Enrollment in the initial programs has been dropping steadily since 2000/2001 (approx. 10% every 2 years) and tuition has been rising (avg. 12.5% every 2 years) over that same period. The correlation coefficient, $r$, of enrollment & tuition is $-0.97$, i.e., there is a strong associational relationship between increasing tuition and decreasing enrollment.

The two major topics discussed at the meeting were (a) the revised **conceptual framework** (CF) and its implications for our K-12 relationship, and (b) ways to **increase enrollment** in the M.Ed. programs.

**Conceptual Framework:**
The committee shared their perceptions of the CF. They felt that the CF was easy to read and understand. They asked about the graduate level components of the CF. They stated that the CF strands, including inquiry, global awareness, and advocacy, were all reflective of the 21st century components recently emphasized in the K-12 school systems. The committee also commented on ways to clarify and streamline the CF and drafted a visual representation.

**Increasing Enrollment:**
The committee felt that we ought to advertise the cost of tuition; our “teachers’ of the year”; and our cohort structure. They suggested we reach out to those teachers who are partially through an M.Ed. who are keen to finish an M.Ed. Program. An educational leadership program was suggested as a program which would attract teachers. The most popular suggestion was to include National Board Certification as part of the program, particularly as (1) subsets of the portfolio our students produce in the M.Ed. program satisfy the National Board Certification requirements and (2) becoming national board certified is deemed prestigious and is often rewarded by school systems.

**Professor Emeriti:** Congratulations to Professors Bird Stasz & Carolyn Stuart, who have both been awarded the professor emeritus status this month.

**Ipads for Supervising:**
University Supervisors conducting observations of student teachers were given IPADS this semester to facilitate teacher candidate observations. After two months of using the ipads, the University Supervisors have experienced none of the technology glitches associated with using internet features in different locations or institutions.

University supervisors report that the ipads are increasing their efficiency optimizing (a) the time spent recording and storing information on observations and (b) distributing the scored assessment to all stakeholders.

Many thanks to Professor Barbara Taylor and Dean Cooper who made this possible, Professor Taylor for converting the assessment to an electronic format; training faculty on its use; determining the ipad specifications, and Dean Cooper for the purchase of the ipads.
In February, we noted two trends in the data collected on professional dispositions of teacher candidates:

1. All teacher candidates who currently have probationary status in student teaching, had all scored low in professional dispositions over the course of the program.
2. All teacher candidates admitted into the program, probationary or non-probationary who scored low in professional dispositions, all scored low in time management.

Decisions:

1. Faculty approved a Probationary Support format, which will enable us to identify, advise, and monitor teacher candidates who at admission (& throughout the program) score low on professional dispositions.
2. During the induction ceremony of teacher candidates, emphasis will be made on time management. In addition a Winter Term elective course on Surviving the Teaching Career, will include time management instruction.

Professional Dispositions

Professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.

NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings.

The two professional dispositions that NCATE expects institutions to assess are fairness and the belief that all students can learn.

The Inquiry Brief (IB) Option

… is the third option for accreditation based on
1. Evidence of Capacity for Program Quality
2. Evidence of Candidate Competence
3. Evidence of a System of Quality Control & Program Improvement

Two key questions are:
Do the program’s graduates understand what the faculty claim the graduates know and can do?
What have the faculty learned from their monitoring and inquiry into the program’s quality to make the program better?

Unlike Continuous Improvement which prescribes the preferred evidences, IB allows faculty to choose evidence that they rely on...

- to support their claims that the program’s graduates are competent
- to convince themselves that their assessments are reliable and valid
- to convince themselves that program changes & requirements improve the program’s quality

The main sections of an Inquiry Brief
1. Introduction (demographics & values)
2. Claims and rationale for assessments
3. Methods of assessing
4. Results
5. Discussion of results and plan of inquiry