

CHILDCARE/TEACHER EDUCATION

CLUSTER MINUTES

Thursday, October 19, 2011

1:30 – 3:00 p.m.

Lake Worth Campus-SS214

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ITEM 1. Student Outcomes-Effective Communication Skills-Sheila Scott-Lubin

Discussion: Sheila Scott-Lubin facilitated a discussion on student outcomes as it relates to effective communication skills demonstrated in the various early childhood and education classes. Colleen Fawcett commented that early childhood credit course syllabuses are reviewed to ensure that computer competency is included, as well as, course rubrics grade written assignments for grammar, spelling and punctuation. Casey Wilbanks provided examples as to how her student's written work is graded. Susan Caldwell inquired if all of the ECE adjuncts are looking at student's written assignments and providing some sort of feedback on correctness. Sheila Scott-Lubin mentioned that the use of a simple rubric is being considered for the childcare certificate programs (ECPC, FCCPC & SAPC) in an attempt to improve the written work by non-credit students. All of the cluster members were in agreement that there should be consistent application of a rubric once one is identified and agreed upon.

Data/data source: (where appropriate)

Action: Sheila Scott-Lubin will contact the SLC to see if a simple rubric may already exist and if so, share it with cluster members. Further discussion on this topic needed.

ITEM 2. Fall 20121 Required Field Observation Request (FYI)

Discussion: Sheila Scott-Lubin mentioned that there have been several instances of students going to the School District for field observations and being informed that fingerprinting was required. Students in EDF 2005, EDF 2085 and several EPI courses only need to meet a field observation requirement which does not require fingerprinting.

Nika Coleman-Ferrell sent an email to Kathy Gamble because students were receiving conflicting information at the school site regarding the need for fingerprinting. Nika Coleman-Ferrell felt that the problem is two-fold; 1) the students should be using the correct terminology "field observation" rather than "field experience" when talking with school staff/Principals (the difference is that with experience students can be left alone with children in the classroom and therefore there are much more stringent security policies for that. Observation is just that-students observe but are not left to care for the students they observe by themselves.); and 2) new Principals/school staff who may be unfamiliar with the established process for student observers. Nika Coleman-Ferrell

suggested that it would be advisable for students to carry a copy of the PBCSD bulletin specific to college or university student observers.

Sabrina Greenwell shared that students could get a copy of the letter on the Field Observation Website (listed below).

Data/data source: Please direct your students to the Field Observation Website, if they have any questions on this policy <http://www.palmbeachstate.edu/x4212.xml>

Action: Students required to complete field observations should carry a copy of the letter outlining the process and requirements for field observations when going to a school site. Faculty/Adjuncts should inform students to use the correct terminology when speaking with school personnel to avoid confusion between the requirements for field observation versus field experience.

ITEM 3. TABE Results-Kim Allen

Discussion: Effective fall term 2012-1 students enrolled in the ECPC or FCCPC program are required to take the TABE within six weeks of beginning class.

Kim Allen explained to cluster members that based on a preliminary review of the TABE scores students are not achieving the 9th grade level, however, this would in no way prevent students from earning their certification. The requirements for the program states that a student must take the TABE, but does not require a minimum score to be achieved. Sheila Scott-Lubin commented that the scores will be analyzed in correlation to student grades, however realizing that the test score isn't always indicative of a student's success in class. Sheila went on to say that an analysis of the scores could serve as an indicator for further review of course rigor, content and assignments.

Kim Allen informed the cluster that beginning spring term (2012-2) the certificate programs would be "controlled access" and that the TABE would become one of the prerequisites to be accepted into the program. Lillian Cortina felt this was a positive move which would take the pressure off adjuncts to ensure that the TABE was completed within the mandated timeframe. However, Lillian Cortina and Colleen Fawcett did express some concern that the TABE requirement could impact program enrollment since it was not required in previous terms to earn certification. It was pointed out that the TABE is a state requirement for the program but wouldn't prevent a student from achieving their certification if all other program requirements were successfully met.

Data/data source: (where appropriate)

Action: Not Applicable

ITEM 4. Each cluster must reflect on the round table discussions and indicate the three best/most useful ideas heard at the round tables.

Discussion: Kim Allen who is a member of the QEP Implementation Committee took a few moments to explain QEP and the college implementation plan to the cluster. This provided a

backdrop for a good discussion among members to share the many useful strategies that were heard at the various roundtables. There were many great ideas shared; five ideas are highlighted below:

- Concept Mapping
- Applying the scientific method for problem-solving
- Riddles and games to invoke critical thinking by students to come up with a solution
- Give students a true or false statement which the students are expected to prove or disprove
- Teach the concept; provide a real life scenario where students must apply the concept to solve the problem

Jennifer Germano shared that when conducting adjunct observations she looks for how the adjuncts promote critical thinking and application of concepts. Jennifer makes a point to suggest critical thinking activities when writing up the observation. Susy Martinez-White pointed out that many of the EPI courses use scenarios, field observations, artifacts and other strategies that demonstrate critical thinking. Sheila Scott-Lubin made a suggestion that when the QEP workshops are being developed there should be one focused on assisting faculty/adjuncts design critical thinking strategies that are measurable.

Data/data source: (where appropriate)

Action:

ITEM 5. Consider the following definition of critical thinking: Critical thinking is using the skills to explore, evaluate, express, and engage in purposeful reasoning in order to reach sound conclusions, decisions, positions, and/or solutions.

Discussion: The cluster members were eager to share the various strategies being used in their classrooms to promote critical thinking; a few of these strategies are listed below:

a. What specific strategies do you use to encourage students to think critically in the course(s) you teach, and	b. How do you know these strategies work?
Students are given (11) curriculum areas; asked to prepare lesson plans for each area based on the children in their setting	ECE Faculty will observe the student demonstrating (3) curriculum areas
Introduce a concept to the students; discuss the concepts further in class (Hybrid)	Students answer an online discussion question applying the concepts learned; results in students extending the application to real life
Students are asked to research how children learn and create an age appropriate lesson plan	Students demonstrate the outcome of their research
(3) groups of students are assigned to research different curriculum and prepare a presentation	Students prepare a crosswalk comparing the curriculum and present their findings to the class

Data/data source: (where appropriate)

Action: Not Applicable

Attendance:

Lucia Adrian	Kim Allen	Susan Caldwell	Dr. Nika Coleman-Ferrell	Lillian Cortina
Dr. Colleen Fawcett	Jennifer Germano	Luisa Hernandez	Susy Martinez-White	Sabrina Greenwell
Eliana Carvalho Mukherjee	Sheila Scott-Lubin	Casey Wilbanks		

Submitted by: Sheila Scott-Lubin, Cluster Chair

Sheila Scott-Lubin, Scribe

c. Minutes Distribution List