

Elementary Teacher Education Senate
3:30 Thursday, February 7, 2013
CBB 319

MINUTES

I. Roll and introductions

Present: JD Cryer (Coordinator, Elementary Teacher Education), Cherin Lee (Coordinator, Secondary Teacher Education), Becky Hawbaker (Chair, Teacher Education Faculty), Sarah Vander Zanden (Literacy Ed), Rip Marston (Physical Ed. and Health Ed.), Linda Fitzgerald (Early Childhood Ed), Ellen Neuhaus (Liberal Arts Core), Kim Miller (Special Education), Tony Gabriele (Professional Sequence), Mary Stichter (Elementary Education-Alt for Denise Tallakson)

Absent: Wendy Miller (Art Education), Amy Lockhart (Clinical Experiences), Jean Schneider (Middle Level Education), Michelle Swanson (Music Ed.), Denise Tallakson (Elementary Ed.)

Guests: Rob Boody (Director of Assessment), Leigh Zeitz (Curriculum & Instruction), Katheryn East (Professional Sequence)

II. Approval of minutes for Nov. 8, 2012, Dec. 6, 2012, and January 24, 2013 (Joint Senate meeting)

Becky Hawbaker moved to approve the November 8, 2012 minutes and Linda Fitzgerald seconded. Minutes were approved.

Rip Marston moved to approve the December 6, 2012 minutes and Kim Miller seconded. Minutes were approved.

Kim Miller moved to approve the Joint Senate minutes from January 24, 2013 and Linda Fitzgerald seconded. Minutes were approved.

III. Update on matters arising at the State (Cryer/Lee)

There were no reports that needed to be made.

IV. Update on Teacher Education Executive Council (Cryer/Lee)

JD and Cherin reported to the Executive Council on the Chair of Teacher Ed. Faculty election and also reported on the Joint Senate meeting. Members were apprised of actions of the Secondary Senate to disconnect LAC from math (list of courses not on our LAC list).

The budget line for Teacher Education was discussed and the need for transparency of funding routes. Currently expenses are associated with many departments across campus and are difficult to locate. The next Teacher Education Executive Council meeting is on Monday, February 25th.

V. Standing Committee Assignments

- a. Need an elementary level representative for the Teacher Education Curriculum Committee

Email JD if you would like to be the rep.

VI. Old Business

- a. Curriculum changes for this cycle
 1. Educational Technology Minor (restructuring)

The Ed. Tech Minor program will no longer have electives. It will have 6 designated courses. Two of the courses can be replaced by other courses (in specific subject areas with student request and instructor permission).

These courses are required:

INSTTECH 1031, 1030, 4131, 4139. INSTTECH 4138 and 4110 are part of the Master's Program. The following courses have been renamed with active verbs to make them more marketable:

INSTTECH 4131 (Exploring Issues and Trends in Instructional Technology)
INSTTECH 4138 (Understanding Visual Literacy)
INSTTECH 4139 (Planning and Producing Instructional Media)
INSTTECH 4153 (Using Digital and Social Media in Education)
INSTTECH 4170 (Supporting Learning with Dynamic Web Design)

Distance Learning was not available for undergrads as its number was 6210. It has been renumbered to include 4210 and 5210 to allow both undergrads and graduate students to take the course. The name has also been changed to Developing and Directing Online Learning.

Kim Miller asked what the purpose of the restructuring was. Per Leigh Zeitz, there were too many classes listed in the minor and the department was asked to cut courses. It was viewed that the MA major had too many options at 35 credits and was lowered to 33. The minor remained the same at 18 credits.

The minor was not affected but rather the Master's Program was restructured.
Linda Fitzgerald moved to approve the changes to the Educational Technology Minor and Tony Gabriele seconded.
Motion approved.

VII. New Business

a. Field Experiences requiring students to miss class

Per Linda Fitzgerald, in Early Childhood there are tons of extra field experiences happening, but students don't miss other scheduled classes: class trumps field experience. Students can't miss scheduled classes because of Field Experiences. Participation week is the exception. Students have to make up the time and work. However, there is going to be an adjustment period in the absence of PLS. We should document the issues that are happening and send them to administration to show the consequences of no clinical lab on campus as part of the day (students have to travel far off campus for field experiences). Mary Stichter said her area bused students for one day (outreach to communities). She was told that her class could not use the CF School District for extra field experience as they are overloaded. Kim Miller said that the piece that UNI is missing is that 90% of schools are rural.

Cherin said the more people start doing extra field experiences at other schools, the more students miss other scheduled classes that day.

Becky asked about immersion/participation week being used for field experience. Per Cherin, the issue here is missing courses for these other field experiences.

Per Becky, Level II was restructured so students had to register for a time block for their field experience. The other field experiences are important and should be restructured in a way to avoid conflict. Mentor teachers and coordinators should be notified.

Linda F. asked about scheduling a time during participation week. Rip said he tells his students they are accountable for anything they miss due to leaving class for field experience. Cherin said we need to review the situation. Becky said that schools tell us when they can take students so that makes it difficult to schedule accordingly. Tony G. said we should document field experience/class conflicts. An email should be sent to the TE Coordinators when problems arise. Cherin would like to document all field experiences that are above what is necessary.

Rob B. mentioned ways to restructure our program such as using distance learning or having a bigger professional school

development presence. He also mentioned having classes on Sat. to avoid transportation issues. Mary S. wondered about blocking courses together. Tony G. feels that there should be more flexibility on the part of the public PreK-12 grade schools. He also feels that to some extent we are doing a lot for PreK-12 grade schools so it should be reasonable to expect some give and take in times that students can visit. Mary S. feels that as the ties and relationships develop with the schools, things may change. Sarah Vander Zanden asked "How do we decide what is necessary for documentation?" "What is the end goal?" Cherin wants to know how many departments are affected.

b. edTPA

The edTPA is already required in some states. Iowa has been involved in a pilot program and UNI is one of 4 schools in the TQP project.

Linda F. moved to continue discussion and Becky seconded. Motion approved.

Linda F. would like to know more about the edTPA in Massachusetts and why they are up in arms against it there. Teacher Ed. people have been getting fired over this from what she has heard. Teacher Ed. people have put out petitions against this. This was an issue in Massachusetts as they didn't want to lose the feedback option by not being able to score in house. If UNI outsources 10% of the scoring that may help the issue here. Someone asked about the scoring costs. It is \$300 per student if scored by Pearson. We have 200-260 students per semester. We currently spend several thousand dollars to score TWS. Teachers are paid to score but faculty cannot be paid for scoring. Cherin asked if we know the cost. Rob said it is \$50 per scoring session which is typically 3 hours. Tony asked if we know how many people we had paid. Per Rob, the total spend has been around \$1,500 per semester. The Dean would be willing to try and get funding from the Provost for the scoring cost of the edTPA so there would be no cost to students.

Based upon what was heard this morning from the U.S. Senate floor, the Teacher Ed. Reform Act would require reliability and valid performance assessments prior to certification. Tony asked if Jason Glass will allow us to score the edTPA for licensure. Rob said he believes so. Kim asked Rob if he has spoken to Jason Glass about Praxis II and he has not. There is no scoring cost to students for TWS. UNI, University of Iowa, ISU, and Drake University are piloting edTPA at this time. Per Rob, edTPA will

allow technical support from Stanford and it will be nationally normed this summer. He doesn't see that we are adding anything to the workload by going from TWS to edTPA. Minnesota is currently using edTPA. We are using Praxis II right now and students do well on this.

Kim Miller made the motion to continue using a performance-based assessment as part of the Teacher Education program. Mary Stichter seconded the motion. Motion carried.

Cherin asked "What kind of performance-based assessment do you want it to be?"

Motion to adopt edTPA as the performance-based assessment was moved by Becky Hawbaker and seconded by Kim Miller. Discussion continued.

Motion to table the motion to adopt the edTPA was moved by Linda Fitzgerald and seconded by Sarah Vander Zanden. Motion approved.

Motion to have the Elementary Senate vote electronically by Feb. 21st or vote as a joint senate on that date to have edTPA be our performance-based assessment was moved by Becky Hawbaker and seconded by Kim Miller. Motion carried.

c. GPA changes

We will not be able to discuss the issue of raising the GPA until the next meeting, on March 7.

Per Cherin, if you have not discussed GPA with your constituents yet, please do so before March 7. The two senates are decision making bodies. Policy level decisions can be made and we need to move on this GPA issue.

JD Cryer moved to adjourn the meeting and Rip Marston seconded. Meeting adjourned at 5:00

VIII. Upcoming dates (subject to change)

Elementary Senate

March 7

April 4

May 2 (if needed)

Secondary Senate

Feb. 21

March 28

April 18-Moved to room 323 CBB

April 2—Teacher Education Convocation