**Department of Education**

**February 27, 2018**

**Agenda**

**The 4C’s- “Teachers as Innovators”**

**Caring, Committed, Culturally Responsive and Competent**

1. **Steering Committee Meeting- 9am**
   1. Role, Purpose and Structure
   2. P-16- Role, Purpose and Structure
   3. Timeline
   4. Q/A
2. **TEC meeting at noon-**
   1. TEC (What is TEC)
   2. TEC Bylaws, Purpose, and Structure
   3. Committee Make-Up
   4. Conceptual Framework
      1. Model
      2. Proficiencies
      3. Mission and Goals for the Unit
   5. Benchmarks and Program Outcomes
   6. Assessment System

**Notes from Working Meeting - February 26, 2018**

**Upcoming Meeting Dates:**

March 20-21, April 9-10, & May 30-31

Thursday conference calls at 10am with Steering Committee

**TEC Committee Member Update:**

Dr. Ingrid, Dr. Waller, Dr. Coleman, and Mr. Mays reviewed the committee make-up and discussed who could possibly lead the committees. Attached you will find the TEC committee updates. Once faculty members are hired, they will lead and be a part of the standing committees.

**Suggested faculty for the Department of Education:**

* Director of Teacher Education
* Director of Field Experiences and Clinical Practice
* Assessment and Accreditation Coordinator
* Faculty: Math and Science Instruction
* Faculty: Language Arts, Literacy and ESL
* Clinical Faculty: Social Studies
* Clinical Faculty: Other Courses

**Degree Plans**

Dr. Coleman provided us with the approved courses and degree plan as well as course descriptions. We agreed the format for the degree plan will be the format suggested by the consultants. Benchmarks will be added under each semester outlining what is needed by the candidates to successfully matriculate through the program.

Dr. Coleman explained that the core requirement for History is 6 hours – currently, the K-5-degree plan has 9 hours. A suggestion was to determine if 9 hours are needed for the program. If 9 hours are not needed, the suggestion was to reduce the number to 6 hours and add a test prep course for the students to be successful on PRAXIS 1 and PRAXIS II. The course will be named Certification Seminar.

**Certification Seminar**

Focuses on knowledge, skills and techniques needed to be successful on the teacher licensure exam.

**Mission of the Department of Education**

Dr. Waller and the consultants drafted a mission, expected goals and outcomes for the Unit.

Draft: The Department of Education is committed to the preparation of 21st century teachers who understand the complexities of learning and teaching that encompass inclusion, equity, and social justice. This work is enhanced by a liberal studies foundation that encourages breadth of knowledge, interdisciplinary and international perspectives, engaged inquiry, and intellectual curiosity. Thus, we strive to prepare teacher candidates to possess the 4 C’s; Caring, Committed, Culturally Responsive, Competent and who possess the deep knowledge in their field of study and work collaboratively to achieve high quality education for all.

The organizing theme of the Department of Education is “teachers as innovators”. We strive to help our candidates build and construct new methods, ideas and strategies for meeting the challenging and diverse needs of today’s students.

Overarching Unit Goals

Unit Operations Goals

* Meet state and national standards for the Unit.
* Ensure the excellence of all licensure programs in the Unit.
* Respond to the needs of the regional and state-wide teaching community.

Unit Program Goals

* Meet the state and national standards relevant to the various programs.
* Meet the Unit Goals for candidates through the various programs.
* Continue to build strong partnerships with stakeholders.

Unit Candidate Goals

* Candidates demonstrate knowledge of the depth, breadth, and interdisciplinary connections inherent in the specialty area discipline studied.
* Candidates are knowledgeable of subject matter in order to create meaningful learning experiences for all learners.
* Candidates develop skills necessary for self-reflection and uses this reflection to support student learning and development.
* Candidates demonstrate professional dispositions in varied educational settings with regard to a diversity of students and all members of the school community.

**Division of Education Learning Outcomes (21 Proficiencies for the program)**

**Expected Outcomes**

In developing the conceptual framework, the Conceptual Framework Committee identified four core outcomes that are significant to the development of a unique kind of professional who is specifically equipped to effectively serve urban populations. To this end, the DOE prepares *caring, committed, competent, and culturally responsive* professionals who will work effectively in all school settings, with a focus on the needs of *urban* communities. To assure that candidates meet these outcomes, the unit has developed a set of 21 proficiencies, which identify the knowledge, skills, and dispositions that candidates must show mastery upon exit from the programs. The proficiencies have been designed to ensure candidates meet the four unit-developed outcomes within the context of the state and national standards to which they are accountable.

Proficiencies are organized into three categories, with proficiencies for committed and culturally responsive educator combined in one category.

(K) Knowledge

(S) Skill

**A List of Candidate Proficiencies**

**A competent educator:**

* 1. demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices; **(K)**
  2. demonstrates the capacity to problem solve, and to think critically and reflectively; **(K)**
  3. demonstrates an understanding of human development, and the ability to act on this understanding; **(S)**
  4. demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding; **(S)**
  5. demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding; **(S)**
  6. demonstrates an understanding of effective communication and collaboration strategies; **(K)**
  7. demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques; **(K)**
  8. demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and **(S)**
  9. demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting. **(S)**

**A committed and culturally responsive educator:**

* 1. acts on the belief that *all* children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities; (K)
  2. demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding; **(S)**
  3. demonstrates a commitment to high moral and ethical values; and **(K)**
  4. assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others. **(S)**
  5. values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction. **(K)**

**A caring educator (dispositions)**

* 1. understands the right of *all* students to have access to a curriculum that allows them to develop to their full potential, and is able to act as an advocate for students in this respect;
  2. maintains confidentiality;
  3. demonstrates appropriate behaviors during class settings and in the work environment. The candidate has been alert and responsive, consistently.
  4. demonstrates respect for the profession;
  5. demonstrates punctuality in arrival to class, practicum, student teaching, field experience meetings, etc.
  6. demonstrates the ability to compromise and to respect others’ opinions during group work;
  7. participates in professional development activities that were recommended.

**Revised Spiral/Cone:**

Edited the 4c’s to be cultural responsive to culturally responsive

Need to add benchmark V to the spiral

Need to add courses to the left of the spiral

Need to add benchmark zero to the spiral

Need to add the theme; “teachers as innovators”

Correct “the beginning of the transformation” to the “beginning of the innovation development” on the spiral

**Conceptual Framework Plan:**

The conceptual framework plan will need to be developed and submitted to the TEC for approval.

**Revised Benchmarks:**

Dr. Waller and I revised the 5 benchmarks that outline how the students will successfully matriculate through the program.

**Unit Key Assessments:**

Two key assessments were presented for the Unit: Disposition and Perceptions. We discussed that 2 key assessments will be needed for each course in the Professional Core. The consultants provided a sample tag sheet that will be a part of the key assessment development.

Notes: February 27, 2018

Contact Trevecca for support in March. Dr. Coleman will provide me with the information.

Met with Dr. Clarks, Mr. Jones, Dr. Waller and Dr. Coleman about the P-16 structure and next steps. The committee discussed who should be a part of committee and a minimum number for the committee. We discussed 10 members. The first meeting will probably occur in March. By march 14th we should have committee member list for a meeting on the March 19-21st. The first meeting will be a meet and great and the Department explains its purpose of the reestablishment.

Dr. Coleman explained that a P-16 advisory charge is needed. Notebook for each committee member- should provide new meeting dates.

Adopt mission statement during the TEC

Review Catalog for corrections

Sequence of courses on degree plans

Compare technology course for general core

Janet Gore- Prinicpal for TEC committee

Put Praxis on spiral

Mrs. Owens move to accept – seconds Dr. Waller

Ask why to have K-5 program – Dr. Colemean suggested suggest for theprogram to be complete by June Take out Thus in the mission statement

Correct Clarks to clark

Need to turn in spiral, mission state, benchmarks and goals, revised timeline

P-16 Constitution

Dr. Coleman wants formal report by March 6

Every Thursday at

Monday at 11am to next TEC