Secondary Teacher Education Senate Meeting
3:30-5:00 Thursday, December 14, 2017
CBB 319
Minutes

I. Welcome

Present:
Nicole Skaar (Professional Sequence), Dianna Briggs (Business), Cathy Miller (Math), Wendy Miller (Art), Amy Petersen (Special Education), Barb Bakker (PE/Health), Allison Bogaard (Undergraduate Student), Chad Christopher (Secondary Coordinator), J.D. Cryer (Elementary Coordinator), Nadene Davidson (Clinical Experiences-ALT), Sheila Benson (English), Scott Greenhalgh (Technology and Engineering), Kevin Droe (Music), Elizabeth Zwanziger (Modern Languages & TESOL),

Absent:
Courtney Lubs (Teacher Practitioner), Kyle Rudick (Speech & Theatre), Kyle Gray (Science), Lisa Millsaps (Social Science), Ben Forsyth (Educator Preparation. Faculty Chair)

Guests:
Rob Boody (Director of Assessment)

II. Approval of November 16 Senate Meeting Minutes (Electronic)

Approved electronically with feedback

III. Three Course Requirement Question
Requirement for admission to program:
- Have completed College Writing and Research (ENGLISH 1005) or equivalent with a C- or better
- Have completed Oral Communications (COMM 1000) or equivalent with a C- or better
- Have completed the Liberal Arts Core Category 1C (Quantitative Techniques & Understanding) with a grade of a C- or better

History
- Developed in the 80s based upon the old LAC prior to PPAT (praxis core)
- After PPAT was required, the thought was that the writing course could be used as a prep for test.
- Additionally, if a student failed a PPAT test, courses could be used as proof of remediation and the student would not have to retake the test.

Current
- Praxis Core (Reading, Writing, Math)
  - No remediation possibilities. Students have to retake
  - Check for basic skill competency/not Oral Communication
- Difficulties with transfer students and equivalency
- Really slows down process of admittance
- Other schools don’t have this requirement
  - Iowa, ISU, Coe, Wartburg

Question
- Do we still need this requirement?

Concerns from senate members:
- Hard to match to LAC
- Problems with transfers and 2nd BA’s
- ISU, U of Iowa, Wartburg and COE were checked by Chad and none of them have this issue.
- No action required – just a discussion to take back to group
- Do we still need this req. for admission to TE?
- How does it interact with a new LAC?
This slows down admission for transfer and 2\textsuperscript{nd} BA. This is the best way for students to pass praxis. Recommendation through advising to take LAC right away and then take Praxis.

- Recommendation through advising to take early coursework.
- Wendy- It is good to have three courses to help prepare for Praxis Core

- What about those students who 2 years ago took courses at another school? Are students going to be prepared?
- Kevin-What are the effects of taking away requirement?
  - Chad – students may not do as well on Praxis—they may not be prepared for Praxis Core Exam. If advising handles all of this it should still work out fine.
- JD – We could keep Oral Communication.

- Could we suspend the requirement for three years to see if there is any correlation between requirement and Praxis Core pass rate?
- How many students are we talking about that may be effected? Per JD, 10-20 out of 500 total of the year. Registrar has to do equivalency checks.

IV. Feedback from advisors about Post BA students

Comments about the post-baccalaureate/teacher licensure students sometimes finding timely completion of requirements difficult due to sequential requirements that sometimes have "external" prerequisites (e.g., Praxis Core) that can require several months or more to complete.

Concerns from Senate members:

- Taking level II and III at the same time.
- Why aren’t post BA’s getting the help they need?
- Dept. not having the paperwork required when a student has a degree and would like to come back to be a teacher.
- No advisement report to help out advisors. We need a new kind of system to help us with this process.
- How can we help students finish in a more timely fashion?
- A lot of time is spent and students don’t have records on file, UNITED is empty. There should be a different system.
Students are getting a second career in many disciplines. This is a whole new service to our profession…would like to see something done.
Higher Learning Commission – MA can only teach BA.
Schools won’t pay with no teaching experience. Get a job and then get MA. We don’t have an MA that leads to licensure.
UNITED – populate what they need as a different listing?
Elementary licensed teachers that want to teach HS.
People across campus don’t know what to do. They get shuttled around.
Identify Post BA students early and put them on a list.

V. Returning students policy

Anyone requesting to return to UNI, to finish a teaching degree and get licensed, after a one semester absence or longer must meet with a Coordinator of Teacher Education. The Coordinator of Teacher Education will work with the appropriate Department Head, Methods Faculty, and other pertinent personnel to develop a plan on an individual basis for completion of the student’s degree.

At Joint meeting this was discussed.
Old Council of TE had and it has been reworked
Why one semester away?
Chad – we want to make sure and find out when trainings were – OSHA – High Risk, etc. Need to know we are on the same page.
Suggestion that one semester or more should be added to statement
  o Dianna moved to approve with the edit – Wendy seconded – Motion approved.

VI. Teacher Education Assessment Subcommittee—Recommendation

Recommendation to the Senate:
To establish a group to review, analyze, and operationalize InTASC Standards for performances, essential knowledge and skills, and critical dispositions in relation to our 6 program beliefs.
This group will be representative and open to all that are interested.
This group would be similar to the new group working on defining a new LAC.
Chad asked Rob if he had comments and he asked Chad to discuss.
This would be a subcommittee of the two senates – belongs to elementary and secondary together – to move things forward
At state level we are held to INTASC standards. Need outcomes and how are we measuring it.
Belief statements were changed to outcomes per Rob.
We will be asking for volunteers.

VII. What is the status of TESI Curriculum Group?
Have they been meeting?
Leigh Zeitz and Deb Gallagher reported on this way back last spring but we haven’t heard any updates since. Nicole – Disconnect between Ed. Prep. and senates?
Disappointment that nothing has come about. What is the future of this?
Chad asked if the senate would like Deb and Leigh to come and talk to the senates.
Chad will follow up with Vickie and ask her to report to us in January since this is under her purview.
Amy has a report from Leigh and Deb that Chad asked her to send directly to him.

VIII. Teacher Education Diversity Subcommittee Update
Help our candidates be more adept in working with diverse students
• What does “diverse student” mean?
  • Race/ethnicity, SES, gender/sexual orientation, disabilities
• What would our candidates need to know in order to work with
  • English Language Learners?
  • Students with disabilities?
• Goal
  • Meet with Ed Prep faculty
  • Meet with local teachers and administrators
  • Meet with “Breaking Barriers to Teaching and Learning Award” winning schools.
  • Create survey to send out to administrators statewide
    • What skills do they believe new teachers should have in regards to these two areas?
Help our candidates be more adept in working with diverse students
• Identify outcomes
• Connect outcomes to standards
• Determine if we teach these skills
• Determine where we teach these skills
• Determine the scope and sequence for our program
• Work for systematic and consistency within our program

• Charges - students to become more adept with diverse populations.
• What would our candidates need to know in order to work with ELL? Students with disabilities?
• Goal – meet with Ed. Prep faculty
• Meet with local teachers….
• Make worthy of statement on Teacher Education Vision statement
• Find a way to empower methods instructors – make broader than a few courses.
• Who is on committee? How often does the group meet? JD said they met twice and he will provide further details.

IX. Admission Requirement Deadline for Application Update

Admission to the UNI Teacher Education Program happens on a continuous basis. We do have some target dates to meet registration times. For those wanting to take Level II coursework in the spring semester it is required that you have Praxis Core results and application to the office by October 1. There is no guarantee that applications submitted after this date will be processed in time for fall registration times. For those wanting to take Level II coursework in the summer or fall semester it is required that you have Praxis Core results and application to the office by March 1. There is no guarantee that applications submitted after this date will be processed in time for spring or summer registration times. Transfer students must be particularly vigilant in meeting this date requirement. It is advised that all transfer students bring passing Praxis Core scores with them to campus and submit these to the Office of Teacher Education before or during the first week of classes.

Admission to the UNI Teacher Education Program happens on a continuous basis. We do have some target dates to meet registration times. For those wanting to take Level II coursework in the spring semester it is required that you have Praxis Core results and application
to the office by **September 15**. There is no guarantee that items submitted after this date will be processed in time for the following semester. For those wanting to take Level II coursework in the summer or fall semester it is required that you have Praxis Core results and application to the office by **February 15**. There is no guarantee that items submitted after this date will be processed in time for the following semester. It is advised that all students, including transfer students, submit their application and Praxis Core scores to the Office of Teacher Education before or during the first week of classes.

Dianna moved to approve the date changes and revisions in yellow above and Nicki seconded – Motion passed.

X. **Curriculum Change Reminder**

a. Please remind your department as they start to develop changes to the curriculum for the 2019 catalog to consult with Educator Preparation.

Need items by mid Feb. so Curriculum Committee can review 2nd Thursday in March for Joint senate; we will have everything ready to go.

XI. **Associate VP of Educator Prep Update-(Vickie)**

Not present

XII. **Upcoming Dates (subject to change)**

**Elementary Senate**

- January 11 Location CBB 319
- February 1 Location CBB 319
- March 8 (Joint) Location SEC 309
- April 5 Location CBB 319
- April 26 Location CBB 319

**Secondary Senate**

- January 18 Location CBB 319
- February 15 Location CBB 319
- March 8 (Joint) SEC 309
- April 19 Location CBB 319
- May 3 Location CBB 319