Minutes
Westmont Department of Education,
Teacher/Principal Advisory Board
November 14, 2011, 4:00 – 5:30
Hieronymous Lounge/Kerrwood Hall

Present: Sonia Aguila, Heather Bergthold, Mary Ellen Brown, Jim Campos, Sally Green, Lynne Harms, Michelle Hughes, Tim Loomer, Jeanne McCrea, Andrew Mullen, Ann Peak, Casey Roberts, Bard Salcido, Brooke Van Der Kar, Jane Wilson, Student Representatives: Mike Lynch and Sarah Venable

1. Mingling time and informal welcomes/Slides

2. Formal welcome and introductions, including student representatives (Andrew Mullen)
   - Mike Lynch and Sarah Venable shared about their experience in our credential program.

3. Review minutes from November 2010
   - The SBSD evaluations form has been used by the secondary program and will be used by the elementary program. Ann pointed out that their evaluation is currently being updated.

4. Some highlights of the year (Michelle Hughes)
   - At a time of significantly declining enrollments in California-approved teacher-credentialing programs, the 18 program completers for 2011 represent the highest total since 2004.
   - Despite an extremely tough job market, especially in the field of education, at least 10 of 18 program-completers for 2011 have already received full or nearly full-time offers of education-related employment. Of the remaining 8, at least 3 have gone on for further full-time graduate study. An encouraging number of under-employed graduates from 2009 have in recent months also received solid offers.
   - Five of the 10 job placements mentioned above are in international schools, and the department continues to nudge graduates to consider such openings.
   - Six students participated in the Costa Rica Student Teaching program, the most since the program was established in 1988.
   - In October 2010 and 2011 the departments gathered Santa Barbara area teachers for prayer and mutual encouragement, an event that attracted over 60 teachers and administrators both years.
   - The Department hosted the Global Leadership Connections Conference with 80 local high school seniors in Fall 2010. Through the same program, Westmont hosted the GLC Scholarship Awards for 120 local high school juniors in Spring 2011.
   - An application to add Music to our list of Single Subject Credentials was submitted to the California Commission on Teacher Credentialing and approved in November 2010, bringing to fruition several years’ worth of conversation and collaboration with Westmont's Department of Music.
   - Partnerships with teachers at Santa Barbara Community Academy and Coastline Christian Academy
have been sustained, and culminated once again with daylong events for elementary-age students on the Westmont campus.

• A new electronic format for the student teaching portfolio was developed and implemented. Other technology-related innovations included electronic re-formatting of departmental surveys and evaluation forms, adding videos of recent graduates to the Education Web-page, and establishing systems for permanent electronic storage of data. The Department purchased a SmartBoard for modeling current teaching strategies in VL 108.

• Michelle Hughes was accepted into, and began studies in a doctoral program at George Fox University.

• The Department received the Program Review Committee's first annual award for excellence in its Annual Report.

• Andrew Mullen received the Department of Education's first ever Excellence in Teaching award.

• Two outstanding part-time faculty have been recruited for teaching Special Education (ED 130) and Subject-area Curriculum & Instruction (ED 121).

• The Department honored local educators and Westmont alums, Casey Roberts and Krista Beard, for their Excellence in Education in October 2011.

• The department partnered with Partners in Education and hosted 36 local high school students on campus to learn about the teaching profession. High school students attended student teacher led workshops, toured the campus and learned about college options.

5. **Share Jobs Received sheet and Biennial Report** (Heather Bergthold)

   - Katie Alexander - Teaching Art, Adalante Charter School, Santa Barbara, CA
   - Laura Avila- Teaching Elementary, International School of Tegucigalpa, Honduras
   - Amy Bryant – Teaching History, Carpinteria High School, Carpinteria, CA
   - Molly Hufnagel – Teaching Elementary, International School of Tegucigalpa, Honduras
   - Steve & Emily Limkeman – Teaching 4th and 1st Grades, Shanghai, China
   - Estee Pittman – Teaching Elementary, International School of Tegucigalpa, Honduras
   - Emily Shoemaker - Year Round Educator, San Diego Zoo, San Diego, CA
   - Jenna Skrak – Teaching Assistant in 1st Grade, Chicago, IL
   - Caity Tremayne - Teaching Read 180 and co-director of After School Program, SB Community Academy, Santa Barbara, CA
   - Nikki Lee—Part-time Teacher—El Montecito Early School & Part-time teacher aide elsewhere
   - Angela Carty—Part-time Instructor for Dance—Kinesiology Department at Westmont
   - Bianca Bustamente, Elizabeth Evancoe, and Sarah Stromer: Attending graduate schools full time.
   - Three program completers not accounted for, but at least one was a substitute teacher the last time we heard.

   Andrew highlighted the Biennial Report, Section A. Part IV. Use of Assessment Results to Improve Candidate and Program Performance.

6. **Share Partners Sheet** (Jane Wilson)

   - Jane expressed gratefulness for all the many professionals in our community who partner with our department to prepare our student teachers.

7. Split into smaller groups (choice of the participant) for discussion of the following topics:

   **Group 1: Preparing our candidates to work effectively with parents & families, including parent conferences** - (Andrew Mullen)

   Andrew Mullen, Heather Bergthold, Jim Campos, Sally Green, Michelle Hughes, Ann Peak
   Brooke Van Der Kar, Sara Venable

Brooke, Sally, Jim and Andrew shared school scenarios

- Choose to have a positive response to your students and families
- Get to know your students and parents
• Be part of your student’s fan club – remember that we teach because we love kids
• Don’t have all contact online
• Be proactive – don’t wait for report cards
• Phone log – Make two positive calls a week
• Keep kids informed about expectations
• Try student led conferences
• Be on the same team as parents – together be concerned for the child
• Send text messages, emails and phone calls as often as possible
• Reach out as a professional
• Look for those “hiding out students” – make a point to meet with quiet non-talkative students
• Get the parents involved – you want them there – have them share their experiences
• Make the parents feel welcome – especially reluctant parents
• In our community it helps to speak Spanish – parents are very grateful
• When using a translator speak to the parent not the translator
• Encourage student teachers to attend:
  o ELAC/DELAC committees
  o Site Council meetings
  o Student Study Team meetings
  o IEPs
  o Parent Conferences
  o Department Meetings Staff Meetings
• Parent University in Carpinteria is very successful – need to follow up by talking with Sonia’s sister
• Educate parents on how to work with students with their studying
• Teachers need to include dads too – make a place for them on the campus

Group 2: Classroom Management Discussion – (Jane Wilson)
Jane Wilson, Bard Salcido, Lynne Harms, Casey Roberts, Sonia Aguilar, Jeanne McCray, MaryEllen Brown, Mike Lynch (student)

• Use the “teleparent” to quickly get information home (positive and negative) to families (this system can translate into Spanish)
• Send postcards home with positive comments
  o Ask students to self address
• Front load with positive attributes
• Use classroom management as an opportunity to teach students how to behave
  o Appropriate behavior in culture
  o Will this behavior limit your options
  o Any bad decision is recoverable
  o Find a different way
• Read “The Headmaster” by John McFee
• Restorative Justice Model
  o Rather than suspension, students are encouraged in restoring what they did wrong (appropriate consequences)
• Teach students how to recognize students who are using drugs and alcohol
  o Consider inviting School Resource Officer to talk with Ed Psych students
• Teach students classroom expectations – How to be successful in class
• Be strong but positive
• Dress for success
• You must be prepared with a response.
  “In between an action and a reaction is a decision.” Decide how you will respond to difficult situations.
• Canalino – 4 positive behavioral expectations
  o Be respectful
  o Be safe
- Make good decision
- Solve problems
- Stop inappropriate behavior immediately
  - Stop slurs.
  - Remain calm, but say, “that’s not appropriate.”
  - “That is not tolerated in our classroom.” “You can’t get away with that in here.”
- Know the expectations for the grade level
- It’s a judgment call, which you develop over time.
- Know what to hold tight.
- Ask yourself, “Why is this important?”
  - E.g., Tardy, Do something important in the first few minutes (Do NOW) to convey that you value learning.
- Create a positive vibration as students enter your classroom.
- Treat each student with respect.
- Stand at the door and greet students
- Be over-prepared.
- Productive noise is OK.
- Try to deal with problems on your own before sending to administrations
  - Talk to the student
  - Talk to his/her parents
  - THEN talk to the administration
- Be proactive
- Techniques to gain attention
  - Light switch
  - Bell
  - Raise hand
  - Whistle
  - Strong presence
  - Count backwards
  - Write down minutes on the board (without saying anything)
  - Clap response
- Teach as though the principal were watching.
- Teach as if you’d like your child in this class.
- Don’t be afraid to apologize if needed. Ask for forgiveness.
- How to handle a noncompliant student
  - Offer an option
  - Break it down into small steps
  - Find out what’s going on behind.
  - Ask another teacher.
  - Don’t trap the students.
  - If s/he is an athlete, call the coach.
  - Wait until you calm down.
  - Have a smile in your voice.
  - Always have a nice thing to say about a parent’s child
  - Use this phrase “I would just like to share with you…”
- See the vocab chart of phrases to use to affirm students.

8. Closing: Andrew made closing comments and gave Lundberg rice and rice-cakes to members of the board explaining that our student, Ann Lundberg, is a member of the Lundberg rice family.