Presentation

- Also have a faculty member in West River
- Summer of 2010
  - Fairly new department
  - Combination of
    - Teacher Education
    - Education Leadership
    - 2/3 of Human Development
    - Agriculture Education
- Teaching is a political and moral act
- There is a wide gap in technologies available in schools
  - Some have iPads
  - Faculty here may not
  - Faculty at SDSU need to prepare teachers for all possibilities
- Would like to be co-located
- Would like to teach in classrooms that would be similar to environment that will see in K-12 schools
- Would like to connect to the State of South Dakota Facsimile Software so students could learn this before going out to get a job
- Some schools are Apple only
  - Hard when we are PC-based here
- We have no way to do simulations
- Infinite Campus possibilities?
  - Need our students to be able to log in and try it out
- Would like to discuss how we conceptualize how we teach
  - 3-credit model is very limiting
    - Doesn’t allow for synthetic teaching
    - Too fragmented
  - Want to interconnect concepts and theory
  - We tear it apart but don’t put it back together
• Are there any institutions doing this?
  o George Washington University is making steps
  o There are others
  o Need to think about the organizational culture we want to purposefully create
    ▪ Still have an opportunity to create an identity
  o First step is to set a group of social principles around which to build the curriculum
  o Need to establish clear academic expectations for our students and have administrative structures to support this
    ▪ Need to pay attention to students
  o Students have strong content knowledge for secondary education
    ▪ We have a strong content base at SDSU
  o Would like stronger bridge with secondary content deliverers for open dialogue on methodology, etc.
  o Hope to evaluate student dispositions
    ▪ Not just content knowledge
    ▪ Need teacher candidates to be self-affair
  o It's complex to manage all these many parts
    ▪ Need resources to do this
• Would like University and Department to be advocate for teacher education around the State
  o Fear that there will be a shortage of teachers across all disciplines
• Teaching leads to an educated work force which supports economic development
• Need to improve the reputation of SDSU's teacher education program
• We’re the only program that provides Ag Education training
  o There are more vacancies than students in the pipeline
• Need resources for faculty professional development
• It would help the program stay up-to-date and be competitive
• Don't lose focus of international travel and connections
• Who better than this department to do scholarship of teaching and learning
Need to better understand what it means to be an advocate

- Education has a political component
- How people can be involved in a positive fashion
- There are some entities to tap into:
  - SD Educator Group
  - Jackrabbit Group
  - COHE
- In classroom have a role to teach students about advocacy

How is the new arrangement on the co-op program working?

- Initially – great
- Not sure if they are ready for the number of students
- Parents and students like it since students don’t have to leave campus

SDSU has traditionally been Pre-K and early childhood programs

- But many B-8 students are really interested in elementary school teaching
- Need to make sure the curriculum matches though expectations while still paying attention to the B-5 people

We have a great lab school

- Would be great to expand to K-8 and secondary education
- Brookings School District is interested
- Northern Iowa is closing their lab school
- Probably won’t start up a new lab school
- Do have to think of creative partnerships

Dealing with

- SD BOR expectations
- SDSU expectations
- Accreditation expectations
- Department values
- K-12 expectations
- Hard to prioritize

Those in the grad program work with:

- A college dean
- A graduate dean
- A distance dean
- Challenges the intellectual capacity of faculty
As a new department have you gone away for a few days with a facilitator to some good planning?

Need to think about moving to the next level

How are you doing with scholarly endeavors? Do you have a strong research agenda?

- There is excitement and expertise
- To get to the publication level takes years
- Drive and desire to there but maybe not adequate time
- Also haven't explored collaboration possibilities enough
- Work load is also an issue
- Need real time and resources to support this
- SDSU classrooms date driven by BOR and SDSU standards
  - But if we can build in flexibility so a space can be transformed to meet their needs too
- Could require students to have an iPad.
- Teaching loads are heavy but there is desire to do research
  - E.g. A tenure track faculty load
    - 5 courses + 4 interns
- Looking at departmental work load
  - Asking tenured faculty if they'd like to teach more
  - They have too many courses
  - Trying to review curriculum and trim back so that there is time for scholarship
- Need to have time to keep with all the changes

Like law and regulation changes
Our Mission

- The mission of the Department of Teaching, Learning and Leadership is to prepare highly qualified educators to enhance the potential of learners, schools, and communities through reflective teaching and inquiry, outreach, and advocacy.
Our Vision

The Department of Teaching, Learning and Leadership will be recognized for:

- the effective delivery and continuous improvement of undergraduate and graduate teacher education programs;
- the scholarly study of teaching and learning; and
- a commitment to inquiry-based and technology-rich teaching and learning.

Our Core Values

- We value collaboration, community, connectedness, diversity, multiple perspectives, inquiry, critical thinking, problem solving, and reflection.
- We aspire to provide educational leadership to our state and region, and to an increasingly complex, diverse and technology-rich society.
TLL Programs

- Early Childhood Education
  - Birth to Age 5
  - Birth to Age 8 (K-3 Certification)
  - Cooperative Elementary Program (K-8 Certification)
- Family & Consumer Sciences Education
- Secondary Education (7-12 and K-12 Certification)
- Ag. Ed. and P.E. (faculty in TLL)
- Graduate C&I (ECE, Elementary, Secondary)
- Graduate EDAD
- Graduate FCSE through GPIDEA
- Family Resource Network

Enrollment

- ECE B5 = 43
- ECE B8 = 143
- ECE Coop. Elem. = 105
- ECE: No specialization declared = 40
- Family & Consumer Sciences Education = 28
- Secondary Education Certification = 322
- Ag. Ed. = 75
- Grad. C&I (ECE, Elementary, Secondary) = 47
- Grad. EDAD = 64
- Grad. FCSE = 5-7

Research and Scholarly Activities

- Visual Thinking Strategies (VTS)
- Scholarship of Teaching and Learning (SoTL)
- Teacher action research
- Reggio-inspired, inquiry-based practices
- Infant and child mortality
- Masculinity

- Teacher job satisfaction and burnout
- Diversity knowledge, awareness, and skill self-perception in teacher candidates
- STEM as career option
- Online social networking
- Co-Teaching in higher education
Communities of Practice

- Small groups of individuals who engage in a process of collective learning in a shared domain of interest
- Co-Teaching
- Distance Education – Online teaching
- Scholarship of Teaching and Learning
- Critical Pedagogy
- Assessing Teaching Effectiveness

“We need to change society’s views of teaching from the factory model of yesterday to the professional model of tomorrow, where teachers are revered as thinkers, leaders and nation-builders.”

~ U.S. Secretary of Education, Arne Duncan
December 15, 2012
The Future of Teacher Education at SDSU

- Setting the pace for excellent teacher preparation
- Developing a culture of disciplined inquiry, scholarship, and outreach
- Developing teachers as leaders

Teacher Education at SDSU

- Programs will encourage students to:
  - See themselves as intellectuals and professionals
  - Think critically, question, and make judgments based on evidence and argument
  - Understand how students learn (cognitive science)
  - Conduct research on the work of teachers and schools
  - Be advocates
Teacher Education at SDSU

- Students will be seen as co-teachers
- Student teaching will be replaced with year-long residencies
- Schools will partner with universities to deliver teacher education (true partnerships)
- We will have a smaller, more rigorous program
- Research focused on how we prepare teachers; academic achievement; inductive practices; teacher identity; what works in successful classrooms and schools

Teacher education should develop “the intellectual methods required for personal and independent mastery of practical skills...lest immediate skill may be got at the cost of the power to go on growing.”

~John Dewey, 1904

It is trivial to argue about the degree of knowledge necessary to begin teaching while we ignore the crucial question of how teachers can continue to learn throughout their career.

~Robert Schaeffer, 1963