Minutes/Agenda

Chair's Report (Rios)

- Adjunct for 2480
- Addition to Professional Library (and location?)
- Department Chair Evaluation – Upcoming
- USP Framework
- Attending C&I
- Linda Keefauver update
- Course Evaluations (see below)
- Fall Schedule 2011
- T&P Meetings for 2010-2011
  - January 17th in Dean's Office (Shim)
  - January 28th in Dean's Office (Janak & Roxas)
- Proposed Dates:
  - December 15 – Packets in Department Head Office
  - January 3-10 - Packets Available for Review
  - January 11-13 – Meeting (set date: Jan. 11 from 11am to 1pm - Reusser Room )
  - January 14 ballots due (Shim) all others due January 17

Committee Reports

- APL Search Committee Update (Jaime)
  - Other Search Updates?
- T&P (Jaime)
- ACTE (Roxas)

November 10, 2010 / 4:00-5:15 p.m.

- Judy Ellsworth reported that memoranda's of understanding with partner districts have recently been extended for a period of 7 years.
- Judy also reported that deadlines for final implementation of re-articulation of community college courses have been moved back to Fall 2012. Community colleges have asked for a slight extension in the original timeline to implement all necessary changes to their courses.
- Carol Bryant reported that the Secondary Education Department and the History Department are considering making changes to History requirements because of recent program and staffing changes in the History Department.
- Peter Moran reported that the Elementary Education Department is discussing making a change from a concentration requirement to a minor requirement. This possible change will require changes in how students are advised, changes in course requirements for elementary education students, and the need to communicate with community colleges about these changes.
  Elementary Education is only in the data-gathering stages of this possible change.
- Craig Shepherd introduced a new course, ITEC 4030/5030 (Introduction to Online Teaching).
  ITEC 4030/5030 is an entirely new course that has already been approved by ACGE. Minor changes were suggested by ACTE and the course was approved.
- Judy ended the meeting by discussing the results of a recent Mentor/Resident Reflection Survey.
- Faculty Library (Roxas)
- ACEG (Kambutu)
- Faculty Senate (Janak)
- Technology (Shim)

Conferences
- NNER
- NAME
- AESA

Update - Re-articulation of Wyoming Community College Courses applied to UW College of Education Teacher Education Programs (Rios)

- Revisiting EDST 2450

Revised Mission Statement (See below)

Department Chair Status for 2011-2012
- Department Chairperson's Conference

December (10th) Meeting:
- Follow Up Retreat (Rios)
  Introduction to Common Core Standards, Analyzing Student-Classroom Level Data and Resulting Adaptations, Individualizing Instruction, Productive Field Experiences at 2480 and 3000 Level
- Reading C. Sleeter
- A discussion on the Advancement to Full Professor (Post-Meeting)

Important Dates – Fall 2010
  Nov. 19th, Thanksgiving pot-luck, EA 318, 11:30am – 1:00pm (Today after our meeting)
  Dec. 6th, Former & current faculty holiday coffee, Hilton Garden Inn, 4:00pm – 5:30pm
  Dec. 16th, Final grades due in Registrar’s Office

Fall Department Meeting Schedule
- December 10 from 10:00am to 1:00pm in ED 115 (Friday – lunch will be provided)
  (This is our Holiday lunch as well)

Proposed Spring Department Meetings (Fridays)
- January 14 from 9:00am to 11:00am in the Reusser Room
- February 18 from 9:00am to 11:00am in the Reusser Room
- March 18 from 9:00am to 11:00am in the Reusser Room
- April 15 from 9:00am to 11:00am in the Reusser Room
- May 6 from 10:00am to 1:00pm in the Reusser Room (lunch will be provided)

Fall C&I Meeting Schedule
- Weds. Dec. 8th from 11:00-1:00 p.m. in WH 402 (with lunch)

Announcements

Birthday Wishes to Angela Jaime & Jenna Shim
Student Ratings of Instruction
UW College of Education

Please rate your instructor/course on each of the following items. If the item does not apply or you have no information on which to base your rating, please choose NA (not applicable). Use the scale below:

1 = Strongly disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly agree

1. The instructor was knowledgeable about the subject matter of the course.
2. The instructor set high expectations for student learning.
3. The instructor managed student behavior appropriately.
4. The course content was organized in a manner that promoted student learning.
5. The course included opportunities for students’ active participation.
6. The course content challenged me to think critically.
7. The instructor was reasonably available outside of instruction time.
8. The instructor was responsive to students’ concerns.
9. The instructor treated students with respect.
10. The instructor explained material clearly.
11. Students had the opportunity to show their learning in a variety of ways.
12. Graded assessments were returned in a timely manner.
13. The instructor provided constructive feedback on assessments when appropriate.
14. Assessments were graded fairly based on defined guidelines.
15. Assessments were appropriate for the course content.
16. Assigned readings helped me to learn course material.
17. I knew what was required of me in the course.
18. The instructor engaged me in the course content.
19. The instructor was well prepared for each class or topic.
20. The instructor was open to others’ ideas.
21. Overall, the instructor in the course was effective.
22. Overall, the course was of high quality.

These are optional questions. Please do not answer if you feel the response may identify you.

Which of the following best describes this course for you?
Requirements
Elective
Other

What is your class level?
Undergraduate
Graduate
Other

What is your gender?
Male
Female

Please comment on your instructor’s effectiveness.
Please comment on the course content and materials.
VISION:

The Department of Educational Studies is committed to providing the foundations of knowledge in human development, schooling and education, teaching and learning, and assessment in order to foster democracy and honor diversity for emerging change agents' reflective practice that would allow them to apply and further these beliefs, knowledge, and skills in a variety of school contexts while raising awareness of social justice.

MISSION:

Our mission, reflected in the intertwining of our own research, teaching, service and advising is to put into practice the following goals, beliefs and commitments:

- **Providing foundations of knowledge**
  We know that teaching, learning and schooling operate in three dimensions: past, present, and future. We believe that knowledge of all three dimensions is essential in understanding all aspects of schooling and education in the Twenty-First Century, including human development, schooling in all its forms, teaching on all levels, and the variety of assessments. We are committed to providing the historical, philosophical, and social foundations of schooling and teaching essential to professional development.

- **Fostering democracy**
  Our department, like the college, acknowledges a firm commitment to democracy in schools and society. To us, acquisition of basic academic skills and knowledge is only a part of a robust education, and these basics provide a foundation upon which students (both K-12 and higher education) build a comprehensive understanding of what it means to be a participatory citizen. In our classes, future teachers come to understand the histories of democratic schooling, what it means to be a democratic teacher, and the intersections between democracy and a multicultural society. We are committed to helping future teachers from all programs and content areas acquire a repertoire of instructional strategies and practices that promote citizenship education and civic involvement.

- **Honoring diversity**
  We know that schools across the US are seeing a major demographic change evident in the increase in students from cultural and linguistic backgrounds. We also recognize that many schools are challenged to assure these students' academic success. We believe that the affirmation of the diversity that students bring to the class can be used as a means to assure excellence in education. We are committed to helping future teachers honor and affirm the diversity of the individuals they will encounter in schools.
• **Enabling emerging change agents**
  We know that for education to be meaningful there must be praxis—an intersection of theory and practice. We recognize that students must presuppose a vision of the future and make it their daily practice to produce citizens that will achieve this future. *We are committed to providing students opportunities to codify their beliefs of the future and put their beliefs into practice in all settings, educational and other.*

• **Promoting reflective practice**
  Our college’s teacher education program standards address the importance of being a reflective practitioner. Reflective practice includes being knowledgeable about the field, specific content areas, and ways to translate information and skills to students. It also includes the disposition to collaborate in ways that support life-long learning and agency. *We are committed to support future teachers as they learn to self assess and reflect on their beliefs and practices in ways that promote ongoing professional growth that enables them to support their students’ learning and development at high levels.*

• **Encouraging students to apply and further their knowledge**
  We recognize that we don’t produce “finished” teachers; thus we encourage our students to become lifelong learners and strive to see the interconnectedness inherent in active learning. We recognize that our students do not take our coursework disconnected from the broader professional world. *We are committed to encouraging cross-curricular connections between our courses and others not just in the College of Education but across the university as an essential first step to producing students committed to continuing their professional development.*

• **Providing a variety of school contexts**
  We recognize that our students will teach in a variety of school settings, from rural to suburban to urban, both nationally and internationally. Contexts of schools also vary due to a myriad of factors such as school funding, student demographics, and the history of the school setting. We also recognize that every education professional is enriched by understanding how schooling operates differently in different settings. *We are committed to providing students with a variety of experiences in several different school settings.*

• **Raising awareness of social justice**
  We recognize that schools are nested within the broader society. As such, schools reflect (and, in some instances, helped perpetuate) social inequalities (homelessness, unemployment, racism/sexism/homophobia, hunger, etc.). We believe that when any social community is in peril, our democracy is in peril. *We are committed to helping develop future teachers who can recognize social inequalities and use their increasing professional competence and opportunities to address these inequalities.*