

Minutes

I. Roll and Introduction

Members in attendance: Amy Lockhart (Clinical), Tony Gabriele (Professional Sequence), Allison Barness (Clinical), Rip Marston (Physical Education/Health Education), Susan Brennan (Special Education), Sarah Vander Zanden (Literacy Education), Donna Douglas (Middle Level Education), Linda Fitzgerald (Early Childhood Education), Melissa Heston (ex officio, Coordinator, Elementary Teacher Education), Susan Dobie (ex officio, LAC representative)

Guests: Rob Boody (Coordinator of Assessment)  
Matt Webb (Assistant Professor, Mathematics)

II. Approval of the Minutes for Sept. 6, 2012

Motion by Fitzgerald, second by Marston. Minutes were approved.

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

a. Praxis II status

Students know what to take and can take all exams on campus. The ETS website is out of date regarding whether or not Iowa requires the Praxis II. Students and faculty should contact Melissa Heston or Cherin Lee with questions (NOT the ETS website), or consult the TE website. Beginning Jan. 1, all teacher education graduates will need to take and pass both a content knowledge exam, and a Principles of Learning and Teaching (pedagogy) exam.

b. IACTE:

Director Glass was there from the Iowa DOE. Spring legislation may include making the first year of employment a residency year. This would be a paid residency and the first year of a teacher's two year initial license. Other changes may be in store for teacher education programs since the Governor is focusing legislation on reform in teacher preparation. We need to pay attention to the legislative cycle as this unfolds.

The Board of Educational Examiners (BOEE) plans to do peer reviews of curriculum exhibits, beginning with the new elementary education requirements that go into effect in September 2015. This means our exhibits will be reviewed by faculty at other institutions, and we may be asked to review their exhibits.

BOEE will continue to require transcripts on all students upon graduation. The rationale is that this will provide continuity and to enable the BOEE to look at students' transcripts across time.

There is an increasing need for self-advocacy. Clearly there are some voices working to end college teacher preparation. Very wealthy people are funding NCTQ, ALEC, and other groups which want to increase alternative licensure options.

Federal rules will likely require ranking teacher education programs into four tiers; only students in programs in the top two tiers would be eligible for federal financial aid related to careers in teaching such as the federal TEACH grants. Students at UNI are the top users of these grants in the nation.

Legislative educational reforms this spring could include setting a state wide set of minimum cut scores for the PPST/Praxis I. This is a response to the perception that teacher education programs recruit from the bottom 1/3 of students. This view is pushed by groups like NCTQ and ALEC (American Legislative Exchange Commission).

Rob Boody has early Praxis II scores and the Elementary Ed. content is very broad. Some feedback from the social studies content for the Elementary Education content exam was that it was a lot of facts and names. One student has indicated that he wasn't well prepared for this. Students should be doing well in science, math and language arts. On the pedagogy exam, there was a 14% failure rate for Elementary and a 9% failure rate for Secondary students. The cut score is the 25<sup>th</sup> percentile. Our students are doing better than the general population when we did the Praxis II trial in the early 2000s.

Question: As faculty, what information will students get regarding weakness in contents areas?

Answer: ETS probably will not provide a breakdown major by major for the Praxis II. We will only get overall scores.

#### IV. Old Business

##### a. Curriculum Changes for this Cycle

Hawbaker is not here to provide an update. Heston said that we are getting all students placed and getting some of the supplemental field experience back out in the field. What will happen after 3-4 semesters is uncertain. There is a two-week seminar for students prior to student doing the actual field experiences. There is less time available with individual students.

Question: How are teachers taking this?

Answer: The schools and administration have been welcoming.

There should be an opportunity to invite mentor teachers to campus to be part of the PDS model. This is a valuable component of the teaching experience. There is a financial incentive to participate. Teachers receive a \$50 stipend for each Level II student.

At student teaching, a cooperating teacher receives \$400 for a 16 week placement, and \$200 for an 8 week placement. This is less than either ISU or Iowa pay.

Regarding Level I and Level II field experiences, there are plans for retreats and focus groups which field experience coordinators organize and chair. There will be a mentoring workshop in the summer for mentor classroom teachers and university teachers actively involved in the classroom. The Level I Mentoring Course is offered for grad. credit for \$50.

Moving EDPSYCH 2017 (Exploring Teaching, Level I field experience) and EDPSYCH 3128 (Teacher as Change Agent, Level II field experience) to the Department of Teaching.

Both Senates should discuss the suggested action of formally placing EDPSYCH 2017 and 3128 as part of the Dept. of Teaching curriculum. Gabriele indicated that there are two main reasons that this action should go through the curriculum process: a) the people teaching the course now are in other departments, and b) the roles of teachers supervising the field experiences have changed.

Gabriele posed the question, "What is the process? Is this proposal supposed to go to both senates and will there be a separate proposal before they go to separate colleges? Do we need to request formally as a senate that both senates bring the proposal to senate on Nov. 8<sup>th</sup>?"

Heston asked that electronic copies of the proposals be sent to her in advance so she can distribute them. This process will be shared with Cherin so she knows what we have agreed to do. The Dept. of Teaching can then use this method as well at the Nov. 15<sup>th</sup> Senate meeting.

- b. Notices of Concern -Lori - this should be the same indent at "a" NOC's, once resolved, don't show up on student's records. NOC's should be filed early and provide students with an action plan for resolution. If a student is problematic, you can then see a pattern – not to punish but to document.
- c. There is a position open on this Senate for a Practitioner. Please provide names of prek-6 teachers you think would serve well on the Senate to Heston. The Practitioner Senator will have a vote and a voice.
- d. Amending the LAC Math requirement to specify acceptance only of particular courses or their equivalent. Alternative: Dropping this as an admission requirement (Note: Students can complete their AA degrees without taking any college level math; suggested action: motion to drop LAC Math requirement OR revise to identify specific courses/equivalents that are acceptable).

This was initiated by Heston and Lee. Currently the LAC has challenges with regards to transfer students. The math courses transfer students take may not be equivalents to the UNI LAC courses. Only secondary students are affected. Elementary students have to take a particular LAC math course so that isn't an issue. Originally Oral Communication and College Reading and Research were required for admission. A few years ago Math was added. It is ambiguous in its writing so the suggestion is

that it should be rewritten and that students must take the equivalents of UNI's LAC math courses. If a transfer student with an AA degree takes an Algebra course the recommendation would be good at this point.

Does the LAC Committee need to chime in? Should the requirement be removed, made clear or deferred to the Secondary Senate since it affects their students and K-12 students exclusively?

Moved to defer this decision to the Secondary Senate. Gabriele seconded. Motion carried.

- e. Creation of a required non-credit version of the Level I field experience course (EDPSYCH 2017) for transfer students.

This pertains mostly to the content, not the hours in the field. A discussion is needed regarding the need for a non-credit course for Level I to familiarize transfer students with UNI teacher education. More students are taking an Introduction to Education course in High School and they don't remember the details of their experience so we don't know where the student actually did their experience. An hour per week non-credit version through the Dept. of Teaching was mentioned. The advantage (no cost) of not taking Level I over was discussed.

- f. Disposition of OSHA, Background Checks, and Mandatory Reporter Compliance.

There was a request for programming to allow faculty to call up class lists to see which certificates their students have. The compliance management of this would fall on individual faculty members through the UNITED system.

- g. TWS vs. TPA as a student teaching requirement (discussion item)

Cedar Rapids did an experiment this last year with TPAs for internal processing. The question is, should we add TPA before it becomes an alternative to Praxis II as a requirement for student teaching. Do we give up the TWS? Do we go to the TPA? Do we have to submit every student's score? Could we just submit a sample for scoring?

The TPA could replace the TWS. A request could be put forward for next fall based on internal decision to move to the TPA. The TPA has a video component. The TWS could be changed to be more similar to the features of the TPA. There are issues with scoring the TWS as it is labor intensive and hard to find scorers. The TPA is scored outside UNI (at a cost) by Pearson.

Heston will send a list of cost for Teacher Ed. within the last year. The cost of Teacher Ed. could be \$900 for their senior year. This also includes student teaching costs. If the TPA is used to meet licensure requirements an open records request could mean we'd have to share the group scores publicly in a disaggregated fashion. This will happen for Praxis II. An open records request for the TPA could happen even if we are trying to go

forward with the TPA since we are a public institution. There's no national comparison for the TWS. The legislature has included a performance based assessment as an alternative to the Praxis II. Jason Glass has said he will consider making the TPA an alternative to the Praxis IIs. The TPA is done online and you are restricted in space to type. We need to talk to faculty on their views between the TWS or the TPA. We are in the exploratory level UNI.

Rob noted that Nov. 1-2 is set for the implementation conference on the TPA.

Meeting adjourned at 5:07