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University of Northern Iowa Secondary Teacher Education Senate Meeting Minutes, December 19, 2013

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Secondary Teacher Education Senate
3:30-5:00 Thursday, December 19, 2013
319 Curris Business Building
Minutes

I. Welcome

    Present: Chad Christopher (Coordinator, Secondary Teacher Education), JD Cryer (Coordinator, Elementary Education),Terri Lasswell (Clinical Experiences), Kay Weller (Social Science Education), Rick Knivsland (Art Education), Kyle Kramer (Student), Dianna Briggs (Business Education), Cathy Miller (Math Education), Katheryn East (Teacher Education Faculty Chair), Amy Petersen (Special Education), Kyle Gray (Science Education), Trey Leech (Physical Education/Health Education), Elizabeth Zwanziger (Modern Languages & TESOL), Kevin Droe (Music Education), Sheila Benson (English Education-ALT), Rob Boody (Director of Assessment & Professional Sequence-ALT)

    Absent: Marilyn Shaw (Speech & Theatre Education), Ben Forsyth (Professional Sequence), Doug Hotek (Technology Education), Courtney Lubs (Teacher Practitioner)

    Guests: Ariel Aloe, Assistant Professor (Ed. Psych & Foundations)

II. Approval of minutes for November 21, 2013

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

III. New Business
    a. CAEP

        The discussion covered the following points:

        There is a general list at this point with regards to the leadership team for COE. The standards were discussed at the summer retreat with regards to the national set of standards and if UNI would be part of this. The document where the rubrics for CAEP have been filled out and how UNI would fit into this. The Dean can talk more about this at a later time.

        Rob will go to spring CAEP conference at the end of March. Make a list and Rob can ask the questions while he is there.

IV. Update on matters arising at the State (Christopher)
    If you want to be part of state visit in 14-15 the deadline is Jan 1.

V. Update on Teacher Education Executive Council (Christopher)
   a. Reports from TE Advisory Boards

   The majority of the meeting time was spent on this.

VI. Update on Teacher Education Faculty Meeting (East)

   Two discussions in the past have centered on evaluating Teacher Education candidates in the Teacher Education Program. There was talk about setting up meetings to discuss critical performance relating to ESA's. Rob will also provide details on the information he is collecting and why. National accreditation which includes CAEP was discussed and faculty are encouraged to participate in May.

VII. Old Business
   a. Praxis I/Praxis Core Cut Scores Philosophy
      i. Passed by Elementary
         Rob still doesn't have any more data from last time. Praxis opened testing windows but scores won't be available until after first part of January. There have been conversations with ISU and U of I so all three universities can stay together regarding scores.

         Students are encouraged to take the PLT exam soon after Level II. Someone mentioned that what was learned in Methods was so content specific that it wasn't relevant to the Praxis (PLT) test.

         It was mentioned that students get stressed if they wait to take the test while they are student teaching. Taking the test earlier would be better in case they have to retake the test. Chad feels we should push students to take the test before student teaching. Students who are student teaching in spring know they were supposed to take it. Chad and JD got the word out but maybe we should talk to students more as when to take the PLT. With regards to content, the later the better.

         As more data is gathered we can ask individual departments to encourage students to take the test right after Level II but before Level III. This will break up the financial concern as well.

Rob suggested having a few PLT review and coaching sessions.   He felt it would be nice to have someone that has taken it recently and passed to inform students of the feelings they had about the test. If a student was explaining to them that they felt prepared it may diffuse some of the anxiety for others taking the PLT. Rob will send a link to the website information.

b. InTASC—(VOTE) to update all TE classroom syllabi with new InTASC standards by fall of 2014.

Handout was provided.

People need to compare new to old InTASC standards.

Dianna moved to approve the accepted recommendation and Terri seconded. Motion passed.

Chap 79 will require new InTASC standards.

Rob said in the past the program has not asked faculty at different levels to have common assessments. Everyone does edTPA or TWS in the end. When Stanford came, 20-30 faculty from Level III discussed possibilities. What is being asked is that faculty look at the general concept. Small things can lead to high leverage points. Rob indicated that through evidence and partners in the field, students could use more preparation. We need to view student work and based upon that decide what students know conceptually and where to take them next.

If we select a common assessment each content area would put in their own specific work but within a framework.

Debra Ball's work at the University of Michigan was mentioned where student assessments are given but they are non-course embedded.

Someone asked how we envision this contributing to the program. If a student takes a test and fails, then what?

Chad and JD sent out pilot examples. If you want to be part of the pilot let them know. Using common formative assessments at different parts of our program to help our students is what we need to decide.

Rob indicated that we need to prepare our students to teach and to be able to tie to EDTPA and final assessments.

Someone asked if there is a timeline and Rob said it is an ongoing process. This is a pilot at this point pertaining to what was developed with help from Stanford.

Someone asked who will be piloting and who will be scoring.

Per Rob it will be in spring and Lyn C. is heading this.

Some members would like to see evidence that this will benefit our students.

Rob stated that embedded signature assessments came from Stanford. When students first took the edTPA they didn't do well; they got it dropped on them. TWS students didn't do well at first either.

Per Chad the idea is to have the concept of having signature assessments throughout the program. Then when we get to the specifics of each course they will be reviewed later.

edTPA—(VOTE) to establish pilot ESA's into our assessment system.

Cathy moved to establish pilot ESA's into our assessment system and Kay seconded. The motion carried.

VIII.   New Business
   a. Center for Educational Transformation (CET) Director Update (Vanderwall/Boody)

   Per Rob as part of the search committee the name of the candidate has been forwarded to the Provost. It is hoped that the person will be contacted today with an offer.

   b. Teacher Education Advisory Board Reports (Christopher/Cryer)

   Blue handout was provided.

   October 24, 2013
   The consensus was that students feel very prepared to teach their first year.

Students like it when instructors give examples from their own PK-12 classroom teaching experiences. They singled out the PLS teachers they have had teaching.

With regards to improving communication methods, students prefer separate elementary and secondary lists serves. They use email and Facebook but don't use bulletin boards or Twitter.

Elementary students hear about Teacher Education announcements in their classes, secondary do not.

With regards to the Teacher Education Program, students like UNI and knew they wanted to be a teacher.

They didn't realize there would be so many field experiences. They would like to know before they register for work. Someone asked if this was more from elementary or secondary. Chad said it is from both. The talk was adding more credit to field experiences since students feel it is a lot of work for just 1 credit hour.

With regards to technology students would like to see faculty use/model technology when teaching. They would also like more access to technology for trial and error – practice.

External Advisory Board – Nov. 15, 2013 (JD)

Students are strong in content knowledge and pedagogy is good.

Students are well mentored and glad they are getting All Science so they can teach in multiple areas.

Students feel comfortable returning to talk with faculty.

We take pride in what we do and what is produced.

JD feels that we need to be in schools often rather than waiting to last year to do the 60 hours.

Chad said local teachers would love to see us in the classroom besides field experience.

With regards to collaboration, students also need soft skills/social skills to know how to deal with parents and deal with conflict.

c. School Improvement Network /PD 360

The overall feeling was that there are many videos that are more general and not good for courses in the Professional Sequence. The modeling isn't how we want our teachers to teach. There aren't any examples of student centered instruction. The free information is better.

d. Secondary Classroom Management

Be aware of backside of yellow of yellow handout regarding Chapter 79 rules.

Under 79.15 (7)
The team strongly recommends that the program develop a separate Classroom Management course for secondary education candidates.

e. Secondary Reading in the Content Area

Under 79.15(6)
The team strongly recommends that the program develop a separate Reading in the Secondary Content Areas course for all secondary education students.

Someone mentioned a link between classroom management and teacher burnout. We have evidence to support the need for classroom management. Chad will keep this topic on the agenda for next time.

f. Other……

Meeting adjourned at 5:06.

IX. Upcoming dates (subject to change)

Elementary Senate	**Secondary Senate**
December 5	December 19
January 16	January 23
February 6	February 20 (CBB 323)
March 6	March 27 (CBB 323)
April 8	April 17
May 1	May 8