

Kremen School of Education and Human Development
Advisory Board for Professional Education

Minutes - May 9, 2012

Present- Rajee Amarasignhe, Nan Barker, Virginia Boris, Walt Buster, Robin Chiero, Lori Clune, Jody Daughtry, Rich Firpo, David Gromis, Richard Johanson, James Marshall, Lisa Nyberg, John Pryor, Bud Richter, Rich Smith, Colleen Torgerson, Jim Yovino, Glenn Devoogd, Paul Beare

Purpose of Advisory Board- Bringing leaders from the school, the campus, and the community for counsel on the direction of teacher education.

Kremen School Report Card- Looking at data and the health of the program. The numbers have been going down across the board in teacher education. KSOEHD is the only school at Fresno State with solely postbacc units, most students carry full time loads. Our numbers have stayed around 1200 FTES, as opposed to 1600 FTES ten years ago. We have a high rate of diversity, which is helpful in obtaining grants. Currently Fresno State is not considered minority-serving institution.

Fresno State Fall 2010 – Spring 2012

- 877 Admitted to teaching credentials at Fresno State
- GPA mean= 3.25 (includes essentially zero education courses)
- Campus had 3551 bachelor's degrees in this time. Mean GPA= 3.09
- Seven other undergraduate school GPA's ranged from 2.98 (Ag) to 3.21 (Health and Human Services)

Fresno State averages are comparable to national averages for adequately preparing students for teacher education.

Number of math and science credentials granted has grown to 92 since 2003/2004.

CSU graduates have higher rate of progress in grades 3-6 and grades 7-11 than non CSU graduates. The progress rates are similar for reading-language.

KSOEHD is also looking at where improvement needs to be made in educating English Learners as well as teaching students with special needs.

Dr. Pryor added that it is important to build relationships with Native Americans to encourage more to go in to teacher education. Dean Beare said that he has met with Rancherias and has implemented a Native American Reading room where Native American students come in for activities. Dr. Pryor said that building relationships with the Native American community means asking what they need, rather than coming to them with what we have to offer.

Single Subject Credential Program Revision- Dr. Chiero reported that she is a member of an ad-hoc committee to strengthen the program. She solicited input from various agencies while working within CCTC standards and university bureaucracy. Positive response to developing more interdisciplinary partnerships. Planning to start

program in Fall 2013 so the next step is reworking the curriculum. Making initial field experience more rigorous and meaningful. Moving one course in to a prerequisite rather than concurrently with initial student teaching. Subject matter competency would need to be met. Changing the SPED 121 Teaching Students with Special needs to a 3-unit course. Splitting the EL course requirement in to two courses. Interlinking curriculum across courses. Adding a Link Learning experience.

A survey of our graduates reported that they feel content prepared, but feel a lack of preparation to teach English Learners or students with special needs. Dr. Devoogd added that maybe both EL and struggling readers could be addressed in the new EL curriculum. Another program includes EL curriculum in each of its courses. Dr. Boris noted that the challenge ahead is the type of technology infused in the learning process. The committee is also looking at starting the initial student teaching experience prior to the beginning of school in order to get a feel for the preparation process teachers go through.

Partnerships/Cohorts- Mission: enhance student achievement, helping schools, CUSD, FUSD, Sanger, Central. In the fall a new Dual partnership will begin for students obtaining both a multiple subject and education specialist credential. Learning Pathways—traditional on campus, internships, partnerships. Students in partnerships have reported that they feel more strongly prepared, whereas principals reported no difference. The ideal is for these students to be prepared as second year teachers would be. Team teaching is a component of the partnership model as well. KSOEHD faculty are publishing their findings. Dr. Devoogd recommended PLC's, and that graduate students are also out in partner schools doing work. Dr. Nyberg added that university faculty need to have more input from districts on their needs. Mr. Smith said building relevance makes the learning experience more affective. Dr. Amarsinghe said that providing strong preparation in math education is important. Mr. Smith added that math teachers are prepared to teach computation but not math concepts that can be applied in the future. Dr. Boris said that Ed Admin project students should look at ways to more strongly prepare teacher candidates. Addressing common core and addressing deeper learning concepts.

Teaching students whose parents aren't adequately preparing their students is a concern. When schools worked to improve the home-school communication and support for parents to be more involved, they get high rate of response. Preschool preparation and transitional kindergarten is going to make a difference. Jim Yovino added that what he sees through Parent Resource Center is parents do care, and work hard to be involved with the constraints they are under.

Co-Teaching is a promising new coaching program. KSOEHD is offering training workshops.

Meeting adjourned at 5:31