Teacher Education Executive Council  
May 18, 2012  
11:00    Seerley 119

Agenda

Status reports and Updates

1) Field Experience Transition Team progress (Cherin and Melissa)  
   - field experience planning  
   - compensation model  
   - Level I and II field experience "enrollment" situation

2) Update on filling Administrative positions in Teacher Education (Dwight)

3) Changes in Praxis I (entrance) and Praxis II/performance assessment (exit) requirements as a result of state legislation

4) communication options: TE student listserv (new), facebook posts, web page

Discussion

1) Pride Store for Alumni Educators (Connie Hanson)

2) Extraneous field experiences (mostly elementary methods) impact on Level I and II field experiences in the metro area

Possible guidelines for determining if an exception should be made for faculty who want to have their students complete "supplemental" field experiences in fall 2012 (i.e., experiences not associated specifically with Level I, Level II, or Level III, or the Phase I and Phase II in special education):

- Any field experiences received an exception must take place in either the Waterloo schools or in surrounding communities.
- The faculty member seeking the exception must work collaboratively with Becky Hawbaker and the school principal to determine whether or not the field experience can be accommodated in light of increased need for Level I and Level III placements in the Waterloo and other schools.
- The principal will support the placement of Level I and Level III placements fully, in addition to any supplemental placements.
- The principal must write a brief letter specifically requesting that the exception be made. The letter would be sent to the two teacher education coordinators, and be forwarded to the clinical transition team for consideration.
- Supplemental field experiences could not take place during a Level III "participation week", i.e., the week-long immersion experience used for Level III students at the elementary level, and in both English and Social Sciences.

If there is agreement among us on the guidelines, then they could be distributed to the Clinical Transition Team for further review and possible approval.

3) Planning for TE transformation - the process
4) R & D model

The new model for R&D is now called the “R&D Center for Educational Innovation”. We might start with what the President has promised at this point, rather than try to build upon the work done for the previous R&D school. Melissa and Cherin have concerns that implementation of the President's vision will draw critically needed resources away from Teacher Education, unless it is done entirely on soft money or through a special line item appropriation. It's really an R1 concept/model and seems to go far beyond the center Randy Pilkington developed for CBA. Would UNI be contracting out work to other universities and independent faculty? It seems doubtful that our current faculty could add this effort to their workload in any significant way. Are we looking at an IMSEP type structure?

Next Executive Council Meetings
May 31 3:00

Teacher Education Senate Meetings - Fall 2012

Planning ahead

Elementary Education Senate
September 6
October 4
November 1

Secondary Education Senate
September 20
October 18
November 15

December ??