

Spring Forum 2013

Lurie College of Education

Welcome New Temporary IT Staff



April Lee
Desktop Support



Steve Hernandez
Analyst/Programmer

Key Card Access & Omni Locks

- Key cards - pick up at Lock Shop asap
 - Used for new classrooms - 4/1/2013
 - Dept codes only for 211, 212, 214, 230, 234, 334 & 335
- Key card scanning today & b/w 3-6 p.m., M-F, SH 432
- Contact Ashley Lancaster, Dean's Office with questions

Mandatory Reporting for Suspected Child Abuse

- Complete form & return to dept. admin.
- On-line training available later this semester
- Required of all faculty, staff & student assistants

Qualtrics Survey Tool

- Free access to all faculty, staff, students
- Web-based
- SJSUOne sign-on
- Uses include
 - Surveys for research, program review
 - Event invitation & notification
 - Tracking of grads
- Training to be offered through CFD this spring

\$ for Students

For 2012-13

37 Scholarships - \$71,550

For 2013-14 - (applicants for Fall 2013 can apply)

35 Scholarships - \$39,900

Encourage students to apply

Schedule of Presentations by EdD Director Candidates

Thursday, January 31 - Dr. David Brazer

- SH 331, 2:30-3:20 p.m.

Thursday, February 7 - Dr. Arnold Danzig

- Location: TBD, 3:00-4:00 p.m.

Monday, February 11 - Dr. Dillafruz
Williams

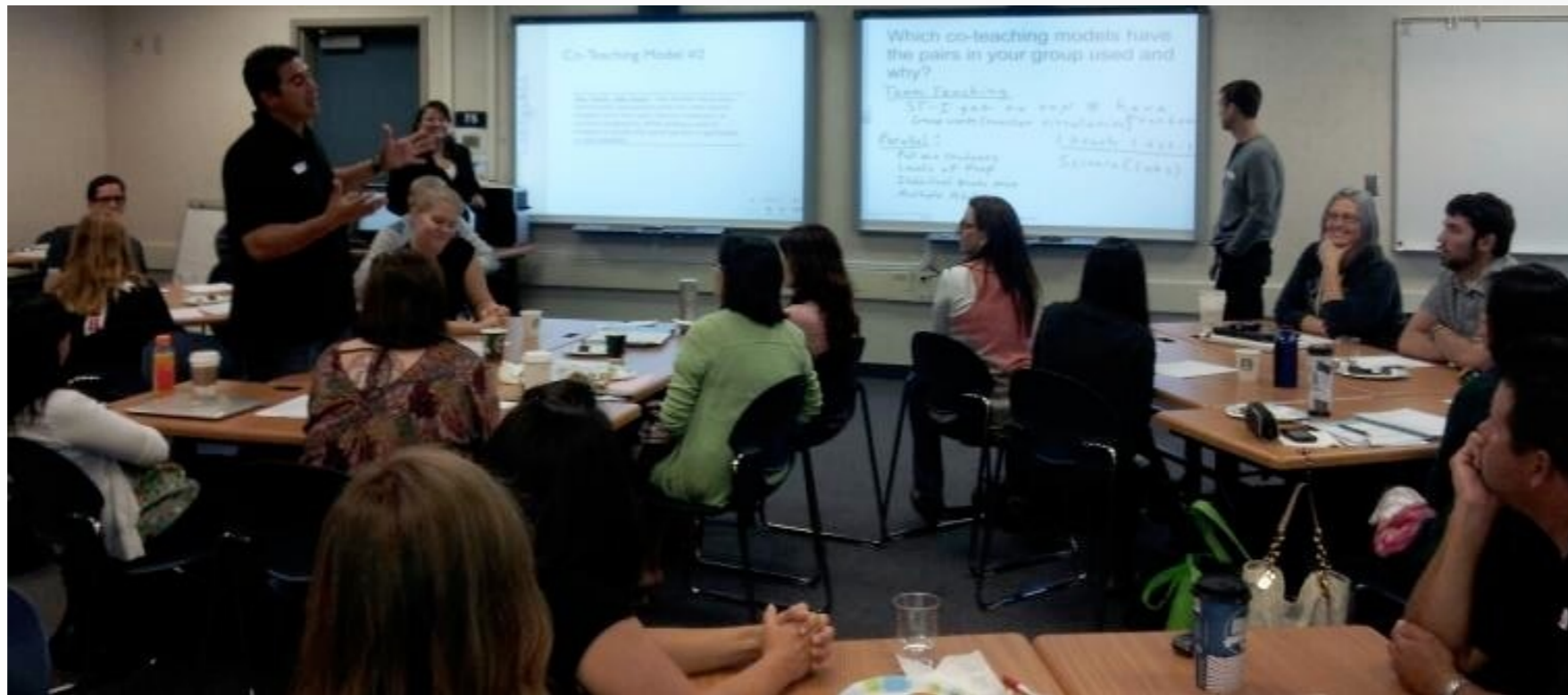
- Location: TBD, 2:30-3:20 p.m.

Faculty Presentation:

“Close encounters in the Middle East”: A brief overview of the state of public/private education in Pakistan, Jordan, Egypt and the United Arab Emirates

Dr. Roberta Ahlquist, Dept. of Secondary Education

Secondary Education Co-Teaching Program:



Nicky Ramos-Beban, Co-Teaching
Program Coordinator
Carrie Holmberg, Sec. Ed. Supervisor

Agenda

1. Co-Teaching Program Overview

2. Research results:
Benefits and Concerns

3. Next Steps



What is Co-Teaching?

“Two teachers in the room working together for the maximum benefit of the students.”

--SJSU Co-Teacher

- Where did Co-Teaching Come From?
- How is Co-Teaching Different?
- Part of a Larger Movement



Secondary Education Co-Teaching Program Overview

- Who's involved?
 - 17 pairs of Mts/Sts, 15 schools, 7 districts
- Year-long Clinical Experience
 - 4 periods daily
- Professional Development **Together**

Benefits of Co-Teaching: *What MTs and STs are Saying*

- Mutually beneficial relationship
- Scaffolded induction into teacher praxis
- STs are more active participant-learners
- STs feel more supported, less overwhelmed



Concerns About Co-Teaching: *What MTs and STs are saying*

- Communication
 - Productive working relationship
- Time
- Transition to Lead Teaching

Next Steps

- Increasing Co-Teaching cohort size
- Five-year NPD grant
- Differentiated Professional Development
- Continued Research

Why should you care about the Co-Teaching Movement?

- What are your thoughts and responses?

co-teaching: elementary education

co-teaching eled

- 1 .program overview for eled
- 2 .a CT/TC meeting
- 3 .initial findings

program overview

- **22: TE** (Teacher Education Collaborative)
- **2/? : flexible**
- **22/25: 47 CRA** joint cred/MA (Critical Research Academy)
- **71 pairs** cross 3 cohorts + flex: part & fulltime practica
- **pd workshop**
- **supervision & meetings**

window

into a meeting

Dread

Dread. Pulling from the pit of my stomach.
Subtle. A dark cloud hanging overhead.
It's not paralyzing, but I know it's there.
A shadow playfully taunting me all day.

Sunday.

Every time I snap around to catch a glimpse
It tucks away behind the couch.

But I know it's there. (JW 10/7/06)

window into a meeting

- supports given demands of teaching
- dispositions self assessment
- co-teaching versus traditional models
- ex. of strategies & planning

findings

(very preliminarily)

- besides the importance of the TC/CT relationship
- challenges & concerns: time to create relationships, to plan
- benefits:
 - increased engagement
 - stronger relationships w/ ss
 - perception of increased preparation

“incidental co-teaching”

- “We were reading *Sadako & the 1000 Paper Kranes*. My ct knows I lived in Japan for 2 yrs & have experience w/ the culture. She looks @ me like, can you tie something in? I do that w/ her a lot, too. So in this story, we talked about the gesture for, “Can you give me \$?” In Japan you put your thumb & index finger together like a coin... So lots of times spontaneous conversations are started like that. They just happen. It makes the ss more interested.”
- “The ss would suddenly look @ us w/ bated breath... the adults are really figuring something out, it’s real, it’s thinking.”
- “It’s anti-hierarchical cause you are negotiating power, sharing teaching together.”

coteaching

- questions

Rooms offer flexibility



Need to maintain condition

Promote Faculty & Student Ownership

Help us Maintain these Learning Environments

- **Close doors & windows**
- **Do not allow furniture or equipment to be removed**
- **Call in any broken or missing items (4-3600)**
- **Smartboard training – No Markers**
- **Keeping clean**



Unique Rooms – Unique Rules

- 412 & 447 **No food**
- 331 Shared Faculty Space – return original configuration
- 446 Student lounge coming soon



Access to Rooms

- **Coming soon – Online request form**
- **Key Card Access – Get key cards soon**



Dean's Office Offline Room Request

Room requests must be submitted 2 days (48 hours) prior to using the room.

Room requests will be reviewed by the Dean's Office and the rooms will be assigned to the requester based upon their needs of the room.

Once the room request has been reviewed, the Dean's Office will notify the requester of the room request submitted.

If you have any questions regarding the room reservation process, please contact the Dean's Office at 4- 3600.

**** Absolutely NO FOOD OR DRINKS are allowed in SH 412.
* Required**

Requesters Name *

Requesting on behalf of: *

Date *
Please use the following format: Month/Day/Year

Department *
Child and Adolescent Development

Date Requesting *
For classroom changes, please contact your department admin. For multiple room requests, please submit an additional form.

In the event that your first request is unavailable, please state an alternate date for your event.

Time Requesting *

In the event that your first request is unavailable, please state an alternate time for your event.

Number of People Attending *

Room Requesting *
101- seats 15

Who will be using the room? *
Please check all that apply.

Keeping Everyone Vigilant

To be consistent & fair in maintaining these rooms we all share ...

- **You will hear from us**
- **Consistent misuse of rooms will result in restrictions**

Suggestions or comments, let us know

The vote to ratify the new policies will be included in the Forum evaluation survey emailed to you.

Situating LCOE Programs for Success in the university

Demonstrating Program Quality

Break - 10 Min.

Challenges facing graduate programs at SJSU

- Enrollment pressures from demand for UG degrees
- Expense
- Alignment b/w UG and Grad/Cred programs
- Outcomes of graduate programs
- Questions re: program quality

Unique Characteristics of Grad/Cred Programs

- Need for intensive instruction - seminars & individualized projects/theses
- Clinical preparation
- Accreditation/state review

Specifying
outcomes

Continuous
improvement through
reflective practice

Systematic & Continuous Assessment

Understanding
effects from
instruction

Demonstrating
program quality



Assessment Practices that Validate Grad/Cred Programs

- Evidence of students' competence - aligned with standards (program specific & unit-wide)
 - Standardized practice for collecting & analyzing data
 - Quantitative & qualitative measures of student learning
 - Direct measures of learning - not just surveys

Assessment Practices that Validate Grad/Cred Programs

- Clinical Fieldwork
 - Documentation for all clinical observations
 - Key measure of student competence in field
 - Justification for greater program expenses
- Alignment with new CAEP accreditation

Review of LCOE Assessment System & Required Practices

ASSESSMENT

STUDENT

FEEDBACK
LEARNING
EVALUATION

INSTRUCTOR

COURSE
DESIGN
INSTRUCTION

ACCREDITATION

NCATE/CAEP
CTC
WASC

UNIVERSITY

LEARNING
ACCREDITATION
ALLOCATIONS

ASSESSMENT

ACCREDITATION ASSESSMENT REQUIREMENTS

- CAEP/CTC REVIEW & SITE VISIT - STANDARD 2
- CTC BIENNIAL DATA REPORTS (FALL 13)

ASSESSMENT

BIENNIAL DATA REPORT REQUIREMENTS

- AGGREGATED DATA FROM 4-6 INSTRUMENTS THAT MEASURE CANDIDATE COMPETENCE -- NO SAMPLING
- DATA THAT REFLECT THE IMPACT OF PROGRAM MODIFICATION(S) UNDERTAKEN IN RESPONSE TO THE PREVIOUS BIENNIAL REPORT
- NUMBER AND PERCENT OF CANDIDATES IN THE COHORT THAT WERE ASSESSED BY EACH TOOL, THE RANGE OF RESPONSE OPTIONS, THE MAXIMUM AND MINIMUM RESPONSES, AND DESCRIPTIVE STATISTICS THAT ARE APPROPRIATE TO THE TYPE OF DATA BEING REPORTED, INCLUDING THE MEAN AND STANDARD DEVIATION, THE % PASSED, THE DISTRIBUTION (NUMBER AND PERCENTAGE) OF RESPONSES TO CATEGORICAL PROMPTS, ETC.

ASSESSMENT

STUDENT

FEEDBACK
LEARNING
EVALUATION

INSTRUCTOR

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ALLOCATIONS

ASSESSMENT



ASSESSMENT

TOOLS TO SUPPORT FACULTY

PROFESSIONAL DEVELOPMENT VIA WEBSITE

WAYPOINT

QUALTRICS - COMING SOON!

ASSESSMENT WORKING GROUP

COMMUNICATIVE DISORDERS & SCIENCES - JUNE McCULLOUGH

COUNSELOR EDUCATION - OPEN

EDUCATIONAL LEADERSHIP - REBECA BURCIAGA

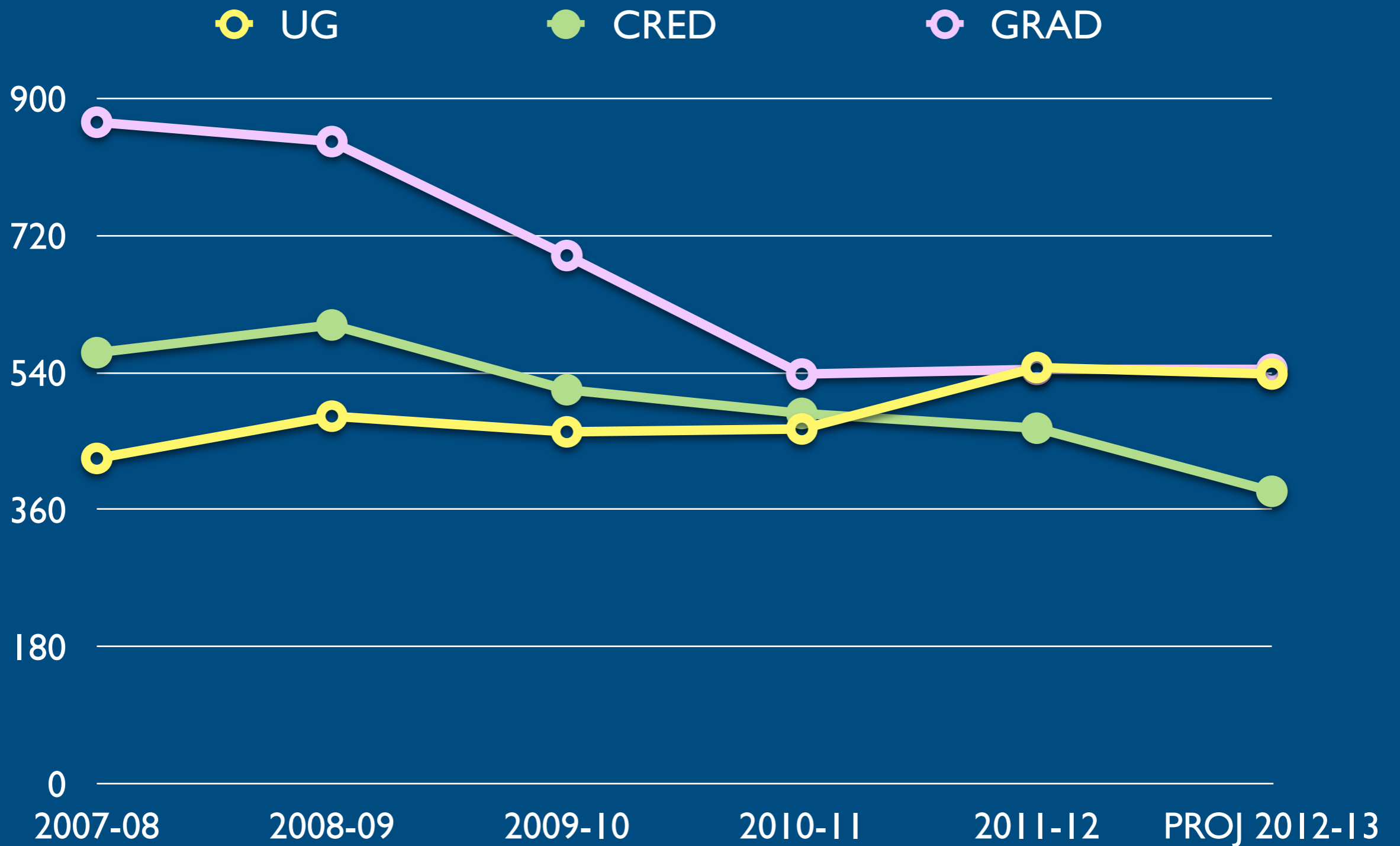
ELEMENTARY EDUCATION - DAVID WHITENACK

SECONDARY EDUCATION - BRENT DUCKOR

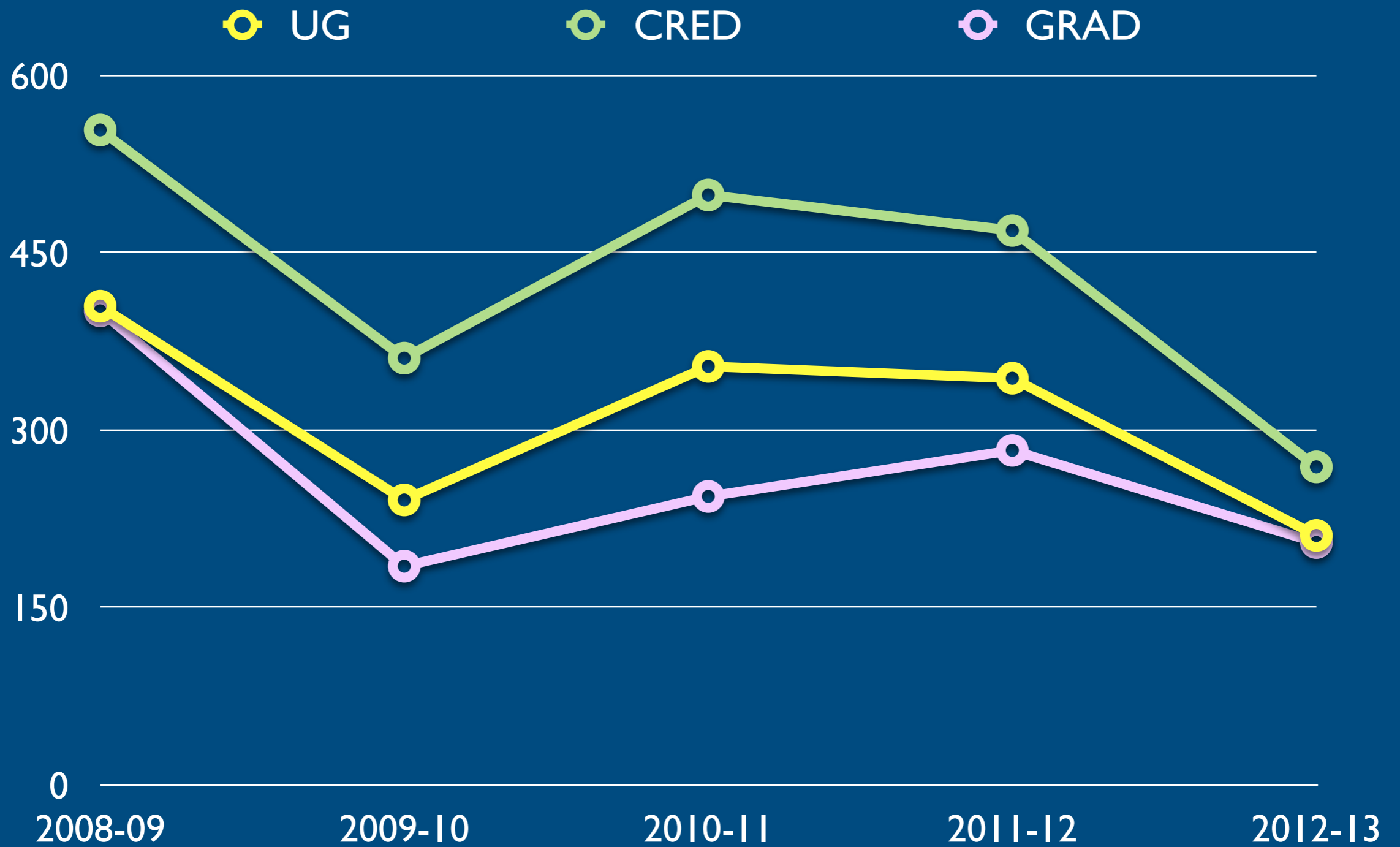
Enrollment & Resource Allocations

Building for Growth & Fending off
Threats

Enrollment Trends, 2007-2013



Admission Trends in LCOE



Dept.	Total Apps	Historical Cum % Applied by January		
		F2010	F2011	F2012
ChAD	7	25%	15%	30%
CDS	190	97%	88%	100%
Counselor Ed	45	87%	52%	34%
Ed Leadership	2	17%	10%	0%
Elem. Ed (C)	48	38%	19%	17%
Sec. Ed	54	33%	22%	26%
Spec. Ed	17	25%	18%	26%

Total apps as of 1/9/2013

Key Concepts

- SCU - Student Credit Units
- FTES - Full-time Equivalent Students
 - Grad - $(HC \times SCU)/12$
 - Cred/UG - $(HC \times SCU)/15$
- FTEF - Full-time Equivalent Faculty
(1 course = .20 FTEF)
- SFR - Student Faculty Ratio

Curriculum -
(Course SCUs,
Sequence)

Student Level

Other Program
Supports

Assigned time

$$\text{SFR} = \text{Total FTES} / \text{Total FTEF}$$

Costs

Std. Advising

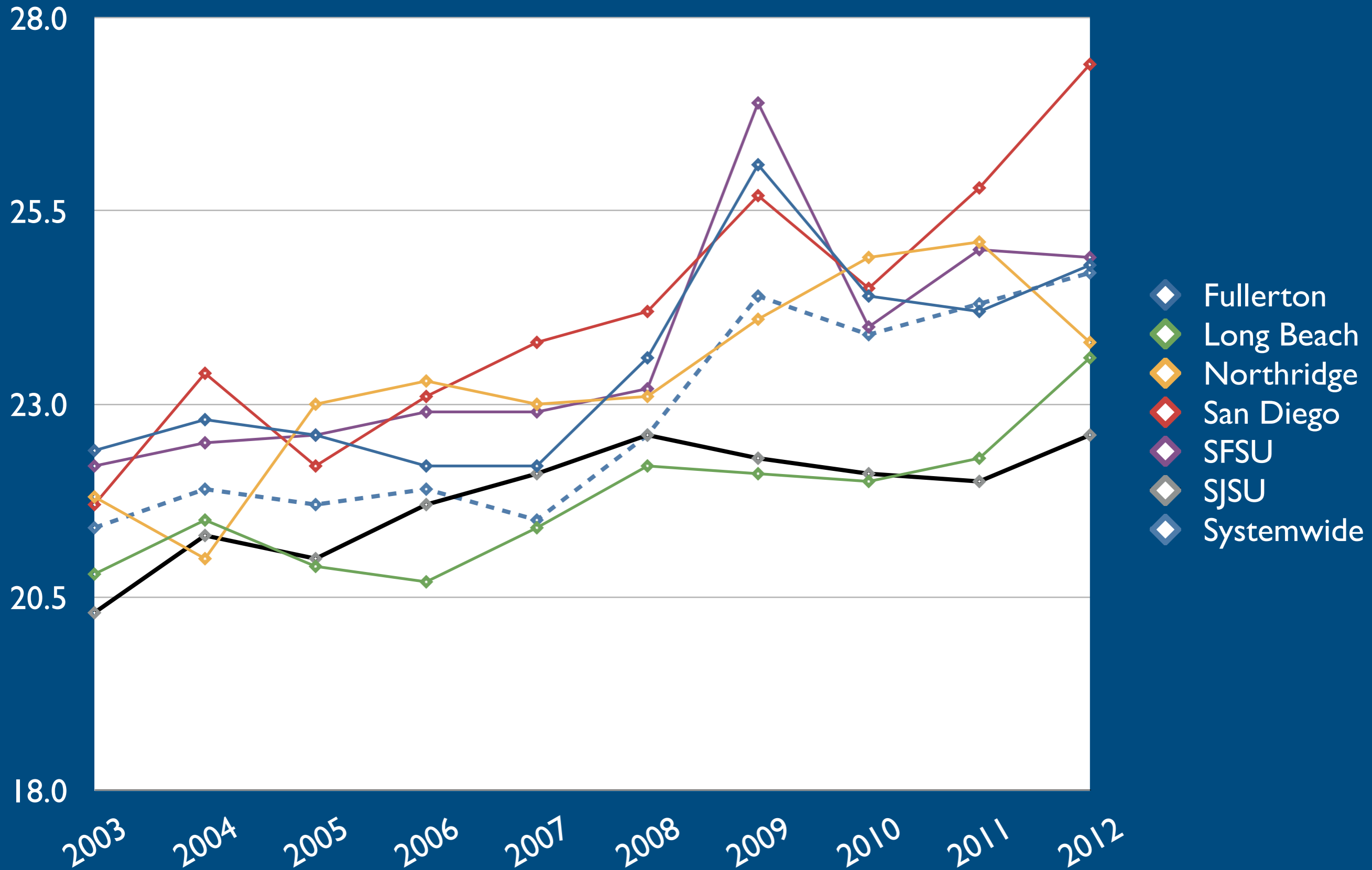
Course
Assignments

Instructional
Model

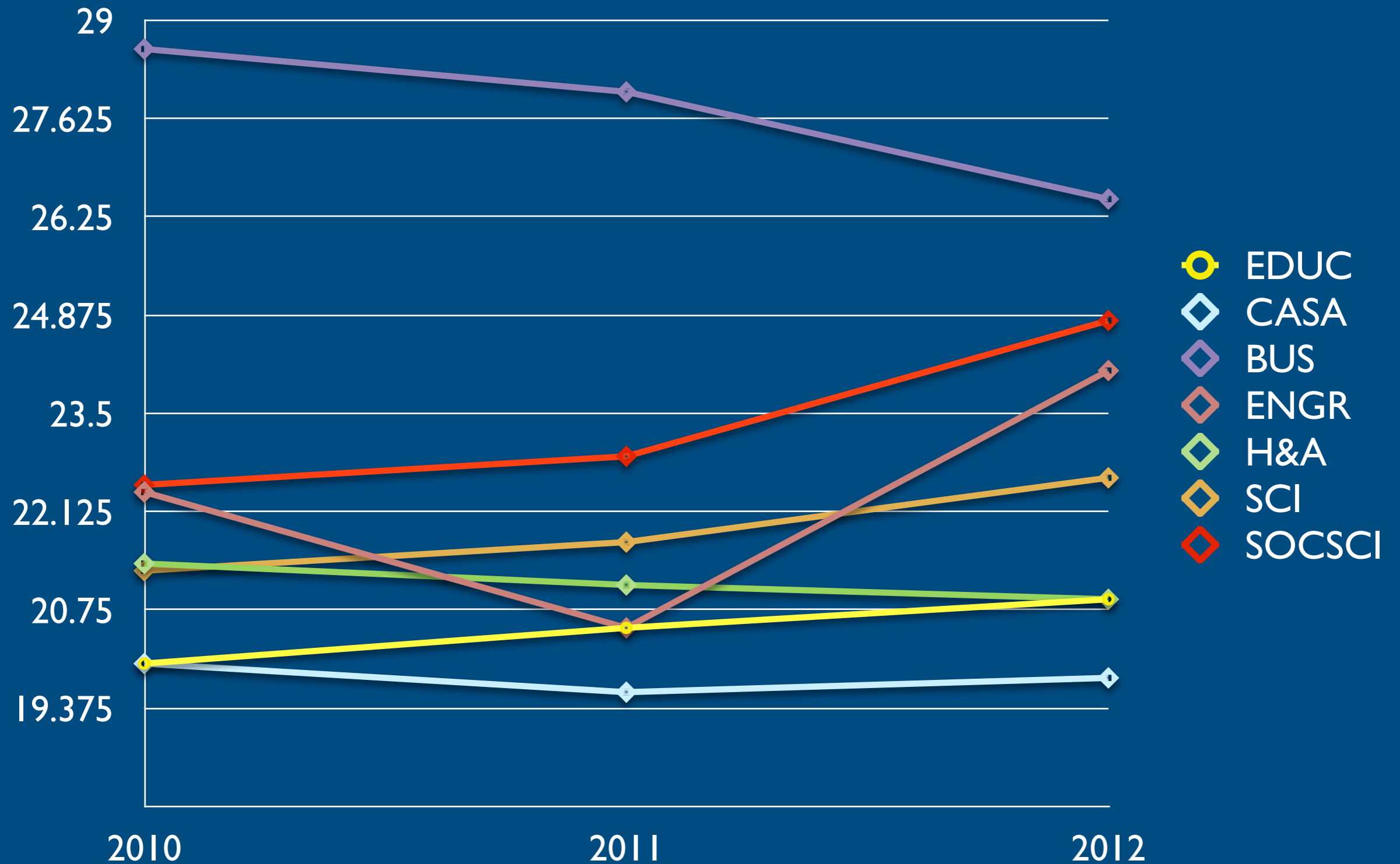
Current Campus-wide Challenges

- Structural deficit - \$8 million
- Impaction for UG programs
- SFR higher than sister campuses
- Large number of majors with small enrollments
- Very low allocations for O&E

SFR Comparison - 7 Large CSU



SFR Comparison by College, 2010-2012 AY



Importance of FTES & SFR

- Determines allocation of funding for each college & department
- SFR - measure of efficiency
- Allocation affected by SFR
 - Lower SFR = Higher Costs
 - Low SFR in LCOE - related to clinical fieldwork

Model 1: 25 UG/section, 20 Grad/section

	Headcount	SCU	FTES	FTEF	SFR
UG/Cred	200	3	40	1.6	25
Grad	200	3	50	2	25

Model 2: UG 1 sec @ 120, 4 @ 20; Grad 1 sec @ 80, 6 @ 20

	Headcount	SCU	FTES	FTEF	SFR
UG/Cred	200	3	40	1.2	33.3
Grad	200	3	50	1.5	33.3

Grad lg section = .3 FTEF

Future Resource Allocation Principles

- Continued use of FTES to determine base funding
- Greater emphasis on evidence of **program quality**
 - Graduation/retention rates
 - Efficiency/Productivity - higher SFR
 - Evidence of student learning/competency (accreditation - one measure)
 - Quality of capstone projects/thesis
- Alignment of student unit load with program level
- Additional faculty hiring - growth in FTES of majors

Perceptions of Program Quality

- Market demand for program - # of applications
- Selectivity at admissions
- Program/course reputation & perceptions of rigor
 - Current & past students
 - Employers of alums
 - Distribution of grades, avg. GPA
- Visibility of student engagement in campus life
- Quality of student projects/products visible to campus
- Visibility and impact of faculty contributions to campus life
- Faculty scholarship

Progress Made to Date

- Balanced low supervision ratio with higher enrollment in lecture/seminar
- Continued to develop on-line/hybrid courses
- Continued innovations in instruction
- Designed new unit-wide assessments
- Pilot of new clinical supervision model
: co-teaching

Our goals:

Grow & strengthen our grad/
cred programs

Maintain our strong UG
programs

Achieve adequate funding for
our programs

Ways to reach our goals

Expand hybrid/online course offerings

Develop large enrollment sections of courses - >120

Engage in undergraduate course development/teaching

Review supervision requirements and align with faculty workload

Provide strong evidence of student learning in clinical fieldwork

Actively recruit grad/cred applicants - greater selectivity

Admit MA/credential students as graduate students

Reduce or eliminate requests for excess units

Examine rigor of program curriculum & requirements

“For now decisions are upon us and we cannot afford delay. ... We must act, knowing that our work will be imperfect.”

*President Barack Obama,
Second Inaugural Address,
January 21, 2013*

Academic Senate Updates

Dr. Michael Kimbarow

SAVE THE DATES



Tea with the Deans
February 26 & April 24
3:30-4:30
SH 214

Bring your students!!



SAVE THE DATES

Spring Faculty Retreat

Friday, March 8 (tentative)
Lunch will be provided



SJSU Hosts Education Deans' Meeting - FYI

April 10-11, SH 331

We hold the key to our future.

Have a productive and fulfilling spring semester!