

Teacher Certification Program
Governing Board Meeting Minutes
March 27, 2002

In Attendance:

Toni Jenkins, Brenda Kihl, Shelby Bivins, Evan Pierce, Lynn Bottlinger, Pat Garrison, Brenda W. Goodell, Tamira Griffin, Joyce Hall, Stacey Kambacher, Joy Banks, Carolyn Jenkins, Margaret Reynolds and Jyo Pai (recorder).

Meeting started at 12:00 noon.

Program Statistics:

Brenda gave update on Program statistics.

- First group of 17 students were asked to fill out a survey. Feedback received not yet compiled, but has been generally positive.
- Shelby Bivins is being a Secondary mentor to students who need additional help.

Discussion ensued about the type of difficulties being experienced, whether there was consistency in the problems. It was felt that often it is the student's personality that results in difficulty – classroom management rather than the training offered.

The new certification areas were discussed. Psychology and Sociology will not be offered.

Entry Requirements:

- TASP test
- Content EXCET

Fall 2001 and Spring 2002 only 2 failed Content EXCET. Overall, the state average for passing EXCET is about 50%.

Personality Issues:

Personality issues – is there a way to assess those in the interview process?

Interview process has been very open – Evan & Brenda have provided feedback relevant to the individual. As long as comments and feedback relate to professional development and growth, then it was important to give such feedback.

Action Items:

1. Postponement of Training

Policy for students who start the program and are not able to continue and must wait until a later date to complete training:

- CCCCD policy is to withdraw and re-enroll.

Discussion:

- Consider incomplete – come back within a year from the time they left.
- Co-hort connections are important.
- Important to note that policy is known to students ahead of time.
- Modularized course – so they could jump back in within a year.
- Rule would be that they come back within the next 2 sessions (tracks).

Current Policy:

- 8 hours missed class = Probation
- 16 hours missed class = Out of TCP Program

Need to have balance between compassion and commitment. With the Board's approval, Toni Jenkins will work with Brenda and Evan to arrive at a workable policy.

Tiered System:

Miss 8 hours

Miss 16 hours

Miss 24 hours

2. Release of student information

- Student Release Form
- How will it be used.

CCCCD Policy

- Website enabling students in TCP to post their job applications.
- The website would be accessible by ISD's.
- Disclaimer on Release Form.

3. Renewal of Probationary Certification.

- a) Intern does not complete internship
- b) Principal does not recommend the intern

-Mentoring check list is required.

-Develop a system to track intern progress.

- Professional Development EXCET has 70% pass rate, TCP has 99% pass rate. Should students pay for remediation? Dollar figure for every area to remediate TCP is still a small program. The program would have to pay for a tutor for maybe one individual.
- People expect to pay for remediation.

5. Principal does not recommend the Intern.

Interns not recommended by Principals:

- Remediation
- Repeat of Internship year
- Mid year survey conducted – Mentors keeping in touch with Principal.
- Shelby acting as intermediary between interns and principal.
- Matrix idea good but concerns about the weight carried by the entries in the matrix.

Principal
Mentor
EXCET
Course

If Principal is having problems, the intern should be on a growth plan.
The person who does recommendations or evaluations – PDA's.

Shelby will be Mentor Coordinator and hopefully will have early feedback with better communication.

Matrix or Point System.

4 areas 5 points max each
Points 17-20
Below 12 lowest

Mentor has to make 8 observations per year –

1. Mentors hired by TCP
2. Mentor teachers on campus.

- Feedback from mentor coordinator will go into designing workshops, etc. required to improve.
- On-going assessment needed.
- On-line Portfolio System.

We need to make it simpler for ease of use by first year teachers. First year of teaching is hard and even harder for Alternative Program certified teachers.

PDA's training to be provided up front. The value of PDA's needs to be highlighted and reiterated throughout the internship year.

#6. Length of Internship

- Minimum number of Teaching Days
- Opening and closing school year TAAS Testing
- Important elements of teaching year
- 1 year internship should be mandatory

#7. 2002-2003 Schedule

The 2002-2003 schedule was discussed and approved.

Discussion Items

- EFE for Summer 2002 students.
- 30 hours of observation – important element of training.
- PT3 Grant – integrating technology into Teaching.
- Summer school would not be ideal for EFE experience.
- Enrichment classes/remedial classes.
- ACT Academy – 1 school is year round.
- EFE will be in the fall for summer 2002 students.

TCP Expansion

- What is best expansion direction? Would have to differentiate the program. How?
 - a. ESL
 - b. Special Ed.
- Region X's Special Education interns have been excellent.
- Special Ed. Challenges need to be explained up front.

Recommendation

- Focus on the strength of TCP for now.
- Special Education will need exists, but involves a great deal.

Elementary Education

- No problems finding elementary education. ESL or Bilingual are exceptions.
- Region X has bilingual.
- High School Spanish is high needs area.

Explanation of summer Technology Application Program:

- 20 spaces available
- Competency needs to be proved through projects.

-\$1500 scholarships available. Summer 2002 and Fall 2003 Tech Apps training will be mandatory.

-All students will need to take all areas – can't test out of any technology areas.

Meeting adjourned 1:40PM.

Next meeting to be determined. After April 19 – Maybe early May.