

**Elementary Teacher Education Senate**  
**3:30 Thursday, November 8, 2012**  
**CBB 319**

**Minutes**

I. Roll and Introduction

**Present:** Melissa Heston (Coordinator, Elementary Teacher Education), Cherin Lee (Coordinator, Secondary Teacher Education), Tony Gabriele (Professional Sequence), Rip Marston (Physical Education & Health Education), Becky Hawbaker (Teacher Education Faculty Chair), Wendy Miller (Art Education), Michelle Swanson (Music Education), Linda Fitzgerald (Early Childhood Education), Sarah Vander Zanden (Literacy Education), Ellen Neuhaus (replacing Dee Dee Heisted, Liberal Arts Core), Donna Douglas (Middle Level Education-Alt), Amy Lockhart (Clinical Experiences), Kim Miller (replacing Susan Brennan, Special Education)

**Absent:** Denise Tallakson (Elementary Education)

**Guests:** Rob Boody (Director of Assessment)

II. Approval of the Minutes for Oct. 11, 2012

The minutes for Oct. 11, 2012 will be brought forward for approval at the Dec. 6<sup>th</sup> meeting.

III. December Meeting Needed for New Curriculum Changes – Dec. 6, 3:30

IV. Updates on Matters arising at the State (Heston)

a. Praxis II status

We are moving forward with implementation. The Rules Committee will review implementation later this month (Jan. 1 implementation date and 25% cut score). Delaying the Chap. 79 rules for 18 months was discussed. We are hearing of some disconnects between content tests and our content courses/majors. Senator Bartz (Senate Education Committee Chair) has asked for a letter on the impact of Praxis II.

b. Year-long student teaching proposal

This is part of the reform package that the Governor will be putting forward. Arizona State University has implemented a year long student teaching for Elementary Education. Linda Fandel, Jason Glass and Dwight Watson visited Arizona State to learn about their model. This would affect our LAC and majors and minors. The ASU model may be viable in Arizona for special locations in the state but not necessarily for Iowa. Students receive a small stipend. One faculty member supervises two students and methods courses are delivered on site. Most of this is done in urban areas but some is done further out. ASU will pilot secondary social science to see how it works at the secondary level.

A forum may be held in Feb. 2013 which will be an informal session for TE faculty to find out more information.

### c. Residency year proposal

Another proposal that will be part of the reform package is a Residency Year as described in the proposal for a Career Ladder. The first year of employment would be a residency year with higher education institutions taking some part in the mentoring process.

Senators voiced concern regarding cost. Melissa replied that students wouldn't be paying tuition since this would be their first year of employment. Revisions at the Federal level have been suggested by Harry Reid also calling for a residency program.

As noted in a previous Senate meeting, a part of this proposal is that States would have to identify low performing teacher preparation programs based on measures that the state chose for assessing students. In the version that Melissa read, TEACH grants would be affected in institutions deemed low performing. Higher Ed. program assessments would be based on PK-12 achievement tests to elevate effectiveness of our graduates.

## V. Standing Committee Assignments

Curriculum Committee: A replacement is needed for Trey Leech as he has stepped down. The committee may have an additional opening from Elementary Education as Elana Jorum hasn't confirmed yet.

The question was posed "What is the purpose of this committee?" Review of all teacher education curriculum is the most important aspect. Reducing the work load on the two Senates is one purpose. The committee reviews curriculum proposals and makes recommendations for approval or rejection to the Teacher Education Senates. It was noted that the College of Education has a Curriculum Committee for review prior to the College Senate. The others do not have curriculum committees; proposals go directly to the college senates. The question remained as to whether this committee should function as a review committee making recommendations to the Senates. Tony thought that the Senates should review all curriculum proposals. Cherin suggested that the Coordinators make the decisions on "small stuff"; the remainder would go to committee and the committee would request consultation and then make recommendations to the Senates.

## VI. Old Business

- a) Curriculum Changes for this Cycle  
Level I and Level II Curriculum Changes

Becky Hawbaker explained the changes in Level I and II field experiences. The impetus for this is the closing of Price Laboratory School and the redistribution of Level I and II field experiences within the metro area. The Educational Psychology and Foundations Department proposal is to drop their courses and add parallel courses in the Department of Teaching. Becky has consulted with the Dept. of Ed. Psych and made some changes in the courses. Pre-reqs and Co-reqs were kept the same. Five members

of the Department of Teaching are to be liaisons with the Dept. of Ed. Psych.

Discussion: The Division of Music questioned the rationale for the change to Dept. of Teaching. One answer is the closure of PLS. Another is that changes are needed to provide closer supervision and relations with school partners. Either Ed. Psych would have to become the source for the field coordinator or the credit hour needs to reflect that the teachers would get the credit hour.

History: Beginning in 2009 as part of the Professional Development School model coordinated by Becky Hawbaker, Exploring Teaching scheduled onsite meetings and 30 hours of student experiences. The outside of class time work was pulled into class time and OSHA training was brought into class time. One hour class meetings were added to help the outcome of the course.

Cherin noted that Field Experience course changes then should have gone through the curriculum cycle.

Current scheduling of Level II Teacher as a Change Agent: A concern was voiced by the Music faculty that one section of EDPSYCH 2017 is labeled as a music section when nobody in music is teaching this course. Becky noted that this is a special version as a pilot class for Music and for Art in Level II Field Experience. Wendy M. noted that she (Art) had not heard about this at all.

Discussion: Tony Gabriele asked if it makes sense to have EdPSYCH 3148 and MEASRES 3150 set up as co-reqs to Level II field experience. He noted that one third of the students violate this. Becky replied that Level II Field Experience Coordinators feel that connection is needed. A difference has been noticed in students taking the courses as co requisites and those who are not. Tony also would like the number of field experience hours spelled out explicitly. Tony also requested that the syllabus be revised. Tony feels that a clear rationale for the number of field experience hours set at 25 hours prior to PLS closing and the current 30 hours needs to be defined. We should provide efficient and effective instructions.

The motion to accept recommended curriculum changes moving Ed. Psych 2017 and 3128 to the Department of Teaching was made by Linda Fitzgerald and seconded by Rip Marston. Motion approved with one abstention.

- b) Raising the minimum GPA for admission to Teacher Education, for admission to student teaching, for licensure to 2.75 (2.5 is current minimum for all GPAs requirements)

Rob Boody, Director of Assessment and Chair of the Assessment Committee, made comments on discussions that have taken place in committee meetings. The data we have has shown little correlation between GPA and how well students do on the TWS and in student teaching. If forced to make a decision regarding the GPA for Teacher Ed.,

the committee at present would vote to increase the GPA requirement upon exit, not at entrance to the program. One Regent institution has raised their GPA to a 3.0 admission requirement with a 2.70 for special cases (math, science and special education). Melissa pointed out the “muddy waters” of exceptions.

Rob pointed out that UNI serves a much more diverse population than this other institution and that we have to make a decision in this curriculum cycle. Cherin noted that the decision will need to be reviewed by all Teacher Education Programs. Do we raise the entrance GPA, exit GPA or do nothing? Or do we look at doing the following?

- Set higher Praxis II cut scores
- Redesign the TWS to require no less than a 3 for a score in order to be recommended for licensure
- Raise PPST scores to 175 like Virginia

Rob commented that there is no relation between classroom performance and PPST scores.

The primary push for the increased GPA is because of the appearance that UNI admits students who are below standards. The perception is out there to tighten admission standards to claim we are more rigorous. Our job is to figure out what to do. Should we leave this in the hands of the Assessment Committee, an Ad Hoc Committee or discuss further in Dec?

Linda Fitzgerald moved to have the Assessment Committee review data and bring information to the Senate. Sarah Vander Zanden seconded. Motion carried.

### **Upcoming Dates** (Subject to change)

November 15	Secondary Teacher Education Senate
November 27	Teacher Education Executive Council (closed)
December 4	Teacher Education Executive Council (closed)
December 6	Elementary Teacher Education Senate

Meeting adjourned at 5:05 p.m.