

**EDPS Advisory Meeting
Minutes, Feb 7, 2007**

Present

Faculty: Beauvais, Bennion, Burns, Carpenter, Jones, Kim, Maylone, Pokay, Starko

Guests:

**Jill Claxton, Educational Researcher, High Scope
Ellen Fisher, General Education Development Teacher - Retired
Bill Lloyd, Coordinator of Assessment Services, Washtenaw ISD
Kathy Micallef, Teacher, Estabrook School, Ypsilanti
Pam Montoye, Teacher, Ypsilanti High School, Ypsilanti
Kate Morris-Curtin, Assistant Principal, Lincoln Middle School
Jim Reese, Curriculum Director, Livingston ISD
Shelly Schwartz, Teacher, Kettering Elementary, Ypsilanti
Tulani Smith, Principal Adams Academy, Ypsilanti**

P.Pokay welcomed guests, followed by introductions

**R.Carpenter and S. Jones gave brief overview of the Research and Assessment
concentration and the Developing Learner concentration**

N.Maylone gave overview of Assessment Certificate

P.Pokay led discussion on suggestions for how we get the word out on the certificate.

The following suggestions were offered (in no particular order at this point):

- Put stack of flyers in school mailroom - many other schools/programs do this
- Develop 20-minute presentation to give in many settings/schools
- Take part in professional development days
- Change name to "Classroom Based Assessment for Learning"
- Focus language on instruction instead of assessment
- Contact human resources people in districts
- Develop "loopholes" to make it easier for students to register [late]
- Go to new teacher meetings
- Have classes in district/ at schools
- Contact union leadership in districts
- Contact curriculum directors
- Visit teachers during lunchtime
- Go to buildings
- Use testimonials from ex students
- Have 18 hours lead to other MA's
- Clarify that the certificate leads to the MA with only 12 hours additional
- Use cohorts or teams of teachers
- Make use of off calendar professional days - work with teachers during 1 hour of professional day - they can count the 1 hour for PD and get information about the certificate.
- Use 18 hours toward specialist or the 30 hours beyond MA
- Pay attention to the \$\$ steps in contract for teachers - tie to these

A.Starko led discussion on what beginning teachers need. Suggestions included:

Schools, community, families
Interactions with Families
Understanding poverty
Understanding how to work with various SES, cultural diversity
Parent - Teacher relations
Teacher - Administration relations
Social Context of schools
Classroom management; routines, classroom set ups; beginning days of school
Appropriate professional interactions vs. boundaries with students
How to get things for the classroom - supplies
CA60; Navigating Special Education Referrals
Developing their own teaching style without feeling a failure when it doesn't work out
Risk-taking
Opportunity to talk to one another without being concerned about evaluation
How to be a professional; role models
Support class for beginning teachers; issues for beginning teachers
Advanced curriculum - now that they're really in the classroom
Advanced special education - now that they're really in the classroom

Structure time for courses:

over two semesters - 1st brand new issues; 2nd ongoing
maybe once a month

EDPS partner with a district or a group of beginning teachers

Responses on end of meeting evaluation:

1. To what extent do you think the programs being offered and those being contemplated respond to the needs in the schools?

Your programs sound essential! Please market them.

I think they sound like very good programs.

I think they are excellent and hope that many teachers take advantage of what you have to offer.

They sound much more interesting and reflective of current needs than what I remember having as options...

High marks for overall structure. The emphasis on assessment and link to MA is very attractive.

I think the 18-hour certificate that can lead into an MA is really responsive to our needs as beginning teachers who need to meet the 5-year requirement.

2. Do you have any suggestions for changes or additions that were not addressed in the meeting?

No - Totally enjoyed being invited! Thank you for including me!

Not that I can think of at this time.

How about offering a "renewal" type of class for teachers who need to refresh!

Develop a framework for partnerships with the local schools/school systems.

I think any program for 1st year teachers needs to be highly collaborative, sustained over a long period of time, i.e. 1 year, meeting once a month and highly linked to the classroom.

It was a wonderful meeting - everyone had a chance to share all ideas.

3. Would you like to become more involved with our program? For example, would you be interested in teaching a course or being a guest speaker?

I would be very interested in teaching the "new teacher" course. I would welcome being a guest speaker! S. Schwartz

Not at this time, but I possibly would be interested in the future.

Yes - This is important stuff! I have lots of interest, just run what you need by me and I'll help if I can ☺ K. Morris-Curtin

I'd be interested in talking more about the 1st year teacher program. B. Lloyd

What a great group of people! I'd be happy to participate in any capacity.

Yes. I would be interested in a program for new teachers to collaborate w. others about classroom strategies, student learning, school systems, etc. Anything regarding student diversity culture; poverty; learning styles; student discipline

T.Smith

Anything else you'd like us to know?

This was a delightful and interesting experience

Thanks for the opportunity

In addition, K.Kim had a conversation with T.Smith at the end of the meeting. The following is a summary from Kyung Hee:

During the discussions about the Needs of Beginning Teachers the Principal of Adams Academy of Math Science & Technology, Ypsilanti Public Schools, (Dr. or Ms.) Tulani Smith (tsmich5@yopsd.org), indicated that one serious issue is the lack of professionalism of beginning teachers. This discussion evolved into a list of the requirements of a "Professional Teacher" that EMU and EDPS should try to instill in its students as a part of its Teacher Education Program. These requirements include, but are not limited to:

1. Dressing like a professional
2. Willingness to collaborate with others including teachers, staff and students
3. The need for selflessness (e.g., the lack of self-centeredness)
4. Proper and constructive staff relations
5. The need for patience when dealing with differences between individuals including staff, other teachers and students. Differences include, but are not limited to, skin colors, cultures, smells, and accents
6. The use of Standard English rather than slang
7. Punctuality and attendance
8. The need for teachers to be exceptional role models
9. The need for teachers to always give their best to their students

10. Instilling pride in teaching as a profession.

The goals of the Teacher Education Department as to professionalism should follow from two simple and important statements:

“Everyone, students, parents, and public, are watching you, as a teacher, and you represent your students, your room, your school, and your district all the time both in school and outside of school.”

“The only reason to become a teacher is because you want to be the best teacher possible not because you could not do, or be, something else!”