

**Education Department Winter Retreat Minutes**  
Thursday, December 20, 2012 @ 10:00am to 4:00pm

**Kay's notes SHADED**

Item	Discussion	Decision
1. Approval of Nov. 20 meeting minutes	November 20 and December 10 minutes are on the Shared Drive.	Both were approved this date.
2. Preparing for Jonathan's exit from the department.	<p><b>Division of tasks:</b>            Licensing: Kay            Student Teaching Coordination: Kay            Reporting: Kay            PassPort - Kay            Social Studies Methods: TBA (Jenny Nigg/Chris Johnson?)            Courses: Joyce: EDU 230 WI/SP (Supervising Koon) and helping with 221 (Debbie)            Spicer Phillips Coordinator: Laurie (via Jennifer Shelley) *can find balance/holds via M. Rubino            Attending DoE/IACTE meetings and webinars: Kay            Documents and Website: Joe Lackner/Cheryl</p>	<p>Jonathan reviewed his status report with us and prioritized tasks ahead. Cheryl has copy of Jonathan's electronic documents and also hard copy items are organized in his office.</p> <p>Kay had previously sent a timeline and assignments document (pink) that we worked through and updated. Also see agenda item 10.</p>
2. PassPort requirements (Kay/All)	<p>Kay had a document of items for PassPort questions that need answered.</p> <ol style="list-style-type: none"> <li>a. Budget advance payment to begin agreement (cuts through two budget years??)</li> <li>b. Curriculum changed to include 221 prerequisite</li> <li>c. Assessment of fee of \$38 for all candidates in 2013-14</li> </ol>	<p>Assessed a fee of \$38 yearly beginning in Fall 2013</p> <p>*Will revisit at first department meeting in January to decide upon rubrics, and starting passport uploads)</p> <p>Kay will go back to Dana to ask,</p> <ol style="list-style-type: none"> <li>1) Can seniors not be included in subscriptions? Their portfolios are too well developed at this point.</li> <li>2) Can junior or senior candidates upload all assignments after the fact?</li> <li>3) 60 candidate subscriptions will need to be changed to 40</li> </ol>

		<p>as an estimate if seniors are not included.</p> <p>The Department prefers to work with EDU 201 Juniors in Winter, 2013 toward hard-copy portfolio. EDU 101 and 201 in the future would transition all others to PassPort. Can the Department ask Administration for a loan in the EDU budget to cover initial PassPort subscriptions in August, 2013? This would then be reimbursed from student fees.</p>
3. iPad/Building Policy Final Draft (Cheryl/All)	Security and protective cases	Tabled for today
4. PrePost Test (Jonathan)	<p>Per Jonathan's document (see attachment) 85% met target compared to last year's 63%</p> <p>Some did not stick to 1 page requirement...</p> <p>Need student objectives added to procedures as it is in rubric.</p> <p>Only had two that had to re-do this as directions were not followed. Debbie said that the lesson series analysis is being made a smaller document so may align better with the briefer analysis format.</p>	<p>For some secondary* there is a content specific format already in ST binder.</p> <p>*Health, PE, Social Studies,</p> <p>Recommendations included:</p> <ol style="list-style-type: none"> <li>1) Coach candidates to align with student objectives/standards</li> <li>2) Take more time in training adjunct supervisors</li> <li>3) Keep a record of seniors who were asked to re-do this assignment (1?)</li> </ol> <p>Continue to reinforce assignment in student teaching seminar</p>
5. Diversity Update (Laurie)		Tabled
6. Decision Point 2 (Debbie)	Spring 2012 interview reviews (on screen)	<p>Recommendations included:</p> <ol style="list-style-type: none"> <li>1) See if there are similar patterns between this data and student teaching evaluations</li> </ol> <p>Address classroom management in EDU 201</p>
7. Practice Teaching (Kay)		Did not discuss further
8. Portfolio (Kay)		Did not discuss further

<p>9. ST Evaluations data (Jonathan)</p>	<p>Evaluations from principals, student teacher mentors, and from the student teachers themselves.</p> <p>Mentors would like to give the students a better solo experience in a co-teaching model. Longer segments of being solo...</p> <p>Would like to see an update/journal that is formally done besides the evaluation form. Narrative type feedback...but a score does</p> <p>Condensed packet for mentor teacher responsibilities. Cheat sheet/check list type... Cheryl suggested a rubric type document for mentors (Would also document planning time, etc. for getting their professional growth points)</p>	<p>All very positive!</p> <p>Kay asked if we could survey the current student teachers to determine if they felt they were lacking in experience with this model.</p>
<p>10. NCATE Accreditation Update</p>	<p>See attached timeline document emailed from Kay.</p>	<p>Jonathan had some corrections to the dates.</p>
<p>11. ST Seminars (dates)</p>	<p>1. Technology (January 14 @ 4:00-5:30pm) LB  2. Classroom Mgmt – may Skype (January 28) DH  3. Pre Post(February 18) KW  4. Share Fair (March 7<sup>th</sup>) CT (Thursday)  5. Career Panel – first year teachers – May Skype (March 18<sup>th</sup>)</p> <p>Urban Experience March 26, 27, 28 in Cincinnati. (Laurie)</p> <p>Possible later date for mock interviews/portfolios due dates?</p>	<p>No decisions</p>
<p>12. Miscellaneous</p>		<p>Department Meetings 11 on Mondays beginning Jan. 14 (alternate 1 hour/2 hour format)</p> <p>Work on pink list/assignments</p>

Term	Candidate (grade pref.)	Area	Local Placements						Urban Placements							
			SW	North Vernon	Madison	New Wash	Scottsburg	Shawe	Switz	Louisville	Cincinnati	Indianapolis	Philadelphia			
Fall 2013	Kerry Detienne (11-12)	Health/PE	1													
	Kelsie Hill (1-2)	EI Ed.			1											
	Hope Martin (7-8)	English	2	5	1	3	4									
	Amanda Meredith (9-12)	Art & English	2			1	3									
	Lacey Peelman (3-5)	EI Ed.								1 Jeff Craig Elementary						
	Matthew Perkins (9-12)	Biology	1		2											
	Laura Pruitt (1-4)	EI Ed.			1 (1-4)											
	Kathryn Weihe (K, 4, 5)	EI Ed.														X
	Kelsey Weihe (K, 4, 5)	EI Ed.													X Nora Elementary	
<b>Total Placements Fall 2013</b>	<b>9</b>		<b>2</b>		<b>3</b>	<b>1</b>					<b>1</b>			<b>1</b>	<b>1</b>	

EI Ed. = 5      Health/P.E. = 1

Art & English = 1

English = 1

Biology = 1





**Hanover College Department of Education  
Criteria for Field Work Schools**

**Date of Evaluation** Fall 2012 Data Summary

**Name of School:** \_\_\_\_\_

<b>Standards</b>	<b>4</b> Exceeds expectations	<b>3</b> Meets expectations	<b>2</b> Developing	<b>1</b> Unacceptable
The school represents a <i>community of learners</i> with the principal as instructional leader and teachers working as a team.	6	7	1	
The school is enthusiastic about mentoring teacher candidates.	12	2		
The school has a positive atmosphere.	8	5	1	
The school encourages “best practices” and demonstrates student achievement related to academic standards.	10	4		
The school is responsive to student diversity and promotes inclusion.	12	2		
The school offers H.C. students a diverse fieldwork experience.	9	4	1	

2 developing = Pope John, Byck

## Hanover College Department of Education Criteria for Mentoring Teachers

**Date of Evaluation:** Fall 2012 Summary Data

**Name of Teacher:** \_\_\_\_\_

<b>Standards</b>	<b>4</b> Exceeds expectations	<b>3</b> Meets expectations	<b>2</b> Developing	<b>1</b> Unacceptable
The teacher is recommended by his/her principal.	14	2		
The teacher has at least three years of teaching experience in that building.	14	2		
The teacher collaborates effectively with teacher candidates.	13	2	1	
The teacher has a positive attitude about children, about teaching, and about mentoring H.C. students.	15		1	
The teacher uses "best practice" and differentiated instruction.	10	5	1	
The teacher is committed to academic standards and to on-going assessment of student learning.	11	4	1	
The teacher addresses cultural diversity issues in his/her teaching.	10	5	1	



## 2012-13 Fall Feedback to Mentors and H.C. Supervisors (from student teacher)

Intro: All feedback was extremely positive. Both student teachers and cooperating mentors had nothing, but positive feedback to give in terms of the experience. After surveying the six principals I worked with (New Wash Elem., New Wash MS/HS, MCHS, SCSD2, E.O. Muncie, Pope John) all were very happy with the experiences this term, and would gladly accept student teachers in the future. Several appreciated our adaptation to changes public school policies (RISE, accountability) and began using a co-teaching model.

### General Comments:

- Mention of better communication between the candidate and the supervisor, if there was an issue. Instead of mainly between the mentor and supervisor.
- Some confusion on seminar start times and dates
- “Excellent experience with both the mentor and supervisor”
- “Super organized, strong communication, very helpful.”
- “Feedback was great, and I always knew what was expected of me.”
- “On top of requirements. Provided me with a lot of helpful information and tips.
- Directed at the mentor in terms of communication about performance in the classroom – “At times was helpful, yet sometimes tone was hurtful.”
- “Joan was fantastic.”
- It is important to know all requirements prior to the first day
- “Very open to communication and kept me on track.”

### Journal entries –

- “I wish I had some more feedback on my journals at the beginning of my experience.”
- “Journals were helpful”
- “I enjoyed this because now I will always be able to look back on my experiences.”
- “The journals helped me to reflect over my teaching and experiences for the week.”

### Videotaping –

- “nice to be able to see myself teaching and reflect”
- “this was one of my personal favorite and it helped me a lot.”
- “I enjoyed being able to watch myself teach.”

Student teaching Seminars –

Definitely helpful -111111

Somewhat helpful -111

Not helpful

Almost always-111111111

Sometimes

Seldom

**2012-13 Fall Feedback to Supervisors (from cooperating mentors)**

Organization and Information Provided:

Excellent- 11111111111

Satisfactory- 11

Needs Improvement

Other

Communication between Supervisor and Mentor Teacher

Excellent- 11111111111

Satisfactory -11

Needs Improvement

Other

General Comments:

- Appreciated a better understanding of the structure for “taking over classroom instruction.”
- Suggests having more strength and weakness categories instead of the long observational form
- \*\*\*\*Better understanding of how to incorporate more solo teaching in a co-teaching model (this was consistent across most mentors)\*\*\*\*
- Observation form needs to be more teacher friendly and was lengthy
- Summer orientation should be held closer to school and the information sent out before so more questions can be asked (Louisville mentor)
  - Response: Information was sent out twice (May and July) as well as the orientation happening only 2 weeks before school began.
- Would like to see a journal on the student teacher kept by the mentor
- ALL would be willing to serve as a mentor again
- “Excellent experience for the student teacher and I.”
- “I would like to see the first formal observation moved later.”
- “The first formal observation was very early.”
- “Organized, on track”
- “Some parts of the evaluation seem repetitive.”

## Clinical Faculty Criteria

2011/2012 and 2012/2013

Name	School Setting	License	Years of Experience	Recommendation
Alverson	k-6	k-6	NO INFO	
Barger	9-12	6-12 government	6	
Browning	K-5	k-5, Reading	7	
Bullock	k-5	k-5	8	
Campbell	k-6	k-8	33	
Christman	9-12	7-12	11	
Cook	k-6	k-9	7	
Corbin	9-12	6-12	17	
Davis	k-5	k-8	10	
Feichtner	k-5	p-3/Reading k-12	10	
Ginn	K-5	k-6	21	
Helt	9-12	k-12	10	
Huber	9-12	9-12	17	
Jones	7-12	5-12 English/History	22	
Josephsen	k-6	1-8	20	
Kinartail	k-6	k-6	7	
Mathews	K-5	k-6	unknown	
McCutcheon	7-12	6-12 Math.Business	21	
McDonald	7-12	6-12/Admin	16	
McGeary	k-8	k-8	19/TPC	
Ommen	k-5	k-6/mildly handicapp	18	
Ronau	k-6	k-12	17	
Rusk	9-12	6-12 social studies	35	
Speer	k-6	k-8	7	
Stumler	k-6	k-6, Sp. Ed.	6	NOT RECOMMENDED
Summers	K-5	EE	TPC	
Sweeney	k-6	k-6	13	
Wells	9-12	9-12 English	29	
Willinger	k-6	k-6	17	
Elliott	k-5	k-6	19/1993	
Enlow	9-12	k-12 Art	11/2002	
Nigg	7-12	Social Studies	19/2003	
Ploehs	9-12	English	9/2004	
Cart	k-5	EE	31/1984	
Winters	k-5	EE	2002	
Miller	9-12	Chemistry	NO INFO	
Gee	9-12	Mathematics	25/1987	
Evans	9-12	Social Studies	19/1994	

## Qualitative Feedback from Student Teachers About Their Mentors

2012-13 n=11

### Organization and information provided by the mentor teacher

9 or 82% marked **excellent**

1 or 9% marked **satisfactory**

1 or 9% marked **needs improvement**

- Great ideas, shared all resources, great to work together— co-teaching
- Organized with student teaching materials, always kept me informed
- Was ready to go every day and provided valuable information
- Sometimes neither of us were quite sure on some requirements
- Provided real life situations and teaching opportunities (challenging)
- Super organized! He also set up great classroom management that made for easy transitioning

### Communication with mentor teacher about my performance in the classroom

9 or 82% marked **excellent**

1 or 9% marked **satisfactory**

1 or 9% marked **needs improvement**

- Met/talked daily about progress/performance, etc
- At times was helpful yet sometimes tone was hurtful
- She always made sure to let me know how my teaching was for the day; very helpful!
- Was always open and honest about my performance and what needed improvement
- Did not shy away from criticizing with feedback (good & bad)
- Almost instant response when I email about planning and such; always makes time/sets time aside for discussion before, after, and sometimes during school

### Use of assessments by the mentor

10 or 91% marked instructional observations as **appropriate to the goals for the student teaching experience**

7 or 64% marked instructional observations as **sufficiently descriptive to record progress**

- Used constant informal and formal assessments to keep up with progress of students
- Very beneficial! It helped me know where to go next with my teaching
- Enables both mentor and advisor to monitor growth and direct feedback for goals

10 or 91% marked midterm and final evaluation as **appropriate to the goals of the student teaching experience**

6 or 55% marked midterm and final evaluation as **sufficiently descriptive to record progress**

**Hanover College Department of Education**  
**Criteria for Mentor Teachers and Professor Evaluation of Mentor**

Date of Evaluation: 2012-13 data (n=23) based on supervisor scores  
 2011-12 data, n = 25

<b>Criteria for Mentors</b>	<b>1</b> Unacceptable, not recommended	<b>2</b> Developing	<b>3</b> Meets criteria	<b>4</b> Exceeds criteria
a. The teacher is recommended by his/her principal			<b>3</b> 13% 16%	<b>20</b> 87% 80%
b. The teacher has at least three years of teaching experience in that building.	<b>4%</b>		<b>2</b> 9% 4%	<b>21</b> 91% 92%
c. The teacher collaborates effectively with teacher candidate.		<b>2</b> 9%	<b>4</b> 17% 16%	<b>17</b> 74% 76%
d. The teacher has a positive attitude about children, about teaching, and about mentoring teacher candidates.	<b>8%</b>	<b>1</b> 4%	<b>3</b> 13% 24%	<b>19</b> 83% ↑ 72%
e. The teacher uses best practice and differentiated instruction to address needs of all students.	<b>4%</b>	<b>1</b> 4% 8%	<b>9</b> 39% 36%	<b>13</b> 57% 52%
f. The teacher is committed to using academic standards and to on-going assessment of student learning.	<b>4%</b>	<b>3</b> 13%	<b>6</b> 26% ↑ 8%	<b>14</b> 61% ↓ 88%
g. The teacher is culturally responsive.	<b>4%</b>	<b>2</b> 9% 20%	<b>9</b> 39% ↑ 24%	<b>12</b> 52% 52%

**Hanover College Department of Education**  
**Criteria for Mentor Teachers and Professor Evaluation of Mentor**

Date of Evaluation: 2011-12 data based on supervisor scores

Name of Teacher: n = 25

<b>Criteria for Mentors</b>	<b>1</b> Unacceptable, not recommended	<b>2</b> Developing	<b>3</b> Meets criteria	<b>4</b> Exceeds criteria
a. The teacher is recommended by his/her principal	1 4%		4 16%	20 80%
b. The teacher has at least three years of teaching experience in that building.	1 4%		1 4%	23 92%
c. The teacher collaborates effectively with teacher candidate.	2 8%		4 16%	19 76%
d. The teacher has a positive attitude about children, about teaching, and about mentoring teacher candidates.	1 4%		6 24%	18 72%
e. The teacher uses best practice and differentiated instruction to address needs of all students.	1 4%	2 8%	9 36%	13 52%
f. The teacher is committed to using academic standards and to on-going assessment of student learning.	1 4%		2 8%	22 88%
g. The teacher is culturally responsive.	1 4%	5 20%	6 24%	13 52%

**Clear Criteria for Mentor Teachers in Partner Schools (21 included in data)**  
(2010-2011 data)

	4 Exceeds expectation	3 Meets Expectation	2 Developing	1 Unacceptable	% Meeting Standard
Teacher is recommended by his/her principal	16	5			100%
Teacher has at least three years of teaching experience in that building	19	2			100%
Teacher collaborates effectively with teacher candidates	12	8	1		95%
Teacher has a positive attitude about children, teaching, and mentoring	12	8	1		95%
Teacher uses "best practice" and differentiated instruction	12	8	0	1	95%
Teacher is committed to academic standards and on-going assessment of students	15	5	1		95%
The teacher addresses cultural diversity issues in his/her classroom.	13	6	2		90%

Specific weaknesses:

- Jenny Nigg (Shawe) The teacher addresses cultural diversity issues in her teaching.  
 Ann Motenko(Anderson) The teacher collaborates effectively with student teacher.  
 Tim McDonald: The teacher has a positive attitude about students.  
 (New Washington: Social Studies) The teacher uses best practice and differentiated instruction.  
 The teacher is committed to academic standards and on-going assessment.  
 The teacher addresses cultural diversity in his/her teaching.