



College of Education Faculty Meeting
Friday, October 9, 2009
10:00 AM -12:00 PM, Coquina 208

Faculty present: Dr. Jan Blake, Dr. Bonnie Braun, Dr. Alex Brice, Dr. Malcolm Butler, Dr. Juanita Fountain, Dean Vivian Fueyo, Dr. Guda Gayle-Evans, Dr. Bill Heller, Dr. Larry Johnson, Dr. Jennefer Khattabi, Dr. Steve Lang, Dr. Cynthia Leung, Dr. Andy Reeves, Dr. Brianne Reck, Dr. Terry Rose, Dr. George Roy, Dr. Michael Sampson, Dr. Gwyn Senokossoff, Dr. Zafer Unal, Dr. Charlie Vanover

Faculty absent: Dr. Lyman Dukes, Dr. Olivia Hodges, Dr. Deanna Michael, Dr. Kathe Rasch

Guest: Suling Hou

Meeting called to order by Dean Vivian Fueyo at 10:05

Welcome by Dean Vivian Fueyo and Dr. Gwyn Senokossoff- College Council Chair

- Congratulations to all for a successful NCATE visit and faculty participation
- Dr. Brice introduced our visiting scholar from China, Suling Hou. She will be visiting for the next year and Dr. Brice will be her faculty sponsor.

Implementing the new integrated undergraduate program

Dean Vivian Fueyo presented PowerPoint

The BS in Education

- Based on research and universal design
- Faculty collaboration
- Innovative
- Responsive to our constituents and feedback from surrounding school districts
- Transition years
- Fulltime faculty involved in course development and teaching
- DOE dual certification

Resources available

- The Dean will email a list of all resources discussed
- Text has been purchased- Just let the Dean know if you'd like a copy

Dr. Gwyn Senokossoff has agreed to be the faculty coordinator for the new program and will work closely with Dr. Deanna Bullard in undergraduate advising and coordinate with the PHCC program.

Research-based delivery models for teacher preparation programs integrating elementary and exceptional student education- <http://www.centerforteacherquality.org>

Dr. Terry Rose presented

- Three models discussed
 1. Discreet- separate programs and limited collaboration between programs- USFSP COE model before the new integrated program
 2. Integrated- some intentional and coordinated overlap. Context for each program is included and faculty makes sure the programs are maintained. Students graduate with one certification- USFSP COE skipped this model
 3. Merged- context is included in all programs and students graduate with two certifications in special education and general education- USFSP COE model now
 - heavy collaboration between faculty members
 - faculty teach all students to be teachers of all children- no superiority of specialization
- Concerns
 1. USFSP has started the program and now must learn how to implement
 2. Depth of content- are we turning out superficially trained teachers?
 3. Teachers may be certified but not prepared
 4. Model heavily emphasizes block schedules- cohorts
 - gives administration wiggle room
 5. Team teach 5 weeks then teach individually last 11 weeks
- Suggestions
 1. Identify a leader- Dr. Senokossoff
 2. Schedule regular meetings to discuss program
 3. Schedule opportunities to discuss faculty expertise
 4. Each faculty member needs to be familiar with course content
 5. Annual retreat to discuss program improvements- make this an important event
- Considerations
 1. Team teaching- What does that mean? What's appropriate? Which model do we use? Which model do we want to use?
 2. How to deliver courses, problems with staffing

Dr. Senokossoff will work with Drs. Bullard, Michael and Fueyo for the following:

1. What will be considered a co-requisite and pre-requisite?
2. Which courses need a closer look?
3. Develop a process for making program changes.
4. Using the Syracuse model- perhaps a block/cohort model

Dean Vivian Fueyo: Faculty decisions have full administrative support.

Sample delivery models for offering integrated courses

Dr. Andy Reeves and Dr. Kim Stoddard- EDG 4909-693 Math for All Students

1. What collaborative teaching model did you use to offer the integrated ESE and Ed content in the new course you are teaching this fall?

- Dr. Stoddard teaches 1 hour every other week and Dr. Reeves teaches the rest of the course
- Two syllabi available- for ESE portion students receive S,U or I
- grade comes from the math portion
- ESE component is added to Blackboard

2. What have you learned? What would you do the same the next time you teach the course? What would you do differently?

- Foundation in ESE needs to be a prerequisite
- more online coursework
- backing off expectations could in turn have students learning less
- every section will be different so instructor needs to be flexible
- change in time frame- one hour is not working
- ESE component online and meet once to touch base
- utilize real classroom experiences and real students
- in the long-term, course should become more integrated and all faculty should learn more about the ESE and ESOL requirements
- Concerns about Subject Area FCTE test- without Math II students may have trouble passing this section
- Concerns about the Master's in Math/Science program- students from the new BS program will not meet math requirements to enter this graduate program

Dr. Guda Gayle-Evans and Dr. Jan Blake- EDG 4909-794 Lit/Literacy and Soc Studies

1. What collaborative teaching model did you use to offer the integrated ESE and Ed content in the new course you are teaching this fall?

2. What have you learned? What would you do the same the next time you teach the course? What would you do differently?

- Learning as we go and learning to work with a new faculty member
- Requires more planning and more integration
- Dr. Blake integrates reading into Social Studies
- Students are misusing foundational knowledge and are quick to say that have no knowledge of past material
- Expectations need to be clear in the beginning and assignments need to reflect previous knowledge

Dr. Senokossoff, Dr. Braun and Dr. Brice- EDG 4909- Literacy Development (handout given)

1. What collaborative teaching model did you use to offer the integrated ESE and Ed content in the new course you are teaching this fall?

- Senokossoff is main teacher and Dr. Brice and Dr. Braun come in one day to discuss the ESOL and ESE sections

- tests incorporate material from all three areas- based on a study guide
- 2. **What have you learned? What would you do the same the next time you teach the course? What would you do differently?**
- Braun-re-teaching backfill information (RTI problem solving) especially in the PHCC program
- Brice- program is integrated but not yet merged
- Brice-students need to be more interactive in learning
- students felt that Drs. Braun and Brice were guest speakers and didn't really digest all the information given and were surprised that the material was on the test
- Senokossoff- would like to use the Reeves/Stoddard model

Questions

1. Rose- Are we restricted from putting content modules online? (depth of content)
 - Reeves- These modules may be too much for a course load and math course content is too hard to teach online
 - Butler- suggests video of teaching/ team teaching offered through the Academic Success Center- has used this in the past
2. Gayle-Evans- Could we offer two Saturday courses to help PHCC students make up missed information in RED 4310?

Dr. Mark Koorland and Dr. Margaret Hewitt (unable to attend) - EDG 4909-693 Classroom Management

1. **What collaborative teaching model did you use to offer the integrated ESE and Ed content in the new course you are teaching this fall?**
- Both instructors are present for all classes
- Utilize 3 elements for co-teaching
 - 1) planning- plan upfront to avoid confusion and combine content within each meeting
 - 2) interacting- instructors are present to ask questions to enhance comprehension
 - 3) debriefing- see what's working or not working
- Utilize one other element
 - 4) surveys- online and outside assignments
 - found that of the 28 responses given- 10 really liked that both instructors were present, 2 would prefer one instructor per class period, and 2 would like the course to be online only
- Grading- instructor grades own assignment
 - tests are a blend of content- gives 4 tests and students can drop 1.
 - projects and attendance are worth X amount

Dr. Malcolm Butler (with Janet Acerra at PHCC and Rosemary Williams at USFSP) – EDG 4909- Science For all Students

1. **What collaborative teaching model did you use to offer the integrated ESE and Ed content in the new course you are teaching this fall?**
- work with adjunct faculty
- team teaching with both
 - Williams- take turns by picking days to teach class

- Acerra- they are together each class meeting and use each other to bounce ideas

2. What have you learned? What would you do the same the next time you teach the course? What would you do differently?

- Instructor or record problems
- No ESE instructor has been identified to fill in the ESE portion of the course (Dr. Michael is currently working on this matter)
- Acerra will be taking over as instructor of record at PHCC the next time the course is offered at PHCC

Concern

1. Dr. Gayle Evans- It seems that ESE is a weak element in the new program
2. need to identify possible adjuncts in ESE for the PHCC program
3. Current PHCC cohort has some disgruntled students, so the instructors need confidence that they are doing all they can do to teach these students

Scheduling a joint program meeting for Childhood Ed, ESE, and Foundations

- Monday, October 26 9:30am- 11:30am in COQ 208
- email agenda items to Dr. Rose or Dr. Leung

Faculty Senate Survey of Faculty Governance

Dr. Malcolm Butler on behalf of Dr. Brianne Reck

- passed out Shared Governance Survey to be filled out and collected before leaving
- survey is anonymous

Announcements

1. COE Library Liaison- Kaya Van Beynan- 873-4626 kayatown@nelson.usf.edu
 - accepting requests for COE material acquisitions housed in the library
 - will take requests to library faculty meeting
2. CDN evaluators stay after for a meeting

Meeting ended at 11:50 am

Minutes taken by Ms. Franki Robinson