

Elementary Teacher Education Senate Minutes
3:30 Thursday, September 6, 2012
CBB 319

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), Denise Tallakson (Elementary Education), Wendy Miller (Art Education), Michelle Swanson (Music Education), Linda Fitzgerald (Early Childhood Education), Sarah Vander Zanden (Literacy Education), Ellen Neuhaus (Liberal Arts Core-Alt), Donna Douglas (Middle Level Education-Alt),

Absent: Susan Brennan (Special Education), Deirdre Heistad (Liberal Arts Core) Amy Lockhart (Clinical Experiences), Jean Schneider (Middle Level Education),

II. Approval of the Minutes for May 3, 2012 Joint Senate Meeting

Tony Gabriele moved to approve the minutes and Denise Tallakson seconded. Minutes were approved.

Michelle Tichy (Educational Psychology & Foundations) was the guest at the Joint Teacher Education Senate meeting on May 3, 2012, not Michelle Teesen. The Senate was in agreement on this revision to the minutes from May 3rd.

III. Old Business

- a. Update on Matters arising at the State (Heston)
- i. Status of curriculum exhibit approval process

We are starting a new curriculum cycle. New course numbers or titles must be revised and exhibits updated. The information is publicly available so the information must be correct for the new catalog per Melissa.

- ii. Praxis II status

The implementation date is January 1, 2013.

The question was posed as to how many retakes are allowed. Tentatively, there are unlimited retakes. We don't know at this point which exams are required but we should know by September 15. As soon as we have definitive answers to all teaching majors the Teacher Education web site and face book page will be revised to include this information.

The question was posed as to the cost to retake each exam. Per Melissa the cost varies among tests but is around \$110 to \$135.

Another question that was posed was how soon you can retake tests. Per Melissa nothing specific is on record at this time for Praxis II. For Praxis I a student can only take one test per month and cannot retake more than 6 times in a calendar year. It is offered twice in summer,

twice in winter and twice in spring. The student must score in the 25 percentile on both exams.

Early Childhood and Elementary Education majors prefer the pedagogy test. There are 150-200 graduating Elementary students every year; they self-select the tests they wish to take. Per Melissa, the new cut scores post a 35% failure rate in content knowledge.

The question was posed as to when the best time is for students to take the Praxis II exam. Should it be before student teaching? Students shouldn't wait until after student teaching.

A portion of students don't take the Curriculum course with UNI but rather at a Community College. The pen and paper options will limit majors when they should take exam for the first time. Students only take one pedagogy test and one content test regardless of the number of endorsements they are seeking per Melissa. Students can pick the pedagogy as long as it relates to one of their endorsements.

ETS doesn't release a full set of norms. The report average rate is somewhere between the 25 to 75 percentile so there is no sense of actual distribution. The 25 percentile is based on a national norm.

What is our obligation to students that don't pass?

The topic of petitioning Dean Watson and Provost Gibson to fund the students in the 148 course Jan. 1, 2013 to take as a practice test was discussed. Any pre-tests and post tests require informed consent if published outside of UNI.

The possibility of emailing the Academic Learning Center and requesting them to provide manuals for test kits for PPST was mentioned. Do they have space and capacity?

Melissa indicated that hitting the 25% percentile is what we should focus on. We can't assume that because we find the tests reasonable that our students will find it to be the same.

Students will have to tell ETS to report the scores to us. All scores will need to be placed into UNITED or licensure system so we have the data before the students are recommended. We don't know if ETS will tell us if the student is in the 25% or not. If we are told they passed in that respect we could just mark yes or no in our system.

Iowa is behind with regards to the valued added assessments. ALEC and the National Council on Teacher Quality was referenced by Melissa.

iii. Governor's Legislative Plans

Looking ahead, the Governor has Teacher Ed. Reform at the top of his agenda. Be very aware of what the Governor proposes. There may be restrictions on Praxis I – higher scores – min. GPA for admissions for all programs and possibly the number of times you can take the exam.

b. Update on the Executive Council (Lee)

- The Deans were updated on the Curriculum Exhibits. There will be a shift in responsibility of the Chair of Elementary Teacher Education as Melissa is stepping down at the end of Fall 2012 semester

- Barry Wilson is continuing on as Coordinator of Assessment as a consultant until Rob Boody is trained. Then Ed. Psych and Foundation will conduct a National search.
 - With regards to the Praxis II, background checks should be completed before students are allowed into schools. Melissa and Cherin will be visiting with Dr. Wells from the Cedar Falls School system to discuss this topic. Per Melissa, policies regarding background checks at UNI should be developed by the end of the semester for the new person taking her place.
 - The question was posed “Do transfer students come in with background check”? Per Melissa, just sex offender and child abuse. Only \$5.00 is charged as a special request if they have a copy of the background check (Melissa, please clarify this paragraph with regards to the cost and what is considered the special request)
 - We no longer recommended doing the DCI check, UNI completes the SING
 - The SING was implemented in the Fall of 2011 when it became required; prior to that the SING or DCI was acceptable.
 - No field experience is going to happen without the SING.
- c. Curriculum Changes for this Cycle
- ii. We are looking into 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). We don't have any compliance mechanism for OSHA Training and Mandatory Reporter Training which are both taken in Level I. Per Melissa, the question is whether we want to say these are required and what about compliance? The faculty wants students to have Mandatory Reporter training. Mandatory Reporter Training became required for PLS field experiences a few year ago. We need to talk with faculty and see if A-should these be treated as a true requirement and where? B-what point will there be a check for compliance? The Office of TE cannot handle this additional work and monitoring compliance. There are employment requirements for OSHA and Mandatory Reporters as a practicing teacher; they are not licensure requirements. High Risk Behaviors is a licensure requirement. Praxis I is for admission purposes. Praxis II is for licensure requirements. Should the process be to offer the regular Mandatory Reporters Training each semester but not list it as a requirement? Do we create our program around what a few schools require? OSHA should be required because of what is best for students and those students that we are teaching, per Michelle Swanson. Per Melissa, if you are going to have a compliance mechanism, methods faculty places students in the field will have to enforce the compliance. One suggestion was in order for students to take Level II we could build a system between UNITED and SIS that it was a pre-req. and the students would have a hold for registration. This could be written into the course description in the catalog.

A curriculum change could be used as a tool to make certain that faculty need to see the documents because of transfer students previous coursework. We don't require OSHA updating in our system. Another suggestion would be that students must present their OSHA Certificate during Level I and II This could be made into exit requirement. In order to get a grade in a course you must present your OSHA cert. This would be a job for faculty members to monitor. Per Melissa, here are questions to ask your colleagues:

- Do they think these two trainings (OSHA – blood borne pathogens) Mandatory Reporters of Child Abuse Training should be required?
- Should compliance be enforced by collecting certificates on every student before they start their field experiences?

If Mandatory Reporting or OSHA training is done somewhere other than UNI, it won't show in our system.

An SIS change would requirement a curriculum change.

All students need to take at least the Level I class for no credit if they are a transfer student. Level I must be taken prior to submitting an application to TE.

- Level I students are doing field experience while in high school which is a problem. They may have taken a community college course that gave them credit. Should we no longer take transfer credit to count towards Level I and require that Level I be taken here at UNI so we can monitor everything here?
- i. Raising the minimum GPA(s) for admission to Teacher Education, for admission to student teaching, for licensure to 2.75 (2.5 is current minimum for all GPAs requirements)
 1. Cumulative GPA
 2. UNI GPA
 3. Professional Core GPA
 4. Major GPA
 5. Methods GPA
 - ii. Update on Level I and Level II
 - iii. 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 (suggested action: Senate motion to support/reject this change)
- iii. New Business
 - a. Next Steps in the Program Transformation Process: Recommendations for Action

- iv. Business for the Good of the Order
 - a. University Strategic Plan Goals, Strategies, Tactics, and Indicators (Lee)

- v. Upcoming Dates (Subject to change)
 - a. September 20 Secondary Teacher Education Senate
 - b. October 4 Elementary Teacher Education Senate
 - c. October 18 Secondary Teacher Education Senate
 - d. November 1 Elementary Teacher Education Senate
 - e. November 15 Secondary Teacher Education Senate

Meeting was adjourned at 5:00 p.m.