

## Teacher Education Advisory Council

*Cottonwood Room, K-State Student Union*

*October 14, 2005*

*9:00 am - 2:00 pm*

### **Members in attendance:**

Paul Burden	Faculty, Elementary Education Chair
LeAnn Clark	COE Alumni Fellow
Laurie Curtis	Faculty, Elementary Education/Graduate Student
Kevin Donnelly	College of Agriculture, Assistant Dean
Dottie Evans	Career & Employment Services
Stacie Filsinger	Student, Elementary Education
Jeanne Fridell	Clinical Instructor
Gary Herman	Principal
Beth Ireland	Student Outside COE
Adrienne Leslie-Toogood	Counseling & Educational Psychology
Della Perez	Faculty, English as a Second Language
Jorge Estrella Perez	Student, English as a Second Language
Tracy Rehnberg	Student, Secondary Education
Susan Reusser	Special Education
Larry Rodgers	College of Arts & Sciences, Associate Dean
Tweed Ross	Faculty, Catalyst Director
Linda Runyan	Elementary Education
Larry Scharmann	Faculty, Secondary Education Chair
Janeal Schmidt	Student, COE Honors Program
Brian Schwantz	Middle-Level Education
Gail Shroyer	Faculty, Elementary Education
Gary Stenzel	Secondary Education
Kathy Wagoner	Secondary Education
Sandy Wanklyn	Elementary Education
Warren White	Faculty, Special Education, COE Assessment Director
Janice Wissman	Associate Dean
Sally Yahnke	Faculty, Secondary Education
Sherri Yourdon	Counselor
Brandy Zolnerwich	Clinical Instructor

The meeting was called to order by Jan Wissman and a welcome was extended to all in attendance. Background was given as to how this council was formed, noting that not all members are graduates of Kansas State University. The brochure of the university's Conceptual Framework was referenced as a visible representation of the advice which has been received from this council in the past. This information has provided the foundation for our Teacher Education Framework. Warren White, assessment coordinator and LeAnn Clark, Alumni fellow were introduced as co-chairs for the advisory council.

W. White introduced himself and noted that the university like K-12 schools, is held to accountability standards. The work today will help to meet those accountability goals. He announced that forms for reimbursement for travel expenses and substitute teachers were available to those needing them.

Each member introduced themselves to the council, giving a brief description of their connection with the education profession.

LeAnn Clark thanked all for being present and spoke of the topic of the day, which was assessment. Exit surveys and conversations note that our students need more information regarding assessment and foundational knowledge.

W. White made reference to a memo dated October 13, 2005 that was shared with the departments which delineated the responsibilities of the COE Unit Assessment Committee regarding collection and sharing of data about the effectiveness of our programs. Departments are being asked to look at the data provided (both for undergraduates and graduate students) and consider any proposed changes which may be needed. He stated that every four years, EBI (a for profit company) is asked to survey our graduates. This company does the same for approximately thirty other institutions and we can compare Kansas State University to other institutions. Complete data packets are available for anyone interested in looking at the complete data which were collected.

Members worked in small groups to generate ideas regarding questions presented about assessment.

Information which was reported from those at each table follows:

*What are the assessment related expectations for beginning teachers?*

Summary of reported group responses follow. (Attached are complete notes from the respective table groups.)

Teachers are expected to:

- Recognize that frequent assessment is needed to drive instruction
- Recognize that assessment involves more than “a test” (performance, anecdotal notes, etc.)
- Have a clear understanding of state and district standards: “live and breathe” the standards, benchmarks, indicators regardless of student level
- Know how to connect the state standards to the local curriculum
- Recognize which indicators are the assessed indicators
- Have an awareness of the national standards
- Know how to use instructional planning guides
- Have a working knowledge of IDEA & NCLB legislation
- Work collaboratively on a team toward QPA goals
- Recognize the resource people available to them and know how to utilize them
- Recognize the value of positive mentoring and peer coaching
- Be informed consumers of textbooks and tests
- “Know the road map”, know where students need to go, and how to get them there
- Recognize the outcomes expected for a given lesson
- Know how to write relevant tests
- Recognize the three levels of assessment: diagnostic, formative, summative
- Know how to correctly interpret test results, pulling out what is important
- Correctly interpret AYP data, recognizing that this is the responsibility of ALL teachers
- Be able to analyze data in a timely manner
- Recognize different learning styles and adapt assessment accordingly
- Identify specific test formats and the technology to be used, as well as options available for accommodations for testing, windows for testing, and reporting dates

- Identify all students who are eligible for accommodations during testing
- Recognize the needs of ELL students in testing situations
- Recognize that problem solving occurs in all fields - not only math education

*What advice does this council have to help us prepare Kansas State teacher education students for assessment-related expectations?*

Our students should:

- Learn a common vocabulary for assessment, including terms such as AYP, NCLB, QPA, standards, benchmarks, indicators, accommodations, modifications, etc.
- Know how to link standards to the local/district curriculum
- Be aware of national standards
- Know how to use curriculum indicators to plan instruction
- Be aware of resources such as KAN ED (online formative assessments from KSDE)
- Be able to write clear objectives and assess them accurately
- Be able to identify struggling students
- Identify best-practice for the diverse learners (if we are doing on-line testing we need to know they understand how to use the computer)
- Recognize different learning styles and adapt tests accordingly
- Be aware of proven strategies such as SQRRR, 6 trait writing, etc.
- Recognize that problem solving is not only linked to the math curriculum
- Utilize real school data as a teaching tool
- Recognize “backward” design, planning instruction from the assessment
- Recognize the value of taking pilot tests
- Recognize the value in getting the students involved in their own assessment
- Learn to recognize different assessment formats, recognizing the % of testing items which may be of a certain type on state assessments.
- Know how to write assessment questions which mirror the way the state assessments are worded
- Have access to flip charts for assessment which can be accessed through the KSBE site
- Learn more specific information about NCLB, including what AYP is and what it takes for districts to meet AYP
- Be made aware of brainchild.com, which can help generate practice tests/ per state
- Be comfortable with the technology used in assessments
- Recognize the value of all types of assessments, including anecdotal notes
- Be very clear as to what the difference is between an accommodation and a modification
- Learn how to identify students who are eligible for accommodations during assessments
- Be capable of working in a team to accomplish a common goal
- Recognize that goals are the responsibility of all teachers in all content areas

**Following is a summary of the above recommendations related to assessment:**

- Knowing the standards and indicators
- Recognizing how data drives instruction
- Knowing resources: people, organizations (including the state department)
- Knowing how to use real data
- Knowing how to work with others in a team

- Knowing a common vocabulary of the assessment process
- Knowing and using modifications and accommodations appropriately

Small groups re-convened to discuss and generate ideas for the following question.

*What learning adaptations or accommodations have you found to be effective in providing learning opportunities for all learners?*

- SIOP model (Sheltered Instruction Observation Protocol)
- Cooperative structures
- ESL strategies
- effective classroom management strategies
- Reduced assignments
- Use of study carrels
- Use of proximity by the teacher
- Use of environmental print
- Small group or individual instruction (grouping with purpose)
- Extended time for assignments
- Use of functional behavior assessment and transfer that into a behavior intervention plan
- Frequent breaks
- Student-led conferences
- Development of materials in student's primary language
- Classroom organization
- Administration of assessment in several sessions
- Scheduling of administration of assessment to match student strengths (for example, optimum time of day)
- Alternative delivery systems: listen to CD, use scribe, etc.
- Use of technology, assistive devices
- Use of graphic organizers
- Scripted programs
- Use of rubrics
- IEP- know how to interpret
- Teaching toward different learning styles
- Recognizing gender differences
- Collaboration in the classroom
- Recognizing strengths and weaknesses
- Differentiated learning and parallel strategies to match the standards
- Making parent contact early and often
- Identifying student strengths and weaknesses
- IEP collaboration of staff, and documenting this

*What specific suggestions do you have for preparing future teachers to demonstrate knowledge of appropriate adaptations for all learners?*

K-State needs to provide students with:

- Use of a common vocabulary
- More accountability for field experience teachers to actually implement the adaptations they have determined necessary
- Focused field experiences
- Effective classroom management training
- Understanding that 504 plans and IEPs are not suggestions, they are the law
- Resources for accommodations and modifications (flip book from KSDE)
- Opportunities to write behavioral objectives
- Opportunities for reflection
- Experiences using resources such as interventions.com
- Encouragement to “never give up”
- Practice in collecting data
- Opportunities for students to have experience looking at SIT data, and helping them know what they would do with data
- Information about differing learning styles
- An understanding of the importance of professional learning communities
- Experience in knowing ways to involve parents in student learning
- Modeling of best practice for all children

**Following is a summary of the above recommendations related to adaptations:**

- Strong classroom management
- Differentiated instruction
- Best-practice strategies used
- Cooperative structures

W. White mentioned that in reading reports from student surveys there were two things that our students reported that bothered him greatly. They reported that they did not feel they had enough information about how to identify child abuse, and they did not feel comfortable dealing with parents. Council members were asked to discuss during lunch any additional areas which should be targeted as an area of need in preparation of our teachers.

Lunch was served.

After lunch discussion continued regarding additional topics that our students may benefit from receiving additional information about. Those topics included:

- Classroom management
- Technology in the classroom
- Assistive devices
- Differentiated instruction- emphasizing best practice/ strategies
- Cooperative structures (Kagan)
- No Child Left Behind

- Working with parents
- Utilizing resource people (SLP, Special Ed. Specialists, Gifted Facilitator, etc.)
- How to work with/ direct paras and volunteers
- Putting together a sub file, sub plans
- Understanding of politics
- KPA
- Cross-curricular experiences/ collaboration
- Money: financial planning for personal use, as well as school finance (D. Evans mentioned that CES at this time does a presentation called “Show Me the Money” which helps them understand contracts, etc.
- School law: what can be done in the classroom, what can’t be done- and why.

It was mentioned that school law and perhaps politics would likely be placed on the spring agenda.

W. White and L. Clark thanked everyone for their work during the day.

Meeting was adjourned.