Elementary Teacher Education Senate Meeting  
3:30-5:00 Thursday, November 4, 2021  
Maucker Union, Oak Room  
Minutes

### FACULTY SENATE MEMBERS

<table>
<thead>
<tr>
<th>Present?</th>
<th>Senator / Representative</th>
<th>Position</th>
<th>Proxy Name?</th>
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<tbody>
<tr>
<td>N</td>
<td>Barness, Allison</td>
<td>Senator, Clinical Experience</td>
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<tr>
<td>N* Proxy</td>
<td>Ellison, Scott</td>
<td>Senator, Professional Sequence</td>
<td>*Morgan Anderson</td>
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<tr>
<td>Y</td>
<td>Eskelson, Sam</td>
<td>Senator, Mathematics</td>
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<td>Y</td>
<td>Hurley, Kim</td>
<td>Senator, Phy Ed</td>
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<tr>
<td>Y</td>
<td>Miller, Wendy</td>
<td>Senator, Art Ed</td>
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<tr>
<td>N</td>
<td>Presson, Belle</td>
<td>Student Representative</td>
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<tr>
<td>Y</td>
<td>Hoffman, Sheri</td>
<td>Senator, Department of Teaching</td>
<td></td>
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<tr>
<td>N</td>
<td>Hsieh, Wu-Ying</td>
<td>Senator, Special Education</td>
<td>Hernández-Saca, David</td>
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<tr>
<td>Y</td>
<td>Swanson, Michelle</td>
<td>Senator, Music Ed</td>
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<tr>
<td>N* Proxy</td>
<td>Weber, Carolyn</td>
<td>Senator, Middle Level</td>
<td>*Denise Tallakson Dana Atwood-Blaine</td>
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<tr>
<td>Y</td>
<td>Vander Zanden, Sarah</td>
<td>Senator, Elementary</td>
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<tr>
<td>Y</td>
<td>Zan, Betsy</td>
<td>Senator, Early Childhood</td>
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<tr>
<td>7*</td>
<td><strong>Total Voting Present</strong></td>
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<tr>
<td>Yes</td>
<td><strong>Quorum Met?</strong></td>
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<tr>
<td>Y</td>
<td>Miller, Cathy</td>
<td>EPP Faculty &amp; Senate Chair, non-voting</td>
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<tr>
<td>Y</td>
<td>Forsyth, Benjamin</td>
<td>Director of EPP, non-voting</td>
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<tr>
<td>Y</td>
<td>Bryans-Bongey, Sarah</td>
<td>EPP Senates Secretary, non-voting</td>
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I. Welcome
Chair Miller began the meeting at 3:30 pm. She noted that Morgan Anderson was attending the meeting as a proxy for Scott Ellison and that it was her first senate meeting.

II. Minutes
Minutes from the October joint TE Senate meeting were approved. Chair Miller noted the goal is to get minutes approved within a few weeks so Senators can share them with their constituents.

III. Representative Areas on Teacher Education Senates
Chair Miller shared results of a poll taken regarding Elementary and Secondary Senator attitudes toward options for representation/seats on the TE Senates.

Poll results
Option 1 - no change
Option 2 - Include largest minors on Elementary Senate
Option 3 - Change Prof. Seq. seat to EdPsych and Foundations
Option 4 - EdPsych and Found on one of the TE senates, another Prof. Sequence area on the other senate.
Option 5 - Add seat for Elementary Ed to Elementary Senate.

There was some discussion regarding the different options. Chair Miller noted that some expressed surprise at Option 4 in which EPFELs would be represented on one senate and another professional sequence representative would serve on the other senate. Chair Miller said this might be tricky to manage, and shared that she supported having the Professional Sequence seat on each TE Senate replaced by an EPFLS seat to represent faculty teaching Ed Psych and Foundations courses in the professional sequence. This was due to other parts of the professional sequence already having seats on the senates and Instructional Technology being part of C&I meaning they were represented by the C&I senators. This appeared to be agreed to by the senators.
Based on information gathered from the above-posted poll, Chair Miller noted the plan moving forward will be to generate a final draft with seats on the senate based on representation areas in TE and other changes in place for a vote. There was general consensus that seats were needed for Literacy and Elementary Education.

Regarding the eventual approval of updates to the constitution and bylaws, Chair Miller noted that getting the documents and procedures together has been a huge undertaking.

Chair Miller will include this information and agenda item on the upcoming Secondary TE Senate meeting scheduled for November 18 and will have a final draft of the constitution and bylaws ready by the end of this semester. At the February Senate meetings, the documents can be approved by the senates and be presented to the EPP voting faculty for a vote.

Chair Miller reminded everyone that her term is set to end in May as the position involves a two term limit. This job is doable with the one course release. She stated that the new chair will bring their own personality and strengths to the position. She invited Senators from the Elementary TE Senate to consider serving as chair and offered to discuss the chair position individually with anyone who has a potential interest in filling this role.

OLD BUSINESS

IV. Proxy voting

In order to formalize constitution and bylaws documents, Chair Miller asked about the general perception as to whether proxies can vote on behalf of the senator they are representing. The general consensus was that this should be allowable. Betsy suggested that proxies should be allowed to vote on behalf of the senator they are representing even if they were not a pre-identified alternate. Chair Miller agreed to get that language in the document, agreeing it is important for small departments who might not have an alternate.

V. Implementing the Field Experience Placement Guide

Chair Miller introduced the topic of the Field Experience Placement Guide, which had not been in general use due to inactive links. Michelle stated that we can use it in Spring 2022, even though the links (to spreadsheet data that would identify specific field experience placements) may not yet be working. Chair Miller agreed and stated that once the Anthology system is fully functioning and integrated, the new process will be helpful in terms of balancing placements as well as tracking them. She suggested full implementation might not be possible until fall of 2022.
Michelle asked if field experiences where students do observations also need to be entered into the system that tracks field experiences, the students are not teaching in these placements. Benjamin replied that, yes, the goal is to know where all of our students are.

Michelle noted that sometimes students find their own placements, to which Benjamin responded that our pre-existing contract with the cooperating school district should support this contingency. It will be important to ensure there is already a contract in place. Having students find their own placements can make this hard to manage. Chair Miller added that we need to avoid placing too many students in one classroom or at one school, citing the TE Clinical Committee’s goal to have all field placements in the program “play nicely together.” The hope is that following this guide will allow for that. She noted that not all of the field experience coordinators at our host schools do the same work, and that the Committee recognizes this is a place we need to improve communication to make this work.

Sherri noted that we have to report all field experiences to the State. Observations are considered field experiences. Kim corroborated that monitoring is critical for many reasons and it is mandated by the State.

Cathy noted that the Clinical Committee intends for this to be a process for schools and accountability, and suggested that we can continue to revisit and improve it as an organic working document. She said she would update the Field Experience Placement Guide with the accurate date/information for when the links will be active on Anthology prior to sharing it with the Senators so share with their constituents.

NEW BUSINESS

VI. Meeting dyslexia law in the Elementary Education Program update

There was some discussion as to how and where the required training relating to dyslexia was provided for elementary teacher candidates. Benjamin noted that this issue has been resolved and the content is taught in LITED 3115 to ensure all will get it.

A video/webcast was mentioned as still being an option. However, there were some concerns expressed ranging from technical glitches to a possible lack of the webcast’s support for critical analysis, exploration, and two-way dialogue. The 45-minute webcast-based training is based at the University of Iowa. Benjamin suggested that the Jacobson Center might be able to provide support.

Wendy noted that many students have had difficulty accessing the webcast. She said there was also a lack of documentation and asked if we could find a way to make it available through our own campus. Benjamin acknowledged that it took him several tries, but he was ultimately able to access the training.
Chair Miller expressed the hope that the inclusion of dyslexia being taught is documented in the course syllabus, since that is what the state visitors will look at to see if we are meeting this part of the code. For TE faculty who use the online Dyslexia training housed at the University of Iowa, which has been buggy this semester, she expressed an interest in doing something that would make the needed training more accessible at UNI. Chair Miller has heard from faculty that the certificates documenting completion are not always sent this semester, and that the training sometimes freezes. The certificates are what the secondary methods instructors have submitted to the Director of EPP to document completion of the module, which satisfies the law.

Kim asked about a differentiation plan that was once needed to be included in methods courses and be submitted to the CATS office. She noted that this was more cumbersome than the certificate. Wendy shared that she recalled a meeting when Chad was Secondary TE Coordinator, where the methods faculty got together to create this template as a tool to use in secondary methods courses. Seems Kim and some other faculty in K-12 and secondary programs use this and complete student work on the template, but not all faculty do. Benjamin offered to follow up on the concerns and issues mentioned during this discussion.

VII. Preview of upcoming Educator Preparation Programs state approval process.

Benjamin showed a flow chart of the EPP Program Approval Process. The process takes about three years. In addition to having Larry Dice and Maryam Rod Szabo take us through the flowchart, Benjamin invited the Content Committee to become engaged in the process.

A self-study will kick off this spring and go for a year and a half. Then the next phase will be the writing of the report followed by a site visit and follow-up. Benjamin invited people to come to the meeting and get involved. The meeting is scheduled for November 15 at 1:30 pm. Many faculty were invited to attend, since the self-study report will be done using the HLC model and distributed across committees.

Chair Miller participated on a site visit team and she stated it was valuable and educational and somewhat time-consuming. Benjamin agreed that participation is worthwhile. He said there are three or four every semester, and that the spring 2022 session is already filled, and invited EPP faculty to join a team before our state visit.

VIII. Anthology Update

Benjamin discussed progress made in implementing the Anthology system. We are starting with local needs such as clinicals. Tami has been devoting half of her days to get the new system going. The NOC system will eventually go in there. There are also changing approaches to communicating with the Registrar’s Office with the goal being to process information more efficiently. He noted Anthology will be an improvement in terms of getting information and data out to programs.
Chair Miller thanked Benjamin and his office for the work done to date in implementing the new system.

**IX. Other items to share or get on future agendas**

The 11/5 Tubbs event was mentioned and there was some discussion of specific speakers, including a UNI graduate who has done some impressive research on the topic of teacher burnout.

Michelle expressed thanks for the leadership of Chair Miller and for the committees, and Cathy responded with thanks to the senators.

In this discussion of items that will be important for future/ongoing consideration, Betsy stressed the importance of supporting our students - especially in light of the changes to the admissions process, which no longer require passing scores on the Praxis Exam.

Benjamin noted that our students in EPP programs generally do very well in terms of their GPA at UNI. He stated that now we have made it easier for students to apply, and that we will be able to track how they are doing.

Chair Miller agreed it will be important to monitor and support admitted students (including positioning them for eventual success on Praxis II).

Benjamin noted that he and Tami discussed the timing in terms of when students should take their Praxis II. The suggestion is that the earliest time for this undertaking should be after students complete their Level 2. He suggested that some might want to wait until Level 3. It is not recommended that students wait until after student teaching to take their Praxis II.

Sarah emphasized the importance of a strong system of support saying that students can look fine on paper but still be struggling. She asked what benchmarks or other approaches we might use to support students.

Benjamin brought up the question of whether we are inequitably putting NOCs on first generation students. He mentioned upcoming efforts that include a survey around registration time and also the involvement of advisors.

Chair Miller made a note to follow up on this next semester.

She concluded the meeting noting that the December 2 meeting may not be needed. She also expressed excitement at the prospect of Convocation on April 6, 2022. It is an outstanding event to celebrate those entering the teaching profession.

Chair Miller motioned to adjourn the meeting. The motion was seconded by Wendy Miller.
The meeting adjourned at 4:50 pm.