

**Department of Education Survey of Graduates After Their First or  
Second Year of Teaching  
2009, 2010, 2011**

**and Advisory Board Minutes regarding 2011 results**



### Advisory Board Alumni Survey of First Year Teachers – Class of 2009 Cohort

#### **1. In what ways did the Hanover College Education program well prepare you for your first year of teaching?**

- Hanover helped me learn how to plan and develop well-rounded lessons on my own. The program allowed me to explore areas as a teacher I knew I needed more work in through the inquiry project (I chose classroom management). I also loved that we were able to get into the classroom so much to observe and do different things. I think that really helps prepare you to have your own classroom. I liked having an urban experience for my student teaching assignment. (E)
- our lesson plans and analysis (reflection) really prepared me for what I need to look at and to plan accordingly; aware of school "lingo" and theories like Multiple Intelligences (E)
- The education program at Hanover prepared me for my 1st year of teaching by allowing me to student teach in an urban setting. While in Indianapolis, I really learned how to be a multicultural educator. My elementary school in Cortez is 50% Native American and the skills I learned student teaching are priceless. The education program made sure the students were prepared to deal with such diversity. I also felt very prepared to handle the stresses of being a teacher. The classes I took in the Edu. Department were very time consuming and required a lot of preparation. However, because of this, I am now able to handle the demands of being a teacher and know how to manage my time.
- working with a variety of ages throughout our methods classes was beneficial, hands on experiments and lesson ideas that we participated in, opportunity for urban teaching experience
- I was very prepared for classroom management. I feel like I had many opportunities at Hanover to go into the classroom and practice tempo/control of a class. I also felt like I knew how to use the standards to map out my year. In the EDU classes we worked a lot with standards so I was familiar with them.
- The thing that prepared me the most was my experience practice teaching and my student teaching. I had a classroom management policy already developed from these experiences, and I had a good way of reaching and communicating to the students. Also, Hanover taught me how to better public speak and how to communicate with people of all ages and intelligences. This helps me communicate well with students, parents, fellow co-workers, and the community. (K-12)

#### **2. What should the Hanover program do to better prepare graduates for their first year of teaching?**

- daily/weekly plans-- look at standards and make lessons/textbooks fit the standards (not just one unit); taking one specific activity from one lesson or just look at one whole lesson (not a unit!) and dissect/break it down to adjust it for your below-level, on-level, and high-level students. (differentiation); in my county we have RtI (Response to Intervention)--more help and information on what it is and what some interventions are; how to do a scholastic book order - haha (E)
- The only area I felt unprepared for was interpreting data and knowing how to make that drive my instruction. The first week of school I was given my students' CSAP scores and asked to pull the kids who I thought needed interventions and why. I didn't feel prepared for such a task.

- practice how to use a textbook and how to write units that are realistic within the realm of a real teacher's time and resources, learn how to analyze data and use it to inform instruction, I did not feel adequately prepared to teach reading.
- I have heard of some of the changes the Education program has already made and I like that there is a class to have students design their classroom layout, procedures, management plan. These are things I wish we could have covered in a class so I was more prepared instead of having to figure it out on my own the summer before I started teaching. I think more specific classes on classroom management, assessment, would have been helpful. (E)
- I think doing some role playing scenarios of dealing with different situations from parents to kids. I am sure there are many situations to come up with. I think it would be great to practice them, and get feedback from peers on how to handle different situations that you may not think are important until they come up. Ex: I had a parent yelling at me on the phone over a conduct grade. (S)
- I feel that I should have been better taught about all the acronyms associated with the teaching profession. I do not remember learning about PLC's, RTI's, etc. I feel stupid in some of the teacher meetings because I have to ask what kind of program the speaker is talking about because I had never heard of it. Another thing that I feel was left out was the Internship programs that first year teachers much complete. I had no idea about the KTIP, and it is a very important part of beginning my teaching career. Also, I feel that Hanover could have helped us better prepare for the interview process. I know that we had one night with a Principal and a Superintendent, which was very helpful, but I wish we would have been able to have had more experience. (k-12)

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

- I think the 4 C's are a role in everyday- developing lessons, differentiation, and reviewing/preparing for the next day. (E)
- The 4 C's go hand-in-hand. I'm not sure what else to say because in order to be an effective and efficient teacher, you have to be committed, competent, culturally aware, and critically reflective. The education department did an excellent job making that clear to teacher candidates.
- These are all characteristics that are important pieces of being a successful teacher. I have seen these as components of the formal evaluations that principals have done of my teaching and lessons.
- Total connection - everyday :o)
- I guess I don't think about them specifically, but now that they have been brought to my attention again, I guess they are something that I just live by every day. I know that I put in extra hours creating activities or coaching, I know that I know the material I am teaching, I try to address cultural issues with my students, and I allow myself to reflect on how well I am teaching. The critical reflection was pretty important to me. Hanover allowed me to see that this piece was there to help me get better. Some of the teachers I work with get very anxious when they are going to be observed. I think that it is a chance to grow, and look forward to feedback. (S)
- Big connection. Teaching is a HUGE commitment that involves inside and outside of the classroom hours; I have to be trained/competent/confident with the programs I am using, with the students I have, and the textbooks/curriculum that I am using. (E)
- -I have 20 different students with 20 different learning strategies, attitudes, personalities, backgrounds, etc. I have to be sensitive and aware of these every day.
- -I look back and are constantly reflecting and taking a constant formative assessment of my instructional strategies, practices, lessons, and routines. (E)

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- **Commitment:** THE MOST IMPORTANT THING ABOUT TEACHING. If you want to be an effective, successful teacher, you have to be committed to your students and committed to the work of planning lessons, watching and supervising the students, attending PD meetings, and assessments. If you are not seriously committed to doing each of these, your classes will be disorganized, your students will be disengaged and your lessons will not be effective.

**Competence:** A teacher must be reliable and competent in order to be successful. Things must be done on time, such as assessments and meeting the requirements and timelines of the curriculum maps set out by the school system.

**Cultural responsiveness:** I do not have much experience with this since I teach at a very rural school system. However, I did have a Spanish-only speaking family move into the district and I had to pair the students up with Spanish/English speaking students to translate. This worked very well and the students now are learning English very quickly.

**Critical Reflection:** Every day is a critical reflection! I love when Principals come in and observe my classes and give me feedback. It only makes me a better teacher. Also, at the end of each day, I reflect back on the classes of the day and note what went well and what needed to be changed. I also note what classes need to revisit certain skills and write that into the next lesson plans. (K-12)

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

- I was given a mentor, who happened to be the other 4th grade teacher. I also had to take Colorado's Induction Class, which focused on many different aspects of teaching such as classroom management, technology, data, parents, and so on. (E)
- I was provided a mentor teacher and an extremely supportive team during my first year of teaching. I spent a great deal of time collaborating and planning with other teachers within my grade level. This was an aspect of my first year of teaching which allowed me to be successful. (E)
- I think that you need to prepare future teachers more for **guided reading** (I know every school does it differently) but I think they need to know how to pick a focus, a book, and develop a lesson for different levels of children. I also feel like we had minimal exposure to the development of readers and writers. We worked on phonics, but I feel like after going through it my first year I had to learn how to teach the **strategies of reading and writing**. In Kindergarten we truly start at the very beginning. For a first year teacher it can be a little overwhelming to think about how to get a child to the level where they are independently writing. There are so many programs out there. (E)
- I was able to observe in a wide variety of grade levels and many different teachers to see what I liked best and it gave me an idea of what I wanted my classroom to be like. Student teaching was very helpful getting real world experience teaching more than one subject in a class and more of the behind the scenes things that go into teaching. I also thought the week in an urban setting was helpful to get a different perspective. At Hanover I was prepared with many resources, lesson activities, lists of childrens books to use in lessons, websites, contacts that have helped me in my teaching. I have been able to use a lot of lessons and ideas from my portfolio in my teaching! (E)
- I was given an in-building mentor that I met with every other week. I met with and received feedback from my principal on three separate occasions. I was also allowed to attend workshops with other teachers around the district about guided reading. (E)
- I was assigned a Mentor Teacher who also taught at my school. We met once a week to talk about how things were going and she gave me lots of suggestions and help. I also received support from my principal and fellow teachers. (E)

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- KY has a KTIP program that 1st year teachers have to go through. I had one "Mentor teacher" in 3rd grade that I went to for KTIP. However, my whole 3rd grade team last year (7 other teachers besides me) were very helpful and supportive. They shared their resources/units/advice; they answered my questions about school procedures, report cards, discipline, centers, and so much more. Every single teacher on my team was there to help ME and showed support and advice. (E)
- I didn't have much of a mentor, but the other teachers in my grade were very helpful. It was very difficult being the only person who taught math in 7<sup>th</sup> and 8<sup>th</sup> grades. There was no one to collaborate with, so that was tough. (S)
- I get encouragement from all teachers and administrators. When I start my KTIP (Kentucky Teacher Internship Program), I will be mentored by a long-time teacher. This program will last from January to November 2011. (K-12)

#### **5. How can the Hanover College Education program best mentor its alumni teachers?**

- I think they do a great job already. I like knowing that I can email Judy or Debbie at any moment and get a prompt reply. Specifically, Judy has been a great help to me in my first 2 years and I really appreciate her help. (E)
- I think that your first year of school is so busy; it is hard to find time for anything else. I think there should be a way for alumni teachers to be able to connect with each other and share ideas. It wouldn't have to be a face to face thing... it could be as simple as a website or group on Facebook. It would be nice to be put in touch with other Hanover alums that are teaching similar grades as you across the state and country!! I love to see and hear about the different ways people teach the same thing!! (E)
- I think the place where we needed the greatest amount of support was in preparation for the job search, especially considering that job openings have been scarce. I think bringing in real principals for us to practice interviewing with would have been very beneficial and made me feel more confident in beginning the process.(E)
- Keeping in contact, being available to answer questions, helping with license renewal? (E)
- Surveys like this one shows that Hanover Education program is always trying to better the program and be there/help/support their current students and current program. I'm not sure what the program can do for its alumni but to keep in touch and be supportive and helpful in any ways we need you. (E)
- I am feeling pretty supported right now as it is. (S)
- No response (K-12)
- Providing more information on licensing and getting a job. I still do not have a teaching job. (k-12)

#### **Do you have any additional comments?**

- I've had several people comment on how well prepared I was during my first year. Many of the staff members at my school didn't even know it was my first year, and that's because of the wonderful department at Hanover. Thanks!! (E)
- I am open to having anyone willing to come this far north and who wants to come to my classroom. We are a smaller school for the district who pilots a lot of things. We were the first to have RtI for behavior and math. We have the Everyday Math Series. We have really been working on reader's workshop and writer's workshop in Kindergarten this year! (E)
- I would like to answer these questions after I get a teaching job. (K-12)



Education  
Department

**Advisory Board Alumni Survey of First Year Teachers – Class of 2010 Cohort**  
Cheryl Torline - Facilitator

- Name (please include maiden name, if married):
- Current Address:
- Current Phone Number:
- Current Email Address:
- Current School:
- School Address:
- School Phone Number:
- School Web Site:
- School Email Address:
- School Principal's Name:

1. In what ways did Hanover College Education program well prepare you for your first year of teaching?
2. What should the Hanover program do to better prepare graduates for their first year of teaching?
3. To what extent do you see a connection between the four C's (a teacher's commitment, competence, cultural responsiveness, and critical reflection) and what you do now as a teacher?
4. In what ways were you mentored (coached, supported, and encouraged) in your first year of teaching?
5. How can the Hanover College Education program best mentor its alumni teachers?
6. Do you have any additional comments?

*Please return to Cheryl Torline at [torline@hanover.edu](mailto:torline@hanover.edu) by **5pm on Friday, October 28, 2011**. The results will be shared anonymously with our Advisory Board at the fall meeting on Wednesday, November 2. Thank you for your time and effort in completing this survey to better the Education Department at Hanover College, as well as our future educators! Questions or comments may be directed to 812-866-7390 or to the above email address.*

1. In what ways did the Hanover College Education program prepare you well for your first year of teaching?

	Response Count
	8
answered question	8
skipped question	0

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

	Response Count
	7
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?

	Response Count
	7
answered question	7
skipped question	1

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

	Response Count
	8
answered question	8
skipped question	0

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

	Response Count
	7
answered question	7
skipped question	1

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

	Response Count
	3
answered question	3
skipped question	5



**Q1. In what ways did the Hanover College Education program prepare you well for your first year of teaching?**

1	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.	Oct 26, 2012 2:06 PM
2	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.	Nov 1, 2011 6:14 AM
3	The Hanover College Education program helped prepare me for differentiated learning. It also helped prepare me for working alongside parents.	Oct 31, 2011 3:16 PM
4	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.	Oct 28, 2011 9:25 AM
5	I am not teaching.	Oct 26, 2011 5:16 AM
6	I have yet to land my first teaching job.	Oct 25, 2011 11:14 AM
7	1. Awesome profs to give knowledge in my content area. 2. Nearly one-on-one methods preparation.	Oct 25, 2011 10:28 AM
8	I felt like my student teaching experience really helped prepare me well for managing my own classroom.	Oct 25, 2011 9:24 AM

**Q2. What should the Hanover College Education program do to better prepare our graduates for the first year of teaching?**

1	I feel that more training and experience with working with the exceptional learners would benefit students.	Oct 26, 2012 2:06 PM
2	Can't answer that	Nov 1, 2011 6:14 AM
3	I think more experience in private schools might be beneficial for teaching candidates.	Oct 31, 2011 3:16 PM
4	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.	Oct 28, 2011 9:25 AM
5	It helped meeting with Margaret Krantz and going over interview skills and strategies. Also, the teaching job fairs were helpful.	Oct 26, 2011 5:16 AM
6	1. Writing tests and assignments.	Oct 25, 2011 10:28 AM
7	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.	Oct 25, 2011 9:24 AM

**Q3. 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?**

1	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.	Oct 26, 2012 2:06 PM
2	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.	Nov 1, 2011 6:14 AM
3	I see all of these come up in my professional development meetings with other educators at my school.	Oct 31, 2011 3:16 PM
4	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 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.	Oct 28, 2011 9:25 AM
5	I am not teaching.	Oct 26, 2011 5:16 AM
6	Commitment, competence, and critical reflection are most emphasized by the IDOE. All are important in evaluating teaching methods on a personal basis.	Oct 25, 2011 10:28 AM
7	I think all four C's are very important.	Oct 25, 2011 9:24 AM

**Q4. In what ways were you mentored (coached, supported, encouraged) in your first year of teaching?**

1	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.	Oct 26, 2012 2:06 PM
2	Not applicable	Nov 1, 2011 6:14 AM
3	I was blessed with a very close staff who encouraged each other.	Oct 31, 2011 3:16 PM
4	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.	Oct 28, 2011 9:25 AM
5	N/A	Oct 26, 2011 5:16 AM
6	NA	Oct 25, 2011 11:14 AM
7	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.	Oct 25, 2011 10:28 AM
8	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.	Oct 25, 2011 9:24 AM

**Q5. How can the Hanover College Education program best communicate with and mentor our alumni teachers?**

1	Hanover College could send out periodic emails about workshops, classes, etc.	Oct 26, 2012 2:06 PM
2	Not applicable	Nov 1, 2011 6:14 AM
3	ongoing email check ins, possible visits to classrooms, placing teaching candidates in classrooms with alumni	Oct 31, 2011 3:16 PM
4	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.	Oct 28, 2011 9:25 AM
5	I think being available if new teachers need mentoring is just fine. Teachers should have access to email addresses.	Oct 26, 2011 5:16 AM
6	Mail out the Education Newsletters	Oct 25, 2011 11:14 AM
7	I think checking up from time to time would be nice.	Oct 25, 2011 9:24 AM

**Q6. Please include any additional comments that you may have:**

1	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.	Oct 26, 2012 2:06 PM
2	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.	Nov 1, 2011 6:14 AM
3	You Rock	Oct 25, 2011 9:24 AM

**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: 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.	<b>SHARE FAIR OPEN HOUSE: Monday, March 6, 2013 (4:00pm – 5:30pm)</b>	Please mark your calendars!!!

**Thank you for your involvement with our Education Program!**  
**You are APPRECIATED!!!**