

1-15-2015

University of Northern Iowa Elementary Teacher Education Senate Meeting Minutes, January 15, 2015

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Recommended Citation

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Elementary Teacher Education Senate
3:30-5:00 Thursday, January 15, 2015
319 Curris Business Building
Minutes

Welcome

Present: J.D. Cryer (Coordinator, Elementary Teacher Education), Tony Gabriele (Professional Sequence), Linda Fitzgerald (Early Childhood Education), Merrilee Betts (Teacher Practitioner), Chad Christopher (Coordinator, Secondary Teacher Education), Katheryn East (Chair, Teacher Education Faculty), Kim Miller (Special Education), Katlyn Anderson (Student), Michelle Swanson (Music Education), Matt Webb (Mathematics Education), Ellen Neuhaus (Liberal Arts Core), Sohyun Meacham (Literacy Education), Amy Lockhart (Clinical Experiences), Deockki Hong (Physical Education and Health Education), Allison Barness (Elementary Education-ALT), Lynne Ensworth (Middle Level Education)

Absent: Chris Schulte (Art Education), Denise Tallakson (Elementary Education)

Guests: Rob Boody (Coordinator of Assessment), Becky Hawbaker (Coordinator, Student Field Experiences) Lyn Countryman (Coordinator, Student Teaching)

Approval of December minutes

Tony moved to approve and Lynne seconded. Minutes approved.

Meeting Business

edTPA data—Dr. Lyn Countryman

Lyn Countryman, Coordinator of Student Teaching, presented information via PowerPoint on:

edTPA Data from Fall 2014 Student Teachers

- All 249 fall student teachers completed the edTPA (Educational Performance Assessment). These were scored locally.
- Of those taken, approximately 60% of students passed the first time with at least a 3.0 score in each area: Planning, Instruction & Assessment.
- Approximately 38% scored between a 2.0-2.9 in at least one area and needed remediation.
- 2% scored below a 2.0 in at least one area and needed a complete redo.
- Of the 249 students, 66 students elected to have their edTPAs nationally scored. This is being paid for by the Teacher Quality grant. Results are still in process.

- This spring semester, all student teachers will have their edTPAs scored both nationally and locally. This is being paid for by the Teacher Quality grant.

edTPA results, if we used the State's recommended 2.8 as passing score

- 74% of students would require no remediation
- 25% of students would require some remediation
- 1% of students would require a hard re-do
 - This is based upon local scoring.

Dr. Countryman would like:

- Data to be analyzed at the department level.
- The Elementary and Secondary Senates to set a specific passing score for local rating (The state sets 2.8 as passing score).
- Continue to discuss ESAs and make recommendations on current assignments and request additional ones to be developed, implemented, and assessed.
- Once national scores are available, use all the data from local ratings, national scores and ESA scores to make recommendations on licensure requirements.

Questions and comments about the edTPA and process

- How will remediation happen, especially if scores are late in coming back to the student?
- Some senators feel that it is important to get opinions from students.
- A member asked if faculty members have access to the raw data.
- Rob indicated he needs a specific "passing score" for edTPA so he can add this to the UNITED system for students. This needs to be decided at the Joint Teacher Education Senate Meeting in March.

EDPSHYC 3148 Learning & Instruction in Classroom Contexts
Consultation Presentation

- 3148 team would like to change the title of the course from "Learning & Instruction in Classroom Contexts" to "Learning and Motivation in Classroom Contexts". The team feels this **"Title change will better communicate the content of this course to students and others outside the department. Some mistakenly assume that this course is a teaching "Methods" course. Removing the word "instruction" and replacing it with "motivation" will clearly distinguish this course as an educational psychology course focused on the psychology of the learner."**

In addition, the team would also like to eliminate the required co-requisite TEACHING 3128 field experience that is currently associated with this course. The team feels that **"Eliminating the required co-requisite TEACHING 3128 field experience will also help in this regard. Currently the co-requisite is not enforced uniformly for all students (e.g., transfer students) anyway, so justification for continuing to include it is problematic on principled grounds. While we are not**

opposed to students being encouraged to take the TEACHING 3128 field experience at the same time they are taking 3148, we do not think it is necessary to require this since it is not required of all students. Removing this co-requisite will also allow for added flexibility in considering alternative placement of the EDPSYCH 3148 course in the professional sequence. For that reason, we also propose removing the co-requisite/prerequisite MEASRES 3150, since this course is currently a co-requisite of TEACHING 3128.”

- J.D. distributed the Curriculum Change forms and requested that each department look at this proposed change and give any feedback to the Department of Educational Psychology and Foundations via Form J— Consultation form (also distributed at the meeting).
- Much discussion occurred following this presentation.

Response to U.S. Dept. of Ed’s Proposed Regulations for TEP

- Reminder to complete all response letters by Monday, February 2, 2015

Diversity Committee

- Would like to use a new survey they have developed to gain information on the diversity of field experience placements for our students.
- Becky informed the group that many of the items on the survey will be incorporated into new online forms classroom teachers fill out for our students. These new online forms are being created for the UNITED system and will be ready for implementation in the fall.

TEF-ADMIN List-serve

- This list serve will be used by J.D. and Chad to send important notifications to the group. TEF-ALL will be housed with the Chair of the Teacher Education Faculty and still be used for faculty communication.

Upcoming dates (subject to change)

Elementary Senate

February 5
March 5
April 2
April 30

Secondary Senate

January 22
February 19
March 5
April 16
May 7