

Keystone CE Subcommittee  
Minutes  
10-11-05

Present: Carol Benson, Kathy Clesson, Brian Conant, Jeff Hill, Jim Kurz, Dixie Lewis, Peggy Scott, Mike Sondgeroth

1. 216 Data

The data referenced in these minutes (see attachments) was gathered by Tom Haynes from 4 sections of 216 in the spring semester to give us some ideas about where we might target our efforts to improve the experience. The committee knows the statistical significance of the numbers is limited and that student interpretation and expectations vary. Thus, the committee chose which questions were most significant to them on the basis of content and practical change being possible rather than numbers. Questions 1-3 and 8 were chosen for this year's focus; the committee then brainstormed ways to help faculty and/or the program improve. Data will continue to be collected so patterns of improvement can be seen.

Question 1: My cooperating teacher at UHS provided me with specific information/guidance in planning my UHS lessons.

- Establish a file of sample lesson plans; tell instructors about the file
- Get clear objectives for lesson plans from the 216 instructors
- Video tape sample lessons
- Note the availability of the above at the orientation meeting
- Establish a webpage link to plans file and show at orientation
- Clarify timelines/deadlines
- 216 instructors review plans before UHS instructors
- Ask instructors "what do you expect of us?"
- Explain lesson plans will not be provided; writing plans is part of 216
- Explain experiences will vary

Question 2: My cooperating teacher at UHS provided me with important written feedback regarding my teaching.

- Encourage comments beyond TSAF numbers
- Review with faculty the use of forms
- Keep copies of TSAF and other comments as well as plans on file
- Model conferencing for new teachers

Question 3: My cooperating teacher at UHS and I communicated regularly during the UHS clinical field experience.

- Keep a communications log.
- E-mail weekly.
- Set up on-line discussion with a question of the week.
- Keep an attendance log.
- Use a standard lab form.

- Insist upon once a week, face to face contact

Question 8: My cooperating teacher at UHS provided me with specific constructive feedback during conferences.

- Teachers may need/want training in non-judgmental feedback.
- In-service when time is available.
- Assure the final conferences are being conducted.
- Video final conferences to use as models.
- Create a checklist of things to cover in a conference.
- Create a list of specific questions to ask.
- Create an ideas list of what other people do; set exemplars.
- Allow for UHS student feedback to 216 students.
- Allow feedback directly to cooperating teachers.

Additional questions about the expectations of 216 instructors and self-assessment by student teachers may also be added.

## 2. Observation windows document

Last spring the committee created a graphic showing when certain classes were observing at UHS to help people understand the importance of keeping within that timeframe and not overlapping another class (and creating overcrowding in classrooms). This graphic will be updated one more time and then sent to the Council for Teacher Education to be shared with its members. At that time, we expect more feedback and updates to be made.

## 3. The timeline for this year's goals was accepted.

Data analysis and possible solutions—November

Video library—ongoing

Video library research—2<sup>nd</sup> quarter

Revision in orientation meetings—January

Internship updates—monthly

Overload solutions updates—quarterly

Technology application by faculty and student teachers—on-going

## 4. Internship

Jeff will circulate minutes from the Internship Committee.

Respectfully,  
Peggy Scott