

Special Methods Instructors Meeting - Planning for 2010-11
Minutes
May 24, 2010, 1:00-2:30 p.m., CC023

Present: Tom Long (H/SS), Jenny Martin (English), Sharon Miller (Music), Cathy Smeltzer Erb (Coordinator of Secondary Education), Mike Medley (TESL), Toni Flanagan (Math/Science), Brenda Bechler (H & PE)

Regrets: Sandy Brownscombe (H & PE), Barbara Fast (Art), Barbara Gautcher (Art), Aaron Kauffman (TESL), Marta Loyola (Spanish), Heidi Winters Vogel (Theater)

1. Cathy opened the meeting by identifying the purpose of the meeting:
 - a. to coordinate expectations between Special Methods and content area methods courses for fall 2010
 - b. to equalize student expectations between the methods courses in quantity and quality of assignments
 - c. to share pedagogical approaches
 - d. to review and analyze candidate performance data
 - e. to decide how data informs the methods courses
2. The agenda was reviewed and a few items were added that pertain to special methods instructors and courses.
3. Special Methods class meeting times will be as follows:
 - a. ED 351 General Curriculum and Methods for Middle and Secondary Teaching meets Mondays, 7-7:50 p.m.
 - b. Special Methods 6-12 courses meet Mondays 8:00-9:50 p.m. Room locations are listed in the course offerings schedule.
 - c. Special Methods PFE meets Thursday (changed from Tuesdays in recent years)
 - d. PreK-12 Methods courses are scheduled throughout the week as per the course offerings schedule.
4. Course expectations were reviewed. Some items were reviewed from previous years.
 - a. Format of the syllabus follows the Education Department's syllabus template.
 - b. Instructors need to incorporate language from VDOE state matrices into the course outcomes.
 - c. Introduce students to VA SOLs and SPAs online as part of course instruction.
 - d. State in the syllabus that students are expected to join their respective SPAs at the state and/or national level.
 - e. Incorporate key assessments for NCTE, NCSS, NCTM, NASPE into the syllabus.
 - f. Require alignment in lesson planning with VA SOLs and SPAs (Specialty Professional Associations—NCTE, NCSS, NCTM, NSTA, ACTFL, NASPE) when applicable.
 - g. SPA Key Assessments located in Special Methods courses need to be included in the fall 2010 syllabus to continue data collection.
 - i. NCTE – Lesson Plan, Unit Plan
 - ii. NCSS – Lesson Plan
 - iii. NCTM – Lesson Plan, Math Portfolio
 - iv. NASPE – Lesson Plan, Unit Plan
 - v. Keep a copy of the students' work for each key assessment and submit to Cathy or place in the Secondary Education data box located in the CC 201a (storage room).

- h. Follow the EMU Secondary Education Lesson Plan Template for lesson plan expectations. Include a copy in the syllabus as found at: <http://www.emu.edu/education/6-12/>
 - i. Lesson plans may be modified to suit the content area using the template as the foundation.
 - j. Mastery learning is expected with the lesson plan assignment which is consistent with expectations in ED 351 General Curriculum and Methods for Middle Secondary School Teaching.
 - k. The unit plan assignment includes five lesson plans.
 - l. Include the development of one rubric in the unit plan assignment.
 - m. Instructional strategies from the content perspective is a significant part of the course.
 - n. Videotape one 20-30-minute lesson. Flip cameras for taping can be reserved with Sara from the Ed. Dept. The Special Methods instructors will schedule a time for all Special Methods classes to participate in the teaching experience. Students would receive feedback from instructors and from peers. Sharon Miller expressed interest in joining the Special Methods classes for their videotaping sessions.
 - o. In the journal article assignment, students are expected to read 5 journal articles, preferably covering a topic of their choice, perhaps from the SPA professional journal. An annotated bibliography will be required with a reflection "which expresses your opinion and analysis of the topic" (see ED 375 Math syllabus).
5. Cathy emphasized the following for fall 2010 courses:
- a. Dedicate time in the beginning of your course to review the standards of your respective SPA (Specialty Professional Association) so students have the knowledge to plan lessons based on SPA standards.
 - b. Lesson Plan – applies to ED 351, ED 371-376, ART 398, MUED 342, LING 450, PE 402, THR 371. Insert the following into your syllabus:
 - i. *The lesson plan criteria which includes Lesson Outcome/Objectives, Aligned Assessment, Differentiation, and Planning for Instruction will be used for admission to student teaching decisions beginning July 2012.*
 - ii. A template of the ED 351 Lesson Plan Rubric with these designations noted is attached and may be used in each methods syllabus.
 - iii. Upon completion of the course, the instructor should compile the data in the following chart and submit to Sara Halteman by December 1. Cathy will send a reminder email on Oct. 15 and Nov. 15.

Candidate	Lesson Outcome/Objectives		Aligned Assessment		Differentiation		Planning for Instruction	
	ED 351 L. 1	Spec Meth L. 2	ED 351 L. 1	Spec Meth L. 2	ED 351 L. 1	Spec Meth L. 2	ED 351 L. 1	Spec Meth L. 2

Score of 3, 2, or 1 is recorded from each course rubric.

Minimum Required: 2 in every category.

Location of lessons: 2 courses in every program to allow for multiple assessment. Higher score will be used for Adm S.T.

- c. A unit plan completed to mastery learning is expected in all 6-12 and PreK-12 methods courses. Toni and Jenny are willing to show how they achieve mastery learning in their unit plan assignment if you wish to see a model.
 - d. Profile of Performance (practicum evaluation) – applies to ED 361 and all PreK-12 methods courses. Insert the following statement in your fall 2010 syllabus:
 - i. *The Practicum Evaluation rubric completed by the practicum teacher will be used for admission to student teaching decisions beginning July 2011.*
 - e. Sandy and Sara are updating practicum evaluations over the summer and will forward docs for your syllabus by early August.
 - f. If you have alternate-year courses that were not offered in '09-10, remember to incorporate VDOE competency language from the state matrices into the outcomes of courses reported in matrices.
6. Discussion focused on questions among the professors regarding course-related expectations and pedagogy. Faculty were encouraged to continue the conversation with their colleagues throughout their courses.
7. Data from 2009-10 and from 2007-2010 of the following assessment items were reviewed and analyzed. In each special methods content area, the data set is small so it was decided that we will continue to monitor the areas of content knowledge planning in lessons, differentiated planning and instruction in teaching lessons, and assessment of P-12 learners in the upcoming year.
- a. Praxis II – all candidates passed on the first attempt. No changes needed to date.
 - b. Documentation of Student Learning – attention to differentiation needs continued emphasis. It was noted that this is a difficult concept to teach in Methods courses yet attention to differentiation must continue.
 - c. Student Teaching evaluations
 - i. Strengths - C1: Establishes a safe physical and psychological environment – scores of 3-5 out of 5 were noted in all licensure areas.
Students rated high throughout category E: Professionalism.
 - ii. Areas of Growth – A.1: Demonstrates an understanding of appropriate content standards (SOL/Professional Standards)
A4: Links content to students' prior experiences and to related subject areas – University Consultants should encourage Cooperating Teachers to monitor this criterion during student teaching. It was noted that English candidates were rated lower by Cooperating Teachers than by University Consultants. It was noted that the SOL knowledge is a narrower body of knowledge than university content knowledge. Perhaps student teachers haven't yet narrowed their content knowledge to the SOL knowledge. To address this discrepancy, it might be helpful in Special Methods courses to compare SPA standards with SOL standards to enhance candidate knowledge of scope and sequence. Rockingham Co. Public Schools has pacing guides and benchmarks as resources for unit planning. Attempts to increase candidate familiarity with SOLs in Special Methods courses would be helpful. Greater emphasis on big picture unit planning is needed in Special Methods courses. A special suggestion was given to bring content area methods courses together (specifically History/Social Studies, Math, English) early in the semester to overview scope and sequence per content area.
8. Miscellaneous:
- a. Remember to submit an electronic copy of your syllabus to Cathy for review in August and to Sara Halteman for department files. Sara will forward all syllabi to the Dean's office.

9. Information Systems has ordered approximately 36 clickers to be used by faculty. There will be a training session in the fall. Methods faculty will be invited to the orientation session when information is available.
10. Adjourned at 2:30 p.m.

Recorded by Cathy Smeltzer Erb