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## Agenda for May, 2018

Topic	Action MAT	Action MACI	Action Special Education	Time	Facilitator	Follow-up/Notes/Due Dates
Welcome, Congrats and Updates	Congrats and Achievements  Advising reminders  Course Evaluations Due Friday May 11  Requesting desk copies (LaNesha no longer does this, up to faculty to request desk copies. Zac and program coordinators can assist part-time faculty)  Update on credentialing  Convocation on May 18 <sup>th</sup> —Faculty are highly encouraged to attend—expect an email from Margaret			10 minutes	Meghan	
TE Retreat for Fall	Sometime during the week before classes begin. When? Should we meet as an entire TE team? Small MAT/MACI/Special Education meetings as well?			10 minutes	Meghan	
Use of Go React for TPAs and in courses	We have purchased GoReact, a video annotation tool for a trial. Which courses can use this? How might our agreements need be adjusted (if at all)			15 minutes	Meghan and Faculty	
Key Assignments	Drafts due May 11 in dropbox.			10 minutes	Meghan & Amy	

New Student Cohort and advising assignments	MAT Only			20 minutes	Meghan	
Individualized Development Plan	MAT Only Description, scheduling, and due dates			20 minutes	Meghan	

### **Draft MAT Program Improvement Goals: January, 2018-June, 2018**

The following goals will be met by June 2018 (Deliverables/Data in Parentheses)

1. Development or revisions of key assignments to meet accreditation requirements
  - a. Standardize Key Assignment Rubrics (standardized key assignments for all courses submitted to Dropbox folder).
  - b. Review Key Assignments for alignment with all necessary TPEs (Grid with which TPEs are met in each Key Assignment)
  - c. Include all Key Assignments in rubrics (new Dropbox folder will all updated key assignments for courses)
2. Plan for new TPA requirements
  - a. All faculty trained on new TPA requirements (attendance of at least one TPA training session)
  - b. Embed preparation for TPAs in courses as appropriate (e.g., video-taping and analysis of teaching) (Document which shows how TPA preparation is includes throughout the program)

### **Draft MACI Program Improvement Goals: January –June 2018**

The following goals will be met by June 2018

1. Development or revisions of key assignments to meet accreditation requirements
  - a. Standardize Key Assignment Rubrics (standardized key assignments for all courses submitted to Dropbox folder).
  - b. Review Key Assignments for alignment with all necessary TPEs (Grid with which TPEs are met in each Key Assignment)
  - c. Include all Key Assignments in rubrics (new Dropbox folder will all updated key assignments for courses)

2. Plan for new TPA requirements
  - a. All faculty trained on new TPA requirements (attendance of at least one TPA training session)
  - b. Embed preparation for TPAs in courses as appropriate (e.g., video-taping and analysis of teaching) (Document which shows how TPA preparation is included throughout the program)
3. Create the following documents: (COMPLETE)
  - a. Admissions policy (Kelly M.; IES faculty: Ardell)
  - b. Academic performance monitoring procedures & policies, including:
    - i. # of students on track; procedure for getting students screened for fifth year matriculation (Kelly M.)
    - ii. # of students off track; student of concern policy/procedure including evidence of remediation & counseling/decisions (Zac)
    - iii. # of students counseled out/dropped out; data tracking to note patterns (Kelly M.)
4. Advising data and protocol (Kelly M & Zac, Golden, Ardell) (COMPETED OR IN PROGRESS)
  - a. Program evaluation
  - b. Biyearly group advising
  - c. Faculty advising load (Golden, undergrad MACI track students; Ardell graduate MACI students)
  - d. Student advising appointments
  - e. Surveys of program satisfaction; exit interviews
5. Redo curriculum map to align with new TPEs
6. Documentation of meetings with school districts in order to inform program (advisory board) (Ardell, Blauvelt)
7. Ensure Part A syllabi are in line with Part B when part time or adjunct faculty are teaching

## Agenda for April 19, 2018

Topic	Action MAT	Action MACI	Action Special Education	Time	Facilitator	Follow-up/Notes/Due Dates
Welcome, Congrats and Updates	Congrats and Achievements  Advising reminders			10 minutes		
Update on Santa Ana Partnership	Update on proposal for Santa Ana partnership			15 minutes	Meghan, Amy, and Robin	
Travel Courses	Course substitutions for travel course			10 Minutes	Meghan	
Outstanding Student	MAT Outstanding Student	MACI Outstanding	Special Education Outstanding Student	10 minutes	Meghan, Amy, Rachel	
Key Assignments and Accreditation	Key assignments submitted and those in need of completion. Timelines for summer and fall implementation			30 minutes	Meghan, Amy, and Michelle	
Summer Admit Updates	Planning for orientation			25 minutes	Meghan	

Upcoming dates for summer start orientation					Amy & Rachel	
MACI Redesign Committee planning dates						
Recruiting for Spring 2019	Scholarships? Recruitment Strategies			10 minutes	Meghan	

The first is **La Escuela Freire Summer Migrant Student Leadership Academy (June 11 – 23)**, a residential program for high school migrant farmworker students from Santa Ana. This is a great opportunity for 6 of our MAT candidates to participate as Teaching Assistants. They will be working alongside amazing teachers in English Language Arts, Ethnic Studies, and Film. This is supported by the university and our Dean.

**Ethnic Studies Teacher Institute (August 1 – 2)**, a two-day educational experience on Ethnic Studies and Critical Multiculturalism. This will take place at Chapman University and will serve 30 teachers (including credential candidates) whose want to learn and improve their Ethnic Studies and Critical Multicultural Methods. This is an extension of and a more sustainable model for the Ethnic Studies Summits. We’d like to continue working during the summer with these teachers, and then follow up throughout the year, with the goal of building a support network in Orange County. There will be an application process and participants must be rooted/teaching in Orange County schools/programs.

disAbility Summit, May 7, 9-12, Musco Center. Presenting the work of the Thompson Policy Institute on Disability and Autism.

**Draft MAT Program Improvement Goals: January, 2018-June, 2018**

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  - b. Review Key Assignments for alignment with all necessary TPEs (Grid with which TPEs are met in each Key Assignment)
  - c. Include all Key Assignments in rubrics (new Dropbox folder will all updated key assignments for courses)
2. Plan for new TPA requirements
  - a. All faculty trained on new TPA requirements (attendance of at least one TPA training session)
  - b. Embed preparation for TPAs in courses as appropriate (e.g., video-taping and analysis of teaching) (Document which shows how TPA preparation is includes throughout the program)

#### **Draft MACI Program Improvement Goals: January –June 2018**

The following goals will be met by June 2018

1. Development or revisions of key assignments to meet accreditation requirements
  - a. Standardize Key Assignment Rubrics (standardized key assignments for all courses submitted to Dropbox folder).
  - b. Review Key Assignments for alignment with all necessary TPEs (Grid with which TPEs are met in each Key Assignment)
  - c. Include all Key Assignments in rubrics (new Dropbox folder will all updated key assignments for courses)
2. Plan for new TPA requirements
  - a. All faculty trained on new TPA requirements (attendance of at least one TPA training session)
  - b. Embed preparation for TPAs in courses as appropriate (e.g., video-taping and analysis of teaching) (Document which shows how TPA preparation is includes throughout the program)
3. Create the following documents: (COMPLETE)
  - a. Admissions policy (Kelly M.; IES faculty: Ardell)
  - b. Academic performance monitoring procedures & policies, including:
    - i. # of students on track; procedure for getting students screened for fifth year matriculation (Kelly M.)
    - ii. # of students off track; student of concern policy/procedure including evidence of remediation & counseling/decisions (Zac)
    - iii. # of students counseled out/dropped out; data tracking to note patterns (Kelly M.)
4. Advising data and protocol (Kelly M & Zac, Golden, Ardell) (COMPETED OR IN PROGRESS)

- a. Program evaluation
  - b. Biyearly group advising
  - c. Faculty advising load (Golden, undergrad MACI track students; Ardell graduate MACI students)
  - d. Student advising appointments
  - e. Surveys of program satisfaction; exit interviews
5. Redo curriculum map to align with new TPEs
  6. Documentation of meetings with school districts in order to inform program (advisory board) (Ardell, Blauvelt)
  7. Ensure Part A syllabi are in line with Part B when part time or adjunct faculty are teaching



### **Draft MAT Program Improvement Goals: January, 2018-June, 2018**

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1. Development or revisions of key assignments to meet accreditation requirements
  - a. Standardize Key Assignment Rubrics (standardized key assignments for all courses submitted to Dropbox folder).
  - b. Review Key Assignments for alignment with all necessary TPEs (Grid with which TPEs are met in each Key Assignment)
  - c. Include all Key Assignments in rubrics (new Dropbox folder will all updated key assignments for courses)
2. Plan for new TPA requirements
  - a. All faculty trained on new TPA requirements (attendance of at least one TPA training session)
  - b. Embed preparation for TPAs in courses as appropriate (e.g., video-taping and analysis of teaching) (Document which shows how TPA preparation is includes throughout the program)

### **Draft MACI Program Improvement Goals: January –June 2018**

The following goals will be met by June 2018

1. Development or revisions of key assignments to meet accreditation requirements
  - a. Standardize Key Assignment Rubrics (standardized key assignments for all courses submitted to Dropbox folder).
  - b. Review Key Assignments for alignment with all necessary TPEs (Grid with which TPEs are met in each Key Assignment)
  - c. Include all Key Assignments in rubrics (new Dropbox folder will all updated key assignments for courses)
2. Plan for new TPA requirements
  - a. All faculty trained on new TPA requirements (attendance of at least one TPA training session)
  - b. Embed preparation for TPAs in courses as appropriate (e.g., video-taping and analysis of teaching) (Document which shows how TPA preparation is includes throughout the program)
3. Create the following documents:
  - a. Admissions policy (Kelly M.; IES faculty: Ardell)
  - b. Academic performance monitoring procedures & policies, including:
    - i. # of students on track; procedure for getting students screened for fifth year matriculation (Kelly M.)
    - ii. # of students off track; student of concern policy/procedure including evidence of remediation & counseling/decisions (Zac)
    - iii. # of students counseled out/dropped out; data tracking to note patterns (Kelly M.)

4. Advising data and protocol (Kelly M & Zac, Golden, Ardell)
  - a. Program evaluation
  - b. Biyearly group advising
  - c. Faculty advising load (Golden, undergrad MACI track students; Ardell graduate MACI students)
  - d. Student advising appointments
  - e. Surveys of program satisfaction; exit interviews
5. Getting faculty to upload key assignments and rubrics to Taskstream/Blackboard to test merging possibilities
6. Redo curriculum map to align with new TPEs
7. Disposition assessments to be scored on Taskstream; need to create rubric
8. Documentation of meetings with school districts in order to inform program (advisory board) (Ardell, Blauvelt)
9. Ensure Part A syllabi are in line with Part B when part time or adjunct faculty are teaching

**Agenda for March 15, 2018**

Topic	Action MAT	Action MACI	Action Special Education	Time	Facilitator	Follow-up/Notes/Due Dates
Welcome, Congrats and Updates	Congrats! Achievements!  Grants Pos-doc and Extended Ed Grant funding CEEDAR (Common Trunk Planning) Study Abroad  Upcoming Meetings: Strategic Planning and Common Trunk Revisions to Programs  Critical Literacy Summer Faculty Suggestions			10 minutes		

<p>Upcoming dates for summer start orientation</p> <p>Summer Applicant Updates and Interview Dates</p>	<p>Interviews: Friday, March 30 11-1*</p> <p>New student orientation for summer start: Week of May 21-25</p> <p>16 applicants for summer</p> <p><b>Applicant review process discussion</b></p> <p>Application deadlines extended until April 15</p>			<p>10 minutes</p>	<p>Meghan &amp; Amy</p>	
<p>Advising Overview</p>	<p>Advising Descriptions: Who to go to for what.</p> <p>Advising “norms” across the programs? e.g., an email once a semester to check in.</p>		<p>10 minutes</p>	<p>Amy, Meghan, Trisha</p>		

Key Assignments and Accreditation	<p>Establish subcommittees for key assignments and overall program alignment.  <b>**Includes ISTA aligned key assignment</b></p> <p>Overview of revisions to key assignments for accreditation. Timeline, etc.</p> <p>Considerations of Common Trunk</p>	Aligning courses between programs to see if key assignments may be able to be used in both programs when applicable		35 minutes	Meghan & Amy	
Fieldwork/Placement Process	<p>Overview of process requested by districts (MAT &amp; MACI)</p> <p>Summer opportunities for students (see below)</p>	Discussion of need articulated vision for fieldwork across program		25 minutes	Robin and Faculty	

	Student Teaching Placements  EDUC 512 and 513 (Must align with special education, English Language Development, and Content area courses)					
Margaret	Discussion with faculty			@11:30am		

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## TE Meeting Program Improvement Goals: September, 2017-January, 2018

The following goals will be met by January 2018 (Deliverables/Data in Parentheses)

1. Develop the program Annual Report (Submission of Report) **Meghan will submit in January 2018 (MAT); Amy will submit January 2018(MACI)**
2. Development of a program-wide dispositions statement and scoring rubric for the program handbook and all syllabi (Dispositions Statement and Rubric) **Complete**
3. Syllabi and Course Review, Alignment, and Support
  - a. Establish course “teams” responsible for review of syllabi and for supporting part-time faculty in Part B Development (Course “team” lead document) **Complete**
  - b. Review all syllabi Part A and Part B for alignment/ “drift” and use of hybrid models (Meeting notes) **Still needed. No changes to Part A can be made.**
4. Capstone Course Part B Development and Capstone Assignment Development (Capstone Part B Draft and Capstone Project Draft) **In progress.**
5. Development and Sharing of Technology-Based Assignments (Focus on lesson plan and how teachers can teach their students to use tech). (Calendar for sharing and list of tech-based assignments; tech-based key assessment that involves teachers showing they know how to teach students to use technology). **I suggest this be changed slightly based on accreditation needs.**

**Draft TE Program Goals January 2018-May 2018: Discussed throughout this meeting, agreed upon at December 2017 meeting.**

1. Overall plan for Key Assignments
2. Development or revision of Key Assignments to meet accreditation requirements
3. Plan for new TPA requirements
4. Overview of the Program for incoming students
5. Overarching Goals for Strategic Plan

**November 30, 2017**

Topic	Action MAT	Action MACI	Time	Facilitator	Follow-up/Notes/Due Dates
Verifying course loads with faculty due to new cohort running in Spring  & Calendar for spring	Verify staffing across programs.  MAT: January date for capstone training		10 minutes	Meghan & Amy	
Student Placement and Student Teaching Update	Update on student teaching placements. Discussion of student teaching and practicum placement procedures.		10 minutes	Meghan and Robin	
New TPA Requirements	Overview of new TPA requirements (beginning with June 2018 cohort). Discussion of faculty responsibility in the process.		15 minutes	Maria	
Update on Spring Cohort and Recruitments	5 applicants admitted. Phone calls to all individuals who have started and application (Application due date Jan. 5; CSET waived for admission; \$3000 per student for spring)  Need AT LEAST 5 more applicants	MACI Recruiting: Please sign up to attend a student org meeting to promote TE programs. Zac has candy, a talking point sheet, and flyers to pass out to make it easy. It is about 5 minutes of your time. Please check on the google doc to see where we still need the help. If you have reached out to an organization a second time and have made an	10 minutes	Amy and Meghan	

		appointment to talk to a group, please let Zac know so that he can add it to the chart.			
Capstone Course and Special Topics Course	Miguel, Cathery and Lilia  Review progress; discuss how the courses will run  <u>Discuss connection with Spring courses</u>	Amy and Anaida	15 minutes	Miguel and Amy  Meghan: Update on courses on sections, etc.	
Course Team Meetings for Spring Semester	Establish a Team lead(s) who will set meetings with course instructors to ensure class alignment for Spring  MS: EDUC 579 (Anaida) EDUC 543/543B (Amy) EDUC 582 (Supervisors-TBD)  SS: EDUC 589 (Anat) EDUC 518 (Albert)/EDUC 578 (Heidi Sublette)	NA	20 minutes	Meghan	



	EDUC 583 (Supervisors/TBD)				
Key Assignments and Accreditation	<p><b>Task Stream Reminders and Updates</b></p> <p><b>Establish subcommittees for key assignments and overall program alignment.</b></p> <p><b>**Includes ISTA aligned key assignment</b></p> <p>Overview of revisions to key assignments for accreditation. Timeline, etc.</p>		30 minutes	Meghan & Lana	

## **TE Meeting Program Improvement Goals: September, 2017-January, 2018**

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1. Develop the program Annual Report (Submission of Report) **Meghan will submit in January 2018 (MAT); Amy will submit January 2018(MACI)**
2. Development of a program-wide dispositions statement and scoring rubric for the program handbook and all syllabi (Dispositions Statement and Rubric) **Complete**
3. Syllabi and Course Review, Alignment, and Support
  - a. Establish course “teams” responsible for review of syllabi and for supporting part-time faculty in Part B Development (Course “team” lead document) **Complete**
  - b. Review all syllabi Part A and Part B for alignment/ “drift” and use of hybrid models (Meeting notes) **Still needed. No changes to Part A can be made.**
4. Capstone Course Part B Development and Capstone Assignment Development (Capstone Part B Draft and Capstone Project Draft) **In progress.**
5. Development and Sharing of Technology-Based Assignments (Focus on lesson plan and how teachers can teach their students to use tech). (Calendar for sharing and list of tech-based assignments; tech-based key assessment that involves teachers showing they know how to teach students to use technology). **I suggest this be changed slightly based on accreditation needs.**

**Draft TE Program Goals January 2018-May 2018: Discussed throughout this meeting, agreed upon at December 2017 meeting.**

1. Overall plan for Key Assignments
2. Development or revision of Key Assignments to meet accreditation requirements
3. Plan for new TPA requirements
4. Overview of the Program for incoming students
5. Overarching Goals for Strategic Plan

**November 30, 2017**

Topic	Action MAT	Action MACI	Time	Facilitator	Follow-up/Notes/Due Dates
TE Business: Advising processes and budget for spring.	<p>Discuss current budget and requests from faculty</p> <p>Discuss process for technical advising</p>		20 minutes	Meghan	
Update on Spring Cohort and Recruitments	<p>5 applicants admitted. Phone calls to all individuals who have started and application (Application due date Jan. 5; CSET waived for admission; \$3000 per student for spring)</p> <p>Need AT LEAST 5 more applicants</p>	<p>MACI Recruiting: Please sign up to attend a student org meeting to promote TE programs. Zac has candy, a talking point sheet, and flyers to pass out to make it easy. It is about 5 minutes of your time. Please check on the google doc to see where we still need the help. If you have reached out to an organization a second time and have made an appointment to talk to a group, please let Zac know so that he can add it to the chart.</p>	15 minutes	Meghan	

MAT Cohort Student Meetings	<p>Review meeting agenda proposed by students for December 13<sup>th</sup> meeting.</p> <p>Specific Needs: Alignment of all courses and explanation of what to expect next semester. Review of student teaching expectations and TPAs</p>	NA	20 minutes	Miguel	
Capstone Course and Special Topics Course	<p>Miguel, Cathery and Lilia</p> <p>Review progress; discuss how the courses will run</p> <p><u>Discuss connection with Spring courses</u></p>	Amy and Anaida	20 minutes	Miguel and Amy	
New TPA Requirements	Overview of new TPA requirements (beginning with June 2018 cohort). Discussion of faculty responsibility in the process.		10 minutes	Maria	
Key Assignments and Accreditation	<b>Establish subcommittees for key assignments and</b>		20	Meghan	

	<p><b>overall program alignment.</b></p> <p><b>**Includes ISTA aligned key assignment</b></p> <p>Overview of revisions to key assignments for accreditation. Timeline, etc.</p>				
Strategic Plan	Begin developing an overall view for goals for the next 2-3 years.	NA (discussed by Amy at another meeting)	10	Meghan	

## TE Meeting Program Improvement Goals: September, 2017-January, 2018

The following goals will be met by January 2018 (Deliverables/Data in Parentheses)

1. Develop the program Annual Report (Submission of Report)
2. Development of a program-wide dispositions statement and scoring rubric for the program handbook and all syllabi (Dispositions Statement and Rubric)
3. Syllabi and Course Review, Alignment, and Support
  - a. Establish course “teams” responsible for review of syllabi and for supporting part-time faculty in Part B Development (Course “team” lead document)
  - b. Review all syllabi Part A and Part B for alignment/ “drift” and use of hybrid models (Meeting notes)
4. Capstone Course Part B Development and Capstone Assignment Development (Capstone Part B Draft and Capstone Project Draft)
5. Development and Sharing of Technology-Based Assignments (Focus on lesson plan and how teachers can teach their students to use tech). (Calendar for sharing and list of tech-based assignments; tech-based key assessment that involves teachers showing they know how to teach students to use technology).

Possible additional items: Advising? Community engagement in as many courses as possible/Increasing community engagement? MAT focus on giving back to the community?

### October 26, 2017

Topic	Action MAT	Action MACI	Time	Facilitator	Follow-up/Notes/Due Dates
Update on Spring Cohort			10 minutes	Meghan	
Update on Recruitment	Review of outreach and recruitment plan  Brainstorm recruitment strategies		20 minutes	Amy	

Spring 2018 Teaching Load	Discuss courses that may not run and available courses for teaching load.		20	Meghan	
Development of program-wide dispositions statement and scoring rubric	Review of Current Statement and Draft Rubric		20 minutes	Meghan and Amy	
Course Team Lead	Review and identify any open spots  Review course team leads responsibilities	Review and identify any open spots  Review course team leads responsibilities	20 minutes	Meghan and Amy	
Capstone Course and Special Topics Course	Amy and Anaida	Miguel, Cathery and Lilia  Review progress; discuss how the courses will run	20minutes	Miguel and Amy	

## TE Meeting Program Improvement Goals: September, 2017-January, 2018

The following goals will be met by January 2018 (Deliverables/Data in Parentheses)

1. Develop the program Annual Report (Submission of Report): *Due 10/31/17*
2. Development of a program-wide dispositions statement and scoring rubric for the program handbook and all syllabi (Dispositions Statement and Rubric): *Goal: to implement Spring 2018 semester with new cohorts in both MACI and MAT*
3. *Syllabi and Course Review, Alignment, and Support*
  - a. Establish course “teams” responsible for review of syllabi and for supporting part-time faculty in Part B Development (Course “team” lead document): *Ongoing*
  - b. Review all syllabi Part A and Part B for alignment/ “drift” and use of hybrid models (Meeting notes): *Ongoing*
4. Capstone Course Part B Development and Capstone Assignment Development (Capstone Part B Draft and Capstone Project Draft): *Due: for MACI: to be implemented Spring 2018 in coordination with IES program; for MAT: to be implemented Summer 2018*
5. Development and Sharing of Technology-Based Assignments (Focus on lesson plan and how teachers can teach their students to use tech). (Calendar for sharing and list of tech-based assignments; tech-based key assessment that involves teachers showing they know how to teach students to use technology). *Goal: to be implemented for MAT Spring cohort*

Possible additional items: Fieldwork? Advising? Community engagement in as many courses as possible/Increasing community engagement? MAT focus on giving back to the community? MAT & MACI student recruitment.

### September 21, 2017

Topic	Action MAT	Action MACI	Time	Facilitator	Follow-up/Notes/Due Dates
Development of Annual Report	Discuss how it will be divided up? Assign sections of the annual report to teacher ed faculty member?	Discuss how it will be divided up? Assign sections of the annual report to teach faculty member?	10 minutes	Meghan and Amy	Will have a separate meeting to discuss the program (2 hours)  Read ahead of time and come with ideas.



Development of program-wide dispositions statement and scoring rubric	Assign subcommittee members to work on this development.		10 minutes	Meghan and Amy	Not addressed due to lack of time.
Syllabi and Course Support	Establish course "teams"	Establish course "teams"	10 minutes	Meghan and Amy	Meghan will send out the list of courses with a sign up section.
Syllabi and Course Review and Alignment	Decide on "due date" or completion of reviews	Decide on "due date" or completion of review	10 minutes	Meghan and Amy	
Capstone Course Part B Development and Capstone Assignment Development	<b>Miguel Lead</b> -Assign team for development	Assign Team for Development  Anaida and Amy	10 minutes	Miguel and Amy?	
Development and Sharing of Tech-Based Assignments	Decide on platform or Calendar. Does this need to be a separate meeting? How can we fit this in to regular meetings when they are so short?		10 minutes	Miguel? Cathery?	

Catalog changes for syllabi. Put in some language to the syllabi that gives flexibility. October 10 it is due? Check on this.

## TE FACULTY MEETING

- Admissions
  - Only four applicants
  - Apply without CSET scores
  - Internal system for CSET requirements
    - Register for CSET in order to apply – passing CSET pending
  - CSET for MS has content from Methods class
  - Recruit at least 10-12 candidates (secondary and elementary) to run a Cohort
  - Admissions wise – we can declare yes or no for CSET requirement
  - No Cohort – No EDUC 567, 570, 532, 569 (1), 547, 500, 502B classes
  - Anyone starting in Spring will be doing new TPA
  
- Recruitment
  - Email people who came to Infosession personally (Get a list from Laura)
  - Amy will be emailing Infosession info/recruiting on campus (marketing) for MACI and MAT through different student organization
  - MACI and MAT materials centralized – Zac will manage (ask Laura for materials)
  - Shannon has list of people who started application (faculty will email 4-5 people to follow up on completing application)
  - MARGIE WILL DRAFT UP EMAIL 😊
  
- Spring 2018 Teaching Load
  - If adjunct faculty is bumped, co-plan course might be needed
  - Cathery would like to teach math and science classes but may miss 4 classes due to conferences
  - With 4 students – will it count as full load or partial load?
    - (Kelly advised it will be partial or independent)
  - EDUC 431 – Cathery will take as back up (Amy will email Andrea regarding co-plan)
  - EDUC 698 – Amy/Margie will take as back up (Pending follow up with Anaida)
  
- Meeting with Cohort students
  - Social space – Cohort culture
    - Students will facilitate
    - Improve communications amongst them AND faculty

- Alcohol can be an off-campus event AFTER on-campus event
  - Merchandise with Attallah College logo?
  - If students present question/idea as a group– respond individually because it may not apply to everyone in group
- Development of Program-wide dispositions statement and scoring rubric
  - Review rubric for grammatical errors
  - Professional Work Habit
    - Shift language on reliable to somewhat/general reliable for Meets Expectations
  - Slides for dress code as examples
  - Student Teaching Orientation – have students sign “agreement” for dress code
  - During student interview – give some expectations for ethics
  - Link to student code of conduct
  - Add link to dispositions for student code of conduct
- Capstone Course and Special Topics
  - Scheduling
    - Having something ready by Jan - start thinking about design and collecting data
    - 1 course runs Summer 1 (6 weeks)
    - 1 course runs Summer 2 (9 weeks) Capstone
    - Check in with students midway through Spring so Summer session has data in order to fully take off
    - Starting summer sessions “in Spring” by doing mid-Spring check in
    - Student can skype in and be recorded and get credit (Meghan will look into it)
  - EDUC 695/696 (Summer)
    - Having 1 full time faculty teach and 2 strong consistent adjunct
    - Teaching Capstone also teaches Special Topics
    - First week you invest full week and meet with students to get students ready for project. End of sessions they start their project.

❖ Did not get to MACI topic

Attendance: Meghan, Zac, Amy, Keith, Robin, Cathery, Miguel, Rachel  
Late: Margie (10:12AM), Anaida (11:25AM)  
Left early: Cathery (11:15AM)

## TE Meeting Notes

### Welcome, Congrats & Updates

- Cathery received pedagogy innovation and community math grants
- Advising sheet for students
- Course evaluation due May 11 (tomorrow)
- Desk copies are faculty responsibilities – LaNesha no longer handles
- Adjunct faculty desk copies – Zac/Program Coordinator will handle

### *Credential*

- Maria Lynch is transitioning out of position
- No longer sending students to Maria
- Students have been notified
  - Refer them to [credentials@chapman.edu](mailto:credentials@chapman.edu)
- Zac and Robin's tasks have shifted in order to process credential recommends

### *Convocation*

- Faculty are highly encouraged to attend
- Friday, May 18<sup>th</sup> 7-9PM – Wilson Field

### *Ethnic Studies Grant summer opportunity (Miguel)*

- Current, recent, and incoming students
- "Teaching Fellows"
- Looking for 6 students (25 students total)
- Future elective course for next summer?
  - Critical Literacy Course? (Amy)
  - Could align with 570?
  - Special Topics course? (695)
- Add to application for next cohort?
- Special "credential"?
- Include in advertising materials

### *MACI Redesign*

- Margaret agreed to stipend (2 stipend, summer & fall)
- 3 summer meetings
- 1 day retreat?
- Re-commit/rewrite vision
- Program in support of dual credentialing
- Course scope and sequence
- Rethink fieldwork for MACI
- Chapman Faculty and Jessica from TLC and Sarah Beggs, and Julie McNealy involved
- Trisha, Meghan, Amy, Margie, Cathery, Rachel, Miguel
  - Let Amy know availability during summer for meetings
  - Must be at all meetings to receive stipend
  - 9 hours total
  - All 3 meetings in one day?

### **TE Retreat**

- Sometime in August
- 3 hours
- Week before class – find out events occurring (20<sup>th</sup>-24<sup>th</sup>)

### **TE Fall Meeting**

- Bi-weekly TE meetings
- 10-12 Thursday mornings
- Class starts (August 27<sup>th</sup>)
- Find out when all college meeting happens in September

### *Summer Decision Making*

- Consult all faculty so everyone can give input
- Send email updates
- Master Calendar

### **Go React**

- Video annotation software
- Institute for Teaching and Excellence
- 1 year trial
- Review MLUs

### **Key Assignments**

- Faculty can change the points
- Lana to upload in Dropbox

### **IDP**

- Students reflecting on growth and learning from current semester
  - Student Teachers
- Done by June 15<sup>th</sup>
- Faculty to block day/time to meet with students
- Meghan meeting with all of Lilia's advisees
- Faculty to review formative and summative assessments provided by university supervisors
- Everyone send all IDP to Zac in one email
- Students to complete by 5/25
- Identify student teachers on advising sheet
  - Send to faculty

Attendees: Meghan Cosier, Zac Nguyen, \*Michelle Hall, Amy Ardell, Margie Curwen, Robin Blauvelt, Anaida Munoz-Colon, \*Margaret Grogan  
Late attendees: Keith Howard & Rachel Lambert (10:10AM)  
Not in attendance: Cathery Yeh & Miguel Zavala  
\*Margaret left at 10:30 | \*Michelle left at 11:15AM

## **TE MEETING NOTES**

### **Advising**

- Check in with advisees
- General email to check in – advising sheet in Drop Box
- MACI seniors met with MACI grads for advising
  - Asked for advice about program
- Organization chart for students to send along with advisee check-in
- Create video

### **Announcement**

- Meghan has accepted position as Director

### **Santa Ana District**

- Met with Superintendent and HR for partnership
- Finding ways for students to be long term subs (residency) / pair professional
- Come up with idea for board to vote on MLU in May
- Show them what students do and what might work
- Practicum and then put in working hours after
- Bring ideas back to SAUD on 4/30
- Single Subject internship available
- MLU single subject
- Ask Ed from SAUD to market opportunity
- Different levels based on candidate experience / needs as teachers
- Students must commit from the beginning to the end of the semester
- Grant opportunity? (Anaida)
- Competitive pay?
- Faculty email ideas to Meghan to pitch to Ed
- Margaret willing to support bringing SA reps for collaboration

- Del Sol has documents available as sample/template of MLU

### **Key Assignments and Accreditation**

- Date – Manage – Directions – Rubric
- Technology Key Assignment
  - EDUC 517 – meeting standards in one assignment is not feasible
  - Suggest assignments that address other courses
- Make sure key assignments are not redundant
- Key assignments for MAT and MACI should be aligned
- Revise key assignment to align
  - Work on during summer
- Email Zac to keep key assignment
  - Saved in Drop Box for accessibility
- Deadline – May 11<sup>th</sup> for Summer & Fall/Spring
- State would like to use our key assignments as a role model
- Connect key assignments from introductory to master level
- Email advising which key assignment is expected for part time and full time faculty
  - Explain what rubric means
  - Video demo
  - Calibration
- Lana sends multiple emails to faculty to follow up on assignment and rubric
  - If assignment is the same she will just upload the same assignments
- Access new program

### **Travel Courses**

- Cuba in January '19 (17 days) (CSP – Michael Hass)
- South Africa and Greece in Summer '19
- TE travel course will be approved by next year
- Substitute a course
  - 570 for Cuba
  - Not take 570 over summer



- 570 syllabus as a travel syllabus
- Special Ed. – Master level elective class as substitute
- Take Spanish classes every day
- 501 course already approved as travel course
- 695 Special Topics course for summer travel substitute
  - Take 570 in summer instead if travel course counts for 695
- Current new students in Spring cannot qualify for 570 travel course
  - Already taken in Spring '18
- Picture/video for advertising of Travel Course
  - Teacher Ed focus trip

### **Student Awards**

- MAT
- MACI
- SPED

### **Admissions/Recruitment (Summer Task)**

- No advertising for recruiting cycle
- Anaida going to Spanish classes for possible recruitment
- Put ad in The Panther (newspaper)
- Diversifying applicants
  - Ways to offer scholarships or fellowships to students who are bilingual, first generations, students of color, etc.
- What is different about our program compared to CSU?
  - Partnership with SASD will help
- Find points of uniqueness with Chapman to market
- Student testimonials (on website?)
- Connections with faculty
  - Mentorship
- Margaret and Ken Murphey will provide support with marketing
- Faculty should not have to go to class to recruit
  - Admissions/marketing should handle
- Something in program at Chapman that sets it apart from other programs

- “Start this Summer and teach by next Fall.”
  - “In 15 months you will be teaching in a classroom”
- Have marketing materials ready by August
- Margie, Keith, and Anaida is available during summer to help
- Marketing should be for all TE programs – not separated

## TE Meeting 3/15

### Congrats and Achievements

- Credentials for both MACI and SPED
- Redesign of MACI
- Study abroad
  - Greece for MAT – Summer '19
    - Focus on education with schools
  - Need to work out course for financial aid
- Can MAT students go with other program?
  - Michael Hass going to Cuba – January '19 (17-18 days)
  - Amy going to South Africa – Summer
  - Mark going to Germany – Summer

### Strategic Plan

- December due date

### Summer Cohort

- Interview date on 3/30 – also Good Friday
- New student orientation – May 21 – May 25<sup>th</sup>
- Hold on first day of class – May 29<sup>th</sup>?
  - 3 hours – 1 – 4PM
- Extended deadline to April 15
- MACI has 21 applicants
  - Cohort of 19

### Recruiting

- Marketing Plan
- Meeting with Admission

### Accreditation

- Standardized Key Assignments
- Same key assignment for MACI and MAT (same rubric)
- Need Key assignment done by summer

### Fieldwork

- Make slide in orientation informing they do not have a choice in where they go

Attendees: Meghan, Amy, TRISHA, Cathery, Maria  
Margie, Rachel, Anaida, Keith, Miguel, Robin, Zac

TE Meeting 2/22/18

### **Budget**

- \$150 for rest of semester
- Propose budget instead of basing off previous year
- Need more allocation for guest speakers
- Send out: how many guest speakers do you have and how many were paid through budget?

### **Advising**

- Update email in advising sheet
- Email reminder to faculty to send emails once per semester to students
- Check with Registrar about removing students from Peoplesoft advising who are done
- Update organizational chart
- Mirror MACI cohort advising?

### **TE Meeting Schedules**

- Add additional meetings
- Need accreditation done
- 1-3PM every other Thursdays

### **MACI**

- Handbook is live
- Noah is advisor for all undergrads
- Amy is advisor for all grads
- 23 Applicants

### **Placements**

- Provide proof on hours
- Log for any class that has fieldwork component
- Students put in hours or faculty puts in hour – faculty sign off
- State has requirements as far as what counts as fieldwork
- Michelle Samura may have old document – run by Michelle Hall

### **Summer Application**

- Updated version of open apps for faculty (phone and emails)

### **Michelle and Margaret**

- Training possibilities
  - CUE - Palm Springs

Attendees: Meghan, Amy, TRISHA, Cathery, Maria  
Margie, Rachel, Anaida, Keith, Miguel, Robin, Zac

- CALTPA Training
  - Training for faculty unknown (no dates set yet)
  -

Attendees: Zac, Meghan, Amy  
Margie, Anat, Cathery, Anaida, Miguel  
Robin arrived at 10:30  
Lilia arrived at 10:41

### **TE Faculty Meeting 12/14**

- List of IES students
- Two years
- Reach out to Michelle Samura for list of IES/undergrad students
- Ok to run Spring Cohort
- Margie will make contact
- Email Zac, Meghan, and Amy what courses you are teaching (MAT and MACI)
- 532 is cancelled – will be combined

### **Students:**

- Students want calendar for Spring and Summer Cohort with important dates
- Permission to run workshop for capstone in the Spring
- 2 special topics
- 3 section of capstone course
- January intro to capstone – 3 hours
- February – meeting and workshops 3-6 hours
- March/April – follow up meeting – date component
- January 24 Wednesday 4-7 – Courtney and Anat – find a room
- Faculty will send draft – can also meet collectively ^
- Anat and Courtney teaching Capstone in Summer
  - Courtney will do 1
  - Anat volunteered for two section

### **Classroom Management and Behavior**

- Meghan met with students and they ask for more classroom management and behavior strategies
- Avoided using “classroom management” and use “Classroom engagement”
- Anat - Non-authoritarian strategies

### **Placements:**

- Student sent email with concerns
- Student has addressed that certain students say they speak for everyone but they do not ☹
- As a TE group need to discuss what they want as guidelines for EDUC 512/513
- Faculty acknowledged that there was not much feedback given regarding the google doc that was shared for submitting master teacher suggestions
  - Anat asked to be included in that google doc to share suggestions as well
- Robin: As a program do we want to decide if students have agency over their student teaching placement districts or do we want to specify specific districts that we want to use
  - Meghan’s concern is narrowing down districts and its impact on recruitment
- Student Teaching Evaluation Calibration Team (Anat as sole volunteer to assist with this)

Attendees: Zac, Meghan, Amy  
Margie, Anat, Cathery, Anaida, Miguel  
Robin arrived at 10:30  
Lilia arrived at 10:41

### **TPA:**

- Students starting in June will be under new TPA schedule
- Details regarding the new TPA's will not be released though until August or September
- Maria is out today but can share more information at a later point

### **Course Team Meetings:**

- Getting together so that faculty know what each other are doing and not overloading students
- In an effort to illustrate that we are communicating with one another as a team
- Making sure our designs are flexible enough for district classrooms but direct enough that students are clear and understand what is being asked of them.
- Have January meeting to discuss fieldwork specifics that we want to change moving forward
  - Would like to invite X to this meeting to discuss fieldwork from a district perspective
- Amy and Anaida meet to discuss their courses for elementary
- Anat and John Albert meet to discuss their courses for secondary
- Would like to have TE meetings twice a month

### **Accreditation:**

- We only need 6 key assignments
- Currently we have 14 key assignments
- These key assignments need to stay the same and have the same rubric for at least 3 cycles
- Can change the point value (Ex: Lilia makes it out of 80 points, Meghan makes it out of 100 points)
- There needs to be variation in student scores. Problem may be if every student is marked as exceeding expectation. Accreditation will question this.
- Meghan: Meghan to work with Michelle Hall at looking at our current key assignments and standardize them. Once this is done, have a working meeting to review and edit further.
- Anaida: Looking at standardization and then change key assignments
- Meghan: Will just need to adjust not start from scratch.
- To discuss this further in a working meeting
- Amy: Suggestion of cross walk based on our work from Fall 2016
- By the end of the Spring semester we need to have this work done
- Miguel: Can Margaret provide money for lunch during this working meeting
- Zac: Can you work on scheduling this meeting

Attendees: Meghan, Cathery, Robin  
Miguel, Anaida, Zac, Lilia (10:19)

\*Lilia left at 11:25 to meet with Margaret

## **TE MEETING 11/30**

### **Budget:**

- Each unit was given a certain amount of dollar – including catering, speakers, etc.
- Coming up with general idea of how to use budget
  - Come up as a team to decide how to spend or what is ok to spend on?
  - Does budget roll over?
  - Cathery – Bring in Ryan Healey to do a session for TE
- Rest of MAT budget (\$3000) is for events (Student Teaching Toast, Student Orientation, Graduation)
- Meghan – Would like to put money spent on minor catering into the community
  - Look at what we're spending and what we don't need to spend
  - Put into community project
  - Ask Margaret to put money aside to spend for community
- Talk to Erszi – I'm In – Set up funds
  - Marketing – What are they donating for?
- Keep funding money and community money separate
  - "Community Action Funds"
    - Instead of catering
- Robin – Process for reading center is extensive
  - Be aware of process
  - Students wants a reading supervisors
  - SEED money
- Give Margaret proposal
- Zac is technical advisor for all MAT, MACI, and SPED

### **Spring Cohort/Recruitment**

- January 5<sup>th</sup> is the deadline for Spring
- Given permission to admit the 5 applicants that interviewed
- If admitted we have to find more applicants for Spring Cohort
  - Or tell them they will start in the Summer
- Waived CSET for admissions (show proof of registration)
- \$3000 grant added
  - Would they still get \$3000 if they start in summer?
- Decide if we want to chance and try to recruit for Spring Cohort
- Ken Murphy would approve for 8 students in cohort
- Info-Session – 14 for Spring
  - Make list for faculty to call for follow up



### **MACI Recruiting**

- Sign up to attend a student organization
- Email talking points

### **MAT Social**

- Cancel Social for December 13<sup>th</sup>
- Social will be moved to January

### **Student Teaching**

- Robin has spreadsheet of diverse schools, special education, etc.
- Current student teaching schools not affecting accreditations
- Create a list before next meeting of schools faculty has great relationships with
  - Support Robin with list

### **CAPSTONE**

- Meet in January
- Recommend Courtney and Anat to instruct
  - Ask Courtney and Anat to teach Master class (Spring and Summer)
- Dates for January – April (workshops with students instead of waiting for Summer)
- February – 6 hour workshop in inquiry topic and focal questions
- March and April – 6 hours data component (follow-up meeting)
- Ask for fund for workshop
- Collect Data during Student Teaching in March and April
- Use data to come up with research in Summer
- Manually enroll people in EDUC 696
  - Cap at 10