advisory Council Minutes

Monday, September 28, 2009

4:30 PM – 5:30 PM

Master Classroom, Wills Hall 200

Present: Gina Abbot, Maggie Hicks, Kate Bagley, Kelly Woodson, Mary Ingram, Tony Thacker, Ashlie Harrison, Patrick McDonald, Cassie Kirkland, Brent Tolbert, Tami McCarver, Kendall Jackson, Rebecca Beaty, Will Davis, Elisabeth Davis, Bill Harper, Elizabeth Thrower, Donald Ratchford, Jo Lynn Suell, Hollie Cost, Joe Walsh, Tammy Cook, Jenifer Moore, Tarsha Bluiett and Shannon Lee

1. Welcome & Introductions – Dr. Whitsett welcomed and thanked everyone present and introductions were made.
2. Approval of spring 2009 minutes – a motion was made by Kendall Jackson and seconded by Elizabeth Thrower to approve the Advisory Council spring 2009 minutes.
3. Summary of Proposed Curriculum Changes
 - a. Elementary Program – Dr. Jenifer Moore shared that the Elementary Program is proposing to fuse ED 401/501 and ED 410 into one course that will be taught during Pre-Professional Block. Both courses are taken early in the program and are required by both undergraduate and alternative fifth year students in multiple programs. Fusing the courses will conserve faculty resources and can be accomplished without removing assignments/content currently included in both courses. Requiring the first Teaching of Reading course to be taken in the semester immediately prior to Literacy Block will assist students in the retention of information, add relevance and allow them to complete an extended practicum during which they will observe literacy activities before they are expected to implement them. When the recent graduates and current students on the Advisory Council were asked about this proposal, all of them were in agreement that this would be most beneficial to the students.
 - b. Secondary Program – Dr. Glee Whitsett shared that the Secondary Program is proposing that ED 533 credit hours be changed from a 3 credit hour course to a 1-3 credit hour course. The rationale for this proposal is that a portion of ED 533 (English Language Learner's in Today's Schools) is similar to ED 563 (Teaching the Non-Traditional Learner). ED 533 is an elective for graduate students in the traditional master's program. ED 563 is required by AFY students in the fifth year secondary program. ED 533 is taught in the spring and in the summer. At this time, ED 563 is only taught in May due to the lack of faculty availability. Allowing for variable hours would allow alternative fifth year students an opportunity to take the class if necessary as a reasonable course substitution three times a year. Allowing for variable credit will also impact class size. With growing numbers in the secondary program, the projected number for the May ED 463/563 class is 80-120 students. When the Council was asked for feed-back on the proposal, comments

Elementary & Secondary Education Programs

Advisory Council Minutes

Monday, September 28, 2009

4:30 PM – 5:30 PM

Master Classroom, Wills Hall 200

were made that this would allow students the flexibility to take the class at more convenient times. Anytime you can provide more flexibility and better utilize instructors, it is a good thing. If an Alternative Fifth Year student decided to take ED 533 course for the whole semester, they could receive the 3 credit hours, but the additional hours would only be seen as enrichment credit.

4. 2009-2010 Action Plan Updates
 - a. Elementary Program – Dr. Moore shared some of the Elementary Education/Collaborative Program Action Plan goals and action steps. The action steps highlighted include: 1) *Diversity goal* - there will be a Cherokee, NC experience the end of October; 2) *Collaboration goal* - Literacy Block candidates are participating in lab experiences in rural Bibb County schools; 3) *Best Practices goal* - our students are implementing strategies for intermediate and content area reading and math across the curriculum; 4) *Other goal*: updated, refined & streamlined internship documents.
 - b. Secondary Program – Dr. Whitsett shared some of the Secondary Education Program Action Plan goals. The action steps highlighted include: 1) *Technology goal* – We are pursuing training possibilities for students so they will become more self sufficient with STI since school principals expresses a desire to take this training off their “to do” list for new hire teachers; 2) *Diversity goal* - The program partnered with Shelby County ELL camp this past summer and students participated on a voluntary basis. However, we would like to tie it with our ED 405/505 or ED 463/563 courses; 3) *Best Practices goal* - We are working on a common Lesson Plan format for all secondary instructors; 4) *Other* – we are working on continually updating the LiveText advising site for students to refer to for deadlines and program updates.
5. Program Improvement Feedback forms – Dr. Whitsett asked everyone to take about ten minutes to complete the Advisory Council Feedback Form. She explained that we use the feedback we receive to better our program. The feedback we received is listed below:

Degree program from which you graduated:	
Elementary Education – Undergraduate ECE	2
Elementary Education – Undergraduate ELE/Collab	3
Elementary Education – Graduate AFY	3
Elementary Education – Graduate (Trad)	1
Secondary Education – Undergraduate (UG)	2
Secondary Education – Graduate (AFY)	4
Secondary Education – Graduate (Trad)	3
Other: Education Administration	2
Other: Faculty	1

Elementary & Secondary Education Programs

Advisory Council Minutes

Monday, September 28, 2009

4:30 PM – 5:30 PM

Master Classroom, Wills Hall 200

1. List any current educational issues or trends that you would like to bring to the attention of the teacher education program for pre-service teachers.
Working with Social Studies Method students has been fun for both sides and has helped American Village with curriculum development
Shelby County Schools use the Daily 5 in reading. Prior exposure would have been helpful – just awareness of it at minimum. Unobtrusively observing the Daily 5 would be perfect!
BBSST Training; PALS Program – Adol. Literacy; School Law; Classroom Management
BBSST Training, PALS Program
ELL focus in the general education classroom. With less money for aids, the general ed teacher is held more accountable for his/her ELL students
Emphasis on Alabama Quality Teaching Standards as a common vocabulary and driving force for growth (formative). Some work on project based learning, particularly when utilizing a cross-curriculum co-teaching model (Math-Science, Social Studies-English, etc.)
Utilizing Formative Assessments in the Secondary World. Writing effective formative assessments to match standardized testing questions; Unwrapping the standards; Importance of teaching reading in secondary schools
Technology, technology, technology! Schools are wanting/encouraging the use of technology within the classroom beyond the basic PowerPoint presentation.
Behavior issues – how to manage classroom environment with a variety of student needs. Inclusion/differentiated instruction – so many students with disabilities are included in the general ed classroom. Teachers need to be more aware of how to teach students at different levels. Teachers need to understand how to accommodate a student with or without disabilities. Teachers need to better understand their responsibilities and legal implications of following student IEPs and documentation.
Critical literacy. Discovery learning in Math/Science.
2. List specific ways in which your teacher education program could be improved . What do you wish you had received that UM did not provide? How could we do better in preparing future teachers:
A required full day visit on the first day of school would have prepared me so much more for the incidentals that happen – especially a first day in Kindergarten! ☺
Lesson plan formatting should be taught in pre-block. Students should be responsible for teaching a practice lesson.
Allow interns to be at their placement on the <u>first</u> day of school. They will see the “reality”, and it could be banked as a sick day (etc.) during their internship.
I would love to see an ELL class incorporated into the 5 th year elementary curriculum.
I would like to have an ELL class in the elementary ed. undergraduate program. I don't feel as confident in this area.
UG – School Law
UG Class with school law, ethics
More intensive training dealing with current technology. Potential web site building, blogs, wiki training. Giving students alternative choices in class selections. This allows a student to take a class that might complement the overall program.
Currently, I would like more information on working with the course of study. I feel that the program would benefit addressing the course of study specifically. I think more hands on experience with STI would be helpful.
More hands on in graduate level – EDS program rather than just classroom assignments. Diversity in teaching staff at upper levels/Diversity in classroom instruction as secondary levels.

Elementary & Secondary Education Programs

Advisory Council Minutes

Monday, September 28, 2009

4:30 PM – 5:30 PM

Master Classroom, Wills Hall 200

Classroom management; dealing with diverse learners (special ed/ELL); consistency between phases; creating common assessments for content areas pacing guides/COS
More information and a look at school improvement planning. Give teachers a look at PLC's and how they can benefit. Work in Common Formative Assessments
"Bridging the Gap" between blocks; Lesson Planning in PPB; ELL courses (optional); first day of school prep for interning
3. List the strengths of your teacher education program. What are our strong areas? In what areas did you feel most prepared as a first year teacher?
Classroom management; Language Arts; Social Studies
Literacy – I feel very prepared to meet the Language Arts/Reading needs of my students. Content – Having experience teaching hands-on Math lessons has been extremely beneficial. Management – Dr. Moore & Mrs. Lawley's tips have been a lifesaver! ☺
Organized, experienced faculty
Lesson Planning
I think overlapping the curriculum provides good depth of understanding and a diverse perspective is obtained by doing this. This is preferable to a broad, shallow curriculum.
The strong areas are in the literacy & content blocks. I have learned so much and I feel like my first year will be great. I feel like I will be better prepared for my first year. Professors are so helpful and professional. Elementary Ed. Program has the best professors.
Content
Content Area
Open to change and allow feedback to change with the current educational times. The COE prepared me to be ready to tackle different learners and equip me with methods to make successful learners.
I think the strongest area is the hands on experience the program offers. My experiences in the schools have been incredibly helpful.
Good use of clinical experiences. There is always a tension between theory and practice...maximize instruction time spent on utilitarian issues that could make or break a first year teacher. Ie (lesson plans, RT1, Progressive discipline)
Partnerships with school systems around Montevallo; Collaboration
Lesson and Unit Planning Classroom Management (personal strength reinforced by Prof. instruction)
All classes worked to prepare me for the Principalship. Classes used methods that were all beneficial to the degree. Lots of activities that were required in class have been practical and I have been able to utilize at school. Teachers that I have seen from Montevallo are well prepared and work well in the schools!
Availability of professors; data-driven decision making

6. Announcements – Dr. Whitsett announced that our next Advisory Council Meeting will be in the Master Classroom on February 22nd at 5:00 PM. Our faculty members will provide a pot-luck dinner for everyone to enjoy.

With no further announcements, the meeting was adjourned at 5:30 PM.

-Respectfully submitted by Shannon Lee, Elementary & Secondary Education Program Secretary