

Department of Curriculum and Instruction  
**Response to Recommendations from the Department's  
10-Year Elementary Teacher Education Program Review  
February 2017**

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The Elementary Education area of the Department of Curriculum and Instruction appreciates the insights and ideas expressed by the external review team as part of the area's 10-year Teacher Education Program review. The review team was comprised of three eminent national scholars – Dr. Alfredo Artiles from Arizona State University, Dr. Sharon Ryan from Rutgers University, and Dr. Ester de Jong from the University of Florida – and a representative from the Madison Metropolitan School District, Dr. Emmett Durtschi, Principal of Schenk Elementary School in Madison, WI. Prior to their site visit the review team examined documents prepared by the Department as part of our self-study report. The site team considered general issues relevant to the Elementary Education area as a whole as well as issues specific to each of our program strands: Middle Child-Early Adolescent /Content Focused (MCEA/Content), Early Childhood/English as a Second Language (EC/ESL), Middle Child-Early Adolescent/English as a Second Language (MCEA/ESL), and Middle Child-Early Adolescent/Special Education (MCEA/SpecEd).

The review team delivered a report to the Department on June 13, 2016. The team identified four major themes across the elementary teacher education program identifying the strengths and weaknesses and providing comments and recommendations which the committee hopes will provide a useful and productive starting point for discussions among those involved in the program. The four themes are program consistency, roles and responsibilities, partnerships and field placements, and capacity. We are seriously considering each of the concerns and recommendations that the site team listed.

In responding to this review, we are particularly interested in focusing on the experiences of pre-service teachers as they move through the elementary education program. We have reviewed the recommendations made by the review team with the goal of improving students' experiences in relation to the four themes presented above. Recommendations have been made in the following areas: roles and responsibilities, partnerships and field placements, and capacity.

**Theme #1: Program Consistency**

Issues related to program consistency affect students in that not only are students having significantly different experiences as they participate in various elementary education programs and cohorts, but they are also aware of these differences and this creates unrest and concern among our students.

While the review team only made one recommendation related to program consistency, this recommendation is formidable and speaks to a vast range of concerns related to the both the program in general and particular program models. Specifically it encourages the elementary education program to works towards making high-quality experiences and practices available to all students across all programs and cohorts.

**Program Consistency Recommendation:** *Identify the instructional framework that guides the elementary teacher preparation program. They asked the program to identify the features of high-quality experiences and practices that all students are expected to have and demonstrate as part of their elementary teacher preparation as well as which features and practices are strand-specific. The review team suggested that this framework be communicated to faculty and students as shared expectations for practica, observations, and assignments.*

In conjunction with this recommendation, the review team noted the need for:

- attention to ELL students (i.e., in math courses),
- attention to early childhood issues (i.e., in EC/ESL science and social studies classes),
- attention to ELL's with special needs (in the MCEA/Special Education cohort), and
- tensions between visions of literacy/reading presented in special education and in curriculum and instruction courses.

In addition, they identified inconsistencies across the four program strands in relation to long-standing collaborations that support students' practica experiences, faculty collaboration and alignment of course assignments, support for supervisors, and practica experiences that align with target populations (i.e., special education, ELL's, young learners).

We agree with these recommendations and have already taken actions to address some of them. We present our responses below in two sections. The first section considers the elementary education program as a whole and entails working with cohort leaders to envision and implement experiences for students that are consistent across the four programs and the eight cohorts. The second set of initiatives focuses on issues that involve particular cohorts and programs. In both sections, initiatives are identified as "established," "evolving," or "future" responses; dates are included as relevant. A timeline of all initiatives is presented in Appendix I.

#### Elementary Education Holistic Initiatives

- Monthly cohort leader meetings have been instituted (starting in summer 2016) to share ideas, resources, and work towards shared practices related to practicum expectations, student evaluation, and observation. Specifically, we will review the elementary education mission statement and the UW teacher education standards to identify key ideas that are critical to all UW cohorts. These key ideas will be documented and shared with supervisors and course instructors along with the expectation that they be reflected in courses and seminars (evolving).
- During fall 2016, cohort leaders have collaborated to identify and establish consistent practices across the cohorts. These include identifying shared resources to support placements of practica students/student teachers, ongoing discussion related to student portfolios, and shared criteria for

hiring supervisors. Most recently, cohort leaders have identified and are now using consistent student evaluation forms across all four programs. In addition, we have created online spaces (UW BOX) for materials related to 1.) the Elementary Education Program, 2.) particular elementary education programs, and 3.) storage of the end-of-semester student records. Initiatives related to consistency will continue through spring 2017 and into the future (evolving).

- During spring 2017, cohort leaders will identify both shared and unique features of each of the four programs; we will create a grid that identifies similarities and differences that can be shared with future cohort leaders and school personnel (See Appendix B). Issues to be addressed include evaluation forms, classroom observation forms, lesson planning forms, and portfolio practices (evolving).
- In collaboration with the Dean's office, the Elementary Education Program will create a video and a brochure to describe the UW Elementary Education program and its strands that can be used with students and school personnel. Materials from other highly successful teacher education programs (i.e., MSU) will be reviewed. (future)

#### Program-Related Initiatives

- Resources have been made available to all cohort leaders to assist with practicum and student teaching placements. While some cohort leaders prefer to be more involved in the placement process, cohort leaders can elect to identify their preferences in terms of schools, grade levels, and particular requests (i.e., ESL, special education students). Pam and Nancy complete the solicitation process and provide cohort leaders with a list of available classrooms that meet their requests. Centralizing these practices not only relieves cohort leaders of logistical work that distracts from the intellectual work of teacher education but also contributes to establishing centralized practices to oversee placements and detect potential overlaps in the placements and/or conflicts in how schools/teachers are solicited (established).
- Literacy/Reading faculty from C&I and RPSE will work together to help students negotiate theoretical differences across the literacy courses in the two departments. A panel of experts representing both areas will participate in conversations with MCEA/Special Education students at least once during their program. (Spring 2017)
- Dr. Hala Ghouseini is working with an incoming MCEA/ESL cohort starting spring of 2017 to create an in-depth professional learning experience that will engage course instructors, supervisors, and faculty members in discussions about practices in coursework and field experience and revisions of course syllabi to ensure coherence across the MCEA/ESL program. This project will serve as a pilot and become the basis for ongoing conversations related to course and practica coherence across the elementary education program. Dr. Ghouseini shared information about this project at the January cohort leader meeting (Spring 2017)
- In addition to the pilot project described above and starting in spring 2017, course instructors will meet biannually with the Chair of Elementary Education, Pam Odorizzi, and respective

faculty members to coordinate course assignments, review syllabi requirements, and to review and recommit to addressing the key ideas from our mission. These conversations will be content area specific (i.e., math, science, social studies, literacy) and will address the specific issues raised by the review team as well as other issues relevant to each set of courses. Commitments made in these meetings will first be presented to cohort leaders and then brought before the full elementary education committee (ongoing).

- We are particularly aware of the need to address issues related to diversity with our students and this prepare our supervisors and course instructor to be able to manage difficult conversations related to diversity and social justice. This need for strong and consistent attention to social justice and diversity will be addressed at all meetings with supervisors and course instructors (ongoing).

## **Theme #2: Roles and Responsibilities**

Students, faculty, supervisors, and staff have all been frustrated by the lack of a coherent and explicit structure for the organization of the elementary education program. As a result, many responsibilities and decisions have been left to cohort leaders contributing to a lack of program consistency as cohort leaders individually struggled to support students as they moved through the program and address issues as they arose. We are working to create a clear and explicit organizational model that clarifies the respective responsibilities of everyone involved in the elementary education program with two goals in mind: 1.) centralizing some services so that cohort leaders are not individually trying to create and implement practices that could be supported at a programmatic level and 2.) clarifying who is responsible for what so that all constituents, including students, know whom to contact as needs arise.

The review team made six recommendations related to roles and responsibilities within the elementary education program. These are presented below and are identified as established, evolving, and future responses.

### ***Roles and Responsibilities Recommendation #1: Create organizational and work flow charts that show lines of communication and roles/responsibilities for different program components and individuals.***

- Catherine Compton-Lilly and Pam Odorizzi have crafted a list of who does what across the School of Education in relation to the elementary education program (established). This list (Appendix C) will inform the following evolving initiatives:
  - Starting with this recently crafted list of *who does what* in the School of Education, Catherine Compton-Lilly and Pam Odorizzi are creating charts identifying resources available to students, supervisors/course instructors, and cohort leaders (Appendix D).
  - These charts will be shared with cohort leaders and the full *Elementary Education Committee* to critically explore the viability of the current system and identify modifications needed to make the system more streamlined and effective (February 2017).
  - These revised charts will be shared with School Of Education leaders who are currently conducting a deep inquiry of teacher education initiatives to support the implementation of improved organization and workflow patterns (March 2017).

- Junior faculty, with the exception of one faculty member who is expected to be tenured this spring, are no longer being employed as cohort leaders. This prevents untenured faculty from assuming the formidable role of leading a cohort while also pursuing tenure (Fall 2016).
- Efforts are being made to consolidate services and resources within the elementary/teacher education programs so that cohort leaders no longer carry a heavy burden of logistical and technical responsibilities. Our goal is to allow faculty cohort leaders to focus on the intellectual work of preparing teachers rather than the logistics of placements, portfolio completion, and DPI required assessments (evolving).
  - Celeste Hunter is acting as the central person for resources and issues related to edTPA materials and timelines; she supports supervisors during student teaching semesters with all aspects of the edTPA including pacing, resources, handbooks & materials, presentations to cohorts, and providing workshop sessions (established).
  - Pam Odorizzi has assumed primary leadership for placements. She is working directly with Nancy Kuehn to negotiate a sufficient number of placements for each cohort (established).
  - Kelly Hayek and Irene Resenly are implementing a new online platform to support portfolio and standards across elementary education. They will continue to work with cohort leaders to create web spaces for each cohort to document the meeting of UW Standards, include a space for checking off those standards, and storing artifacts that address the various standards (Spring 2017).
  - Pam Odorizzi and her assistant are organizing an online space where student observations and evaluations for each cohort will be stored at the end of each semester. Only a cover sheet and official end-of-the-semester evaluations will be filed in hard copy in the teacher education office. Consistent evaluation forms are now being used across all cohorts (Spring 2017).
- A particular concern is communication with cooperating teachers in schools. Nancy Kuehn currently provides all cooperating teachers with a one-page cohort-specific document that provides basic information about the semester (i.e., dates for practica, major assignments). As indicated by the elementary education review, this document does not provide enough information to cooperating teachers. In some cohorts (i.e., Early Childhood/ESL), handbooks have been created for each semester that identify the courses students are taking and introduce major assignments that involve the practicum experience. These documents are emailed to all cooperating teachers and discussed during triad meetings at the beginning of each semester. The creation of these types of documents has been discussed at cohort leader meetings. Pam Odorizzi and her assistant will be responsible for supporting cohort leaders in creating these documents. These documents are being uploaded to the Elementary Education UW BOX for each cohort (evolving and future).
- As the current SOE deep inquiry is also considering the review team's recommendations in conjunction with recommendations made for other SOE teacher preparation programs, Cathy Compton-Lilly will continue to communicate with Kimber Wilkerson and Mary Klehr so that actions considered and taken in response to the elementary education review team's recommendations are shared.

**Roles and Responsibilities Recommendation #2: *Clearly delineate the expectations and responsibilities of cohort leaders to strengthen consistency across cohorts and compensate appropriately (e.g., course release). If junior faculty members are assigned this role, it is important to consider how to best support their trajectory to promotion and tenure.***

- The Elementary Education Self Study (3/22/2016) included a list expectations and responsibilities for cohort leaders. During fall of 2016, Cohort leaders reviewed and updated this list (Appendix C). This list will be shared with the full *Elementary Education Committee* for further revision to ensure that cohort leaders are not taking on tasks that can be better managed by staff and/or instructional faculty (February 2017).
- As cohort leaders are relieved of logistical and technical responsibilities, we will revisit the role of cohort leaders to focus on the intellectual work of teacher education. This will include developing communities of practice that extend across the university and schools, exploring opportunities for research related to teacher education, and revisiting practices and policies related to seminars and practicum experiences. This initiative is contingent on staffing decisions being made as part of the SOE deep inquiry (evolving and future).
- We are currently searching for an assistant professor with expertise in teacher education. While we would not expect assistant professors to serve as cohort leaders pre-tenure, we do anticipate that these scholars will assume leadership for research in teacher education and will be involved in the intellectual work of teacher education at UW Madison (evolving).
- In conjunction with the SOE deep inquiry, we will explore the possibility of hiring clinical faculty to work with cohort leaders and/or act as cohort leaders. Clinical faculty would also assist with the organization and implementation of weekly seminars for preservice teachers. This may mean revisiting current policies related to the employment of TA's (e.g., limiting TA's to 50% appointments) to ensure that the maximum number of students are employed and allow faculty members to attract new students by offering them available positions prior to arrival at UW Madison. This will require further revisiting the role played by cohort leaders to ensure their ongoing conceptual and intellectual involvement in the elementary education program (future).
- As the SOE deep inquiry is also addressing many of the same issues raised in the elementary education review, we anticipate that recommendations being adopted for elementary education may also be incorporated into an SOE-wide teacher education center. In that case, recommendations currently under consideration for elementary education for increasing consistency and foregrounding a social justice-oriented mission may simultaneously be considered for all teacher education programs (evolving).

**Roles and Responsibilities Recommendation #3: *Clarify responsibilities for field placement, mentor teacher selection, and identifying appropriate sites for each program. Multiple entities are involved with field experiences but there appeared to be little central coordination and leadership. (See also recommendations related to Partnerships and Field Placements)***

- As described on page 3, we revised the current processes for practicum and student teaching placements. Pam Odorizzi, in collaboration with Nancy Kuehn, is handling all other steps in the

process. Cohort leaders are consulted once an adequate number of placements have been identified; then cohort leaders complete the final matching of teachers and preservice teachers (established).

- Monthly cohort leader meetings will continue to be spaces for discussing issues related to placement policies (i.e., placement with family members/close friends/former teachers, pre-placement interviews for student teaching semesters, tracking student placements).
- Monthly cohort leader meetings are also spaces for discussing the identification of cooperating teachers. Issues that were explored during Fall 2016 include options for completing the DPI required qualifying course for cooperating teachers who will support student teachers and the selection of students for the Milwaukee Urban Education Institute student teaching option. In addition, we have worked to identify cooperating teachers who have been particularly successful with Preservice Teachers of Color. This spring, we will explore the relationship between the elementary education mission and the selection of cooperating teachers (established and evolving).
- Pam Odorizzi will continue to identify and work with cohort leaders to address problematic overlap in the schools solicited by cohort leaders.

**Roles and Responsibilities Recommendation #4: *Delineate supervisor responsibilities and seminar responsibilities and reflect these consistently in supervisor assignment.***

- New supervisors are required to attend a Fall supervisor orientation. This orientation provides supervisors with basic information related to the responsibilities entailed in supervision (i.e., practica, student teaching, seminars, standards, portfolios) (established).
- Pam Odorizzi is organizing and planning monthly supervisor/teacher education meetings. Supervisor responsibilities will be reviewed and supported during these meetings. These meetings provide spaces for policies and procedures to be shared, information to be disseminated, and issues related to preservice teaching to be discussed and explored. During the 2016-2017 academic year, these meeting are optional. Starting in fall 2017, all supervisors will be required to attend these meetings. Secondary and special education supervisors have been invited to participate in this initiative (established; required during Fall 2017).
- At our November cohort leader meeting, cohort leaders crafted hiring criteria for supervisors that they could use to create sample job descriptions. Criteria discussed included the stipulation that some students may need to take an additional ESL course and/or early childhood course if the supervisor does not bring the requisite background knowledge/experience based on cohort leader judgment. In addition, cohort leaders agreed that in starting in Fall 2017, all supervisors will be required to attend monthly supervisor meetings (established).
- The Elementary Education Self Study (3/22/2016) included a list expectations and responsibilities for supervisors. Working from this list, cohort leaders identified consistent supervisor responsibilities and expectations for supervision and seminars (i.e., triad meetings, evaluation, observation, lesson planning expectations, attending monthly teacher education meetings) (See Appendix C).

- As described on page 5, consolidation measures have been recently established that will support supervisors with edTPA and elementary education portfolios.

**Roles and Responsibilities Recommendation #5:** *Identify a central point-person responsible for supervision and the supervisory process. This person could develop a set of central resources for supervisors that outlines their responsibilities as well as those of cooperating teachers and practicum students (interns), provides the forms and expected timelines for documentation (including EdTPA); provides an initial orientation and on-going opportunities for professional development to improve their skills as supervisors; and offers an archive of effective practices that is renewed on an ongoing basis by the program faculty and supervisors.*

- Pam Odorizzi is the **point person** for organizing and planning monthly supervisor/teacher education meetings. Secondary and special education supervisors have been invited to participate in this initiative (established).
- Graduate students who participate in Supervisor/Teacher Education meetings are working with the Chair of Elementary Education and graduate students funded by The Network to craft an IRB to support interview research with pre-service teachers related to various aspects of teacher education; all supervisors have been invited to join this initiative (evolving).
- Pam Odorizzi has created and will maintain a folder in the elementary education UW BOX for supervisor materials that will serve as an evolving archive of materials and readings. Pam, in consultation with the chair of elementary education will continue to monitor and organize these materials (established).
- Pam Odorizzi is the **point person** for placements and supervision. We have created a system in which cohort leaders only need to be involved in the initial request for schools/grade levels and the final matching of available cooperating teachers with pre-service teachers (established).
- As described above, a national search for an assistant professor with a focus on teacher education has been initiated. We anticipate that this/these faculty member(s) will play a significant role in conducting research that will inform teacher education at UW Madison (evolving).

**Roles and Responsibilities Recommendation #6:** *Create a program improvement framework that requires ongoing data collection and analysis on key components of the program. A set of overarching questions should be identified to advance a program of research based on these program improvement efforts. An IRB protocol could be approved every academic year to pursue and facilitate these research activities. Supervisors would have opportunities to pursue studies based on this framework. A research seminar for supervisors can be used to support their studies and publish their results.*

- Recent alumni are surveyed annually by SOE about the challenges they face as novice teachers and the types of programming they believe would be helpful to current/future students (established).
- The Chair of Elementary Education in collaboration with the Elementary Education Committee has identified data that will be included in an annual report to the Elementary

Education Committee. Pam Odorizzi will craft this report in consultation with Catherine Compton-Lilly. The report will include the following:

- Admission numbers for each cohort,
  - Number of students who actually begin program for each cohort,
  - Continuing numbers of students through professional sequence, particularly students of color,
  - Passing rates for EdTPA, WFORT, and PRAXIS II tests for all students and students of color,
  - Schools used for placements by all cohort,
  - Courses taught by faculty for each cohort,
  - Cohort leaders – faculty, faculty associates, supervisors, etc.,
  - Employment information, as available, for recent graduates.
- Graduate students who participate in Supervisor/Teacher Education meetings are working with the Chair of Elementary Education to craft an IRB that would allow interviews with preservice teachers related to various aspects of teacher education; all supervisors have been invited to join this initiative to collect data with pre-service teachers. **The Network** has agreed to compensate two graduate students for their work with this initiative. Findings from this work will be shared annually with the full Elementary Education Committee.
- A program improvement framework will be part of the deep inquiry being conducted by Mary Klehr and Kimber Wilkerson at the request of the Dean of the School of Education. Catherine Compton-Lilly and other members of the elementary education committee have been involved in several meetings related to this initiative (evolving)

### **Theme #3: Partnerships and Field Placements**

Of all the recommendations presented by the review committee, those related to partnerships and placements probably affect preservice teachers most directly. The initial experiences that preservice teachers have in schools are critical and can significantly impact their futures as teachers. Our goal is to work with local schools to create supportive spaces that allow preservice teachers to feel supported while experiencing the full range of responsibilities and challenges that accompany being a teacher.

The review team made three recommendations related to Partnerships and Field Placements within the elementary education program. These are presented below along with our established, evolving, and future responses.

**Partnerships and Field Placements Recommendation #1:** *Engage in a strategic discussion of the vision for the university-school partnerships for the Elementary Teacher Education Program and identify specific pathways and supports needed to build such partnerships with specific attention to the needs of each program strand.*

- The need for more clarity about roles, processes and expectations for schools to partner with the SoE around the preparation of teacher was clear both in the elementary education review and the recent review of the Partner School Network. As part of the deep inquiry into teacher

education at UW-Madison, Kimber Wilkerson and Mary Klehr are working with the Partner School Network, the Office of Field Experiences, and local districts to clarify, expand and deepen two-way partnerships.

- The Partner School Network advisory committee is working on clarifying the role of the PSN, the dean's office, and *The Network* in relation to partnering with local schools (evolving).
- All cohort leaders, with the exception of the special education cohorts leader, have identified at least one partnership school for placement and collaboration. Because the special education cohorts require special education placements, they tend to place students across the Madison School District with high performing special education teachers, rather than focus on particular schools. Preliminary criteria for collaboration with the identified partnership schools will be collaboratively negotiated by cohort leaders according to a matrix that incorporates issues raised by reviewers (See Appendix E). This document will be brought to cohort leaders and then forwarded to the Partner School Network Advisory Committee for their input (Spring 2017).

**Partnerships and Field Placements Recommendation #2: *Conduct a work audit of all entities connected to partnerships and field placements in order to more clearly identify a common vision for the essential elements, expectations, norms and procedures of these partnerships--e.g., who is responsible for what as it relates to partnership building and student placement with quality cooperating teachers in partnership schools.***

- A work audit is being completed as part of the deep inquiry being conducted by Mary Klehr and Kimber Wilkerson. This initiative also overlaps with recommendations in the PSN report (evolving).
- The matrix presented in Appendix E captures who is responsible for what in relation to partnership building and student placement with quality cooperating teachers in partnership schools. Once this document has been vetted by cohort leaders it will be brought to the Partner School Network advisory committee and then to school-based coordinators/principals at their spring meeting for input (evolving).

**Partnerships and Field Placements Recommendation #3: *Some universities operate some TE-related activities centrally while maintaining program-based decision-making. Such centralized services might include communications regarding field placements, certification requirements, EdTPA or other assessment tasks, ensuring coordinated documentation of student progress and readiness to become a teacher. UW faculty may look at other places to see what alternate structures exist and which might work based on their context. (This could also be combined with a Supervisor role –see Theme #2 above).***

- As described on page 5, several consolidation measures are currently in place
- Cohort leaders will be asked to identify particular teachers in local schools who possess expertise that would be helpful to the elementary education program. A list of these people and their areas of expertise will be posted in the elementary education UW BOX and will be updated each summer. These individuals might serve as speakers and/or coaches to cohort leaders, supervisors, course instructors, and/or preservice teachers (Spring 2017).

- Catherine Compton-Lilly and others involved with the teacher education program will attend the 2017 AACTE conference to explore how successful teacher education programs organize and coordinate services and resources (Spring 2017).
- The possible consolidation of additional Teacher Education related activities across the School of Education is being proposed by Mary Klehr and Kimber Wilkerson as part of their deep inquiry. The areas under consideration for consolidation include all of those listed above. Additionally, as part of the deep inquiry, Kimber Wilkerson and Mary Klehr are conferring with MMSD and other districts that frequently host our students about the possibility of more active roles in teaching and supervision of our practicum students and student teachers by school-based personnel. (late Spring 2017).

#### **Theme #4: Capacity**

Capacity is an issue that significantly affects both our students and our faculty/staff. As the review committee notes, the elementary education program is attempting to run a large program with limited resources and personnel. This review raises significant questions about the viability of the program at its current size and in its current configuration.

The review team made four recommendations related to the Capacity of the elementary education program. These are presented below along with our established, evolving, and future responses.

**Capacity Recommendation #1: *Consider aligning the three MCEA stands (MCEA/ESL, MCEA/Content, and MCEA/Spec Ed) to maximize efficient use of existing resources, e.g., which courses could be shared across strands (rather than developing three distinct courses)? Which courses need to be distinct as they specialize for certification (special education/ELL)? Examples of shared coursework might be: Introductory course on teaching, foundations of reading/literacy/language, math/science/ELL methods.***

- A matrix has been constructed to list all courses across semesters and particularly across all programs (Appendix F). Consistency and inconsistency across courses and cohorts has identified. In short, students in all MCEA programs take the same social studies (C&I 371) and science (C&I 372) courses. In addition, students in all 4 programs (including EC/ESL) take the same special education introductory course (C&I 506). Three MCEA cohorts take the same math course (C&I 370). Combining these courses would in some cases require moving courses from spring to fall or from fall to spring semesters. These overlaps will be brought to cohort leaders and the full elementary education committee for discussion during spring 2017 (late Spring 2017).
- We are also working to ensure that all programs finish by the spring semester of students' fourth semester. This would require that all cohorts start the educational program during the fall of their junior year or earlier (late Spring 2017).
- Conversations will continue during cohort leader meetings and elementary education meetings to explore the feasibility of the current program in terms of size and the number of programmatic options available to students. In past years, there were many more applicants than there were

spaces in the elementary education program. This is no longer the case. We are now accepting almost all of the students who apply for admittance to the elementary education program. If all cohorts start in the fall, all students will student teach in the spring. If this is the case, student teachers may need to be paired in classrooms due to an insufficient number of cooperating teachers who are qualified to take student teachers (evolving).

- One solution that addresses all three of the issues raised above would be to limit the program to four cohorts (100 students), one cohort representing each program, which would start during the fall semester. This would allow for the more consolidation of classes across the programs (Appendix F) (future).
- Other SOE departments may be invited to teach courses in some elementary education strands (future).
- Decisions about capacity will be explored in relation to recommendations based on the evolving deep inquiry that is currently ongoing across the School of Education (future).

**Capacity Recommendation #2: *Examine how teaching assistants are assigned and mentored for teaching and design a process of providing professional development opportunities to encourage excellence in teaching.***

- As described on page 7, monthly supervisor/teacher education meetings were implemented during fall 2016. These meetings will become required starting in fall 2017 for all supervisors.
- An initiative similar to the monthly supervisor/teacher education meetings will be implemented with course instructors across the cohorts. These monthly meetings would not only serve to alert instructors to policies related to course instruction, but also provide a space to think and talk about teaching of content in preservice programs. Due to the number of initiatives implemented during the 2016-2017 academic year, this initiative would be a focus starting in Fall 2017.
- As described on page 3, criteria for hiring supervisors has been revisited with cohort leaders. Sample postings of hiring criteria have been discussed and posted in UW BOX. During spring 2017, criteria for the hiring of course instructors will be shared with faculty responsible for hiring (evolving).
- As described on page 3, Dr. Hala Ghouseini is working with an incoming MCEA/ESL cohort starting spring of 2017 to create a in-depth professional learning experience that will engage course instructors, supervisors, and faculty members which will serve as a pilot for the elementary education program. (ongoing/future)
- As part of the deep inquiry process, Kimber Wilkerson and Mary Klehr are exploring the possibility of a minor in teacher education, that would allow interested doctoral students to enroll in a sequence of three co-listed graduate courses designed to give them supervised experiences and allow them to develop expertise in different aspects of teacher education.

**Capacity Recommendation #3: *Administer a cost-benefit analysis of instructional cost associated with the program, balancing this question out with the vision for the PhD program. Consider whether alternative staffing options (e.g., clinical faculty) might provide more***

***consistency and access to effective mentors and to building of sustainable relationships with schools.***

- Salaries for Teaching Assistants versus clinical faculty have been researched and are comparable (See Appendix G). Alternative staffing options, including the possibility of clinical faculty positions are being considered. Clinical faculty positions are as cost-effective as graduate student supervisors and provide consistency to the programs in that they will bring long-term commitments to the program. Limiting all graduate student supervisor appointments to one 33% or 50% appointment will allow for the same number of C&I graduate students to be hired in future years as have been hired in the past (evolving).
- A cost-benefit analysis is also being conducted as part of the SOE deep inquiry. We anticipate that this analysis will assist us in revisiting the current instructional framework to create a model that is both cost-effective and provides consistency and will ultimately enhance the learning experiences of students (future).

***Capacity Recommendation #4: Explore options for practicum placements outside of the Madison public schools, in addition to improved coordination of field experiences and expanding of current options.***

- Based on our analysis of MMSD schools, it is not the case that we are using all MMSD schools and area preschools (See Appendix H). 12 MMSD elementary/middle schools are currently not used by the elementary education program. In addition, we have recently placed practicum students in the following districts: Sun Prairie, Middleton, Verona, and Waunakee.
- As described on page 7, cohort leader meetings are valuable space for negotiating placement sites. We are currently placing all students without problematic overlap.

## **Appendix A**

### **Department Mission and Visibility**

#### Mission Statement of the Elementary Education Program

To provide an intellectually challenging professional program that promotes social justice through multicultural education and critical reflection.

This entails educating teacher leaders who:

- Are well educated in academic content and dedicated to continued learning;
- Recognize the powers, limits, and controversies of particular disciplines;
- Understand that schooling is fully integrated with the ways in which people conceive of themselves and others;
- Know that institutions like schools have the potential to both perpetuate inequities and effect change in society;
- Work for social justice through research-based curricular planning and instructional practices that promote high academic achievement for all students, particularly those who have been historically underserved;
- Are responsive to their students' needs by learning from their teaching, collaborating with other professionals, and changing their practices;
- Welcome, recruit and work as partners with families, caregivers and community members;
- Contribute to and benefit from communities of professional practice;
- Treat teaching as intellectual work that requires developing and refining beliefs, dispositions and specialized knowledge over time.

## Appendix B

### Consistencies and Programmatic Differences

Practices		Notes
Student Evaluation Forms (supervisor, CT, student self-evaluation)	Consistent across all four programs	Established & Posted in BOX
Classroom Observation Forms	Consistent across each program	Established & Posted in BOX
Lesson Planning Forms	Consistent across each program	Established & Posted in BOX
Portfolio Practices	Consistent template across all four programs; cohort leaders can modify this format	Spring 2017

## **Appendix C**

### **Duties of Elementary Education Faculty/ Personnel**

#### **Elementary Education Chair**

- Developing agendas for the elementary education meetings with the Associate Student Services Coordinator and Elementary Education administrative assistant and faculty and staff members
- Leading the elementary education meetings and subsequent cohort leader meetings
- Developing and leading teaching assistant/supervisor support and question and answer meetings
- Troubleshooting with faculty and teaching assistants around students' performance in the four programs
- Scheduling courses for each cohort with the assistance of the Associate Student Services Coordinator (especially around faculty changing schedules)
- Leading student meetings around information required for successful program completion
- Developing teams of faculty and staff, and schedules for admissions to 4 separate cohort groups
- Meeting with the Department Chair for program planning and course changes
- Meeting with the Associate Dean for Teacher Education Cheryl Hanley-Maxwell around issues such as meeting the EdTPA requirements and various other testing requirements
- Meeting with Associate Dean Jeff Hamm around student course and program completion challenges

#### **Cohort Leaders**

- Determine Elementary Education admissions along with other faculty
- Complete final placements for practica or student teaching
- Oversee practicum and student teaching supervisors
- Deal with Cooperating Teacher (CT) /Student Teacher (ST) issues
- Deal with Supervisor/ST issues
- Advisor to all students in cohort
- Coordinate EdTPA/portfolio preparation and supervision with supervisors – this work will also be done in supervisor meetings and with Celeste Hunter
- Seminar leader/instructor along with TAs
- Keep students up-to-date with testing – Praxis II, W-FORT, etc.
- Coordinate the tracking of standards addressed in professional sequence of courses with Portfolio Project

#### **Supervisors (TAs, Clinical faculty, or School-based personnel)**

- Participate in triad meeting with cooperating teacher and student teacher
- Observations of student teacher or practicum student
- Lead practicum/student teaching seminars along with faculty member
- Submit written reports of observations to Elementary Education office
- Trouble shoot issues with students
- Work with students on EdTPA
- Enter standard completion in Portfolio

### **Pam Odorizzi (Associate Student Services Coordinator)**

- Assist with placements in conjunction with cohort leaders and Office of Field Experience (OFE)
- Maintain relationships with CTs, School Based Coordinators
- Assist with application and admissions process
- Organize supervisor training/orientation with elementary chair and faculty
- Maintain cohort schedules dealing with changes each semester
- Making certain students have completed the testing requirements (Praxis II, WFORT, etc.)
- Coordinate with Celeste Hunter to schedule with cohorts and access materials as needed
- Coordinate with MERIT, cohort leaders and students regarding completion of EdTPA
- Contact person for Elementary Education

### **Administrative Assistant**

- Administrative support for Elementary Education area
- Maintain student records/files
- Enter student permissions each semester
- Assist with student registration issues
- Maintain materials for supervisor training
- Assist in preparation of admission materials
- Keep track of submission of supervisors' paperwork
- Post TA/Supervisor openings on C&I website

### **Nancy Kuehn (EAS)**

- Student services coordinator for field experiences
- Solicit most practicum and student teaching experiences
- Ensure cooperating teachers receive stipends
- Ensure that district processes are followed in SoE field experience placements
- Ensure that Cooperating Teachers who host student teachers have completed the DPI required qualifying course

## Appendix D

Resources: Students, Supervisors/Course Instructors, and Cohort Leaders

Please start with the first person listed in each row

<b>Students</b>	
Coursework in other departments	EAS advisor
Testing logistics and scores (i.e., PRAXIS, WFRT)	EAS advisor
PRAXIS content & preparation	EAS advisor
Classroom placements	Supervisors, Cohort Leader
Coursework	Cohort leader
UW students portfolios	Supervisors, Cohort portfolio liaison, Portfolio project office
edTPA expectations	Supervisors, Portfolio project office
edTPA uploading video & materials	Portfolio project office, MERIT technology staff
WFRT content & preparation	UW WFRT modules & online resources, Literacy course instructors
Disability Resources/Accommodations	McBurney Resource Center
Certification issues	Supervisor, Cohort Leader
Mental/Physical Health issues	University Health Services
Out-of State certification	EAS (general advising only)
Job search	EAS, Career Center
TB tests and background checks	Pam Odorizzi

EAS Advisors

Becky Smith – (A-E) – 262-1177 – [rsmith34@wisc.edu](mailto:rsmith34@wisc.edu)

Wyl Schuth (F, M-R) - 262-1178 – [wyl.smith@wisc.edu](mailto:wyl.smith@wisc.edu)

Mary Thompson-Shriver (G-L) - 262-4885 – [mmthomps@education.wisc.edu](mailto:mmthomps@education.wisc.edu)

Michael Sullivan – (S-Z) - 262-1155 – [mtsullivan@education.wisc.edu](mailto:mtsullivan@education.wisc.edu)

**Appendix D (continued)**

<b>Supervisors &amp; Course Instructors</b>	
Student coursework in other departments	Student will contact EAS advisor
Student testing logistics and scores (i.e., PRAXIS, WFRT)	Student will contact EAS advisor
PRAXIS content & preparation	Student will contact EAS advisor
Classroom placements (if not able to resolve)	Cohort Leader
Coursework (if not able to resolve)	Cohort leader
UW students portfolios (if not able to resolve)	Student will contact cohort portfolio liaison, Portfolio project office, Cohort Leader
edTPA expectations (if not able to resolve)	Portfolio project office, Celeste Hunter, edTPA Liaison; Cohort Leader
edTPA uploading video & materials	Student will contact portfolio project office, MERIT technology staff
WFRT content & preparation	Student will contact UW WFRT modules & online resources, Literacy course instructors
Disability Resources/Accommodations	Student will contact McBurney Resource Center
Certification issues	Cohort leader
Mental/Physical Health issues	Student will contact University Health Services
Out-of State certification	Student will contact EAS (general advising only)
Job search	Student will contact EAS, Career Center
TB tests and background checks	Pam Odorizzi

EAS Advisors

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Mary Thompson-Shriver (G-L) - 262-4885 – [mmthomps@education.wisc.edu](mailto:mmthomps@education.wisc.edu)

Michael Sullivan – (S-Z) - 262-1155 – [mtsullivan@education.wisc.edu](mailto:mtsullivan@education.wisc.edu)

**Appendix D (continued)**

<b>Cohort Leaders</b>	
Student coursework in other departments	Student will contact EAS advisor
Student testing logistics and scores (i.e., PRAXIS, WFRT)	Student will contact EAS advisor
PRAXIS content & preparation	Student will contact EAS advisor
Classroom placements	Pam Odorizzi, Nancy Kuehn, El Ed Chair
Coursework (if not able to resolve)	El Ed Chair, Kimber Wilkerson
UW students portfolios	Portfolio project office, El Ed Chair, Kimber Wilkerson
edTPA expectations	Portfolio project office, Celeste Hunter, El Ed Chair, Kimber Wilkerson
edTPA uploading video & materials	Portfolio project office, MERIT technology staff
WFRT content & preparation	Literacy course instructors, El Ed Chair
Disability Resources/Accommodations	Student will contact McBurney Resource Center
Certification issues	El Ed Chair, Jeff Hamm, Kimber Wilkerson, Mitchell Patton
Mental/Physical Health issues	Student will contact University Health Services
Out-of State certification	Student will contact EAS (general advising only)
Job search	Student will contact EAS, Career Center
TB tests and background checks	Pam Odorizzi

EAS Advisors

Becky Smith – (A-E) – 262-1177 – [rsmith34@wisc.edu](mailto:rsmith34@wisc.edu)

Wyl Schuth (F, M-R) - 262-1178 – [wyl.smith@wisc.edu](mailto:wyl.smith@wisc.edu)

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## Appendix E

### Partner School Activities

	Cooperating teachers (CT)	School-Based Coordinators (SBC)	Cohort leader (CL)	Supervisors (Supers)	Molly Carroll (MC)	Nancy Kuehn (NK)	Pam Odorizzi (PO)
Identifying high-quality CTs		SBCs and cohort leaders will work together to identify high-quality CTs			Dialogue with partners to maintain shared criteria for CTs	NK and PO will work together to track high-quality CTs over time and recruit them each semester	
Identifying appropriate placements		SBC's will work with NK and PO to help identify qualified CTs	CLs will provide NK and PO with CT criteria for their cohort			NK and PO will ensure that CTs have the appropriate skills and background to host PSTs from each program	
Supporting learning communities	School principals, CTs, SBCs, and CLs will collaborate to identify issues that can be addressed through collaborative efforts. Supers may be involved in these activities. MC will make grant monies available for projects that meet PSN criteria.						
Working with CTs	Each semester, CT breakfasts will be held at one school supporting each cohort. These breakfasts will include SBCs, CLs, and possibly supervisors.			Supers will work with CTs through initial triads to share semester expectations with CTs and answer questions.	MC will work continue to support ongoing communities of practice (schools & UW); support CT breakfasts	NK will organize and facilitate online/hybrid sessions to qualify CTs to work with STs	PO will organize and facilitate in-person sessions to qualify CTs to work with STs
	Each semester, CLs will share semester handbooks/information with CTs and SBCs. The may be distributed by supervisors						
Evaluation of Preservice teachers (PST)	CTs will complete an evaluation of PST each semester			Supers will complete an evaluation of PSTs each semester			PO will be responsible for the storage and maintenance of PST evaluations

## Appendix F

### All Courses Across All Programs

	Practica	Seminar	Math methods	SS Methods	Science Methods	Literacy #1	Literacy #2 COMM B	ESL courses	Special needs	Student Teaching	EC Courses	Arts
EC/ESL	363 F1 367 S2 373 F3	363 F1 367 S2 373 F3 463 S4	370 S2	371 F3	372 F3	314 S2	315 F3	325 F1 326 S2 327 F3	506 S2	468 S4	663 F1 660 F1 550 F1	328 F1
MCEA /ESL	340 S1 367 F2 373 S3	340 S1 367 F2 373 S3 463 F4	370 S3	371 F2	372 S3	317 S1 311 S1	318 F2	312 S1 316 S3	506 F2	464 F4 or 454 F4		
MCEA Content	367 F2 373 S3	367 F2 373 S3 463 F4	370 F2	371 S3	372 S3	309 F1 368 F2 311 S3	369 F2		506 S3	464 F4 or 454 F4		
MCEA /Spec. Ed	367 F1 RPSE 475 S2 373 F3	367 F1 RPSE 475 S2 373 F3 463 S4 RPSE 467 S4	365 F3	371 F3	372 F3	368 F1	369 F1 RPSE 465 S2		506 S2	464 S4 And RPSE 477 S4		

Key: S = Spring F = Fall Numbers designate semesters

#### Additional Courses Offered in Only ONE Program:

MCEA/ESL: 339 – Cultural Foundations of Learning & Dev., 338 – The Language of Schooling

MCEA/Content: 364 – Intro to Education

MCEA/SpecEd: 364 – Intro to Education and RPSE 466, 473, 465, 401, 464 and 402

**Appendix F (continued)**

CURRENT Simultaneous Courses across Programs

	Math methods		SS Methods		Science Methods		Literacy #1		Literacy #2 COMM B		Special needs	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
EC/ESL		370 S2	371 F3		372 F3			314 S2	315 F3			506 S2
MCEA /ESL		370 S3	371 F2			372 S3	317 S1 311 S1		318 F2		506 F2	
MCEA Content	370 F2			371 S3		372 S3	309 F1 368 F2	311 S3	369 F2			506 S3
MCEA/ Spec. Ed	365 F3		371 F3		372 F3		368 F1		369 F1	RPSE 465 S2		506 S2

Blue – same class same semester

Simultaneous Courses IF all Cohorts STARTED in FALL SEMESTER

	Math methods		SS Methods		Science Methods		Literacy #1		Literacy #2 COMM B		Special needs	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
EC/ESL		370 spring	371 Fall			372 Fall		314 Spring	315 Fall			506 Spring
MCEA /ESL	370 fall			371 Spring		372 Fall	317 Fall 311 Fall			318 Spring		506 Spring
MCEA Content		370 spring		371 Spring		372 Fall	309 Fall 311 Fall	368 Spring		369 Spring	506 Fall	
MCEA/ Spec. Ed	365 Fall		371 Fall			372 Fall	368 Fall		369 F1	RPSE 465 Spring		506 Spring

Blue – same class same semester

**Appendix F** (continued)

Content Area Course Differentiation Across Programs

Course	What is the same?	What is the different?
Social Studies Schweber 371	C&I 371 focuses on how prospective teachers can promote their students to become an active, engaged, thoughtful, and morally- guided citizenry that upholds a pluralistic democracy.	C&I 371 is different across the EC/MCEA programs in the developmentally appropriate ways it accomplishes that vision. As an example, pre-k teachers will focus on classroom community norms and social justice. In contrast, the upper middle school level may focus on investigating school funding and lobbying local governments to advocate for change.
Science Berland 372	C&I 372 provides a shared foundation for science methods across the programs. Based on research and reviews of the literature, this foundation is broadly supportive of students across ages, language and cultural diversity, and with different needs.	<p>C&amp;I 372 for the special education and content cohorts are not significantly different in terms of the readings. However, students bring different questions and make different connections to their practicum experiences. Discussions in special education cohorts tend to delve more deeply (and regularly) into questions regarding student differences.</p> <p>The EC course is significantly different with a greater emphasis on play and exploration.</p> <p>For the ESL cohorts, more readings focus on ESL in science classrooms.</p>
Math Ghousseini & Wager 370 & 365	C&I 370 addresses methods of teaching mathematics, mathematical topics and concepts, and teaching principles that draw on theories of learning and issues of equity and social justice. The course always attends to supporting preservice teachers to build on children’s thinking.	<p>The MCEA courses typically address mathematical content related to grades 3-8, whereas the EC course focuses on preK-3 and explicitly attend the teaching and learning mathematics in play. MCEA/ESL students get additional readings related to ESL compared to their MCEA/Content counterpart.</p> <p>365 is basically the same as 370 EXCEPT it is a 4-credit course and some of the students have not taken math content courses. 365 incorporates a focus on content; there is also more of a focus on special education, particularly in the assigned readings.</p>

## Appendix G

### Costs for Clinical Faculty, Senior Teaching Assistants, Preceptors

Current Clinical Faculty (example):  $\$43,035 \times .33 = \$14,201.55$

TA Senior  $\$36,133 \times .33 = \$11,923.89$

Preceptor (range)  $\$40,000 \times .33 = \$13,200$

Example description: A current clinical faculty member in RSPC, does the legwork to make the placements (coordinating with Nancy Kuehn) and runs our student teaching seminar. She occasionally supervises students in the field - but that is not her primary responsibility. She is a permanent position with a "Faculty Associate Faculty" title. This faculty associate does not have a PhD.

## Appendix H

### MMSD School Regularly Used by Elementary Education Programs

4	Site	Grand Total Fall 2016
5	Whitehorse Middle	14
6	Stephens Elementary	13
7	Schenk Elementary	13
8	Glendale Elementary	11
9	Muir Elementary	10
10	Marquette Elementary	8
11	Thoreau Elementary	8
12	Wingra School	8
13	Sherman Middle	8
14	Midvale Elementary	8
15	Sennett Middle	7
16	Allis Elementary	7
17	Van Hise Elementary	6
18	Shorewood Hills Elementary	6
19	Leopold Elementary	6
20	Sandburg Elementary	6
21	Emerson Elementary	5
22	Toki Middle	5
23	O'Keeffe Middle	5
24	Orchard Ridge Elementary	4
25	Black Hawk Middle	3
26	Huegel Elementary	3
27	Lincoln Elementary	3
28	Wright Middle School	2
29	Crestwood Elementary	2
30	University Preschool Lab	2
31	Lowell Elementary	2
32	Hawthorne Elementary	2
33	DCPC South Madison Head Start	2
34	Jefferson Middle	2
35	Kennedy Elementary	2
36	Franklin Elementary	2
37	Hamilton Middle	1
38	Randall Elementary	1
39	Grand Total Fall 2016	187
40		

## Appendix H (continued)

### MMSD School NOT Currently Used by Elementary Education Programs

MMSD Sites with no placements from Elementary:									
Chavez									
Cherokee Middle School									
Elvehjem									
Falk									
Gompers									
Lake View									
Lapham									
Lindbergh									
Mendota									
Nuestro Mundo									
Olson									
Spring Harbor Middle School									
**There are other sites that EED had placements in the old program outside of MMSD:									
Eastside Elementary--Sun Prairie									
Elm Lawn Elementary--Middleton									
Glacier Edge Elementary--Verona									
Kromrey Middle School--Middleton									
Northside Elementary--Middleton									
Patrick Marsh Middle--Sun Prairie									
Sauk Trail Elementary--Middleton									
Stoner Prairie Elementary--Verona									
Waunakee Prairie Elementary--Waunakee									
West Middleton Elementary--Middleton									

Appendix I

Elementary Education Review - Response Timeline

Fall 2016 – Fall 2017

Established Initiatives	<ul style="list-style-type: none"> <li>• Initiated monthly cohort leader meetings</li> <li>• Established a system for the placement of students in schools</li> <li>• Created online space for elementary education documents</li> <li>• Identified consistent student evaluation forms</li> <li>• Discussed shared hiring criteria for supervisors</li> <li>• Initiated monthly supervisor meetings</li> </ul>
January 2017	<ul style="list-style-type: none"> <li>• Revisit UW teacher education mission statement to identify key ideas/practices critical across cohorts</li> <li>• Pilot program to create professional development for MCEA/ESL course instructors (Dr. Ghouseini)</li> <li>• Share responsibility charts with cohort leaders</li> <li>• Identify materials to be shared with CT's each semester for each program</li> <li>• Initiate a series of conversations about changes to the elementary education program so that all cohorts start in the Fall</li> </ul>
February 2017	<ul style="list-style-type: none"> <li>• Establish new online platform for student portfolios</li> <li>• Establish online space for storage of student evaluation materials</li> <li>• First biannual meeting with course instructors and faculty</li> <li>• Share responsibility charts with full elementary education committee</li> <li>• Submit an IRB enabling supervisors to engage in interview research</li> <li>• Continue conversations about changes to the elementary education program</li> </ul>
March 2017	<ul style="list-style-type: none"> <li>• Chart shared and distinct features of the various programs</li> <li>• Collaborative literacy session for students featuring C&amp;I and RPSE faculty</li> <li>• Hire 1 or 2 assistant professors who specialize in teacher education</li> <li>• Complete admission process for the elementary education program</li> <li>• Continue conversations about changes to the elementary education program</li> </ul>
April 2017	<ul style="list-style-type: none"> <li>• Complete drafts of materials to be shared with CT's each semester for Fall</li> <li>• Ensure that all cohorts/program have access to at least one</li> </ul>

	Partner School Network site <ul style="list-style-type: none"> <li>• Identify areas of expertise of local teachers</li> <li>• Continue conversations about changes to the elementary education program</li> <li>• Revisit hiring criteria for supervisors</li> </ul>
May 2017	<ul style="list-style-type: none"> <li>• Revisit the role of cohort leaders relative to the elementary education program</li> <li>• Continue conversations about changes to the elementary education program</li> </ul>
Summer 2017	<ul style="list-style-type: none"> <li>• Create an annual report on the elementary education program to be presented to the elementary education committee in the Fall</li> </ul>
Fall 2017	<ul style="list-style-type: none"> <li>• Present the annual report on the elementary education program to the elementary education committee</li> <li>• Complete drafts of materials to be shared with CTs each semester for Spring</li> <li>• Create a video and brochure to describe the elementary/teacher education programs</li> <li>• Establish monthly meetings for course supervisors</li> </ul>