Early Childhood Development and Education Advisory Board Friday, January 27, 2012 9:00 – 11:00 am Niccolls Building 102

Attendance: Annette Smith, Beverly Benge, Beth Price, Bill Marineau, Janice Fletcher, Ling Tsao, Megon Donlin

Apologies: Brenda Ingalls, John Cronin,

Curriculum Changes and Updates

- By 2013, state requires initial teachers to have capacity of embedding technology in class instructions. Therefore, one technology course is added into our curriculum requirement.
- Teacher Education program at College of Education makes several changes in their elementary education curriculum. One is to move Music class out of the required list so students now in either early childhood or elementary education do not take the music class.
- Due to the changes in Idaho Comprehensive Literacy Assessment (ICLA), the literacy classes (EDCI 320, EDCI 321, EDCI 322) also have been re-structured to meet the state requirement.
- With current practice for teacher evaluation in the field, relationship of working
 with parents is more of needed required skills. Our students have gained
 knowledge from classes and several practical experiences from field experiences
 to prepare them for this new trend.
- College of Education also adapts a conceptual framework on CARE (Cultural Proficiency, Assessment, Teaching, and Learning, Reflective Scholarship and Practice, and Engagement in Community Building and Partnerships) for all teacher education programs including ours.
 - Feedback: Coeur d'Alene school district is using Danielson Framework on teacher evaluation.
 - Action: A matrix will be sent out to the board members on crosswalk of Danielson Framework with state teaching standards and university goals.
- Early Childhood Endorsement has been approved and available for teachers in the field who have current special education generalist certificate to add on so they can teach developmental preschool settings. We have few students in our pilot program; we work closely with them to see how we can deliver our classes more efficiently.

Practica and Internships

 Our program provides various field experiences for our students in wide-range environments. For example, 18 hours in FCS 235 observation class, 26 hours in FCS 333 curriculum class, 270 hours in FCS 497 preschool programs, and 240 hours in FCS 490 infant toddler programs and a semester long student teach in special education and elementary education area.

Praxis Scores Report: September 2010 to August 2011

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Praxis II	Pass rate	Above state and national	At our below state and
		categories	national categories
Education of Young	80%	Professionalism, family,	Knowledge of teaching,
Children (0021)		and community	relationships with families
			and professionals and
			assessment, curriculum,
			and instruction
Special Education,	100%	Planning and service	Knowledge of
Early Childhood/		delivery, IFSP, IEP, case	handicapping conditions
Preschool		management	

Program Assessment

- Our program has been preparing for the National Council for Accreditation of Teacher Education (NCATE) visit in 2013 for accreditation. This means our program provides evidence of competent teacher candidate performance which our students must know the subject matter they plan to teach and how to teach effectively so that all children learn.
- Task Stream is the system that College of Education selects to help with our program monitoring purpose. Students then could submit signature assignments online and along with their electric portfolio. Faculty members then could keep track of students' performance and disposition periodically to make sure students' proper progress.

Issues:

- Professional Standards Commission requires feedbacks on Praxis II exam change from currently 0021 to proposed 0022. Faculty members see 0022 focus heavily on elementary content knowledge more than early childhood focus (i.e., developmentally appropriate practice-DAP) and would elicit some comments from this group
 - Feedback: EC/ECSE teacher recommended 0021 kept because of the age group EC/ECSE teachers are serving. DAP is more relevant and important while working with young children to make sure children benefit from all our intentional instructions to meet their needs.

- The program like to distribute the Stakeholder Survey annual in order to keep the program integrity and quality assurance. Therefore, here is the draft for board members to review and comments.
 - o Feedback:
 - Item to add—FBA and PBI: Functional Behavior Assessment (FBA) and Positive Behavior Intervention plan (PBI) are the key for many students in their IEP now so graduate should be able to do this task well especially students with behavioral issues appear more prevalent these days.
 - Item to add—Progress monitoring: Progress monitoring is also another area that teachers should be able to do well in class, especially for preparing each student to be successful in school.
 - Item to add: home visitation: home visitation is not only a component of Head Start program but would also help classroom teacher to understand children and family more to support children's learning in classroom.
 - Item to clarify—Assessment: more details on whether this means student understanding or eligibility to receive special instruction, or both
 - Item to change—from "best ever for a beginner" to "beyond the expectation"
- How we higher education institution faculty do to help stakeholders and professionals in the field to better understand the blended certification
 - Feedback:
 - Attend statewide elementary school principals' conference and meetings
 - Regional superintendent and principals meetings