

Elementary Teacher Education Senate Meeting
3:30 - 5:00 Thursday, April 28, 2016
Minutes

I. Welcome and Introductions

Present:

J.D. Cryer (Coordinator), Benjamin Forsyth (Professional Sequence), Linda Fitzgerald (Early Childhood Education), Denise Tallakson (Elementary Education), Clay Edwards (Middle Level Education-ALT), Islam Aly (Art Education), Kim Miller (Special Education), Olly Steinhorsdottir (Mathematics Education), Renae Drey (Student Representative), Katheryn East (Chair, Teacher Education Faculty), Chad Christopher (Coordinator, Secondary Teacher Education), Deockki Hong (Physical/Health Education), Michelle Swanson (Music Education)

Absent:

Amy Lockhart (Clinical Field Experience), Merrilee Betts (Teacher Practitioner), Soyhun Meachum (Literacy Education), DeeDee Heisted (Liberal Arts Core), Lynne Ensworth (Middle Level Education)

Guests:

Susan Dobie-Roberts (UNI Health Education Division)
Nick Pace and Cindy Diehl-Yang (TESI)
Rob Boody (Coordinator of Assessment)

Dr. Aly Islam recognized for defending his dissertation!

II. Approval of April 7 Senate Meeting Minutes

Ben made a motion to approve the minutes.
Olly seconded the motion.
Motion passed.

III. UNI Curriculum Process

Guest--Susan Dobie-Roberts provided a background to explain:

- a. Changing HPE 1101 Introduction to Public Health from 1 hour to 2
Susan explained there would be a very small impact on minors. Majority of students take Susan's capstone course in the summer that allows for double dipping with this course.

Michelle made motion to accept the proposal.

Linda seconded the motion.
Motion was approved.

- b. Changing HPE 4167 Cultural Competency for the Helping Professions from 1 to 2 hours

This course is a requirement for Health Promotion majors but it is an elective for Health Ed teaching minors. They can take this if they would like. It would be an elective and be listed that way, so the student would be able to see the course and make the choice among all of the elective opportunities.

National accreditation is requiring HPELS to increase diversity training for the Health Promotion major, but they can't offer two different courses for the different divisions within the department.

Linda made a motion to accept the proposal.
Ben seconded the motion.
Motion was approved

IV. Vote

- a. Field Experience Placement Requirements for All UNI Teacher Education Field Experiences

Concerns related to items

#2--ECE and written agreement

#3--Would like more feedback from the Department of Teaching for this area

#4--We should delete this one. It is covered by #1

#5--ECE and appropriate license

#10--Questions related to cross campus before admittance to TEP?, #11 and #12

#11 - Placement records gathered and maintained by home department kept in home dept.

#12--concerns with level III Rubric for eval students in early child. No reliability of mentor teachers in completing this evaluation of our students. Concern for Elementary Education only having one person in charge of the entire Level III experience and evaluation with over 150 students in Level III participation week.

Senate decided to table this vote until the fall of 2016.

- b. UNI Educator Preparation Program Mission, Vision and Conceptual Framework/Belief Statements

JD asked senators to look at the 6 specific areas associated with the Conceptual Framework and give approval/vote that these are reasonable. When you look at the 6 areas would you be willing to approve?

It was recognized that much of what needs to be done with the final Mission and Vision would be impacted by the wording of the Conceptual Framework and vis-versa. Based upon this, the conversation moved into thoughts on the preliminary approval of the Conceptual Framework/Belief Statements (see point V. below).

V. Teacher Education Faculty Meeting Feedback and Approval
a. Conceptual Framework/Belief Statements

Ben had concerns that the word pedagogy is there but there isn't a description about the clientele that we are teaching. Needs stronger language towards students and that we will be training teachers to teach. Need to include students in this somehow. For the most part it is overbearing on pedagogy. Need to note the strong Professional Sequence that we have at UNI. Need to include for #1 - Competent educators must deeply understand their content knowledge, teaching and learning and appropriate pedagogy. #2 - Content, learning, and pedagogy occur in practical settings. #3 - Should include individual differences as well.

Benjamin made the motion to accept the process with the understanding that there is still work to be done namely more language regarding students and learning; these are living documents subject to change.
Olly seconded the motion.
Motion passed.

VI. Updates
a. 2016 Data Day Recommendations
b. TESI

Nick provided a handout for what they gave to Linda Fandel and Director Ryan Wise at a meeting on April 20, 2016.

There was a TESI meeting last week where Mary Losch from the Center for Social and Behavioral Sciences presented two research studies devoted to principal, instructional coaches, and beginning teachers perceptions on the UNI Teacher Education Program.
Those themes from these reports provide a great connection to the work done by TESI.

Nick explained Listening Tours that have taken place through the AEAs - 7 of 9 AEAs have been visited. AEA 267 is next Wednesday.

Discussion points from Listening Tours:

- We have heard a lot about dispositions.

- Urban Education Administrators indicated that if people can't or won't form relationships with teachers, students and families they are of no use to them.
- Classroom management
- Some comments about technology use
- New teachers don't need to be experts in apps or software - more open- they have a disposition to learning.
- Need for faculty to model strong instructional strategies - technology use. Courses in LAC
- Connections to standards - Iowa Core--standards-based/referenced grading
- Thank you for coming out and asking them. This hasn't been done before. Western Iowa appreciated UNI paying attention to their area

There will be a TESI meeting on May 13 where Focus Area Teams will decide logical next steps for summer work, piloting and testing ideas more in the fall. TESI 6 focus areas are working and waiting to see where TE lands on mission vision conceptual framework to see how to drive the focus areas.

Concern from senators with who will make decisions for the TEP--TESI or Senates?

There will be commonalities between TESI and Mission/Vision/Conceptual Framework of TEF and TE Senates. JD said senates are governing bodies to make decisions.

Rob concurred. The senates are made up of representatives of all Teacher Education faculty and all decision on curriculum and policy go through the senates. In order to become operational, curriculum and policy must be approved by the senates. Additionally, with the subcommittees, Teacher Education Faculty meetings, advisory boards, and data day, for example, there is much openness to what is being discussed so many people can be involved in shaping the TEP.

- c. Director of Assessment
- d. Executive Council

Discussed Self Study Process

Discussed Associate Vice President for Educator Preparation

- Senators had questions for job duties of this position. How does it compare to what JD and Chad do? JD said it would be a visionary leader. Someone who can lead and make sure all the work of TEP and TESI gets completed.
- Provost indicates it would be an internal hire. There is already money set aside for the position. Additionally, there would be course release for the person.

VII. 2015-2016 UNI Teacher Education Program Accomplishments was distributed

VIII. Upcoming Dates (TBD)