



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

Item	Discussion	Decision	Notes
<p>1. Welcome and introductions for Advisory Board Members (Debbie Hanson, Chair)</p>	<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>	<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>	<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>
<p>2. Alumni Survey – Class of 2011 eight responses (Laurie Bauer)</p> <p>*green attachment</p>	<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>
<p>3. Student Teaching evaluation for 2011-12 (Kay Williams)</p>	<p>All candidates must complete a student teaching evaluation form at end of ST</p>	<p>What's new is highlighted at bottom of pink form.</p>	<p>Dr. Vosmeier asked what was meant by not meeting percentage of</p>

<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>
-------------------------	--	--	--

Sometimes placement is not ideal as much as we hope it will be!

4. Presentation by member Bonnie Fancher of Switzerland County High School.

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.

Tests are English and Math k-12, But, will also utilize Social Studies and Science content.

Common Core literacy – 30 percent literature and 70 non-fiction, complex text reading (competence at understanding professional documents to compete in world workplace)

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.

Thank you to Bonnie for bringing this forward and helping all to become educated on this coming change.

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

			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](#)
- [Filter Responses](#)
- [Crosstab Responses](#)
- [Download Responses](#)
- [Share Responses](#)

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 \(0\)](#)

GOLD FEATURE: Text Analysis allows you to view frequently used words and phrases, categorize responses and turn open-ended text into data you can really use. To use Text Analysis, [upgrade to a GOLD or PLATINUM plan](#). [Learn More](#) [Upgrade »](#)

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.

10/26/2012 5:08 PM [View Responses](#)

I havent 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 6:16 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.

10/29/2011 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

[Hide Responses](#) 7

[Responses \(7\)](#) [Text Analysis](#) [My Categories \(0\)](#)

GOLD FEATURE: Text Analysis allows you to view frequently used words and phrases, categorize responses and turn open-ended text into data you can really use. To use Text Analysis, **upgrade to a GOLD or PLATINUM plan.**

[Learn More](#)

[Upgrade](#)

Showing 7 text responses

No responses selected

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

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

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.

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

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? [Download](#)

Response

Count

Hide Responses

7

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

GOLD FEATURE: Text Analysis allows you to view frequently used words and phrases, categorize responses and turn open-ended text into data you can really use. To use Text Analysis, upgrade to a **GOLD** or **PLATINUM** plan.

[Learn More](#)

[Upgrade »](#)

Showing 7 text responses

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.

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

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.

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

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?

Download

Response
Count

Hide Responses

8

Responses (8)

Text Analysis

My Categories (0)

GOLD FEATURE: Text Analysis allows you to view frequently used words and phrases, categorize responses and turn open-ended text into data you can really use. To use Text Analysis, **upgrade to a GOLD or PLATINUM plan.**

Learn More

Upgrade

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.

10/28/2011 12:25 AM View Responses

N/A

10/28/2011 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
Count

Hide Responses

7

Responses (7)

Text Analysis

My Categories (0)

GOLD FEATURE: Text Analysis allows you to view frequently used words and phrases, categorize responses and turn open-ended text into data you can really use. To use Text Analysis, **upgrade to a GOLD or PLATINUM plan.**

[Learn More](#)

[Upgrade »](#)

Showing 7 text responses

No responses selected

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

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

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.

Download

Response
Count

Hide Responses

3

Responses (3) Text Analysis My Categories (0)

GOLD FEATURE: Text Analysis allows you to view frequently used words and phrases, categorize responses and turn open-ended text into data you can really use. To use Text Analysis, upgrade to a **GOLD** or **PLATINUM** plan.

Learn More

Upgrade



Showing 3 text responses

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.

10/28/2012 5:08 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

PARCC: "Partnership for Assessment of Readiness for College and Careers"

Saturday, September 29, Bonnie Fancher attended the **IDOE PARCC and Common Core Literacy conference** at Marian College, in Indianapolis. One of the sessions attended was on **PARCC**, "Partnership for Assessment of Readiness for College and Careers." **Here is information that relates to all of us regarding PARCC**

- **Indiana is one of 26 states which will implement PARCC testing.** There is also a 26 state consortium called "Smarter Balance." Several states are part of both consortia until they determine which assessment to administer.
- **Indiana will begin administering PARCC tests in 2014-2015.** That is less than 2 years away.
- **PARCC pilot testing will begin this spring of 2013 and continue through 2013-2014.**
- **K-2 will administer PARCC diagnostic tests.**
- **3-12 will administer PARCC Performance-based assessments and End-of-year assessments.**
- **These tests will replace ISTEP and ECA.** (There is a question still about when and how these previous tests will be phased out.)
- **PARCC diagnostic and Mid-Year tests are also being developed for 3-12.**
- **IDOE still must determine which high school PARCC grade(s) assessment will be the graduation requirement.**
- **Indiana, Illinois, and Ohio are all part of the PARCC governing states.** (Developmental states)
- **There are 5 performance levels planned for PARCC, as opposed to 3 performance levels for ISTEP.**
- **Much of the PARCC "Model Content Framework" is already developed and on-line through IDOE.**
- **SCSC needs to stay informed about the technology needs for these online tests k-12;** students will be required on test items to cut and paste, drag and drop, highlight, click facts within reading passages. There will not be Internet access during the tests.
- **There is much emphasis on reading standards 1, use of evidence, and 10, complex texts.**
- **Tests will involve ELA and Math, but will certainly involve content from other courses, particularly science and social sciences.**
- **Items will include 1) evidence based responses (how do you know this?); 2) technology-enhanced responses (highlight, drag and drop, click facts in text) ; 3) range of prose constructed responses (elicits understanding of text or multiple texts).**
- **PARCC emphasizes reading complex text, writing using content obtained in text, and conducting and reporting on research. A new writing rubric will be used for PARCC.**
- **PARCC is still under development!**

Student Teaching Evaluation Data 2011-12

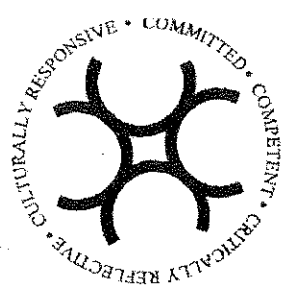
Candidate	Certification	% not met	% met	% exceeded	Intervention
1f	ee	0	100	75	
2f	ee	5	95	61	
3f	ee	4	96	34	
4f	ee	0	100	82	
5f	ee	0	100	79	
6f	ee	0	100	66	
7m	ee	0	100	32	x
8f	ee	0	100	100	
9m	ee	14	86	13	x
10f	ee	0	100	89	
11f	ee	0	100	23	
12f	ee	0	100	84	
13f	ee	0	100	98	
14f	ee	0	100	96	
15f	ee	0	100	88	
16f	ee	0	100	100	
Sub-average		1.44	98.56	70.00	
18m	history	4	96	37	
19f	ela	2	98	69	
20m	art	0	100	100	
21f	art	0	100	52	
22f	chemistry	0	100	98	
23m	history	33	67	4	x
24m	math	0	100	96	
25f	health pe	0	100	70	
26m	health pe	0	100	72	
27m	health pe	0	100	66	
Sub-average		3.90	96.10	66.40	
Total average		3.26	92	63.68	

What's New for 2012-13 Student Teaching Evaluation

- A. Each program (elementary, mathematics, English language arts, etc) is differentiated for teacher standards
- B. Indiana recommendations for RISE teacher evaluation are included in this evaluation
- C. Description of scores are changed to indicate what percent of teacher standards were met, not met, or were exceeded
- D. Comparison between different programs will be more difficult using % data.
- E. Rubrics or evaluation form may change in 2013 for programs that are not yet approved by NCATE

Student Teaching Evaluation Summary

Kay Williams *October 29, 2012*



Hanover College
Status of Programs Fall 2012

	Dormant	Deferred	Recently Submitted	Needs Further Development	Approved with Conditions
Content Areas: Instructional					
Elementary:					
Generalist: Early and Middle Childhood (K-6)					√
Secondary Education (5-12):					
Fine Arts					
Visual Arts (IDOE)					√
Health/Physical Education					
Health Education			√		
Physical Education			√		
English/Language Arts					
English Language Arts			√		
Mathematics					
Mathematics					√
Science					
• Life Sciences (X1)	√				
• Chemistry		√			
• Physics	√				
• Earth/Space Sciences	√				
Social Studies					
• Economics	√				
• Government and Citizenship (X1)		√			
• Historical Perspectives			√		
• Psychology	√				
• Sociology	√				
World Language					
• French		√			
• German		√			
• Spanish (X1)		√			

We have at least one Biology, one Govt./Civics, and one Spanish candidate in the Pipeline