June 7 2017 Sign In Sheet

June 7, 2017

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June 7, 2017 TEPAC MINUTES

CAEP Standard2 : Clinical Partnerships and Practice

We centered on "demonstrating a positive impact on candidates 'development and student learning…. clinical experiences should provide sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness…." (CAEP 2013 Standards)

The following important points were made:

- Important for teacher candidates to have the requisite psychological readiness for the classroom
- Positive self-esteem through opportunities for role playing (i.e. put the teacher candidates through what their students will have to do)
- Deeper hands-on experiences through promoting experiential learning.
- Have more opportunities for teacher candidates to explore who they are
- Teacher candidates should have the opportunities to observe their classmates via video clips and have scenarios to effect particular learning outcomes and given feedback
- Provide particular focused modeling activities
- Understand importance of relationships in building safe spaces
- Provide greater support in implementing the notion of shared accountability and collaboration between cooperating teachers and college supervisors
- Provide professional development for cooperating teachers
- Provide certificates to teachers and partnership schools for their participation
- Provide practice in identifying grants and writing outline for responding to grants
- Encourage the use of the relevant professional academic vocabulary and professional behaviors

Developing Multi-cultural Aspects of the School of Education

We centered on, " providing knowledge about the histories, cultures, and contributions of diverse groups. School curriculum must directly address issues of racism, sexism, classism, linguicism, ablism, ageism, heterosexism, religious intolerance, and xenophobia. Multi-cultural education advocates the belief that students life histories and experiences should be placed at the center of the teaching and learning process and that pedagogy should occur in a context that is familiar to students and that addressees multiple ways of thinking….To have a staff that is culturally competent…. (National Association for Multicultural Education, 2003)

The following important points were made:

- Develop rapport with parents to understand background and parenting style through participating in a parent teachers conference
        -getting permission from school partners
        -having candidates ask parents a set of questions
        -and ask parents to evaluate the way that questions were posed etc.

- Focusing on reflecting and writing logs every two hours in terms of what candidates are feeling and the emotional intentions they want to generate
- The cooperating teacher should know the candidates' teaching philosophy
- Candidate educational philosophy should be videotaped and peer feedback provided
- Develop a list of words to use and not to use that generate multicultural awareness and reject stereotypical notions
- Discuss areas of strengths and weaknesses
- Reflections on:
  - using culture as a vehicle for learning
  - understanding linguistic diversity
  - understanding the systems historical and current reality in terms of multi-cultural awareness
  - understanding power perspectives, brokerage and advocacy
  - balancing empowerment and truth
  - encouraging self-esteem and monitoring emotions
  - valuing children's literacies
- Emphasis must be placed on candidate's behaviors because this contributes to the classroom's hidden curriculum

October 19 2017 TEPAC SIGN IN SHEET

TEPAC Meeting
Sign-in Sheet

Meeting Date: __10/19/2017__

Print Name	Signature
Doyd Bell	
Karyn Nicholson	
Linda Patterson	Linda Patterson
Lena Scarbrough Gates	Lena Scarbrough Gates
Janet McIntosh	Janet McIntosh
Jeran Caeson	J Caeson
Camille Sreunarine	Camille

October 19 2017 TEPAC MEETING NOTES

Calibration of Rubrics and Video Review
Reviewed Clinical Practice Video on **Early Childhood Special Education** (General Education: Infants) and concluded that the Early Childhood Special Education rubric will not work for children under 4 years old. Calibration was not completed. It was concluded that new rubric for children under four years old needs to be created.

Calibration of Rubrics and Video Review

Reviewed Clinical Practice Video on Childhood Special Education (SPED placement) and calibrated the Childhood Special Education rubric and found that where there was a discrepancy between members scores, the reasons for a particular score was explained. It was concluded that every meeting there should be an opportunity to calibrate Clinical Practice Rubrics.

Deepening Clinical Experience
Change- EDUC 501: Shadowing Professionals- Teachers to Shadowing Professionals- Teachers, Assistant Principals, Principals- Piloted at PS 46
Change-EDUC 503: Community as Partners-Lecture from the Parent Coordinator to Interviewing Parent Coordinator , School Psychologist, Guidance Counselors etc. PS 5
TOC Partners will also initiate the above innovations.

April 20, 2018: TEPAC SIGN IN SHEET

April 20, 2018: TEPAC Meeting Notes

1) Surveyed TEPAC Attendees. The summarized results follow:

Member #1	Q1. In you experiences as School Partners, what is your evaluation of Medgar Evers College candidates' preparation and ability to meet the requisite standards (Danielson and others) for teaching at your school?	Q2. On the school base level, what preparation (e.g. through field experiences, clinical practice or professional development) is offered for candidates to become more familiar in using data to inform studer learning and candidate teaching practices that fosters meaningful instruction to improve student learning?
1	**Prepared -** Domain 1: Planning and preparation Domain 3: Instruction Domain 4a Reflecting on Teaching **Not Prepared -** Domain 2: Classroom Environment Communicating with Families Domain 4d: Participating in the professional community	EDUC340/EDUC509:The field experience component really prepared me in learning how to conduct F and P assessment and how to use their data t inform instruction/plan for small groups.
2	IEP Developing - Have no understanding of goals and goal setting. How to continue developing the IEP goals throughout.	No Response
3		
	Teachers came well prepared, there also needs to be more teaching in RTI strategies	Students being invited to faculty conferences, grade team meetings
4	As a school leader all candidates should have a full rich instructional experiences with a cooperating teacher, including preparation of lessons hand in the Danielson Framework.	Candidates are included in Professiona Learning Communities and participate in all professional development sessions, regarding using data to enforce instruction, review and execution teaching practices to improv student learning.
5	- Provide candidates with hands on experiences in areas such as writing goals for an IEP. - Allow students to plan and implement lessons with the "I do/We do/You do" model. For the most part candidates are adequately prepared to meet the needs of their students.	Field experiences and clinical practice provides numerous opportunities for candidates to become more familiar in using data to effectively plan and improve student learning.

6

No Response

No Response

7

As an evaluator/supervisor continued exposure to multiple intelligences (using lessons are multimodal). Danielson questioning
- open ended questioning
- student to student engagement
- DOK continuum - Recall - Analyze etc.

Additional support to assist teachers in what the data indicates and how they are going to tailor their plans to address student educational needs. How to use data to differentiate instruction.

Calibration of Rubrics and Video Review
2) **Revisited Clinical Practice Video on Early Childhood Special Education (General Education: Nursery) and the Learning Experience Format (i.e. lesson plan) for children under 4 years old. It was concluded that the lesson plan should focus on providing children with thematic learning center activities across content areas.**
3) **Professional Development at Ella Baker Charles Romain Day Care Center in order to establish congruence to School of Education's Conceptual Framework**
4) **Candidates will write Technology Grant for a Partner School**