Brenau University
Teacher Education Advisory Committee Meeting
March 26, 2015
4:30 PM-5:37 PM

Present:

Dr. Janet Grier, Dr. Eugene Williams, Dr. Camille Fareri, Dr. Karen Henman, Dr. Barbara Faulkner, Ms. Jill Goforth, Mr. Gefry Ventura, Ms. Kim Davis, Dr. Cindy Tu, Ms. Casey Kozozemski. Dr. Ann Wheeler and Dr. Linda Aikens-Young remotely via Zoom.

Dr. Janet Grier opened the meeting by welcoming everyone, thanking them for attending, requesting attendees to introduce themselves. She also expressed gratitude to Kim Davis for hosting our first TEAC meeting at one of our partner schools, Fair Street Elementary.

The minutes from the November 11, 2014 meeting were approved. There were no additions or corrections to these minutes.

Dr. Grier informed the attendees of some of the new initiatives and changes at Brenau

- The International Literacy Committee was created in September 2014 in order to help promote literacy and international awareness among students and faculty in the College of Education and its partner schools. The committee includes Brenau faculty, staff and students. While goals and objectives are still being determined, we hope to have an event during National Library Week this year.
- The College of Education Study Abroad Committee is still working to create study abroad opportunities for students. A location has yet to be determined, but they would like to be able to place pre-service teachers in schools abroad. The study abroad experience would be part of a course offered at Brenau. Also, Brenau is set to send its first student teacher abroad to Ireland in the Fall.
- Dr. Faulkner mentioned that Mary Beth Looney in the Art Department attended a conference in New York called Collaborative Online International Learning (COIL). This could be a great opportunity to identify a project in a class that could be coordinated internationally.
- Jill Goforth from the Field Experience Office stressed that there is a greater emphasis on formalized partnerships between the college and schools where students are placed. The first cohort placements will take place on Wednesdays in the Fall semester. We also hope to have some classes taught in the Brenau classroom at Fair Street Elementary in the Fall.

Dr. Cindy Tu, ESOL Coordinator for Hall County Schools presented on Dual Language Learners (presentation attached).

- Students learning in a dual-language environment may struggle more during their initial learning years, but outperform their monolingual peers within four to five years.
- A great resource that Dr. Tu recommended is Cox Campus, which provides educators resources for dual language learners (http://www.readrightfromthestart.org/cox-campus/).

A breakout session was held where three questions were discussed by attendees. Facilitators and topics were as follows:
1. **Performance/Project-based Assessments** (Dr. Grier).
2. **Co-Teaching Practices** (Dr. Henman).
3. **Differentiated Instruction** (Ms. Jill Goforth).

The following questions were proposed during the session:

1. **Co-Teaching/Collaborative Teaching**: What are some effective ways to build positive co-teaching relationships and strategies? Also, identify some “best practices” when implementing these techniques.

Answers:
- Professional Development
- Preplanning time
- Shared space in the classroom
- Have continuity in schedule and routine
- Refrain from identifying special needs students and teachers
- Teachers whose personalities and teaching styles may compliment each other

2. **Differentiated Instruction**: Share examples of the most common ways to differentiate instruction in the subjects of reading, writing, and math. Also, share at least one example of differentiation in content, process, and product.

Answers:
Differentiation based on data:
- Choices in books, assignments, and materials
- Groups
- Read-alouds
- Pictures with vocabulary
- Project-based assignments
- Scaffolding lessons
- Literacy, math, science, and social studies centers

3. **Project/Performance-based Assessments**: Collectively define project/performance-based assessments. What are some challenges for pre-service and classroom teachers when implementing these assessments? What are some ways to overcome these challenges?

Answers:
Definition – Theory with practice, higher-level thinking skills and the assignments should include rubrics to measure students’ performance.

Examples of activities:
- students conducting research
- creating memory walls
- constructing 3-D artifacts in science, math, and social studies
Ticket-out-the-Door Responses:

Question: What are some additional ways for our program to maximize opportunities for professional development with the local schools?

Answers:

- Provide workshops for classroom teachers to attend on topics they need to hear more about.
- Summer opportunities
- Lead a faculty meeting (professional development) on a topic of interest
- Build rapport with school administrators to tap into their instructional coaches. They provide multiple lunch and learn opportunities for their teachers
- Have class in schools
- Adjunct professors who are currently in schools
- Work with local schools as they discuss their assessments to identify patterns, then address those patterns of need in Brenau’s courses.
- Conduct more in-school projects

The meeting adjourned at 5:37pm.