

Minutes  
Teacher Education Effectiveness Committee  
June 1, 2009  
Boling University Center 206C

In attendance: Lynn Brasfield, Staci Fuqua, Mary Lee Hall, Andrew Hart, Nancy Hurt, Tara Miller, Tim Trimble, Warner Pace, Dee Pritchett, Michael Poore, Julie Walker

**1. Welcome and Introductions – Mary Lee Hall**

Dr. Hall welcomed the committee members and then suggested that they have dinner first then have the program. After the meal, all in attendance introduced themselves.

**2. Purpose of TEEC – Mary Lee Hall**

The primary purpose of this committee is as a feedback loop for accreditation purposes. This feedback is also needed to help the college in providing a quality education to our students. As we approach reaccreditation, the committee may be asked to meet more often.

**3. 2010 NCATE Visit and Timeline – Michael Poore**

We have asked Martin Nash for approval for the first weekend in November 2010 for our NCATE reaccreditation visit. Changes are being made in the accreditation process, using fewer people and fewer days for each visit. More information is being disseminated electronically to the visit team. Another change is called “Continuous Improvement” where the documentation is available electronically to the visiting team, through a departmental web page, a year ahead of the visit. They then tell us what they will be looking for during the visit.

**4. Explanation of, and Update on Data Assessment System – Michael Poore**

Mr. Poore reiterated that the committee was there to review data and provide feedback.

Matt Cook, in IT Services, has been working on the web page for our NCATE documentation. Currently, the information that is there is the “skeleton” of the standards. During the next few weeks, information will be added for each standard.

**5. Data Reports and Feedback – Michael Poore**

Mr. Poore explained the assessment system and then detailed what NCATE wants to see as far as data collection. The results we receive from the surveys are used to improve our delivery of services. The interview for entrance into the teacher education program is a checkpoint; not everyone who applies gets in. The process was changed in the last year or so, and a new rating system has been implemented. The GPA minimum has been raised from 2.5 to 2.75 now, and that is also a check point.

Mr. Poore showed examples of the student and alumni surveys (copies of spreadsheets attached), and said that test data is used to make instructional decisions. Areas to strengthen are shown in the data collection by shading the cells. One of the questions asked was if portfolios were requested when being interviewed. Very few said they were requested at all. Assessment and classroom management keep showing up in the data as being weaknesses.

Committee members were asked for feedback. Suggestions are listed below.

Technology taught in HLRN 311, but students don't have an opportunity to use it. There is technology available that students often do not get a chance to use before they get into the classroom during student teaching (such as the SmartBoard).

More classroom management instruction and modeling is needed. (It was noted that since TCED 302 and 305 is combined in a blocked delivery, this is being addressed.)

Could we use the Functional Behavioral Assessment for all students, not just those in special education? Assessment is a weak area for teachers. Assessment is on-going, not just giving a test. (It was noted that Dr. Black does teach this in his TCED 303 class.)

Advising is not always strong. (This is currently being addressed by providing advising workshops.)

There is the reality of what teachers can do (or have time to do) vs. what some Teacher Education faculty teach that they can do. Perhaps faculty members should make a point to get into the elementary, middle or high school classroom to see what the reality actually is.

A question was raised as to whether the CTs were required to stay in the classroom with the student teacher. Some schools require it and some do not. One member asked if the teacher leaves, how do they know the student teacher is practicing good classroom management?

Teacher Education students should be made aware of just how much importance is placed on the TCAP. Some student teachers are completely unaware of this.

In the schools, rules and policies are not the same in each classroom.

We are teaching theory, not practice. Students NEED the practice.

Meeting adjourned at 6:25 p.m.