Minutes

I. Welcome

Attendance:

Michelle, Cathy, JD, Sam, Betsy, Danielle C, Hannah Z, Caroline W, Irenea, Scott, Wendy, Allison, 
Guest--Julie

II. Please verify the Senate roster including the name of your alternate on the document 
shared here.

Reports (Please read the document, linked here, containing brief summaries of the reports and 
not any questions or concerns you have regarding the reports to discuss at the meeting.)

III. Summer Executive Council Meeting

IV. Teacher Education Clinical Committee summer work to identify field experiences 
needed for licensure or endorsement.

V. Teacher Education Diversity Committee

VI. Convocation Committee

What questions do you have or concerns?

Betsy--Praxis Core is permanent not a COVID thing?

Cathy--That is correct

Field placement--were you able to find placement?

Allison--yes for her level I. In a live classroom. Few in virtual classrooms.

Hannah--2 lessons on Zoom and watching videos to supplement in live classroom. A mix of 
emotions. Students are grateful for work put in. Level IIIIs not in school so nervous for not getting 
into schools prior to student teaching.

Danielle--foundations block. All at Becker because of a bubble. This is nice. They are in a computer 
lab not being used.

Diversity committee--will summarize survey results next time
Convocation Committee is working to get pins and certificates to students who did not have Convocation.

**Old Business**

VII. Teacher Education Content Study Committee

A. Suggested charge for their work.

Cathy showed membership on the committee. Have met once. Waiting for senates to give more direction. What do the senate’s think we should be doing? Any motion?

Danielle--It might be helpful to define or at least explain a bit more as to how the committee will “study.” Since a charge should be task oriented, I’m not a fan of the one on the right - it does not address diversity at all.

Scott--I agree with Danielle.

Hannah--I agree but I do like how it mentions equity of experience and preparedness.

Betsy--I support the one on the left; it's clear and concise

Scott--Agree with Betsy. I like the six belief statements and believe this will show up in the work of one on the left.

Betsy--in-depth study?

Danielle--will study using the six belief statements.

Betsy--this is our conceptual framework.

Michelle--box on right gives more perimeters include the conceptual framework as an additional to the three on the left.

Scott--the belief statements are a good place.

Caroline we should adopt the one on the left.

Cathy--secondary senate. Voted to accept the one on the left. Make a motion to accept the charge on the

Betsy--Move to accept one on the left

Caroline--second.

Pass unanimously
Danielle is working on the university diversity committee. So is Megan Balong and David H S to help connect with the work if needed.

VIII. Level III Course Descriptions

A. Form a committee with Secondary Senate representation at the joint meeting in October.

Need common language when looking at Level III courses for common pre-reqs from the TE program.

Bringing it up at the joint senate meeting.

Betsy--We listed the highest one on the level because lower ones are assumed.

IX. Governance Next Steps to finish the Constitution and Bylaws. (The first, very rough draft, is found using this link.)

A. Secondary senate passed a motion calling for a committee to be formed to polish the document and either resolve the questions or bring them to the senates for discussion and action. EPP faculty not in the senates were deemed eligible to serve on this committee.

Scott--This sounds good to me.

Betsy so move to accept secondary senate motion

Scott second

Passed unanimously

X. Term limits for Teacher Education Senate representatives to the Executive Council.

Cathy asked senators to check with constituents so we can make a decision at joint senate.

New Business

XI. Newly legislated requirements for Teacher Education Program

A. IEP training for all teaching majors, new code statement:

The unit shall provide evidence that teacher candidates develop the ability to identify and meet the needs of all learners, including: b. Students with disabilities, including preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement.
How do we interpret the legislation?

Danielle—how do I collaborate with a team of people who are responsible for teaching children? How do we support kids? How do we teach preservice teachers to a part of a collaborative team?

Betsy—ECE—they are fluent in writing IEP goals. Content committee needs to deal with this. This content needs to go to all teaching majors however, not to freshmen and sophomores, so where?

Danielle—Diverse Learners, but we only have two credits. It points to the need for more inclusive pedagogical practices throughout our program.

Cathy—how is the BOEE/IDOE going to interpret the word “develop”?

Where and when do we meet the legislation? Need to get more information.

JD will get more information from IDOE

B. Dyslexia endorsement, new code statement:

- IRRC Dyslexia module for all PK, Elem, ESL, Title I teachers and paraprofessionals
- Dyslexia Endorsement - 3 years of experience required
- EPP’s offering endorsement must be affiliated with and approved by the IRRC

Danielle—I’m sorry everyone, I just worry about some of this new legislation and its impact not just on academic freedom, but item (B) dyslexia training is in ideological conflict with many faculty members not just here at UNI.

Betsy—Does the legislation mean that UNI needs to do something new or different from what we are doing right now or can we simply ignore it?

Scott—Good point. Should we be assuming that we are running afoul of this requirement?

C. Removal of entrance exam requirement for teacher education programs, new code statement:

“Testing. This bill removes the requirement for a nationally developed test for program admission, and requires programs to report results if they choose to use one. The change to IAC 281, chapter 79 and chapter 77 officially noticed by the state board is seen in 79.13(4)a. The same language is added in 77.11(2). 79.13(4)a. Entrance into the program. If a unit chooses to use a pre-professional skills test from a nationally recognized testing service for admission into the program, the unit must report passing rates and remediation.”
Concern if they don’t take Praxis Core how will we know that they will pass Praxis II? From an informal study of Praxis test scores, it appeared that students who needed three attempts to pass Praxis Core did not succeed on Praxis II.

What support can we give to all students? We might emphasize that there is a hard exit test.

With no Praxis Core, is other gate keeping needed?

Wendy--NOC needs to be used when there are concerns academically about students.

Cathy--test anxiety might be the problem. This is seen even in low stakes tests.

Irenea--test anxiety is an issue. Have we ever surveyed students on why they don’t pass Praxis II?

Hannah--yes, test anxiety is a problem for some students.

Seems we need to find a way for students to get support for Praxis II.

XII. Revisit idea of two Teacher Education Senates, would meeting altogether be a good idea?

Cathy wonders if the two senates having individual voices is more important than being efficient.

Michelle--Reflect on past governance organizations. I don’t appreciate the disconnect between the two senates, but if the state said we needed to do this.

Cathy--Council of TE (the former faculty governing body) had more representatives from elementary compared to secondary. There was also a concern about meetings not being needed for everyone. At some meetings, the issues were only for secondary, or only for elementary. This does not appear to be the case now. Secondary faculty started the work to have two senates.

Wendy suggested that there be a combined meeting every other month.

Betsy--one Zoom meeting with breakout rooms.

Sam--It is more of a timing issue. The split gives everyone more voice. Good to keep it separate and collaborate when needed

XIII. Current Teacher Education Program admission requirement includes an orientation to Teacher Education Program. Is this still needed?

Allison--Make sure advisors say it. The application information needs to be heard in more places. Maybe do an orientation in Level I? Many students are confused. So much information during advisory meetings it is informational overload.

Betsy--Level I might not catch all. Need to have some sort of orientation.
Julie--An orientation is good for basic questions. How do I fill out an application? Do I complete a SING? Do I do this before the application? Create modules? I get emails with lots of questions about applying to TE.

Wendy--I do an orientation with art students, and they like it. If we keep an orientation, what needs to be in the modules?

Meeting adjourned.

XIV. Should we invite administrators to Teacher Education Senate Meetings?

XV. Prepare to report to share progress on areas of concern for the BOEE.

XVI. Other??

Athletic department has offered to help us with 21-day challenge

Dyslexia--both pieces of legislation need clarification.

Upcoming Dates (subject to change)

**Elementary Senate**

- Joint Senate Meeting October 15
- November 5

**Secondary Senate**

- November 19