

**Elementary Teacher Education Senate Meeting**  
**3:30-5:00 Thursday, April 26, 2018**  
**CBB 319**  
**MINUTES**

I. Welcome

**PRESENT:**

JD Cryer (Coordinator, Elementary Teacher Education), Chad Christopher (Coordinator, Secondary Teacher Education), Greg Bourassa (Professional Sequence), Amy Lockhart (Clinical Experiences), Betsy Zan (Early Childhood Education), Chris Kliwer (Special Education), Kim Hurley (Physical/Health Education), Olly Steinhorsdittir (Math Education), Merrilee Betts (Teacher Practitioner), Louren Kilburg (Undergraduate Student)

**ABSENT:**

Carolyn Weber (Middle Level Education), Michelle Swanson (Music Education), Sarah Vander Zanden (Literacy Education), Ben Forsyth (Chad, Teacher Education Faculty), Islam Aly (Art Education), De Dee Heistad (Liberal Arts Core)

**GUESTS:**

Vickie Robinson (Associate VP, Educator Preparation), Rob Boody (Director of Assessment), Leigh Zeitz (Associate Professor, Curriculum & Instruction)

II. Approval of February 1, 2018 Senate Meeting Minutes (Electronic)

Minutes approved.

III. Role of Coordinator?

- Go to person for Elementary Education Teacher Education
- Person who understands big picture
- Works with admission to Teacher Education Program
- Organizes Convocation
- Completes background checks
- Follows through on NOCs--the heavy
- Updates faculty on current issues
- Coordinates Institutional Report and Program Review
- Should the coordinator provide opinions during meetings?
  - Yes. Very much so.
  - Need to hear voice so hear big picture perspective

IV. Kern Family and Character Education

- Decision to participate seems to have already been made without discussion.
- There was confusion at the COE Senate. Will this only benefit those professors who get involved?
- Is this character education for our university students or is it for P-12 students?

- We are already teaching Character Education
- Concerns in the Professional Sequence
  - Technical concerns
    - How to fit character education into professional education courses
    - Why are we convening summer work when work has already been done with TESI Curriculum? This seems redundant.
    - How will this work guide and influence curriculum as a whole?
  - Moral concerns
    - Connections to Koch brothers
    - Some funding of things we don't agree on
      - Doing away of Teacher Education Programs
  - Political concerns
    - Character Education is misguided. A focus on character is inadequate for structures to help teachers and education.
    - Need to focus on teaching standards--InTASC and other things impacting teachers. Why character?
    - Teachers are feeling demoralized, not burned out.
- Will we be able to truly define "Character Education" the way we want to?
- How can we ensure that social justice remains the focus of this endeavor?
- What are the strings attached?
- What is the money to go for?
- The Elementary Education faculty in Curriculum and Instruction are strapped and to add another thing would be hard to do.
- This process seems rushed.
- There doesn't seem to be open dialogue and now it is going forward.
- Certain views of Character Education lead to racism and marginalization
- Character Education has never come up on any of the surveys from alumni, principals, others as a concern area. Why are we choosing to focus time and energy on this?
- The Chronical of Higher Education recently had an article regarding if we should be teaching Character Education in our programs--seems to be a theme at the current time.
- Is Character part of what we believe the final package of a "good teacher" looks like when they graduate our programs?
- Is this whole process part of the "game" to get money for our goal or their goals?
- From the perspective of our teacher representative, we are producing very prepared candidates who are willing to join into and enact the different models of Character Education chosen in each of the different schools and school districts. There doesn't seem to be a need to help educator our candidates on character education if the goal is P-12 grade students. This is already being done and will continue based on current laws.
- From the perspective of our student representative, there is some education being done currently in our TE Program on social justice, but it is hit or miss depending on the teacher and class. Sarah Montgomery's social studies methods class does a good job of integrating social studies for social justice. If it were to be part of the program it should be integrated into the program and not a stand-alone class.

- There is a feeling that the money distribution of this funding will be like “Trickle Down Economics.” Those at the top will get the majority of the funding and those actually doing the work in the classroom won’t get much support for doing the work.
  - When ASU redid their program they changed their Humanities 101 course to move from traditional units to units that looked at “Gratitude and Empathy”, for example. As this project moves forward, it would be important to look at and contact the schools listed to see what changes they made and what collaboration with Kern actually looked like.
  - Discussion of the negative impact of Horace Mann and the purpose of schooling
  - JD described the great work of the Conceptual Framework and establishment of the Mission, Vision, and Belief Statements.
    - Described the importance of Belief Statements 3 and 4 with the goal of having our students understand the historical, social, cultural, and political contexts and how they impact education, and also to understand the importance of diversity and equity and engage in opportunities to promote social justice.
    - Further, Belief Statements 5 talks about the importance of our candidates being able to engage in leadership and advocacy.
  - With these beliefs, we will need to figure out a map of these goals throughout our program. It would be good to have resources available to do this work, because the state is not going to give us more money. If we can use our Mission, Vision, and Belief Statements to drive the work and definition of “Character Education” then I think it is a good thing.
  - “Character Education” is a very muddy concept. It will be hard to nail this down to a definition all can agree upon.
- V. Summer work for clarifying responsibilities and authority for Educator Preparation
- The timing was poor for VP position because of all the circumstances that were taking place in upper administration.
  - There didn’t seem to be enough time given to see if the position was really working or not. We can’t make a fair assessment.
- VI. Executive Council Faculty Representative
- Olly Steinhorsdottir has agreed to represent the Elementary Senate on the Executive Council.
- VII. Required V.I.D.S. training for program completion
- Leigh believes that it would be good to have this as a program completion requirement.
  - We could be a model across university, state, and country.
  - There was a question related to price involved for training.
    - The cost, according to Leigh, would be the time of the trainers.
    - Leigh believes there would be funding available through the Foundation and Andrea Elliot
  - Should requirement be for faculty to receive training?

- Louren--We should work to promote and advertise the VIDS training more instead of a program requirement.
- Could students receive a “Certificate of Attendance”? Add this to promotion and advertisement.
- Should look into offering trainings for faculty through the department heads and deans. A Professional Development for all faculty in the department of college.
- More discussion needs to take place.

VIII. Webpage question related to Teacher Education and Educator Preparation

IX. Team Teaching 8 hours per year

X. External Advisory Board Update

XI. Office of Teacher Education Year-End Update

XII. P12 Terms

XIII. Associate VP of Educator Prep Update-Vickie Robinson

XIV. Director of Assessment--Update--Rob Boody

- Rob indicated that he had obtained four instruments related to capturing information related to teacher candidate’s engagement with diversity. He advised that the Teacher Education Subcommittee for Diversity investigate these four instruments and then choose one to bring to the Senates for use in the program.
  - Chris Kliewer made a motion to have the Teacher Education Subcommittee for Diversity investigate these four instruments and then choose one to bring to the Senates in September/October for use in the program.
  - Greg Bourassa second.
  - Motion passed

XV. Update from the State

Elementary Senate

Secondary Senate  
May 3 Location CBB 319