

Kansas State University
College of Education
Teacher Education Advisory Council

*K-State Alumni Center Purple Pride Room
April 25, 2008
9:00 AM– 2:00PM*

Present:

Jan Wissman	Associate Dean for Teacher Education
LeAnn Clark	Alumni Fellow, Hesston Elementary School
Warren White	Faculty, Director of Assessment
John Bergin	Student Outside COE
Molly Hamm	COE Honors Program
Kelly Williams	Undergraduate Student, Secondary Education
Jackelyn Zumba	Student Teacher, Elementary Education
Sandy Wanklyn	Elementary Teacher, Lakin, KS
Jim Medina	Elementary Teacher, Olathe, KS
Linda Runyan	Elementary Teacher, Pittsburg, KS
Cindy Barta	Middle-Level Teacher, Bonner Springs, KS
Kellie Puderbaugh	Middle-Level Teacher, Topeka, KS
Susan Reusser	Special Education, Andover, KS
Kathy Wagoner	Secondary Teacher, Hays, KS
Gary Stenzel	Secondary Teacher, Clay Center, KS
Bob Shannon	Superintendent, Manhattan, KS
Brandys Zolnerowich	Clinical Instructor, USD 475
Carolyn Scott	Clinical Instructor, USD 383
Paul Burden	Chair, Elementary Education
Larry Scharmann	Chair, Secondary Education
Tweed Ross	Faculty, Technology
Della Perez	Faculty, English as a Second Language
Tim Frey	Faculty, Special Education
Gail Shroyer	Faculty, Elementary Education
Darla Stone	Faculty, Secondary Education
Di Murphy	Faculty, Licensing Officer
Ken Hughey	Faculty, Counseling and Educational Psychology
Mike Perl	Assistant Dean, Student and Professional Services
Dottie Evans	Career & Employment Services
Laurie Curtis	Faculty, Elementary Education

J. Wissman welcomed those in attendance. The agenda was reviewed. Information was shared regarding some of the accomplishments of the College of Education's students which has been reported in the press- the number of math education majors, our student body president coming from the College of Education, our students recognized at the KEEN conference, our Teacher of Promise award winners. Those in attendance were asked to share suggestions for additional ideas in the promotion/ publicizing of the College. L. Clark asked that all present take this information home to share with their local papers as well.

W. White facilitated introductions. He shared that his role with assessment allowed him to deliver the 23 program reports to the Kansas State Department of Education for program approval. He stated that the reports will be returned to the College very soon with any suggestions for improvements. He also shared that the College of Education is moving through the accreditation process. This process is focused around six standards. An institutional self-study report (IR) will be written to address each one of the standards. The IR will go through several drafts/revisions prior to an outside review, and will then be submitted to NCATE in January, 2009. The on-site NCATE visit will be held March 7-11, 2009. At that time the national reviewers will review our files, hold conversations with faculty and staff, and have the chance to ask any questions they may have. Our last accreditation visit was in 2002.

P. Burden was asked to share about program changes that have occurred with guidance from the Teacher Education Advisory Council. He noted that the information gained from the questions discussed at TEAC meetings has been paired with input from other sources such as content assessments, portfolios, exit surveys, elementary education faculty retreats, etc. to guide us in our quest for continuous improvement. Burden noted that Elementary Education has significantly modified Blocks A and B, and added a Block C. A new course on assessment has been added, the existing course on diversity has been modified, and there are now two literacy courses instead of one. In addition, the focus on technology has changed from being able to operate technology to integrating technology into instruction. This was accomplished without adding to the number of credit hours required for graduation.

W. White reported that the College of Education is in the process of hiring a new technology faculty member to assist with teaching candidates how to integrate technology into instruction. The Conceptual Framework brochure was provided and attention was given to Standard 2, Instructional Technology. The following questions were posed for discussion at each table.

1. What are technology related expectations for beginning teachers?
2. What is your advice to help us prepare K-State students for these technology related expectations?
3. What are effective strategies for integrating technology into instruction?
4. What technology (instructional or otherwise) are you using that seems to be effective.

As a result of the table discussions, the following information was shared with the group:

Teachers should:

- Be willing to try new technology- remain updated
- Be aware of how computers are used/ monitored in the state assessment process
- Participate in opportunities for technology mentoring
- Know how to incorporate technology effectively into a lesson plans
- Be familiar with internet-based student information systems (SPED/ IEP)

- Know strategies to keep students focused on learning the task at hand
- Model the use of technology step by step/ think aloud
- Consider the availability of technology in the home
- Provide opportunities for students to peer tutor one another in use of technology
- Become aware of the resources that are available and analyze them for effectiveness- judge appropriateness of technology
- Understand the role of technology in society
- Be aware of copyright policies regarding technology
- Be proficient in basic software use- MS word/ Excel/ Powerpoint/Inspiration/ Cowriter, E-mail
- Be able to plan for a range of abilities
- Create rubrics to actively assess students
- Have “back-up” plans for technology problems
- Start simple- and build as time and resources allow
- Make sure technology is not “distracting” instead of enhancing
- Use technology to increase multimodality in teaching
- Seek ways for both teachers and students to actively engage in the use of technology
- Be aware of grant opportunities that may be possible to supplement technology needs. Often teachers are provided hardware if they participate in training.
- Use patience- attend to wait time
- Be open to student’s suggestions for technology use
- Use technology to increase student interaction during teaching
- Provide students with opportunities to use technology as a tool for assessment
- Be aware of distance collaboration technology/virtual interaction events
- Be familiar with district policies regarding cell phone texting, etc
- Be familiar with the policies/consequences of use of social network websites
- Be diligent of correct grammar/professionalism in on-line writing (e-mail)
- Be familiar with resources for language translation to assist ESL students
- Be cognizant of the need to monitor computer use
- Recognize how to keep parents informed through technology, such as *Parent Portal*
- Be able to not only explain the technology- but its relevance

Teachers should be familiar with:

- Podcasts
- Blogging
- Electronic fieldtrips
- Simulations
- Author websites
- Graphic Novels
- Electronic portfolios
- Wikispaces for educators
- United streaming/ online videos
- Notestar- help in researching
- MS word/ Excel/ Powerpoint

- Infinite Campus/ Parent Portal
- Inspiration
- Moodle
- Power School
- Cowriter
- Smartboards
- Document Projectors
- Teacher-created/maintained websites/ opportunities for parent information network
- Interwrite Pads
- Overhead Projector (use of some of the older technology)
- Tape Recorders
- CD Players
- VCR & DVD Players
- Digital Cameras
- “Clicker” Automatic Response Systems
- Calculators
- Camcorders
- Distance collaborative environments
- Cognitive tutoring software

Helpful resources teachers should be aware of include:

- www.ksde.org (resources)
- <http://www.kan-ed.org>
- www.interventioncentral.com
- www.readwritethink.com (literacy lesson plan resource)
- <http://www.ignitelearning.com/COW/index.html>
- <http://www.kerc-ks.org/>
- <http://www.kidbiz3000.com/>

Suggestions for the College of Education:

We should survey districts to find out what is being used.

We should take our KSU students on “field trips” so they can see what technology is being used in the schools.

We should make sure our students understand possible limitations they may face in the schools due to limited bandwidth, firewalls, etc.

We should require a variety of technology be integrated in lessons and require that students practice it prior to classroom implementation.

We should model the use of technology in lessons taught in the College of Education classes as well as make sure faculty uses KSOL effectively

We should make sure our students have practiced using technology (hooking things up, troubleshooting, etc.)

We should make sure our students have had practice utilizing the state assessment websites and they should be familiar with looking at the data that are generated from those assessments.

We should make sure our student understand privacy policies when using technology and the possibility of their own e-mail communication becoming public information.

Student members of TEAC shared their summer plans. M. Hamm will be working in Washington D.C. with an internship for The People Speak. She will also be attending a youth summit in New York for the United Nations Foundation. K. Williams will be celebrating his anniversary and working at the Collegian as the advertising manager. He will also be preparing for his student internship in science education at Rock Creek High School. J. Bergen will be working with an internship in communications for agriculture education and working on staff for their upcoming convention in North Carolina in December. J. Zumba will be preparing to student teach in 4th grade with a placement that allows her to work in an ESL classroom and plans to substitute after graduation. This summer she will work as a counselor with the Anytown High School program focused to address bigotry, prejudice, and poverty.

Lunch was provided

J. Wissman asked what observations those in attendance had noticed about our teachers. How comfortable are they with integrating technology? One member shared that it is important that our teachers be informed about technology- but humble as well- not judging a cooperating teacher that does not have a strong command of technology. G. Stenzel noted that it is important that our teachers have strong content knowledge- as sometimes technology can “hide’ flaws in content knowledge. He noted as well that new technology (such as the “clickers) can become mundane if overused. He shared his district’s website demonstrating how parents and students can access helpful information, textbook links are provided, and resources can be downloaded.

S. Reusser shared word-prediction software that she uses, Co-Writer. It speaks back to the child and can help determine if words have been omitted from the student’s writing. She also demonstrated the use of web-generation software, Inspiration, that can be color-coded to provide students with a visual of main idea and supporting detail alignment. K. Wagoner noted that the templates available are very helpful and districts can create their own templates. Younger students can use pictures to scaffold their use of the program.

S. Reusser shared the Andover school website, and Thinkmap's Visual Thesaurus. She shared what was being done with assistance from Shannon Fisher- their district's Technology and Learning Resources consultant. K. Wagoner demonstrated the use of *Moodle* and *Quia* (online quiz software to use within the classroom).

W. White presented certificates of appreciation to those completing their work for TEAC; Linda Runyan, Sandy Wanklyn, LeAnn Clark, and Jim Medina. L. Clark was presented with a gift of appreciation for serving as Co-chair. She then presented a PowerPoint presentation sharing her work with the Ethiopia Reads program which is supplying books for the establishment of libraries in Ethiopia. Yohannes Gebregeorgis' work toward this effort was shared.

J. Wissman, L. Clark, and W. White thanked all attending for their contributions shared during the day.