

Elementary Teacher Education Senate Meeting
3:30-5:00 Thursday, December 3, 2015
319 CBB
Minutes

I. Welcome and Introductions

Present:

J.D. Cryer (Coordinator), Linda Fitzgerald (Early Childhood Education), Denise Tallakson (Elementary Education), Kim Miller (Special Education), Katlyn Andersen (Student Representative), Michelle Swanson (Music Education), Melissa Heston (Literacy Education), Deockki Hong (Physical Education and Health Education), Olly Steinhorsdottir (Mathematics Education), Ben Forsythe (Professional Sequence), Katheryn East (Chair, Teacher Education Faculty)

Absent:

Wendy Miller (Art Education), DeeDee Heistad (Liberal Arts Core), Amy Lockhart (Clinical Experiences), Merrilee Betts (Teacher Practitioner), Lynne Ensworth (Middle Level Education), Chad Christopher (Coordinator, Secondary Teacher Education)

Guests:

Nick Pace (Dept. Head, Educational Leadership & Postsecondary Education), Cindy Diehl Yang (Director, Center for Educational Transformation)

II. Approval of October and November Senate Minutes

Linda Fitzgerald moved to approve the October and November minutes and Denise Tallakson seconded. Minutes approved.

III. Update on the TESI Work (Presentation by Cindy Diehl Yang and Nick Pace)

Six Focus areas have been identified as key for our Teacher Education Program and committees have been developed for each of these areas. Committees have met and put together a SWOT analysis. The leaders for each committee have created a summary of their work and presented this to the large group. This summary has been given to the President and Provost.

Next steps are to work to review the Teacher Education Program Vision, Mission, and Conceptual Framework.

IV. Call for Committee to Develop Program Performance Assessment

Rob will send a call for committee membership to develop a Performance Assessment for our Teacher Ed. Program. The goal is to have this in place by fall of 2016.

A discussion took place regarding the use of student teaching evaluations as our performance assessment tool for the 2016 spring semester. It was mentioned that for this process students write lesson plans, teach the lessons, and then submit reflection summaries to the Student Teaching Coordinator. This coordinator then provides critical feedback to the student. All of this is done in real time, so it is an authentic assessment.

There was a concern that a “One-Size-Fits-All” performance assessment would be tough to develop.

One member asked if the Teacher Work Sample with a video component would be an option for a performance assessment?

Another member showed concern with the Teacher Education Faculty spending a great deal of time developing a “new” performance assessment. Would the time, resources, and effort needed to do this be worthwhile? The question was asked if our program would improve because of a different/new performance assessment?

The Senate refocused the discussion back to the question of a committee being formed that would be asking and working on these questions.

A member asked who would be on the committee? It was mentioned that representation from student teaching coordinators, field experience coordinators, classroom teachers and students would be the way to go.

Decision was to send out an “all call for interest to be on the committee.” This would allow for a wide range of voices to be heard. Then, if needed, we could have an election and pick five members.

V. Embedded Signature Assessments Tier Process

Discussions centered around the need to firmly establish the identity of our Teacher Education Program. We have to figure out our program first before we can discuss our ESA process.

There was a fear that that a one size fits all approach to ESAs will be imposed. This would be a mistake because there is certain knowledge we want early childhood education majors to have that is different from elementary education majors, which is different than secondary education majors and vice versa.

One member feels that there are certain things that students should have in classroom and in the field. What is it we want to see in classroom? What does it mean to be a good teacher?

Maybe the focus should be on having ESAs associated with the field experiences. This is an area that all students take regardless of their level of instruction.

We will need to start with the end in mind—start with InTASC standards.

J.D. said that the state of Iowa is in conversation regarding using a “Learning Progression” model for Teacher Evaluation, specifically the Danielson model. This would be in connection with the current Iowa Teaching Standards and Criteria used in P-12th grade education. This might be a good place to help start the conversation.

A member questioned if we should have a motion to have someone tell us about learning progressions.

VI. Teacher Education External Advisory Board Feedback
Handout was provided

VII. 2015 Employer Survey Data Report
Handout was provided.

The comment was made that this information should be sent out to all Teacher Education Faculty.

J.D. said he would do this right after the secondary senate meeting on December 17.

Summaries or full report will be posted on the TE web page.

Michelle moved to adjourn and Ben seconded. Meeting adjourned at 4:51.

VIII. Upcoming Dates (subject to change)

Elementary Senate

January 15 CBB 319
February 4 CBB 319
March 10 (Joint) CBB Rooms 1 & 3
April 7 CBB 323
April 28 CBB 319

Secondary Senate

December 17 CBB 319
January 22 CBB 319
February 18 CBB 319
March 10 (Joint) CBB Rooms 1 & 3
April 14 CBB 319
May 5 CBB 319