

STL Meeting
Wednesday, Sept. 2, 2009

In attendance:

Erin Gillett, John Benson, Keri DeSutter, Layna Cole, Lisa Staiger, Ann Goldade, Mary Dosch, Ok-Hee Lee, Coleen Roller, Heather Sand, Sue Severson, Lynn Mahlum, Renee Kerzman, Melody Chuang, Barb Worman, Teresa Shume, Steve Grineski, Steve Street, Ron Messelt, Becky Williams, Ruth Newton, Bruce Harmon, Shirley Johnson, Deb Pullen, Valerie Ritland, Camille Brandt, Dean Mollerud.

Erin Gillett reported on Jessica Molstre. She accepted a position with the Moorhead School District that was funded by a grant and was going to be working in with the kindergarten children at Ellen Hopkins. An opening came open in the West Fargo School District that was a regular position with benefits and Jessica was hired permanently for that position, so Jessica is now working in WFSD.

Sue commented on the Peer Review Committee. No one volunteered to be on the committee, so STL is underrepresented on that university committee.

Office supplies will be brought over to Lommen and stored in 214 Y. For next semester, we will need to make plans for the roll paper in the basement of Lommen. Keep in mind the budget. You need to use the print shop for your printing jobs. Plan ahead.

Valerie Ritland made a motion to approve the minutes of Aug. 26, 2009. Ok-Hee Lee seconded. The motion passed.

Ann Goldade explained the proposal for the SPED Minor. We have in place right now an undergrad certificate for SpEd. With the SPED minor, maybe secondary educ. majors will be enticed to add the minor. SPED 320 is a required course for the minor. Erin Gillett moved to approve the SPED minor to replace the SPED certificate. There was discussion about SpEd 473 being blended with 455. It was suggested that SPED 427: Instructional Strategies Preschool be added to the SPED minor. IEP's were discussed. IEP instruction is embedded in required courses 320 and 494, with more instruction in the elective course SPED 413. Erin amended the motion to approve the SPED minor to replace the SPED certificate and include SpEd 427 to the SpEd minor. Ann seconded the motion. Motion carried.

The STL department goals were outlined. The chairs of each department were told to set three goals at the first meeting with the dean this year.

STL Departmental Goals 2009-2010

1. Review and revise the EECE, SpEd, Foundations curricula to improve the knowledge, skills and dispositions of teacher candidates to be effective teachers in a changing P-12 system.
2. Focus faculty professional development activities on issues related to delivery of the revised curriculum: Differentiated Instruction, Data-Based Decision Making (Learner Assessment, RTI, Value Added Assessment), Classroom Management, Instructional Technology, Supervision of Field Experience
Development of Professional Development Schools, Teacher Induction Programs
Mentoring of Beginning Teachers, Diversity (ELL, persons with disabilities, cultural and ethnic).
3. Develop interdisciplinary, community, K-12 partnerships.

Faculty will need time for professional development to be able to teach these courses. We will need to demonstrate to the Bush foundation how the university supports faculty development. Mary Dosch sent out information on an ELL conference. Attendance at that conference would demonstrate faculty development.

There was discussion about department goals vs. department objectives. Steve Grineski, Valerie Ritland, and Layna Cole will form a committee to clarify this.

The spring schedule FAR is due on Fri., Sept. 4. It was passed around for instructors to look at and give feedback to coordinators. There are seven rooms available in Lommen for spring semester. The classroom sizes vary from 24 to 30. There is concern on where the foundations courses will be taught. Express opinions to upper management when the university does not respond to our needs. Layna mentioned that the TCU film library will be closing in November.

Updates on the Bush Foundation work. We need to turn out teachers who are leaders. The Bush Fdn. wants us to require education majors to have extra certification, i.e. SpEd licensure, ELL licensure. We are working on adding minors as specialty areas are disappearing. MSUM views extra certification and minors as an option, not a requirement. See attached handout.

Bush Partnership--Preparation

Menu	Description
STEM Certificate	STEM courses, based on materials and resources from the Boston Museum of Science's NCTL as well as campus, will be created at three curriculum levels, elementary, middle school, and high school. The coursework produced at each level may be built into certificates applicable to K-12 teachers. The resulting "STEM Certificate" will provide an interdisciplinary core of relevant course material to preservice and in-service teachers at each of the three levels. Through professional development opportunities for faculty, these STEM materials will also become available within existing undergraduate courses in Science, Technology, and Mathematics. Graduate level online STEM coursework will be developed and incorporated to the concentrations within the Master of Education program. The graduate courses may be bundled as STEM certificates for in-service K-12 teachers. Additional professional development for in-service teachers will also be available through professional development workshops scheduled throughout the year.
ELL Endorsement/Licensure	The English as a Second Language Endorsement at VCSU follows the Endorsement requirements specified by the North Dakota Education Standards and Practice Board. Courses are taught online and includes courses in The Foundations of Bilingual/Multicultural Education, Foundations in Second Language Acquisition, Linguistics & Language Acquisition, Language & Culture, Methods of Teaching ESL, Assessing ESL Proficiency, Field Experience and a Practicum in the ESL Classroom.
Special Education Minor	As an add on certificate to any teacher education major, the 15 credit undergraduate Special Education certificate includes nine credits of required coursework and six credits of electives. The certificate provides general educators with the knowledge and skills to participate in individual planning and inclusive opportunities for learners with disabilities.
Elementary Education Degree with SpEd and ELL standards infused in coursework and field experiences.	This preparation program involves coursework that includes elementary, ELL and special education state standards infused into core coursework with field experiences across courses providing teacher candidates the opportunity to apply and practice instructional content.
Elementary Education licensure with 1-2 areas of Special Education licensure.	This preparation program involves coursework that includes elementary, ELL and special education state standards with field experiences across five semesters that provides teacher candidates the opportunity to apply and practice instructional content. With additional semesters (summer or 5 th year), special education licensure in the areas of learning disabilities, emotional/behavior disorders or cognitive disabilities are obtainable.
Elementary Education and Early Childhood Education with SpEd and ELL standards infused in coursework.	This preparation program involves coursework that includes elementary, ELL and special education state standards with field experiences across five semesters that provides teacher candidates the opportunity to apply and practice instructional content. With additional semesters (summer or fifth year) licensure in the areas of Elementary and Early Childhood Education are obtainable.
Elementary or Secondary Licensure with Middle School Endorsement	This series of four courses in adolescent development, middle school methodology, middle school philosophy and content area reading, will allow our candidates to understand and teach students at this unique developmental level, supporting the candidates in becoming more effective educators. The middle school area of specialization will enable candidates to earn a ND middle school endorsement and/or allow candidates who complete coursework in ND to earn a 5-8 or 5-12 content area teaching license in MN.
Elementary or Secondary/K-12 with reading credential/license.	The Title I reading credential program is intended for students pursuing a major in elementary or secondary education. Based on Title 1 of the Elementary and Secondary Education Act of 1965, the purpose of the Title 1 credential is to put qualified teachers in the field to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging State academic achievement standards and state academic assessments (U.S. Department of Education). The coursework involves courses in diagnosis and correction of reading, a field experience, and additional courses in reading and language arts.
Alternative Teacher Preparation Program for Special Education	This special education option provides a one to two-year field-based experience where teacher candidates spend four days working in special education placements (competency based field experience) with one day dedicated to online content modules that support the field-based competencies. This teacher preparation option is available to teacher candidates who have degrees in related areas (e.g., social work, secondary education) and who are pursuing licensure in special education.

Next Wed., Sept. 9, 2009 items:

1. Review course proposals
2. ED 205 changes
3. IFO policy
4. SARTE
5. LOA - \$1300 IFO funds
6. If you have items to discuss, please give the information to Sue Severson.

Meeting adjourned: 9:15 am.

Minutes by: Diane Copple