

*The mission of the Education Department is to develop reflective decision-makers who are passionate, ethical school leaders, well prepared in the scholarship, methodology, and professionalism of teaching to successfully cultivate the diverse gifts of each student.*



## **COOPERATIVE COUNCIL MINUTES**

### **September 22, 2011**

MaryAnn Traxler welcomed everyone and made the following announcements:

- MaryAnn did a webinar hosted by Marg Mast on Scientifically Based Reading Research with Dr. Louise Spear-Swerling. She is a Professor of Special Education and Reading, and Coordinator of the Graduate Program in Learning Disabilities at Southern Connecticut State University in New Haven.
- Karen Van Meter did a webinar on the SPA requirements with Margie Crutchfield from NCATE.
- Sister Sophia and Karen Van Meter will be visiting senior secondary education students in their field placements this week.
- Reminder that we have an NCATE focus visit. We are looking at the October dates with no home games.

The Council reviewed all the summary reports on assessments done last spring (2011). Field evaluations were discussed relative to how well the standards were addressed. The Council appreciated how the forms now reflected new state developmental standards and noted that we had taken their suggestion about gathering information on IEP and ELL students.

Dispositions were discussed and the Council approved that the new instrument was far better than the previous one. The Council discussed their view of SMC candidate dispositions. Lots of compliments were shared about our candidates for their passion and their commitment to working with all students.

Praxis II information was shared. ETS only provides an Institutional Report to programs with at least 5. Realistically, that means we get no reports for our Secondary candidates. She noted that concerns about confidentiality prohibit sharing some numbers, but the Council noted that the Elementary Education candidates were well above the State passing score, though at about the same level as the state and national mean score. Secondary scores also were well above the state passing score, but such small numbers make any kind of real analysis impossible.

Kitty explained that Step 2 candidates had done oral presentations for the first time last spring on where they placed themselves relative to the standards. The rubric was shared and she explained our 4-point scale—Beginning, Developmental, Proficient, and Outstanding. It is our expectation that at the end of Step 2, the candidate should be at the Developmental level, meaning that when given the opportunity, the candidate could demonstrate her knowledge of

and skill in meeting the standard. The Council reviewed the reports and was pleased to see that candidates scored higher than Developmental. Discussion centered on how candidates might be given additional teaching time. That's going to be hard because of ECA demands, but principals will encourage teachers to give candidates more opportunity.

Results from the Exit Survey of student teacher feelings relative to how well prepared they believe they are. Both Elementary Education and Secondary Education candidates believe they are well prepared. There was significance on the development standard for both groups.

Kitty Green explained that this year we would be asking Cooperating Teachers to give us feedback on how well prepared they believe our candidates to be. The survey will be based on the eight standards.

We have asked College Supervisors to do a summative report based on the standards. They have only done formative lesson plan evaluations and the cooperating teacher did both formative and summative. There was no significant difference in scoring between the college supervisor and the cooperating teacher.

We have asked for a mid-Step 3 oral presentation asking candidates to demonstrate their knowledge of and abilities in terms of standard 3—planning and delivery. We believe this will put them in a good place to begin student teaching in the spring semester. We will report on this when we meet in the spring.

A lengthy discussion took place around field placements. We reminded them that, per their suggestion, we had added ELL and IEP questions on field evaluation forms. We examined the forms, noting that they were aligned to the new State P-12 Developmental standards.