



Education Advisory Board Meeting Minutes
Monday, October 29, 2012 @ 4:00pm

Item	Discussion	Decision	Notes
1. Welcome and introductions for Advisory Board Members (Debbie Hanson, Chair)	<p>a. Dr. Laurie Bauer – our new faculty member – was introduced to the Board.</p> <p>b. Advisory Board members introduced themselves.</p> <p>c. Building upgrades since last AB meeting!</p> <p>Debbie expressed the faculty's thanks to Don Mount '50 for the gift honoring his late wife and her family of teachers.</p>	Debbie encouraged Adv. Board members to suggest items used in their school systems/classrooms as we strive to create well-prepared new teachers.	<p>In attendance:</p> <p>Judy White Don White Kim Mahoney Julie Wells Bonnie Fancher Mike Robinson Karla Gauger Karla Bohle Matthew Vosmeier James Buckwalter Brandon Doub Bill Lindquist</p> <p>Kay, Debbie, Laurie, Jon, Cheryl</p>
2. Alumni Survey – Class of 2011 eight responses (Laurie Bauer) *green attachment	<p>Survey of class of 2011 alumni via Survey Monkey (anonymous feedback)</p> <p>Dr. Bauer reviewed responses for the Board.</p>	<p>Mostly positive responses – some conflicting responses concerning technology.</p> <p>Important piece of documentation for accreditation showing follow-up with graduates.</p>	<p>Many of the suggestions are already in operation but do require some effort by the alums (i.e. newsletter is available on our website, news is posted there as well as through our Facebook presence). No fiscally practical to publish monthly or to mail hard copies to all our alumni. Still hope to add Twitter as well</p>
3. Student Teaching evaluation for 2011-12 (Kay Williams)	All candidates must complete a student teaching evaluation form at end of ST	What's new is highlighted at bottom of pink form.	Dr. Vosmeier asked what was meant by not meeting percentage of

<p>*pink attachment</p>	<p>experience – done in tandem with the cooperating teacher, and the faculty supervisor.</p>	<p>These documents have had to evolve and now require a different evaluation form for each course of study. All rubrics are now differentiated so data is not cohesive to year before, but some questions can still provide data needed.</p>	<p>standards and Kay explained the required score of 3 out of 1,2,3,4. Dr. Buckwalter asked what is meant by “interventions” and Kay explained the types of interventions that might be needed and are successful include more time in the ST assignment, additional reporting to supervisor, more assignments to ensure competency at teaching.</p> <p>Some students were not certified (graduated but not certified to be licensed) due to various factors – usually due to unsuccessful student teaching assignment, not taking or passing the Praxis exam, or completing the portfolio with at least a score of 3.</p> <p>Not met could be a 0, 1, or 2 scores. Kim M.</p> <p>Karla asked what else indicates not being certification track.</p> <p>Brandon asked if males historically don’t do as well? Response was that this was particular to the have been one year. Some males superstars in El Ed.</p>
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			Sometimes placement is not ideal as much as we hope it will be!
4. Presentation by member Bonnie Fancher of Switzerland County High School.	<p>INDOE workshop on PARCC consortium and common core. White handout. K-12 and pilot in the spring. Basically, Diagnostic in fall, and then mid-year tests...total of four tests per year (Quarterly). Will replace ISTEP eventually (phased out). Some conversation on how much PARCC will effect graduation readiness. Much information is available online and should and could be reviewed now by educators.</p>	<p>Tests are English and Math k-12, But, will also utilize Social Studies and Science content.</p> <p>Common Core literacy – 30 percent literature and 70 non-fiction, complex text reading (competence at understanding professional documents to compete in world workplace)</p> <p>Kay asked if this addressed the standards of literacy within the content common core standards. Jonathan asked about focus on content or also skills in unlocking information. Bonnie said her understanding was that both are evaluated.</p>	<p>Thank you to Bonnie for bringing this forward and helping all to become educated on this coming change.</p> <p>Dr. Buckwalter asked how this change is received by teachers. Is it perceived as political in nature? Bonnie says this comes from the governors but is also an economic and political question in that states are being encouraged to educate and provide a employee base that is competent and skilled as workers. This is an external mandate for education. IDOE offered TELL program or webinars for teachers to participate in discussion. Teachers see this as much more challenging. IDOE is experiencing turn-over; policies reflect philosophy about who a teacher is; this might be easier for next generation of teachers who are used to the next new thing. Ask teacher candidates about this. The whole child has been left out of this picture—different</p>

			from data driven process. Our challenge is to prepare confident, well informed new teachers.
5. Update on REPA 2 (Jonathan Dee, Director of Teacher Education and Licensing Officer)	<p>a. Status of Teacher Education Program at HC</p> <p>b. Program Review in 2014</p> <p>c. Proposed changes</p> <p>d. Miscellaneous</p>	Jonathan proceeded through his ppt. and asked for comments and questions after tonight's session. Topics include co-teaching, RISE, REPA 2 Article Index, PRAXIS II exam to add to teacher license,	<p>October 31 State Board Meeting</p> <p>December 5 review</p> <p>Suggestion of campus wide discussion about these developments. Few educators have time to think about all of this.</p> <p>Educators all want that gold star and are generally adaptable and positive. It's not all doom and gloom. Teachers are experiencing a tidal wave of changes.</p>
6. New Co-teaching Model for Student Teaching experience (Jonathan Dee)			Due to time limitations, our new "co-teaching" model of the student teaching term was not reviewed with the Advisory Board on this date.
7. Other			Jonathan will share information via email at the request of the Board members in attendance today.
8. Thank you for your time to participate in this important collaboration!	The Spring Advisory Board's spring meeting coincides with our open house highlighting our seniors' student teaching experiences.	SHARE FAIR OPEN HOUSE: Monday, March 6, 2013 (4:00pm -- 5:30pm)	Please mark your calendars!!!

Thank you for your involvement with our Education Program!

You are APPRECIATED!!!

- Browse Responses
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Response Summary

Total Started Survey: 8
Total Finished Survey: 8 (100%)

PAGE: HANOVER COLLEGE TEACHER ADVISORY BOARD SURVEY

1. In what ways did the Hanover College Education program prepare you well for your first year of teaching? [Download](#)

Response	Count
Hide Responses 8	

Responses (8) [Text Analysis](#) [My Categories \(0\)](#)

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Showing 8 text responses

No responses selected

I learned many methods of teaching that have benefited me during my first year. I also feel that I was very well prepared in parental involvement as well as staff to staff involvement.

10/28/2012 5:06 PM [View Responses](#)

I haven't had a first year of teaching but it definitely helped prepare me for student teaching. It helped me to be aware of diversity issues and how to help students of all abilities. The program encouraged creativity and a variety of teaching strategies which I implemented in student teaching.

11/1/2011 9:14 AM [View Responses](#)

The Hanover College Education program helped prepare me for differentiated learning. It also helped prepare me for working alongside parents.

10/31/2011 8:16 PM [View Responses](#)

The Education program prepared me for my first year of teaching in so many ways. First, the offered me opportunities to work with various students and environments. This helped because I was able to learn how to handle different situations. Also, I was prepared for planning lessons, not only creative lessons, but lessons based on my goals and standards. There are many more reasons but those are two important ones.

10/28/2011 12:25 AM [View Responses](#)

I am not teaching.

10/26/2011 8:16 AM [View Responses](#)

I have yet to land my first teaching job.

10/25/2011 2:14 PM [View Responses](#)

1. Awesome profs to give knowledge in my content area. 2. Nearly one-on-one methods preparation.

10/25/2011 1:28 PM [View Responses](#)

I felt like my student teaching experience really helped prepare me well for managing my own classroom.

10/25/2011 12:24 AM [View Responses](#)

2. What should the Hanover College Education program do to better prepare our graduates for the first year of teaching? Download

Response

Count

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7

Responses (7)

Text Analysis

My Categories (0)

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Showing 7 text responses

No responses selected

I feel that more training and experience with working with the exceptional learners would benefit students.

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Can't answer that

11/1/2011 9:14 AM [View Responses](#)

I think more experience in private schools might be beneficial for teaching candidates.

10/31/2011 6:16 PM [View Responses](#)

I think that the Hanover College Education program should provide opportunities to use a variety of technology. The school I am currently working at uses computers in every day lessons and you need to know how to incorporate the technology into your plans. I think discussing useful websites or interactive sites would be helpful for the college students studying to be teachers.

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It helped meeting with Margaret Krantz and going over interview skills and strategies. Also, the teaching job fairs were helpful.

10/26/2011 8:16 AM [View Responses](#)

1. Writing tests and assignments.

10/25/2011 1:28 PM [View Responses](#)

I do not feel like we focused enough on the following: dealing with discipline issues in inner city schools, applying for jobs (When I first started applying I had no idea that I was Highly Qualified), license renewal.

10/25/2011 12:24 AM [View Responses](#)

answered question

7

skipped question

1

3. To what extent do you see a connection between the four C's (commitment, competence, cultural responsiveness, and critical reflection) and what you do now as a professional teacher?

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Responses (7) Text Analysis My Categories (0)

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No responses selected

I believe that the four C's play a major role in teaching each and everyday. Each day a new scenario develops that requires commitment, competence, cultural responsiveness, and critical reflection.

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I'm not teaching right now but I think that I have been more culturally responsive during teaching and in my life in gneral. I am aware of different cultures and try to be sensitive to people of different cultures than me.

11/1/2011 9:14 AM View Responses

I see all of these come up in my professional development meetings with other educators at my school.

10/31/2011 6:16 PM View Responses

I see a great connection between the four C's and my current profession. I need to be committed to my position because students who are struggling in Math depend on me to help them develop their skills. I also need to be competent or knowledgeable in what I am doing so that I can better explain and teach my students. The Everyday Math program is difficult for some people to understand so helping the classroom teacher understand the methods being taught will in turn help the students learn better. I need to be sensitive to cultural differences because there are many students who suffer from challenges within their home life. I need to be there to support them when they are having a rough day, but also teach them the proper behavior while they are in school. I have to use my reflection skills to look back on my day and assess how well I explained my thoughts and what I could do better to help each student grasp the Math method or fact. Maybe, there is a trick or song I could

teach them so that the Math problem is not as difficult as it was before. Maybe, I need to pull that student aside for awhile and go over the homework because what we did in class the day before was not taught well and he/she is confused.

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I am not teaching.

10/26/2011 8:16 AM View Responses

Commitment, competence, and critical reflection are most emphasized by the IDOE. All are important in evaluating teaching methods on a personal basis.

10/25/2011 1:28 PM View Responses

I think all four C's are very important.

10/25/2011 12:24 AM View Responses

answered question

7

skipped question

1

4. In what ways were you mentored (coached, supported, encouraged) in your first year of teaching?

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Response
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Responses (8) Text Analysis My Categories (0)

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Showing 8 text responses

No responses selected

I am given advice from fellow teachers, principal, and support staff each and every day. I am given positive feedback as well as advice to better my teaching.

10/26/2012 5:06 PM View Responses

Not applicable

11/1/2011 9:14 AM View Responses

I was blessed with a very close staff who encouraged each other.

10/31/2011 6:16 PM View Responses

I was supported, coached, and encouraged through my first year every single day I was present at work. The other teachers I worked with were always willing to answer any questions, provide me with examples of things they had used, and had faith in my abilities.

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N/A

10/26/2011 8:16 AM View Responses

NA

10/25/2011 2:14 PM View Responses

I had an outstanding mentor teaching my first year. I had three classes to plan for, so I planned one of my classes with her each day. My principal also gave me a lot of constructive criticism and was very supportive.

10/25/2011 1:28 PM View Responses

My first year teaching I did not received much support around me. However, now that I am in a new district, everyone is much more helpful and friendly.

10/25/2011 12:24 AM View Responses

answered question 8

skipped question 0

5. How can the Hanover College Education program best communicate with and mentor our alumni? Download teachers?

Response
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Responses (7) Text Analysis My Categories (0)

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No responses selected

Hanover College could send out periodic emails about workshops, classes, etc.

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Not applicable

11/1/2011 9:14 AM [View Responses](#)

ongoing email check ins, possible visits to classrooms, placing teaching candidates in classrooms with alumni

10/31/2011 6:16 PM [View Responses](#)

I think a monthly newsletter or email to check in and see how things are going. Also, maybe offer workshops or seminars on ideas and concepts that we could use in our classroom. I have moved far away so I may not be able to attend the workshops, but there are always technological devices such as skype that would allow me to be a part of the seminar.

10/28/2011 12:25 AM [View Responses](#)

I think being available if new teachers need mentoring is just fine. Teachers should have access to email addresses.

10/26/2011 8:16 AM [View Responses](#)

Mail out the Education Newsletters

I think checking up from time to time would be nice.

10/25/2011 12:24 AM [View Responses](#)

answered question 7

skipped question 1

6. Please include any additional comments that you may have.

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No responses selected

My experience at Hanover has prepared me for my teaching in ways that I can not explain. I am very appreciative for everything my professors done for me during my four years at HC.

10/26/2012 5:06 PM [View Responses](#)

I enjoyed the education program at Hanover and think it will help me in the future if I ever home school my children or teach at an international school or something.

11/1/2011 9:14 AM [View Responses](#)

You Rock

10/25/2011 12:24 AM [View Responses](#)

answered question 3

skipped question 5



Hanover Education Department Advisory Board Meeting

Monday, May 13, 2013, 4:30 to 5:30pm

Newby Hall, Model Classroom

After-Work Cheesecake and Brownies

IN ATTENDANCE: Kay Williams, Laurie Bauer, Joyce Imel, Patric Morrison, Noelle Duke, Don White, Judy White, Brandon Doub, Karla Roberts, Cindy Mackey, Bill Lindquist, Julie Wells, Kim Mahoney, James Buckwalter

Item	Discussion	Decision	Notes
1. Welcome and introductions for Advisory Board Members (Kay Williams)	Discussed the future search of a tenure track professor and explained the current process that we have taken for hiring part time placements.	Mentioned that the content areas for tenure track position are still being determined.	
2. Preparing for NCATE Board of Examiners Visit (March 6, 7, 8 2014)	Introduced the NCATE procedures. Asked for 3rd party letters. Discussed information that should be included in the letters. Asked for questions or comments. Also discussed that the NCATE visitors may want to speak with them or visit with them.	Letters are to be emailed to Kay. No deadline was discussed.	A follow-up email should be sent to remind members of the needed/requested letters
3. Principal Survey Results (Joyce Imel)	Survey questions and comments were shared and discussed. Minimal discussion on the comment that	We all agree that a longer student teaching period would be helpful but it is not always possible	Although Anderson offers a yearlong student teaching, only three students were able to do this (due to scheduling

	<p>mentioned flipped learning environments.</p> <p>In response to the preparation of our students, Kim asked about the length of student teaching and discussed the difficulties of timing when mentoring student teachers. She shared her son's experience of having a yearlong student teaching experience.</p> <p>Brandon discussed his scheduling and how it would not have worked with his particular schedule to extend student teaching.</p>	with the current requirements.	and additional course/degree requirements)
3. Teacher Mentor Survey: How Can We Increase Effective Field Experiences?	Kim, Bill, Cindy and Don offered suggestions for helping with our organization and ensuring that when we reach out to schools we do so effectively.	Kay gathered five key points to include in a future survey to mentor teachers (communication, principal contact, requirements, etc.)	
4. Program Weakness: Student Teaching Evaluations	<p>After sharing the evaluation, Brandon mentioned that his mentor thought it was intense. Suggested a section for comments under each section.</p> <p>James said that he could see mentors having trouble distinguishing between a 3 and a 4.</p> <p>Kim mentioned that</p>	We will continue to revise.	