Department of Educational Studies Minutes

Feb. 17, 2010

Members present: Sara Chapa, Jeasik Cho, Angela Jaime, Ed Janak, John Kambutu (via phone), Audrey Kleinsasser, Linda Keefauver, Francisco Rios, Kevin Roxas, Jenna Shim, Christine Rogers Stanton, Allen Trent, Leslie Zorko

Minutes/Agenda Approval

Meeting began at 3:10pm, consensus approved agenda and minutes.

Chair Report

- Congratulations to E. Janak and J. Shim for their commitment to students at the University of Wyoming presented by the Association of Black Student Leaders Knowledge
- Ed Janak for another nomination for “Caring for Every Student”
- Please do FAPS: Due date is February 28
- Sara’s Evaluation
  - Have input to F. Rios by Friday 2/19/10
- CEID Decision Points/common assessments
  - 2450 – approved and will be uploaded to CEID
  - 2480 – still working out the kinks, will re submit for approval
  - 3000 – approved and will be uploaded to CEID
  - 3550 – approved and will be uploaded to CEID
    - Will be ready for spring 2010 entries
    - Fewer points/criteria to entry
    - Distinguished will be the default
    - Use of “distinguished” is College wide language for tracking. To change use of this word, we would need to have meeting with college
- C&I Schedule (draft)
  - Master core courses in summer
  - If you have concerns with what your teaching let F. Rios know so he can bring it to the other chairs
    - Want to teach – overload or on load
  - How will they be taught
    - It will be up to how the instructor wants to deliver it
- Textbook Requests: March 22 (Summer & Fall 2010)

Committee Report

ACTE – K. Roxas 2/10/10
1. The Statewide Delivery of the UW Elementary Education Degree Program, with Emphasis in Early Childhood
3. WYSAC/WTEP summary
4. Judy distributed a draft of a letter that will be given to COE undergraduates in 1000 and 2000 level classes during the 2010-2011 school year.

See agenda for more detail
Search Committee – J. Kambutu

- Identified 2 candidates and plan to bring in for a campus visit/interview
  - Jenifer Forester
  - Noel Carter
- Will be coming in the next couple weeks between Feb 22\textsuperscript{nd} – March 5\textsuperscript{th} for one day

Democracy/Diversity Infusion Effort

Major efforts we engaged in a couple of years ago to infuse these two strands of knowledge into course work. What was done and what else can be done.

- A. Trent – Democracy
  - Handout was given to look over (PowerPoint presentation)
  - Surveyed (survey was handed out) about 141 students for each topic to get a feel on how our current students understanding about both democracy and language diversity
    - Felt they did not get any teaching until EDST 2480
    - Students are excited and think they are ready to teach diversity
    - Schools have to play a role
  - What is the next step – can do some follow up research
    - Define key concepts that we want to keep or move to another course as well as readings
    - Collaborate with other colleges (including community colleges) A&S to see what is being taught (Political Science)
    - NNER has The League of Democratic Schools this is a good place to see what is going on in schools to get ideas or get involved in their projects
    - Utilize the service learning on campus as a resource
    - Merge other matrix that was developed by R. Castaneda
    - With the rearticulations going on, make sure everyone is doing the same readings
    - Focus groups
    - Time teaching – maybe discuss topics at the same time in every course
  - See handouts for more detail information about data collected

- J. Cho – Language Diversity
  - Handout was given to look over (PowerPoint presentation)
    - Research gathered and submitted for publication titled “Integrating Language Diversity into Teacher Education Curricula”
    - 9 questions were asked
    - Paradox - If it’s a natural development why do we have to put a effort to make a statistical differences in upper and lower level teaching if we expect all students to be proficient in language diversity
    - Data showed that academic or linguistics success is not linked to being emerged in a English speaking class
Conclusions to revise and enrich our curricular framework

- What next
  - revisit reading
  - talk again about coordinating courses
  - How do you teach such complex topics as a introduction piece
    - Students are hungry to learn how to teach ELL
    - Build a foundation is the idea behind this
    - What it look like in practice (videos)
    - Encourage ESL course work on there own
  - Encourage students to do ESL endorsement
  - Local video of ELL in practice/Woods Learning Center (put faces to practices)
  - How do you build a conceptual concept
  - Activities to promote the readings – make a commitment to do these
  - Look back at both matrix’ s and weed, update, make better, and decide what is truly useful
  - Go back into groups and reassess matrix’ s
  - Take matrix’ s to Community Colleges for feed back
  - Action research and service learning

- April’ s department meeting talk about what the groups are thinking
  - Will ask for information gathered a week before meeting to put a new matrix together

- See handouts for more detail information about data collected

Disposition Reporting
- How we want to report/chunking out
  - EX: 2450 uses ratings 1- 10, 2480 uses 1-15, 3000 uses 15-30 and 3550 uses 20-30 (overlapping in sequence)
  - EX: 2450, 2480, 3000, & 3550 – pick ratings that fit the course so every disposition is assessed at least twice
- Of the two models which do we want to do – by May – conversation by March meeting

Next Meeting: March 12th, 9:00am -11:00am (Friday) ED 115

Meeting adjourned 5:05pm