

Elementary Teacher Education Senate
3:30 Thursday, March 1, 2012
CBB 319
Meeting Minutes

I. Roll and Introduction

Present: Melissa Heston (Coordinator, Elementary Teacher Education), Cherin Lee (Coordinator, Secondary Teacher Education), Tony Gabriele (Professional Sequence), Linda Fitzgerald (Early Childhood Education), Rip Marsten (Physical Education & Health Education), Becky Hawbaker (Teacher Education Faculty Chair), Denise Tallakson (Elementary Education), Susan Brennan (Special Education), Deb Tidwell (Literacy Education), Wendy Miller (Art Education), Deirdre Heistad (Liberal Arts Core), Amy Lockhart (Clinical Experiences), Donna Douglas (Middle Level Education-Alt)

Absent: Michelle Swanson (Music Education-no Alt sent)

Guests: Nadene Davidson (Interim Dept. Head & Assistant Professor, Dept. of Teaching), Leigh Zeitz (Associate Professor, Curriculum & Instruction), Magdalena Galloway (Instructor, Curriculum & Instruction), Robin Galloway (Instructor, Curriculum & Instruction), Jason Vetter (Instructional Design & Tech. Coordinator, ITS-Ed. Tech.)

II. Approval of the Minutes for January 12, 2012

These will be addressed later.

III. Old Business

a. Elections Structure

Melissa and Cherin will figure out who gets to vote in any election. Some people are in both senates. Some groups will be filled by election and some by appointment.

b. Update on Matters arising at the State (Heston)

- Status of curriculum exhibit approval process

Currently 34 exhibits have been approved and there are 35 exhibits left to approve.

c. Update on the Executive Council

- The council discussed the replacement for Barry Wilson, Director of Assessment, Dianna Briggs, Interim Director of the Office of Student Field Experiences; and Melissa Heston, Elementary Education Coordinator. Heston will be stepping down at the end of December 2012. Questions included: How will the interim appointments be held? Will there be open searches or appointments?
- The issues surrounding PLS were discussed. The Exec. Council met with President Ben Allen and he explained why he came to the decision that he did. He apologized for the process that was taken but he didn't think there was any other way to manage the situation. He had asked the Board of Regents to

postpone their decision but they declined. There's no plan for level II at this point – we are working on this.

- There was discussion regarding the restructure of PDS (Professional Development School) to service all Level I and Level II students. Superintendents have assured us that the restructuring of the school programs will work out and the Waterloo/Cedar Falls School system will be able to work with our Level I and Level II students.
 - The Transition Team is comprised of Cherin Lee, Melissa Heston, Becky Hawbaker, Nadene Davidson, and Dianna Briggs. The group will expand to include Lynne Ensworth from elementary education, Chad Christopher from secondary education, and Ben Forsyth from the professional sequence.
 - The Professional Development School has been given \$100,000 to run the program (Becky Hawbaker).
 - Saving money and redistributing this money was discussed as well as short and long term implications of the decision.
 - Other topics included the need for memorandi of agreement, placement needs for fall 2012, management of supplemental field experiences (those other than Level I, II, and III), and the need for a new placement system to be created over summer
- d. Update on legislative bills
- Most of the language related to teacher education programs seems to have been eliminated at this point
- e. Possible topics for a spring Teacher Education Faculty meeting (Hawbaker)
- Send suggestions to Hawbaker.

IV. New Business

a. Professional Sequence Course Review

SPED 3150 (Meeting the Needs of Diverse Learners in Classrooms) Syllabus and course overview document were distributed. There are 6-8 different instructors that teach this course. She reviewed the Learner Outcomes section which was agreed upon by faculty. Students are required to interact with groups of individuals that differ from them. In some cases this is a student's first experience with diversity. Some of the programs she mentioned were the Salvation Army After School Program, Therapeutic horseback riding, and the Iowa Braille School. Once students are provided with this experience they wish they had more of this exposure to special needs.

- Human Relations

Nadene Davidson discussed the philosophy of Human Relations and how students are asked to look at their own cultural background so they can connect with each student's needs. She provided handouts which listed the six requirements. This course occurs close to student teaching and is a key piece in the human relations experience. There are different delivery models for the course. Students have tutored at UNICUE, interviewed students and parents which in turn helps them understand students in a classroom setting, and so on.

Question: What is covered in this course verses diverse learners?

Answer: Race gender disability, vision, hearing. Special Education is part of diverse learners per Susan Brennan

Question: How do these courses work together?

Answer: Overlap was found helpful by students. Information is built upon. Junior status is the pre-req. For Nadene's course, if a student has been in Camp Adventure and other experiences with children, they do better in progressing in the continuum.

Question: Is there a syllabus?

Answer: Melissa will forward one that went to the state.

Question: As a Methods person, what commonality comes out of Nadene's course. Faculty receive different information from some students.

Answer: Methods is taken the semester before student teaching. Nadene's course can be taken at the same time as Methods.

- Educational Technology and Design – Presentation by Jason Vetter, Leigh Zietz, Rob Galloway and Magdalena Galloway, all instructors of INSTTECH 1031-Educational Technology & Design (copies of syllabus were distributed)
Educational Media is now called Educational Technology and Design. Each semester, about 270 (sophomore & junior) students take this course. It is a springboard for subsequent courses. They learn how to use technology to support learning. They learn skills for their Methods classes and see how to use technology in a real teaching environment. Each student has their own computer and they design portfolios. Googledocs (forms, docs) are the basis. These free tools are powerful when combined with their imagination and skills. Age appropriate concepts and skills are addressed. All instructional materials are via eLearning. The list of all course materials can be found online at <http://elearning@uni.edu>. There are no required textbooks. It is contemporary learning – pod casts. The class is set up for students to bring their own device. (BYOD). A list of readings will be sent out by Melissa.

V. Upcoming Dates (Subject to change)

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| a. | Mar. 6 | Executive Council Meeting* | 4:00 | Seerley 119 |
| b. | Mar. 22 | Secondary Teacher Education Senate 3:30 | CBB | 319 |
| c. | Apr. 5 | Teacher Education Convocation | 4:00 | GBPAC |
| d. | Apr. 12 | Elementary Teacher Education Senate | 3:30 | CBB 323 |
| e. | Apr. 10 | Executive Council Meeting* | 4:00 | Seerley 119 |
| f. | Apr. 19 | Secondary Teacher Education Senate 3:30 | CBB | 319 |
| g. | May 3 | Elementary Teacher Education Senate | 3:30 | CBB 319 |

*Indicates a closed meeting

Meeting adjourned at 5:05 p.m.