

PK-16+ Advisory Council Membership
College of Education and Human Development
Department of Curriculum & Instruction
Regular and Special Education

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PK-16+ Advisory Council
Demographic Descriptor Form Feedback
December 6, 2006 Fall Meeting

- Make Race/Ethnicity multiple
 - Instead of asking “Are you the first person in your family to go to college?” rephrase to “1st generation college in family”
 - Instructional Aide, Special Education Teacher’s Aide and Paraprofessional are the same
 - Clarify the **Notification Text**
 - Two questions need to be asked: Have you been convicted of a felony? Have you taken STAR?
 - Undecided whether or not to ask about socioeconomic status, children, and martial status
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Questions Regarding ULM's PK-16+ Council

1. When was your council formed?
Spring 2001
 2. Is it still active?
It is still active, but does not meet as often as it did during redesigns and during the period of time that the redesign grant funds were available.
 3. When was your last meeting?
June 10, 2008
 4. How often do you meet?
Usually, once each semester, but more often if there is a burning issue that needs to be addressed.
 5. Who leads the council?
The Provost chairs the council, but the program and agenda are the responsibility of the PK-16+ Coordinator.
 6. Who is represented on the council?
Faculty, National Board teachers, human resources representatives for school systems, superintendents, principals, business representatives, vocational technical centers directors, agencies/parents for students with disabilities, community college representatives,
 7. How do you set your agenda?
Agenda is based upon our need for public input. Initially, these issues were in direct response to redesign efforts, but the focus has now been redirected toward general program improvement and answering the question, "How can we (ULM Teacher Prep) best meet your (the region's) needs?"
 8. What has been the focus of your council?
(See question 7)
 9. Do you feel your council has the power to move the agenda forward?
We have gotten excellent feedback that has directed changes that we in the College of Education implemented. There is no budget nor any monetary incentive for the members of this council to participate. However, they serve as an informational source to their community, so in that sense, they have the power to promote our programs.
 10. If your council has not been active and/or successful, what do you need to make it effective? NA
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**ULM Field & Clinical Experience Record Input Request
FEEDBACK**

PK-16+ Advisory Council Meeting

December 6, 2006

1:00 ULM Library 651

Please indicate which interview questions are reasonable requests for candidates to ask during an interview.

Field Experience Interview Questions	Reasonable Requests <i>Check all that Apply</i>	
Phrase that Describes the Number of teaching Interruptions	FEEDBACK	
Grade Level(s) Present		
Subject Being Taught		
Number of Low SES Students	* Write out what SES stands for	Delete
Number of Middle SES Students	* % high and low	
Number of High SES Students	* Just 2: high and low	
Estimate the Number of Students with Print Learning Style	* I don't think that teachers will know the answers to these. We encourage using a variety of techniques that address learning styles.	
Estimate the Number of Students with Aural (Auditory-Musical-Rhythmic) Learning Styles		
Estimate the Number of Students with Interactive Learning Styles		
Estimate the Number of Students with Visual Learning Style	* Will not have data	
Estimate the Number of Students with Haptic (Tactile) Learning Style	* Add multi sensory	
Estimate the Number of Students with Kinesthetic Learning Style	* Take out learning styles	
Estimate the Number of Students with Olfactory Learning Style (Smell)		
Estimate the Number of Students with Other Learning Style		
Indicate the Number of ESL Students		
Indicate Number of Title I Students	*Ask: Is this a Title I school? *Title I school or not Title I school	
Indicate Number of Students with IEPs/IFSPs		
Indicate Number of Gifted Students		
Indicate Number of 504 Students		
Indicate Number of Students with Other Special Needs		
Indicate Number of Students with Low Pattern of Achievement Low Achievers	*I don't think that teachers will know the answers to these. We encourage using a variety of techniques that address learning styles.	* Delete questions starting with <i>Indicate Number of Students with Low Pattern of Achievement through Level of Diversity in the Classroom in Terms of Age</i>
Indicate Number of Students with High Pattern of Achievement High Achievers		
Indicate Number of Students with Average Pattern of Achievement		
Level of Diversity in the Classroom in Terms of Age	* Percentage of High/Low	
Level of Diversity in Classroom in Terms of Achievement/Developmental Levels	* I don't think that teachers will know the answers to these. We	

	encourage using a variety of techniques that address learning styles	
	* Asked above	
Describe any Other Classroom Conditions (if any) That Cause the Teacher to Adjust Instruction in Some Way		
Other Suggestions		

ASSESSMENT FEEDBACK from Advisory Council

- Add convicted felon to survey
- Add Marriage/Single category
- STAR (Equivalent to EDFN 201) How do we handle that issue. Will students receive credit on the front end?
- Discussion about socio-economic status (How will you use the data)