

School of Teaching and Learning
Dec. 5, 2007

Present: Ok-Hee Lee, John Benson, Layna Cole, Ron Messelt, Peggy Rittenhouse, Coleen Roller, Ann Goldade, Renee Kerzman, Becky Williams, Erin Gillett, Heather Sand, Barbara Martin, R. Dean Mollerud, Solveig Bartz, Karen Danbom, Lisa Staiger, Linda Houts-Smith, Doris Walker-Dalhouse, Melody Chuang, Steve Grineski

Heather Sand passed around a hand out regarding ED 205. (Handout at the end of minutes.) She introduced Barb Martin as one of the adjunct professors teaching the class. Discussion was held regarding the importance of ED 205; how it is the hook to get students in the education program. There will be just two instructors teaching ED 205 this semester. The hope is that with fewer instructors, there will be more consistency, and the class will be more hands on and inviting.

Placement and technology are being incorporated into the program. It was mentioned to invite students of 205 to sit in on a 367J class to observe/understand the technology aspect.

Heather mentioned that there was a 60% drop rate between taking this class and graduation. It was suggested that maybe a survey could be taken to find out why students are dropping education and selecting another major. Suggestions were made for more diversity training such as TOCAR. It was also mentioned to make use of the curriculum center in selection of materials.

Right now, ED 205/205e is a large work load for two credits. The changes will reflect a reduction in the workload for students, making it a true two-credit course that meets the objectives without turning students away from the field of education.

Respectfully submitted: Diane Copple

Attachments: 205/205e details

The ED205/ED 205E class is the feeder class for students thinking about becoming teachers. We are concerned the numbers of students coming into education is decreasing.

The Ed205 class must be the hook to get them interested or stay interested.

Because of this, the class needs some changes.

The components of the class as of Fall 2007 semester:

ED205 (2 credits) Introduction to Education and Technology

Two 50 minute periods each week or One evening session per week

Wide variety of classroom assignments and projects including:

Newsletter - Diversity Project – Website - Textbook chapter readings and writings and/or quizzes

ED205E (1 credit) Early Field Experience

30 hours in a local educational setting.

Five “seminar” hours on understanding dispositions.

This is in ADDITION to ED 205 class meeting times.

Online discussion groups with required postings and response posts.

These are based on readings from portions of three books “How to Talk so Kids Can Learn” and “Qualities of Effective Teachers” and “Reaching Out”

Dispositions Self-Assessment and Goal Setting.

3 Reflective Writing papers. (1-2 pages each)

Changes being made for Spring 2008 semester:

1. Fewer adjuncts teaching the class- only two people will be teaching all the classes.

2. Using a wider variety of pedagogical styles in the class, to facilitate good modeling and to encourage classroom participation.

3. Incorporating the Dispositions seminar into the ED 205 class times through the use of online assignments for five of the class sessions.

4. D2L postings and response posts will be read by the classroom (ED205) instructor, who will provide feedback to each group both through D2L and in personal class sessions to allow for further expansion of discussions as deemed appropriate.

5. ALL of the Disposition Seminar sessions will be taught by Heather Sand.

She will evaluate and grade ED 205E:

Placements & Supervision

Reflective Writing Assignments

Disposition Self-Assessments & Goal Setting

D2L postings

6. Reduction on the focus of the textbook, aligning the course more directly with the course standards.

Students will read information from websites, teacher’s manuals, juvenile/trade books, journal articles, and the books utilized in the Dispositions Seminar.

7.Utilizing the “website” project as an authentic assessment piece for many of the course objectives.

8. Reduction in the workload for students, making it a true two-credit course that meets the objectives without turning students away from the field of education.

REQUIRED ED 205 COURSE STANDARDS: (evidence document)

Minnesota Standards of Effective Practice addressed in this course:

Standard 4, instructional strategies. A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

- d. enhance learning through the use of a wide variety of materials and human and technological resources. (WEBSITE)
- l. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning. (WEBSITE)

Standard 6, communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

The teacher must:

- i. support and expand learner expression in speaking, writing, and other media; (WEBSITE)
- k. use a variety of media communication tools, including audiovisual aids and computers, including educational technology, to enrich learning opportunities. (WEBSITE)

Standard 9, reflection and professional development. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

- g. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues; (REFLECTIVE POSTS on D2L)
- i. use professional literature, colleagues, and other resources to support development as both a student and a teacher; (WEBSITE)
- k. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers (D2L)

ADDITIONAL ED 205/ED 205E COURSE STANDARDS:

Standard 3, diverse learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

The teacher must:

- d. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism; (DISPOSITIONS SEMINAR/D2L)

Standard 4, instructional strategies. A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

- a. understand Minnesota's graduation standards and how to implement them; (WEBSITE)

Standard 5, learning environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

- d. know how to help people work productively and cooperatively with each other in complex social settings; (WEBSITE)

Standard 10, collaboration, ethics, and relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

- a. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works; (WEBSITE)
- b. understand how factors in a student's life environment outside of school, including family circumstances, community environments, health & economic conditions, may influence student life and learning; (DISPOSITIONS SEMINAR/D2L)
- c. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect. (DISPOSITIONS SEMINAR/D2L)