

April 2, 2018

I looked at the outcomes from three things

- End of year survey
- Diversity instrument scores
- End of year in-class assessment

And noted that students were getting little understanding of/exposure to (if any) about Transformative Multicultural Education.

In response to that, I created a unit for the MAT's that I would teach during their spring semester that reexamined/revisited/visited for the first time - the topic.

I also looked at our end of year diversity instrument scores and the feedback from faculty during our "data analysis" meeting - and determined that the instrument was difficult to understand/process.

This meant that the individual classes who include the Diversity-Self-Assessment as part of the portfolio, were having little success.

I thereby revamped both the assignment and the instrument. Although we may no longer use the instrument as one of our assessments, it was still needed for the courses.

Mari Ann Banks (Roberts), Ph.D.

Associate Professor of Multicultural Education

Director, Master of Arts in Teaching Program

Interim Director, Center for Academic Success

April 2, 2018

With the adoption of EdTPA in the State of Georgia, I have made some adjustments in my Methods for Teaching History courses.

In short, there is a component within EdTPA that students must justify their pedagogical decisions using a knowledge of the available literature in their respective field. With that in mind, I added an annotated bibliography assignment that asks students to dig into the literature. Each week, I also provide many additional readings (non-required) to bolster whichever method I am introducing.

Secondly, while it is still "underdone," I have also tried to respond to the absence of assessment understanding by adding a week dedicated exclusively to assessment in the social studies classroom. And, importantly, whenever I introduce a new method, we also make sure to discuss how we might design the lesson and assess student learning, etc.

Charles J. Elfer, Ph.D.

Associate Professor of History Education
Secondary Education Program Coordinator

April 7, 2018

Below are the changes we made to EDUC3100 during 2016-17. The changes were made based on course evaluation feedback, input from the middle level coordinator, and suggestions from middle level students.

- Addition of a pre-practicum experience in a middle school for students to work with a practicing teacher for 10 hours
- Addition of a visit to a high school classroom where students observe and work with a teacher in one of their concentrations
- Addition of a visit to a charter school for students to observe and compare the operations of regular schools and charter schools

Rosetta Riddle
Field Experiences Coordinator

April 12, 2018

In MATH 3030 and 4020, I have added a summative assessment component to the teaching presentations. Students have been incorporating formative opportunities in the presentation, but now they have to submit items for a summative assessment including descriptions of what they would expect their class mates to be know do after their teaching of the topic.

In addition, we have decided as a team to start requiring citations in the lesson plan. Not just for where they found the content information for their teaching, but also from theoretical literature.

Kelli Nipper

Coordinator for Mathematics Education

Review of English Education Secondary and MAT Data Spring 2017

Presented to the English Education Committee meeting for review.

Evaluation of data from Observation Forms, Lesson Planning, Annotated Bibliography.

SECONDARY AND MAT TEACHER CANDIDATES CAN DO THESE THINGS WELL (Above TARGET 3.5?):

- Makes decisions based on Best Practices.
- Appropriately uses technology.
- Maintains academic standing.
- Assesses prior learning (knowledge).
- Communicates high expectations.
- Uses a variety of pedagogical strategies.
- Demonstrates knowledge of appropriate pedagogical techniques.
- Demonstrates preparedness.
- Maintains a professional appearance.
- Demonstrates ongoing acquisition of knowledge.
- Meets obligations.
- Takes initiative.
- Accepts criticism.
- Demonstrates caring.

SECONDARY AND MAT TEACHER CANDIDATES NEED WORK IN THESE AREAS (Below TARGET 2.5?);

Noted are Actions for possible change.

- Interacts with others in the education community.
Action: Explore with R. Riddle how candidates have more opportunity to work with others in the education community; include a practicum piece in Teaching of Writing so that candidates can explore education fields??
- Participates in extracurricular activities.
Action: Explore ways to require activities beyond classroom duties, hallway duties, etc.; explore with R. Riddle
- Utilizes an effective closing.
Action: Include a lesson on lesson planning structure for block periods.
- Collaboration: Provides effective contributions.
Action: Continue to use and support Team activities within Methods classroom.
- Cultural Responsiveness: Studies community and cultural norms.
Action: Introduce elements in lesson planning in Methods classes; explore with Teacher Education as to what they are doing.
- Provides culturally responsive classroom environment.

Action: Introduce elements in lesson planning in Methods classes; explore with Teacher Education as to what they are doing.

- Implements transformative multicultural education pedagogy

Action: Introduce elements in lesson planning in Methods classes; explore with Teacher Education as to what they are doing.

- Develops culturally responsive curriculum and assessments.

Action: Introduce elements in lesson planning; discussion of assessments.

In developing the Annotated Bibliography:

- Aspects of Annotated Bibliography are weak.

Action: Reteach development of Annotated Bibliographies.

In Lesson Planning:

- Essential questions

Action: Review essential questions in lesson planning; bring in videos on essential questions.

- Objectives

Action: Review cross-over of objectives, standards and assessments.

- Connections across the curriculum.

Require connections made across curriculum in lesson planning.

- Uses wait time.

Action: Discuss in Methods the importance of teaching moments and wait time.

- Plan of action.

Action: Cross-list with objectives in Methods courses.

- Estimated time for instruction.

Action: Review in Methods courses.

- Plans that activate prior knowledge.

Action: Continue including videos to show prior knowledge in action.

- Responding culturally.

Action: Continue introducing culturally responsive practice.

- Adaptations (Accommodations and Modifications)

Action: Check with SPED people to see what they are introducing and how to incorporate in English lesson.

- Closure of lesson.

Action: Continue working on structuring lessons.

Patricia Smith

Coordinator for English Education ; and for edTPA