

UTEAC Agenda
 May 16th, 2017
 Turrell Boardroom, Bey Hall
 11:00-12:30

Agenda

11:00 - 11:30	School of Education Data	Tracy Mulvaney
11:30 - 12:00	Teacher Residency Program	John Henning
12:00 – 12:30	Schedules	John Henning

UTEAC Meeting Minutes
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Minutes

School of Education Data Tracy Mulvaney

1. Four criteria:
 - a. Selectivity
 - b. Content/Pedagogy
 - c. Impact
 - d. Outcomes
2. Selectivity is a measure we have to meet. The data says are selecting students who fit the quality.
 - a. MAT students exceed the requirement of 2.75, with a cohort average of 3.0
 - b. SAT/ACT requirements change every year
 - c. Very brand new, high leverage teaching practice rubrics, first semester of yearlong
3. EdTPA 100% Pass Rate
 - a. What it requires: planning, instruction, assessment, and an unedited video submission

- b. They were pushing for them to pass, to not have high rates.
 - 1. 87 candidates total
 - 2. 9 had to retake: 3 for video edits, 6 for not enough students, one was audio
 - 3. These videos are scored by a Pearson grader.
 - a. Kathy Lionetti questions
 - i. she would like to know the academic language for the student's content
 - ii. she would like KC's professional development/training info.
- 4. How do we measure impact post graduate?
 - a. SGO – student growth objectives, which are set by principals and in-service teachers. It is not broken down by content, but by achievements of the students in our graduates classrooms.
 - b. SGP – Teacher Practice, NJ Achieve Data on our in-service, public school teachers in NJ only
 - c. Employer Survey, aligns to InTASC Standards: we show employer satisfaction with our graduates.
 - d. 2017 Hire Rate by Number of Endorsements
 - 1. 80% of all graduates with 2 endorsements are hired from 2017 class
 - 2. 100% of all graduates with 3 endorsements are hired from the 2017 class

Developing a Sustainable Teacher Residency Program

John Henning

- 1. Finding a way to pay teachers for their work in their placements
 - a. Placements: 100 hours first part
 - b. Full time student teaching in the second part
- 2. One of the greatest conflicts in students is working hours: 70% of students work, 40% of those students work over 30 hours/week.
- 3. Question: how can we get our students to teach more often?
 - a. We are not sending them out to become substitute teachers
 - b. We are sending them out to learn to be a teacher through substitute teaching
 - i. Subbing is often the first time they are alone with a class
 - ii. May and June, substitute jobs are very valuable for our students
 - iii. We started a Substitute Teaching Academy
 - iv. Kathy Lionetti asked about scheduling for days off to sub.
 - v. William Gorman agrees, as a supervisor, students grow in confidence, poise through the 100 hour, yearlong, and residency program
 - c. We are rethinking sophomore and junior years: introduce an idea: what if they are paid like pre-med students, so they aren't learning to teach in the first year. They will have already tackled that.

SCHEDULING John Henning

1. Can we work to clear a couple of days on the schedule so they can be in schools. We hope to take some steps to start working on schedules.
 - a. Gorman and Veit: flattening of schedules
 - b. More experienced professors teach during the day, and rely on adjuncts at night.
 - c. Lionetti: thinking more hybrid classes can accommodate this kind of schedule.
2. We can agree: this won't be easy and it won't be quick. But can we start thinking and talking about it.
3. No idea is a bad idea: offsite classes, can we have students in school for half-day,
4. Bludau: we aren't going to completely clear a day, but think about how we schedule senior seminars after 4:30 on one day: Wednesday and Friday.
5. This program is in addition to all that they already do, and it is voluntary.
6. Question: do we know the degree that this is helping them not work a part time job? Are they able to quit their job? TM says that superintendents say our students are able to interview like more experienced teachers.
7. We are looking to create a contract where the student can be guaranteed a certain income, along with winter break and May/June public school schedules. Lilly: I don't want this for only the students who do not have to work.
8. Concern: student are stressed with 14 week semesters, they are doing 5 years' worth of work in 4 years, is this adding to add to their stress.
9. Two things out of Monmouth's control: block scheduling and schools starting later.
10. K. Lionetti: maybe pre-care and after-care are good places for freshman, sophomore students. FWS students already work aftercare. Playground supervisor.
11. Veit: the drive to get endorsements cause a lot of stress for students. They believe they have to go to school more semesters, they feel bait and switched, sold this from open house on.
 - a. KC – the endorsements are employer driven.