

Elementary Teacher Education Senate Minutes
Thursday, December 1, 2011
3:30
Location: CBB 319

I. Roll and Introduction

Present: Cherin Lee (Coordinator, Secondary Teacher Education), Tony Gabriele (Professional Sequence), Linda Fitzgerald (Early Childhood Education), Susan Brennan (Special Education), Rip Marsten (Physical Education & Health Education), Deirdre Heistad (Liberal Arts Core), Becky Hawbaker (Teacher Education Faculty Chair), Denise Tallakson (Elementary Education), Kevin Droe (for Michelle Swanson, Music Education), Amy Lockhart (Clinical Experiences), Jean Schneider (Middle Level Education), Wendy Miller (Art Education), Deb Tidwell (Literacy Education)

Absent: Melissa Heston (Coordinator, Elementary Teacher Education)

Guests: Kathryn East, Nadene Davidson, Mary Herring

II. Approval of the Minutes for Nov. 3, 2011

Linda Fitzgerald moved and Deb Tidwell seconded to approve the November 3rd minutes

III. Old Business

- Senate Roster (alternates, contact information, term expiration dates)
Teacher Practitioner and Undergraduate student members – still pending.
Term expiration dates will be communicated to Senate members.
- Update on State Program Review Process
 - i. Outcome of the State Board of Education Meeting on November 16:
UNI is now fully accredited.
 - ii. Status of curriculum exhibit approval process - Of the 60 endorsements all but two or three are loaded. Twenty-five of the 60 have been approved. There is a new person reviewing these endorsements so the approvals may take longer.
 - iii. Ethics course proposal before the BoEE - Melissa will provide more information in January.
- Update on the Executive Council Meeting
 - i. Executive Council discussion of the issue of background check data
The legal obligations and ethical obligations as an institution were discussed. Cherin and Melissa will meet with our university attorney. The Executive Council as well as the Senate would like to see what the University of Iowa and Iowa State are doing with regards to background

checks. We have a responsibility through Teacher Education to communicate to the students what may jeopardize their ability to get their teaching license. The BoEE needs to be more explicit on what is used to make decisions. Currently it is on a case-by-case basis. We need guidance from them to know what to tell students.

Information will be conveyed to students, possibly on the Teacher Education web site as well as in other ways. This topic will also be addressed at the meeting with Community College advisors on December 6th.

ii. Community College transfer course work

Other colleges also have issues with dual credit course work. Community College advisors will be apprised of acceptable transfer course work with regard to field experiences (for Level I equivalency) at the Dec. 6th Community College Advisor meeting.

Cherin asked if there were any questions before moving on.

The question still remains as to how voting will take place on Senate membership. Cherin said this should be settled before February so it will be discussed at the January Senate meeting.

IV. New Business

- Call for TPA Scorers: Nadene Davidson and Mary Herring presented information on the Teacher Program Assessment being piloted at Level III field experiences. Marshalltown is doing this in lieu of the TWS this fall. This is part of the TQP grant project in which field testing of the TPA is being conducted by UNI, the University of Iowa, Iowa State University and Drake University.

The TPA is content area specific and Pearson is looking for scorers. Training is on-line. Information will be sent to the Teacher Education Faculty about becoming a scorer

- EDPSYCH 3128 Teacher as Change Agent and EDPSYCH 3148 Learning and Instruction in Classroom Contexts (aka 200:128 and 200:148/Level II field experience) (Tony Gabriele, PLS faculty)

Tony presented everyone with a copy of the Overview of 3128 Field Experience. EDPSYCH 3128 is usually taken concurrently with EDPSYCH 3148 and requires 25 hours of field experience. It is designed to occur in 4 week sessions (A, B or C). Ideally it is scheduled daily for one hour. The expectation is that teacher education candidates will actively participate with the ultimate goal of teaching lessons. This course is graded on a credit/no credit basis with students' performance indicated on the Level II Evaluation Rubric. The student and the PLS instructor conference about the student's Level II TWS and the PLS instructor provides input to the 3148 instructor who assigns credit.

The major assignments of 3128 are a) that students actively participate in the classroom and teach two connected lessons to students and b) that students complete a Level II Teacher Work Sample. The goal in Level II is to get students to articulate thinking and connect with theory and research.

Overview of Level II TWS

The students produce a written document that reflects their thinking about how to plan a specific lesson as well as their reflection on how to improve it based upon teaching the lesson. The completed TWS is submitted to the supervising teacher with whom they discuss the TWS and obtain approval. The student then submits the TWS through eLearning to the 3128 instructor for final evaluation using the TWS Rubric. The student is either given a “pass” or will be asked to resubmit.

Becky Hawbaker distributed copies of Level II Field Experience Outcomes Assessment. Each PLS supervising teacher receives a copy of the comments that the students make. The Senate suggested that Level II field experiences should be reviewed to establish building blocks for Level III field experiences.

- **Input regarding UNI response to the Education Blueprint in regard to Teacher Education**

Jason Glass will be on campus next week. Cherin asked for reactions and thoughts to the blue print. The following items were raised:

- The number of times a student is allowed to take the Praxis exam. Currently there isn't a limit. Becky Hawbaker commented that according to an article in the Journal of Teacher Education, students who repeatedly took Praxis I didn't meet the requirements on Praxis II. Becky commented that in the past (prior to the current composite cut-off) 39-40% of students didn't pass one or more of the PPST sub tests. Since scores are no longer reported if they do not meet the minimum, we have no idea of pass rates. Jason Glass has based his recommendations on the Virginia Model of passing the PPST by the end of the program. Although there are some cultural issues with taking the PPST, this doesn't predict their success as a teacher. The question was posed “Can ACT and SAT scores be substituted for the PPST”?
- The differential effect of the proposed 3.0 GPA.
- Alternative assessments for determining the “quality” of teacher education candidates. What type of tool should be used? Linda Fitzgerald offered the example of the Iowa pilot for assessing dispositions. Two that were selected are perseverance and leadership.

Deb Tidwell motioned for adjournment, Linda Fitzgerald seconded the motion.

The meeting adjourned at 5:03 p.m.