

**Minutes of Extended Faculty Meeting  
September 14, 2005 - 4:15-5:15**

Attending: Mary Haslerud Opp, Michele Iiams, Cheryl Halcrow, Brent Jiran, Susan Koprince, Jim Whalen, Judy Sheridan, Don Croeker, Jerry Bakken, Barb Lewis, Sandy Braathen, Gail Ingwolson, Donna Pearson, Shirley Greves, Shelby Barrentine, Douglas Munki, Art Jones, Margaret Zidon.  
Special Guest: Baby Jones

Announcements

- \* Mr. Brent Jiran is the first middle school representative on Extended Faculty. Dr. Barbara Combs is the new Director of Teacher Education; Peggy Shaeffer took a position at James Madison University.
  
- \* Portfolio phases' and training sessions' dates were announced.

Program Discussion

- \* NCATE accreditation team will review UND's teacher education program Spring 2008. One expectation is that the number and quality of field experience hours will have increased and improved. Thirty hours of community service, prior to program application, is being considered. A special committee within teacher education is studying possibilities.
  
- \* An increase of one credit (from 2 to 3) for the microteaching course is being considered.
  
- \* Assessment of critical tasks will be done electronically. A listing of the critical tasks will be supplied at the next meeting. A demonstration of LiveText will be provided at the next meeting.

Agenda Items for 2005-06:

- \* Brent Jiran suggested that teacher candidates should be aware of safety/shutdown procedures at schools. After discussion, the consensus was that teacher candidates need to check on such procedures at their student teaching school sites.

486 Field Experience Guidelines:

- \* Follow-up. Dr Lynne Chalmers said that she would contact the special education directors of Grand Forks/EGF and ask them to contact special ed. teachers in schools so that they knew what special ed. experience was expected of teacher candidates.

## **Extended Faculty Meeting Minutes November 2, 2005**

- Dr. Barbara Combs, the new Director of Teacher Education was introduced Extended Faculty members.
- Ron Holten asked that his name be included as among those present at the September 14, 2005 meeting.

Members Attending: Ron Holten, Douglas Munski, Don Croeker, Tom Steen, Shirley Greves, Cheryl Halcrow, Michele Iiams, Mary Haslerud Opp, Susan Koprince, Sandy Braathen, Jerry Bakken, Judy Sheridan, Shelby Barrentine, Barbara Combs, Donna Pearson, Margaret Zidon

### Announcements:

Phase II Reviews – November 9 & 10. Everyone should have received a schedule of time for reviews. If anyone has questions, please contact Shirley Greves.

### Program Discussion

#### Microteaching Credit Change

Margaret said that a change in credits (from 2 to 3) for the Microteaching course was proposed in order to reflect content added to the course. Douglas Munski motioned to support the change. Mary Haslerud Opp seconded the motion. Carried unanimously. Margaret will submit the necessary paperwork. If approved by the Undergraduate Curriculum Committee, the change will become effective Fall Semester 2006.

#### Volunteer and Field Experience Hours

Pre-Admission. The teacher education program is responding to a cited need by NCATE to improve the quantity and quality of field experiences. Margaret said that a pre-admission requirement of 30 hours of service that is related to aspects of poverty, diversity and children seems to be emerging as an pre-admission requirement.

Post-Admission. There is ongoing work in trying to describe what field experiences (and when) would best serve teacher development.

Critical tasks for secondary licensure include a lesson plan/teaching demonstration during the Methods and Materials Field Experience. Students are to electronically submit the identified lesson. Gail demonstrated how to assess this critical task using LiveText. Barbara Combs fielded questions and responded to concerns. If faculty members are interested in

acquiring further information and/or training, they are to contact Dr. Combs' office.

Meetings for next semester will be announced at the beginning of January.

## **Extended Faculty Minutes**

**February 15, 2006 – 4:15-5:15**

**ED 106**

Present: Susan Koprince, Barb Lewis, Jerry Bakken, Linda Holdman, Beverly Uhlenberg, Doug Munski, Jim Whalen, Shelby Barrentine, Mary Haslerud Opp, Brent Jiran, Sandy Braathen, Shirley Greves, Margaret Zidon, Barbara Combs

### Announcements

Phase I Portfolio Reviews – Monday, May 8, 9-12 and 1-4.

Phase II Reviews – April 5,6. Shirley and Margaret will be contacting subject area advisors for best times for these reviews.

Phase II Refresher Session – Wed., Feb. 22, Room 210, 1:00-2:00 p.m.

Note: There was good attendance at this session. Thanks for prompting students to attend.

Phase III Reviews – April 27.

### Program Discussion

#### What are we hearing about our students and their preparation?

Dr. Linda Holdman reported that Student Teachers are concerned about letting their students “do different things;” Dr. Mark Guy attended Senior Seminar and give them practical information on differentiated instruction. Dr. Guy will return to Senior Seminar again this semester.

Student Teachers are also concerned about grading. Dr. Barbara Combs will attend Senior Seminar and provide practical guidelines for assessment and grading.

Cooperating teachers are encouraged to do as Jim Whalen suggested: Involve the student teacher in creating tests and then go through tests that they have created asking them questions about the test items. Jim also suggested that the student teacher be involved in the Grand Forks schools assessment plans. In further discussion, extended faculty talked about providing teacher education students opportunities, within our courses, for authentic grading activities – with mentoring.

Mike Johnson, Grand Forks Public Schools retired administrator, is speaking to Student Teachers about classroom management, probably their primary concern. Cindy Grabe conducted a session on technology integration for the Student Teachers during seminar. Brent Jiran, Schroeder Middle School teacher, said that Student Teachers are also concerned about how to deal with angry kids and/or angry parents.

#### Volunteer and Field Experience Hours – Update

Margaret provided an update on the ongoing work and decisions made in regard to increasing field experience hours. A pre-admission requirement of 30 hours of service in the areas of children, poverty, diversity is going forward. The Field Experience committee projects that the earliest point at which 30 hours pre-admission service would become required is Spring 2007. Dr. Linda Rains, Volunteer Services & Coordinating, is working with the F.E. committee. Questions about “What counts? How far back can I count? Etc.” are being addressed. As the guidelines become articulated, they will be

shared with Extended Faculty. Getting the word out about this requirement can be handled through posters, *Dakota Student*, UND-TV channel and Grand Forks *Herald*.

#### Status Sheets – Dr. Barbara Combs

Dr. Combs requested that subject area advisors fill out status sheets and have teacher candidates bring them to ED 105, to Janet Honek or Eric Tweton, when they apply for student teaching. T&L has no knowledge of courses that would have been substituted and having a filled-out status sheet will save Janet and Eric hours of work. Questions can be handled by Eric (777-4097) or Janet (7-3183). Students should follow this procedure: Student goes online to obtain information & materials for application\*

Student meets with subject area advisor first

Student brings status sheet and meets with Eric or Janet

Student meets with T&L advisor

\* There is a reminder on the application for student for bring status sheet to Janet or Eric

#### Assessment for 2005-06; LiveText Expectations

A written set of directions is available. We will be sending directions to Extended Faculty - when we track down a complete set of directions.

#### Other Matters

Faculty were asked about their willingness to take the PRAXIS II exam. Costs for the exam will be covered by T&L. Faculty in the subject areas willing to take the exam should contact Dr. Barbara Combs (777-2862).

**Next Meeting: April 12, 4:15-5:15**

Extended Faculty Meeting Minutes  
September 20, 2006

Extended Faculty Members Present: Susan Koprince (English) , Gail Ingwalson (T&L), Linda Holdman (T&L), Michele Iiams (Math), Sherrie Fleshman (Languages), Cheryl Halcrow (Math), Jim Whalen (Central High School), Brent Jiran (Schroeder Middle School) , Douglas Munski (Geography), Mary Haslerud Opp (Communications) , Donna Pearson (T&L), Kathy Norman Dearden (Music), Art Jones (Art), Kim Donehower (English), Barbara Lewis (Music), Professor Emeritus, Industrial Technology Myron Bender, Lee Anne Block (T&L), Jodi Holen (T&L), Don Croeker (Red River High School), Lars Helgeson (T&L), Kristine Gruenberg (E. Grand Forks High School) , and Margaret Zidon (T&L)

Margaret opened the meeting by having extended faculty introduce themselves to one another. Several new members joined the group this year: Kristine Gruenberg from East Grand Forks High School who takes the place of Judy Sheridan, Sherrie Fleshman from Languages who takes the place of Jerome Bakken, and LeeAnne Block and Jodi Holen who are teaching secondary program area licensure courses, taking the place of Shirley Greves. Dr. Myron Bender has rejoined extended faculty for this year, coming off 10 years of retirement.

1. Announcements. Margaret announced the following dates for portfolio reviews

∑ Phase I Portfolio Reviews – December 11

∑ Phase II Portfolio Reviews – November 7 & 8

∑ Phase III Portfolio Reviews – December 7

∑

Any extended faculty interested in helping with the Phase I review sessions, please contact Margaret. She may also be contacting you : )

Extended faculty provided times on November 7 & 8 that they are available for the Phase II reviews. Margaret asked that they keep those times open.

A “refresher” session for Phase II guidelines and expectations will be held Wed. October 18 from 1-2 in ED 106. Please strongly encourage students who will be student teaching spring semester 2006 to attend this session.

A session on Phase I guidelines and expectations will be provided for transfer students or anyone who missed the portfolio preparation in TL 325, on October 18 from 12-1 in ED 106.

∑ Applications to the teacher education program are due by October 18.

∑ Student Teaching Applications were due Sept. 22

∑ Correspondence courses

- 325: Exploring Teaching and 460: Microteaching are no longer offered as correspondence courses.

- 350: Adolescent Development and 345: Curriculum & Instruction are still available. T&L 433; Multicultural Education is also available as an online course. On-campus students are to be discouraged from taking the correspondence courses. Moreover, if on-campus students want to register for the correspondence courses, they need to acquire permission to do so from Margaret.

- Students taking any education licensure courses have to complete the course before student teaching.

## 2. Program Discussion

∑ Dr. Linda Holdman, Director of Field Placement, provided the numbers and locations of out-of-area Spring 2007 student teaching placements. More students are seeking out-of-area placements, mainly in Minnesota but also other states; their decisions derive from a desire to acquire a job in the same area once student teaching is completed. Many students are also being placed internationally; Dr. Holdman mentioned that students have completed student teaching in Chile, Australia, England, Ireland and other countries.

∑ Linda Holdman described the purpose of “Teacher Talk.” Teacher Talk brings together cooperating teachers and university faculty to discuss student teaching issues and expectations. Linda invited Extended Faculty to attend Teacher Talk when possible and for whatever length of time that can be managed. For Fall 2006, Teacher Talk sessions will take place at the Grand Forks Educational Center located at 2400 47 Av S. The dates and times are as follows:

- Tuesday, October 3, 8:30-11:30

- Wednesday, November 29, 8:30-12:00

∑ VITAL. The pre-admission Volunteers in Teaching and Learning program should be in place for students who make application to the program during fall semester 2007.

VITAL requires T&L departmental approval, Teacher Education Council approval and must be submitted as a program change to the undergraduate curriculum committee.

VITAL involves 30 service hours. Half of the hours must in the areas of multicultural (5 hours), adult poverty, special needs, English language ( 5 hours) and school related (5 hours). Once the program goes into effect Dr. Linda Rains, Coordinator of Volunteer Services & Programming, will oversee students’ experiences and hours. What “counts” will be determined by when students enrolled at UND; high school volunteer services will not be included.

∑

∑ Assessment: LiveText Expectations

Margaret said that instructors of the Methods & Materials courses need to have students submit “Lesson Plan 2” electronically and that the lesson plan must also be electronically assessed. It is up to Methods instructors to determine which lesson plan will be Lesson Plan 2. Margaret will send the Lesson Plan 2 criteria to Methods instructors. Cindy

Grabe is available to provide a LiveText explanation and demonstration. Grabe's contact information is: Phone: 777-3239 or email: [cindy.grabe@und.nodak.edu](mailto:cindy.grabe@und.nodak.edu)  
Susan Koprince asked, a second time, for written directions for faculty to use with LiveText.

Also, if extended faculty have further questions, they are to contact either Margaret or Dr. Barbara Combs at phone: 777-2862 or email: [Barbara.combs@und.nodak.edu](mailto:Barbara.combs@und.nodak.edu) or

3. Next Meeting: November 1, 4:15-5:15, ED 106

4. Other: Dr. Munski mentioned ongoing articulation agreements, across the university system, that are expanding beyond general education requirements into program majors. Margaret suggested that Phillip Parnell could be invited to the November meeting in order to describe the rationale and progress of this work.

## Extended Faculty Meeting Agenda

January 31, 2007

**ED 210...4:15-5:15**

Present: Gail Ingwolson, Margaret Zidon, Jodi Holen, Lee Ann Block, Beverly Uhlenberg, Tom Steen, Susan Koprince, Cheryl Halcrow, Barbara Lewis, Mary Haslerud Opp, Katherine Norman Dearden, and Douglas Munski.

### Meeting Agenda:

#### 1. Announcements

- \* Phase I Reviews – May 7
- \* Phase II Portfolio Reviews – April 18, 19
- \* Phase III Portfolio Reviews – May 3
  
- Please Announce to students that there are two upcoming portfolio workshops:
  - Phase I: Wed., Feb. 21, 1-2, ED 203 for Transfer students or anyone who missed the portfolio preparation in TL 325. This is a **MUST ATTEND**.
  - Phase II: Wed., Feb. 21, NOON-1:00, ED 203: A Refresher Session for spring semester student teachers. Sign-ups for the Phase II will be done at this session. This is a **STRONGLY RECOMMEND**
  
- Student Teaching Applications are Due February 9 at noon.
- Spring Semester Meeting Dates: Jan. 31 & March 21

#### 2. Secondary Generalist Position Update

#### 3. Reflection expectations implementation

#### 4. VITAL (volunteer pre-admission requirement)

#### 5. Accreditation – critical task assessment

#### 6. Lesson Plan (Please bring 4-5 copies of the lesson plan format that you and/or your department uses.

#### 7. Other

Margaret called the meeting to order at 4:15pm.

#### 1. Announcements

Margaret announced the times/dates for the portfolio reviews; a sign up sheet was passed around for faculty to sign up. Margaret asked for faculty to keep those hours on those days open until she is able to meet with the students and match their times to faculty availability.

Flyers announcing workshops for transfer students or anyone who missed the portfolio preparation were handed out. Dates and times are listed above.

#### 2. Secondary Position Update

There are 4 strong applicants for secondary generalist position. Next week the committee will be starting the process of reviewing applications and setting up phone interviews. The committee members are Margaret Zidon (chair), Bonni Gourneau, Lynne Chalmers, and Susan Koprince.

### 3. Reflection expectations implementation

Margaret updated the extended faculty on the process that the secondary faculty is doing with assignments that carry reflective writing expectations. Extended faculty were provided with a sample explanation (that students receive) that is based on an article (Hole, S., & McEntee, G. H., 1999). Reflection is at the heart of practice. *Educational Leadership*, 56 (8), 34-37) and also on Carol Rodgers (Dewey's) 4 stages of reflection.

### 4. VITAL (volunteer pre-admission requirement)

- The handout VITAL (Volunteers in Teaching and Learning) was distributed. In-depth conversation about whether VITAL should be a pre-admission or post-admission requirement ensued. Students need to complete 30 hours of volunteer work related to teaching and learning, particularly working with children and in the areas of poverty and diversity. Students can transfer in up to 15 hours for service they completed within the last 3 years. Linda Rains has done the groundwork for this program and has in place areas that the students can choose from to get their hours in.

Some questions that came up for discussion were as follows:

- Should this be volunteer opportunities or field experiences after post-admit?
- Should this be worked into the course curriculum without adding additional credits? (The purpose is to add field experience credits so “weaving” the required experiences into existing field experiences will maintain hours when, in fact, hours need to be added).
- What happens if we don't choose to do VITAL?
- How are the other Institutes doing this within their colleges?
- How would the experiences/credits/course requirements be recorded?
- One suggestion was to call it “Service Learning” experience rather than “volunteer” as the element of “choice” is really not applicable.
- Would this fall in the Methods courses of the departments to handle this? (No).

RECOMMENDATION: Consensus of the Extended Faculty was that VITAL should be post-admit, that the title be dropped and that a new title with “service” imbedded in it be used, and that students can complete the 30 hours between their admission to the program and their application to student teach.

This recommendation was to be provided to Barbara Combs, Director of Teacher Education, as the Teacher Education Council was meeting next week on the VITAL topic, among others.

### 3. Accreditation – critical task assessment

Margaret will contact Methods teachers regarding the critical task.

6. Lesson Plan (Please bring 4-5 copies of the lesson plan format that you and/or your department uses.

Barb Lewis, Kathy Norman Dearden, Cheryl Halcrow and Tom Steen provided copies of the lesson plan formats or guidelines that students in music, math and PEXS use. T&L faculty who teach Microteaching and the Curriculum courses had requested these in order to see what the subject area expectations are.

#### 4. Other

Doug Munski notified the Extended Faculty about the implementation for Standards for Honors students. We need to get this information out to the students. In order to receive Honors, effective December graduation 2008, the following GPAs must be achieved

Summa Cum Laude: 3.9

Magna Cum Laude: 3.7

Cum Laude: 3.5

Next meeting will be March 21, 2007 in Room 210 at 4:15pm

Respectfully submitted.

Deby Pankonin

## **Extended Faculty Minutes**

March 21, 2007

ED 210

### **DRAFT**

Members Present: Doug Munski, Sherrie Fleshman, Susan Koprince, Gail Ingwalson, Jim Whalen, Michele Iiams, Margaret Zidon

#### 1. Announcements

- \* Phase I Reviews – May 7
- \* Phase II Portfolio Reviews – April 18, 19
- \* Phase III Portfolio Reviews – May 3
- \* Margaret asked faculty to announce to students that their Phase II portfolios should be provided to the T&L advisor 10 days prior to the interview.
- \* Student Teaching Applications: The number of applications was only 14 for this spring; however, the summer applications run about 20-25, so overall the applications to the secondary program have increased. Margaret announced that two of the applications denied were those of ISBE students, a program that is being discontinued.

#### 2. Secondary Generalist Position Update

Two candidates will interview for the position, one on Mon/Tues on March 26/27 and one on Wed/Thurs on March 28/29.

#### 3. Accreditation – critical task assessment

Lesson #2, as a critical task, taught in the Methods courses needs to be assessed fall semester 2007. This essential data is needed for inclusion in the upcoming NCATE report. Students must electronically submit this lesson. Faculty can assess it online or can paper assess the plan and provide the assessment to the T&L department who will then encode the assessment information.

Conversation ensued about the difficulty of having students construct a lesson plan in the methods course that a cooperating teacher would allow them to teach. Margaret suggested that if this was a problem that Lesson #2 would be best assessed in the methods course by the methods instructor. Jim Whalen, biology teacher at Central High School, said that cooperating teachers generally will allow the methods student to teach a lesson that fits into that teacher's existing curriculum.

If methods teachers need technology assistance when assessing Lesson #2, they are to contact Cindy Grabe at 777-6085 or [cindy.grabe@und.edu](mailto:cindy.grabe@und.edu)  
A fall refresher session should be scheduled.

#### 4. ESPB

Educational Standards and Practices Board of North Dakota accredits subject area majors; this information becomes part of the NCATE report. Margaret indicated that faculty in each of the areas will be asked to help respond to ESPB questions about the majors. Dr. Barbara Combs, Director of Teacher Education, will be meeting each responsible faculty members individually to review what must be done. Margaret expressed her appreciation to extended faculty for helping with the accreditation process. NCATE will visit spring semester 2008.

#### 5. Other

VITAL (Volunteers in Teaching & Learning). The Teacher Education Committee determined that this service component would take place during the time after admission to the program and before student teaching. Fifteen of the required 30 hours can be “brought in”. Students will hear about VITAL in the introductory course and be given reminders thereafter.

Extended Faculty Meeting  
Education Building Room 106  
October 3, 2007  
4:15-5:15

Present: Donna Pearson, Cindy Grabe, Kathy Smart, Connie Bergendahl, Judy Sheridan, Jodi Holen, Gail Ingwalson, Doug Munski, Cheryl Halcrow, Margaret Zidon, Kim Donehower, Susan Koprince, Barbara Lewis, Ray Dietz, Sherry Fleshman, Allan Janes.

Agenda:

- Welcome & Introductions
- Approval of Minutes from March 21, 2007
- Old Business:
  - Concerns
  - New Business:
- Dr. Gail Ingwalson: Capstone Seminar  
Dr. Jodi Holen & Dr. Zidon
- Cindy Grabe: Presentation of critical task format
- Announcements:
  - Dr. Combs will provide update at next meeting
  - Next Meeting: November 14
- Adjourn

Donna Pearson called the meeting to order at 4:15pm.

- Welcome & Introductions

**Approval of Minutes from March 21, 2007**

Ray Dietz made a motion to approve the minutes and Sherry F. seconded the motion.

**Old Business:**

**Concerns:**

Sherry F. asked for an update on VITAL. Discussion included basic facts regarding the Vital Program: Hours students can bring in from high school or those who didn't go to college, e.g. Peace Corp. Barbara L asked for more information. Will send to extended faculty.

Lesson plan (rubric): How it will be assessed for LiveText – how students are progressing in program as skills as teacher not the grade for assignment. No methods LP template – Cindy Grabe is willing to do it for you – create folder for subject areas. Will be glad to come to your class and show faculty how to use and to evaluate. The idea is in Student Teaching to share plans with CT thru LiveText.

Are students aware of the rubric? Wanted to make sure first faculty is aware. Clear today what you want in a LP. Students should be made aware of it. Don't have to see it, although that is professor's choice. They can see it after it's been reviewed. Gail explained further how it's programmatic assessment not students. Cindy – need to explain to students because they do see it.

Explanation of LiveText for Connie.

Should LP be assessed in TL 486 field experience or in class? LP1 – teach in field LP2-ST

Volunteer Hours – 15 hours can be brought in before in program, 30 hours completed before student teaching.

**Dr. Gail Ingwalson: Capstone Seminar**

Reviewed work on portfolio over revisions last year. Acknowledge work of Margaret Zidon and SVG. No longer call “phases.” GER – essential studies – Capstone experience will satisfy most req. essential studies. Progression toward the capstone product in 3 steps.

**Dr. Jodi Holen:**

Work toward common course TL 250 Intro to Education. 1) Similar to Phase I – familiarize with process, portfolio INTASC not CF, roundtable discussion without portfolio – informal, points for course – need C or better in course – Belief, 4 artifacts with cover coversheets, handout, synthesis paper. Week before finals – 5 volunteers to talk with students in their last class.

2) Capstone Development Seminars – pilot this Monday – mandatory meeting – students have to attend – semester prior to student teaching. Process – no longer need binder, coversheets, but responsible for information in cover sheets. (see content of handout). Small groups with subject area advisors. Discussion – may use hard copy, computers, or just talk about it. Faculty facilitates discussion with regard to INTASC and CF. Reflective paper (see Addendum A) assigned. Second seminar (peer review of reflective statement). Discussion – what will happen in student teaching?

3) Grew out of concern of students – not valuable for job seeking. Conference presentation – did a job portfolio, grade, involved faculty and administration from schools. High stakes – would student get job based on interview.

University Senate (General Education Requirements) – Removed 3 credits Math, Science, Technology and requires capstone. 1) Student with digital portfolio., 30 min pres., artifacts – Beliefs about Practice, resume, teacher work samples, life experiences. WS increasingly used – LP, UP and assessment of student learning.

Linda – address assess part as it is a synthesis reflection. After presentation an interview format is followed. Faculty advisor – make more equitable, hope for extended faculty, US, CT, admin. Hiring personnel. This occurs during finals week – begin spring 2008

Question: 15 hours in school – 1 hour capstone – consult LH for weeks in school 8/8

**Cindy Grabe: Presentation of critical task format**

Discussed during concerns.

**Announcements:**

Dr. Combs will provide update at next meeting – Martha Ross, Consultant, Jan 18, 2008 (see updated agenda). Dean Rice sent an Email to all faculty asking that they be on campus and available for NCATE – no need to cancel classes. Communication forthcoming. Request in writing for LP/rubric and credits/weeks for Student Teaching.

**Adjourn:**

Margaret Zidon motion to adjourn and Susan K. 2<sup>nd</sup> the motion.

Respectfully submitted.  
Shirley Greves  
Typed  
Deby Pankonin