

10-12-2017

## University of Northern Iowa Joint Teacher Education Senate Meeting Minutes, October 12, 2017

University of Northern Iowa. Joint Teacher Education Senate.

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Joint Elementary and Secondary Teacher Education Senate Meeting

3:30-5:00 pm, Thursday, October 12, 2017

Schindler Education Center room 309

Minutes

Welcome

**Present:**

**Elementary Senate:**

J.D. Cryer (Coordinator), Greg Bourassa (Professional Sequence), Melissa Heston (Early Childhood Education), Denise Tallakson (Elementary Education), Amy Lockhart (Clinical Experiences), Michelle Swanson (Music Education), Danielle Cowley (Special Ed.), Sarah Vander Zanden (Literacy Education), Islam Aly (Art Education), Carolyn Weber (Middle Level Education)

**Secondary Senate:**

Chad Christopher (Coordinator), Lyn Countryman (Clinical Experiences), Kyle Gray (Science Education), Barb Bakker (Physical Education/Health Education), Nicole Skaar (Professional Sequence), Kevin Droe (Music Education), Dianna Briggs (Business Education), Cathy Miller (Math Ed.)

**Absent:**

Kyle Rudick (Speech & Theatre Education), Merrilee Betts (Teacher Practitioner), Allison Boggard (Undergraduate Student Representative), Cathy Miller (Mathematics Education), Danielle Cowley (Special Education), Louren Kilburg (Undergraduate Student Representative), Olly Steinhorsdottir, Mathematics Education), Ben Forsyth (Chair, Teacher Ed. Faculty), Kimberly Hurley (Physical Education and Health Education), DeDee Heistad (Liberal Arts Core), Sheila Benson (English Education), Elizabeth Zwanziger (Modern Languages & TESOL), Lisa Millsaps (Social Science Education), Scott Greenhalgh (Technology Education), Courtney Lubs (Teacher Practitioner), Wendy Miller (Art Education), Amy Petersen (Physical Education/Health Education),

**Guests:** Vickie Robinson (Associate VP of Educator Preparation), Rob Boody (Director of Assessment)

## I. State Approval Visit Information

- Approval Visit Schedule
  - Classes
  - Individual Meetings
- Mission, Vision, Belief Statements (Conceptual Framework)

The Mission, Vision, Belief Statements (Conceptual Framework) - use as a foundation piece for our Education Program. Please review and see how it applies to what you are doing. Talk about class and syllabi with team visit members.

- Addressing Issues from 2010 Report
  - Governance, Faculty, Clinical, Assessment
- Provide open and honest feedback
- Exit Report on Thursday, Nov 16 at 10:00 AM, University Room, Maucker Union

Not enough diverse placements, closure of Price Lab. What does this do to our program now?

## II. Preliminary Feedback from IR

- Strengths
  - Conceptual Framework
  - Use of data
- Question Areas (more evidence)
  - 2+2 program
  - Reading in Content Area
  - Curriculum mapping
  - Level III (structure, consistency)
- Vickie was pleased that it was positive.
- Team visit is to really congratulate us on good work and help us move forward in areas that we need to improve.

- The team will meet with the Elementary Senate for 30 minutes and the Secondary Senate for 30 minutes.

### III. Returning Non Licensed Graduates

The Secondary Teacher Education Senate looked at a previous decision made by the Council of Teacher Education in 2009-2010 that for anyone requesting to return to UNI after an absence, that a committee of the Chair of Teacher Education, appropriate Department Head, Methods Faculty, and other pertinent personnel would meet to determine if the individual should have to repeat any coursework prior to being readmitted into the UNI Teacher Education Program.

- Discussion and motion?
  - Lit Ed.
    - If the person has a degree, and it is still being done,
  - Doc students--knowledge base has changed
  - Melissa--Praxis II--should they take and pass the content prior to starting program (Similar to Rapol).
  - Require both before starting program
  - Dianna--Committee meeting case by case. If content hasn't changed, don't have to retake it.
  - Kyle--how long is too long before they have to start this policy?
  - Dianna--It had been two years.
  - Chad--depends on the catalog they came in on.
  - Melissa--Have to consider state regulations
  - Danielle--Sp Ed--concern. This doesn't connect with those
  - Melissa--require a record analyst
  - Tiered policy depending on years.
  - Current policy is flexible, but it could lead towards inequitable.
  - UNI after an absence, must meet with a Coordinator of Education, to help determine procedure.
  - Michelle--And decision will be made on a discretionary, individualized, case by case basis.

- Barb--do they now have to meet the 2016 catalog? No, they just need to meet exhibit.
- Denise--Add licensure to the statement. Requesting initial license.
- Lyn--Could have started student teaching before flushed or they did get flushed. Depends on why they are coming back.
- Post BA candidates that get degrees elsewhere - what is the process?
- Chad - Students must meet with Coordinator of TE who would determine if individual should repeat any coursework - internally think of policy or tier - who so we need to bring in?
- Denise - concerned that wording doesn't say that students are requesting an initial license - add this wording.

#### IV. **Dreamers' Act**

##### Elementary Senate

The UNI Teacher Education Program supports the passage of the Dreamers Act.

Secondary Senate wanted the exact information.

##### **Dream Act of 2017**

This bill directs the Department of Homeland Security (DHS) to cancel removal and grant lawful permanent resident status on a conditional basis to an alien who is inadmissible or deportable or is in temporary protected status who: (1) has been continuously physically present in the United States for four years preceding this bill's enactment; (2) was younger than 18 years of age on the initial date of U.S. entry; (3) is not inadmissible on criminal, security, terrorism, or other grounds; (4) has not participated in persecution; (5) has not been convicted of specified federal or state offenses; and (6) has fulfilled specified educational requirements.

- Melissa--good to say what we support.
  - Lyn made the motion to pass the Dreamers' Act.
  - Melissa second
    - Motion passed.
    - The Dreamers' Act will be placed on the web page.

## V. Early Childhood Endorsement

The Early Childhood Division has decided to seek to add an ECE minor that would allow students to earn the Pre-K/K endorsement (103). Since we currently offer all the courses that the endorsement requires, we would like to go ahead and begin making the endorsement available by submitting the necessary paperwork to the BOEE. It seems to me that we would need TE Senate approval to offer a new endorsement, with or without the minor. The minor itself would go through the regular curriculum process.

•ECD to advertise an endorsement, pending BOEE approval, they already offer.

- Melissa
  - Described drop in ECE Major
    - K-6 major and add endorsement can be done in 4 years.
    - Extra major is an additional semester and a half.
    - PreK/K endorsement (103)
      - We would like to reinstate this minor
      - 14 extra hour minor
      - Upper early childhood courses
  - This might help get numbers up and feed into Master's program
  - Asking for permission to send the proposal to the BOEE, if they say it is okay then we will go through the curriculum cycle. No new courses will be a part of this.
  - Minor would not take until 2019.
  - They could start advertising for the minor now.
  - Minor is more for tracking.
  - Kevin--which majors could take minor--only K-6 major--BOEE requirement?
  - Similar to middle level major.
  - Doesn't require specialized student teaching.
  - Motion to approve the forward of the paperwork for the Pre K/K Endorsement (103) to BOEE
    - Dianna made the motion
    - Lyn seconded

- Denise--Students could still take major? Yes.
- Motion passed.

## VI. Praxis Core Data

- Collaboration between Academic Learning Center and the Office of Teacher Education
  - 2016-2017 Praxis Core Test Takers

There's a group of students that have taken this 6-7 times and they aren't doing any better. Is this a limit to the number of times this can be taken?

Many programs limit this to 2-3 times and then you're out. Those that do pass the core after 6 times don't do as well on the Praxis II.

## VII. Diversity Committee Update Annual Report--Goal #1

— “Helping our candidates be more adept in working with diverse students.”

- Who are “diverse” students?
  - Race and Ethnicity
  - Socio Economic Status
  - Gender and Sexual Orientation
  - Disability
- English Language Learners (ELL)
  - Data support

We are helping our students become more adept in working with diverse students.

### ● Next Steps

- Talk with principals, special education leaders, and former students
  - Coming out of our program, what do our candidates need to be able to do in order to successfully work with:
    - ELL students? Students with disabilities? Diverse

students?

— Curriculum Mapping

• Skills and concepts

— Introduced, reinforced, observed, and evaluated?

VIII. Clinical Committee Update - Clinical Standard Question

Charge from Elementary Teacher Education Senate

• *"We would like the clinical committee to investigate and clearly define issues of placements in the Cedar Valley area and develop concrete procedures for requesting field experience placement other than Levels I, II, III, IV. And Vickie will serve as an Ex. Officio member."*

• **What are the issues of placements in the Cedar Valley area?**

• **Next Steps**

— Discover what the field experience requirements are for meeting the major, minor, and each class

— Discover what placements are being made in the Cedar Valley area

— Develop and send out a Google Form to gather this information

IX. Diversity of Placement Question

Chapter 79

○ The unit and its school partners shall provide field experiences and student teaching opportunities that assist candidates in becoming successful teachers in according with the following provisions:

■ 79.14 (4). Candidates experience clinical practices in multiple settings that include diverse groups and diverse learning needs.

● Are we meeting this standard?

○ Are there any gaps or concerns?



- Most of field experiences are in the Cedar Valley; why do we have so many student teaching experiences here? Currently, we can have 75 student teachers here.
- Students come up with reasons to stay--financial reasons. Need to stay in job. Re-education of students of what is possible and what isn't possible to do in the Cedar Valley.
- ECE can put them in multiple classrooms--small program right now
- Heads up and edict from senates to not student teach. Students and parents put pressure on Dept. of teaching.
- NICL principals in many rural schools. Explain levels. All open to hosting Level III and student teachers. You will still teach in a 50 mile radius in Iowa City and ISU. We are under utilizing our rural schools.
- Bus to other schools?
- Community College in Storm Lake. Dorms for Level III.
- Texas level III. Students are lined up at 5:15 in the morning hoping to get placed in Texas for Level III as one of 25 students.
- Lyn made motion to:
  - Recommend that student teaching placements in Cedar Falls/Waterloo be reduced 33%. Effective fall of 2018.
  - Kyle seconded - Motion passed.
- Michelle made motion Dept. of Teaching share procedures of placing teachers in center. Melissa seconded.

## X. Name Tag Policy

Mr. Last name/first name?

▶ Ms. Last name/first name?

▶ First name and Last name?

○ Mr. Cryer

○ Mr. J.D.

○ J.D. Cryer

Something else?

XI. Teacher Education Assessment--- (Rob Boody)

The Teacher Ed Assessment System seems heavily weighted toward clinical experience.

- How does this work?
- Who assesses candidates and how are evaluators trained?
- Are candidates ever assessed on the standards in regular coursework?

XII. Associate VP of Educator Prep Update-Vickie Robinson

- Finishing up going to each department
  - Rob and Vickie have given overviews of state visit and Ed. Prep. at UNI. They have visited the departments.
- ELL workshop
  - 86 attended ELL workshop
  - Video link is coming
  - AACTE Data--34% somewhat comfortable with ELL
    - State not using it again.
  - Ryan Wise--ESSA
    - David Tilly going to call about committees and UNI on those ESSA process
  - AACTE--Waterloo and Paraprofessional with AA degree they are interested. Looking for funding.
  - Dan Cox in Charles City--80 students 5 UNI faculty going on purple UNI bus. We will have another one or two trips next semester.
    - TV and radio and newspapers covering it.

XIII. Upcoming Dates (subject to change)

**Elementary Senate**

November 2 Location CBB 310

December 7 Location CBB 319

January 11 Location CBB 319

**Secondary Senate**

November 16 Location CBB 319

December 14 Location CBB 319

January 18 Location CBB 319

February 1 Location CBB 319  
March 8 (Joint) Location SEC 309  
April 5 Location CBB 319  
April 26 Location CBB 319

February 15 Location CBB 319  
March 8 (Joint) Location SEC 309  
April 19 Location CBB 319  
May 3 Location CBB 319

**Teacher Education Convocation**

Wednesday, October 18, 4:00 PM, GBPAC