

**Elementary Teacher Education Senate Meeting**  
**3:30-5:00 Thursday, December 13, 2018**  
**SEC 304**  
**Minutes**

**Present:**

Allison Barness (Clinical), Merrilee Betts (Teacher Practitioner), JD Cryer (Coordinator of Elementary Education), Denise Talkason (Elementary Education), Rick Knivslund (Art), Chad Christopher (Coordinator of Secondary Education), Olly Steinhorsdittier (Mathematics Ed.), Louren Kilburg (Undergraduate Student), Carolyn Weber (Middle Level), Betsy Zan (Early Childhood), Greg Bourassa (Professional Sequence), Kimberly Hurley (Health/PE)

**Absent:**

Sarah Vander Zanden (Literacy Ed.)

- I. Welcome
  
- II. Approval of November 15, 2018 Senate Meeting Minutes (Electronic)
  - A. Cleaned up September Minutes
  
- III. Old Business
  - A. Educator Prep. Task Force--Update
    1. Met on December 12th. Scott Ellison and Danielle Cowley will be co-chairs. Jenny Becker is Secretary.
    2. Discussed building the committee, charge and process
  - B. Ed Prep Governance Models--Update
    1. Used feedback from faculty and eliminated Model 2
    2. New examples presented to Provost, Deans Council, and Executive Council
  - C. Watermark--Update
    1. The committee will include faculty, administrators, students, IT and records analysts
  - D. Methods Course Questions--Update
    1. Sarah is absent. Work will start in January. Secondary Senate wants to hear about the information.
  - E. Diversity Definition Update
    1. Some senators thought the definition is too broad and asked what the purpose is.

- a) Comes from State Report and State Visit feedback
- b) Iowa Code- Chapter 79
  - (1) Diversity Standard
  - (2) Clinical Standard
- c) Handout was provided
- d) Do we need different definitions for diversity--one for curriculum, clinical, overall etc?
- e) Senators want to focus on addressing the Clinical Standard, as it relates to diversity.
- f) Waterloo maybe just racially diverse where other aspects of diversity can be anywhere. We need to communicate it to be clear to others that diversity means all areas listed in definition.
- g) Is this limited to just Level I, II, III or IV? JD, "Yes" What does the typical student get for experience, but we need to highlight specific programs and what they are doing.
- h) We need to prepare students for diverse experiences.
- i) How are students defining experience? Just racial?
- j) Loren K. feel she is lacking ELL and special education experience, not racial.
- k) Define experience vs. exposure. Students don't seem to recognize what is going on.
- l) Many experiences are going on without tracking.
- m) Once the idea of diverse is settled can we create a tagging system to gather data?
- n) Allison said work could be done by adding to the dashboard using state data from schools to help tag students when they have been exposed to diversity.
- o) Merrilee's point of view is "I can do a better job pointing out diversity and we can not assume students know."
- p) Separate out secondary and elementary based on the list?
- q) Hard to figure what data needs to be gathered
- r) For students it is hard to see the nuance of some of the others.

#### IV. New Business

#### A. Student Advisory Board Update

1. Grey Sheet - 27 students with all levels represented and diverse group from across the state are on this advisory board.
2. Board members indicate that students prefer e-mail communication
3. Chose UNI because of faculty that care
4. Knew it would difficult and competitive
5. See faculty using best practice during teaching
6. Want to have more chances for special education and legal advice.
7. What are we doing with this feedback? Informing faculty and departments about the needs of the students.

#### B. Novice Teacher/Supervisor Survey Data

1. 2017 and 2018 information with about 100 responses
2. Students have high expectations or do they have low confidence in certain areas?
3. Where is differentiated instruction for English Language learners taught in our program?
4. Louren K. mentioned surface information and a little something in different classes.
5. AACTE- A school in Chicago had a ELL embedded throughout the program.
6. What is the break down by secondary and elementary from responses? In Early childhood education this really difficult for teachers.
7. Really look at the data on seeing some of the good things.
8. The only specific instruction students receive is during Diverse Learners and Human Relations classes. Need to think about what we are doing and where? How does it connect with our belief statements?
9. Good for classroom teachers to see the different levels of language acquisition. There are 6 levels. Use the ELL teacher but maybe some information will work.
10. Something to think about as a program and give more tools in the toolbox and we need to systematic.
11. We need to teach about dispositional things not just a how to.
12. Charge to create Task Force to investigate where in program

ELL instruction is happening and what changes need to be made in order to help our students.

a) Merrilee made the motion, seconded by Olly. Motion passed.

C. Praxis Core vs. Praxis II Data

D. Math Requirement for Admission to Teacher Education

1. Modify the requirement to help students with admission to Teacher Education and with those with a BA or AA degree.

E. Exit data on Praxis II - where are they having trouble? Praxis Core Program Completion Assessments

1. State is investigating other assessments and want faculty to be a part of the process.

V. Other

VI. Important Dates

1. Spring Semester Senate Meetings

- January 24
- February 28
- March 14 (joint senate meeting)
- April 18
- May 9