

5-5-2016

## University of Northern Iowa Secondary Teacher Education Senate Meeting Minutes, May 5, 2016

University of Northern Iowa. Secondary Teacher Education Senate.

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Secondary Teacher Education Senate Meeting  
3:30-5:00 pm Thursday, May 5, 2016  
319 CBB  
Minutes

I. Welcome

**Present:**

Chad Christopher (Coordinator, Secondary Teacher Education), Elizabeth Zwanziger (Modern Languages & TESOL), Kyle Gray (Science Education), Kay Weller (Social Science Education), J.D. Cryer (Coordinator, Elementary Education), Katheryn East (Teacher Education Faculty Chair), Ben Forsyth (Professional Sequence), Scott Greenhalgh (Technology Education), Kevin Droe (Music Education), Nadene Davidson (Clinical Experiences), Karen Sabey (Mathematics Education), Barb Bakker (ALT- Physical Education/Health Education), Sheila Benson (English Education)

**Absent:**

Courtney Lubs (Teacher Practitioner), Marilyn Shaw (Speech & Theatre Ed.), Cathy Miller (Math Education), Allison Bogaard (Student), Trey Leech (Physical Education/Health Education), Danielle Cowley (Special Education), Wendy Miller (Art Education), Dianna Briggs (Business Education)

**Guests:**

Rob Boody (Coordinator of Assessment), Nick Pace (Dept. Head, Educational Leadership & Postsecondary Education), Cindy Diehl Yang (Director, Center for Educational Transformation)

II. Approval of April 14 Minutes

Ben moved to approve the minutes and Kyle seconded. Minutes approved.

III. TESI

- Cindy – the listening tours will be completed tomorrow.
- The conversations have been fruitful at every location they've visited. The principals, superintendents and AEA's are delighted that we've spent time with them.
- Schools are looking for teachers that have a disposition which is focused on a lifestyle, not just a career choice. They want teachers that

have a passion for teaching and can relate to a broad audience – parents, administration, students, etc. They want teachers that have classroom management skills and consistency in how they do their job.

- Changing demographics - are students prepared for special needs in classroom such as mental health issues.
- Partnerships and engagements - teachers coming in need to be more engaged with what's happening in the school. They need to understand how school partnerships work.
- Nick –how could we be a more effective partner with the districts?
- The consensus is that teachers need to wear several hats or they won't be hired. This is being discovered in the student teaching world.
- Challenges – teachers are being prepared in more than one endorsement area but want to be out of school in four years.
- Schools are looking for Literacy Endorsement regardless of the major
- AEA 267 – they feel that teachers need to be fully engaged in the life of the school. Teachers are expected to contribute outside of regular classroom duties and not just work 8-4 for example.
- There will be a TESI Steering Committee meeting on May 13. The six focus groups will discuss what work will be completed in the summer and prioritize the logical steps for the pilot work planned for the fall. We need to keep the process moving and use the funds that the Provost has set aside.
- What is meant by piloting?
  - Cindy – Concept of continued growth – work with UNI graduates who are in their first 1-3 years of teaching – work with student teaching coordinators.
  - Nick – The focus areas will study the campus culture and take a survey of the campus in the fall to get a sense of where things are going.
- Chad asked if a report will be sent to the Board of Regents. Nick said TESI will provide a summary to the Provost in conjunction with the 12 minute overview that they have been asked to give to the Board of Regents and the Academic and Student Affairs Committee on May 16.
- Is the vision and mission set in stone? No, per Chad.

#### IV. 2017 Curriculum

HPE 4167 Cultural Competency for the Helping Professions. This class is an elective for the Health Education Teaching minor students and is being increased to 2 credit hours from 1 credit hour. This is to meet national accreditation expectations for diversity training.

Barb Bakker said very few would take this course. This would add another hour to their minor.

Scott moved to approve this change and Nadene seconded. Motion passed.

V. Field Experience Placement Requirements for All UNI Teacher Education Field Experiences

Handout was provided. The draft was from March 2011 and was revised this spring.

Elementary Senate tabled this.

What are your concerns?

Chad and JD would like this ready to go in September. This is something that the senates want but it isn't policy yet.

- #2 – posting on DOT website – member can't find this information
- Placement week – does everyone follow this timeline? No. Chad said this is a good discussion for everyone as to how it effects their teaching with Level III being held at same time. If you are teaching in a sequence this could be a problem.
- Math – it would be hard for a student to miss a week of class if a week long model was adopted
- Science – it would be hard for a student who has courses with labs if a week long model was adopted.
- Some schools are on trimesters and some are on semesters.
- Can't place students until certain of teacher's schedule.
- Question – Do the Elementary and Secondary Senates always have to agree? No, per Chad. If you are in Elementary you would follow a certain policy and if you are in Secondary you would follow another policy.
- For new faculty it would be great to have something that applies for everyone. They need to know that students don't set up the field experience process themselves.
- Feedback should be sent to the Coordinator of Assessment.
- Many instructors were angry because they didn't know about the one week Level III experience.
- We need a coordinator for all Field Experiences.
- JD and Chad spoke with Dept. of Teaching about the protocol for recruiting – placing locally and in our center. Maybe there could be a point person for each building.
- It is good for both sides of the process: UNI and schools and partnerships.

## VI. Secondary, K-12, Level III Guidelines

Handout was provided.

Discussion points:

- There is a flyer with description for what each of the Levels looks like. We have to use this. We need to make sure that all teachers see this.
- A better understanding of Level III guidelines is needed and should be sent out electronically.
- Per Rob, the average number of field experience hours all candidates had was 95.
- Are the evaluations stored on UNITED and is this information available now. Not yet per Chad.

Kay moved to adopt both documents with corrections and Sheila seconded. Motion passed.

## VII. UNI Educator Preparation Program Mission and Vision

Handout was provided.

Katheryn has been leading the charge and a work group was put together.

Elementary Senate has approved the conceptual framework in general.

- Elementary Action
- “Accept the process with the understanding that there is still work to be done namely more language regarding students and learning. And these are living documents subject to change.”

Feedback?

- Will there be TESI money this summer?
- It would great to have two representatives from Secondary in the group.
- It is expected that both senates will have changes. The document will come back to the senates in the fall and can then be approved. We will review in September.
- Committee will be formed over summer to continue work on the refinement of the mission, vision and conceptual framework and there will be a report in the fall to reflect the work completed over the summer.

Motion was made by Nadene to refine mission, vision and conceptual framework. Ben seconded. Motion passed.

VIII. Teacher Education Faculty Meeting Feedback and Approval

a. Conceptual Framework/Belief Statements

IX. Director of Assessment

- Rob will send the public report to everyone.

X. 2015-2016 UNI Teacher Education Program Accomplishments

- JD read the 2015-2016 Teacher Education accomplishments and will send to everyone.
- Rob is finalizing 2016-2017 goals and will send out.
- Web site – there will be definitions and links for students and faculty. A list of items students need to know before interviewing will also be placed on the web.
- Governance survey report – ask faculty how they feel the governance structure is working.
- State Accreditation Annual Report – Goals from last year – here's what's been done.

XI. Announcements

**Have a great summer!**