

**Elementary Teacher Education Senate**  
**3:30 Thursday, May 2, 2013**  
**124 McCollum Hall**  
**MINUTES**

I. Roll and introductions

**Present:** JD Cryer (Coordinator, Elementary Teacher Education), Sarah Vander Zanden (Literacy Education), Tony Gabriele (Professional Sequence), Denise Tallakson (Elementary Education), Rip Marston (Physical Education and Health Education), Amy Lockhart (Clinical Experiences), Ellen Neuhaus (Liberal Arts Core)

**Absent:** Cherin Lee (Coordinator, Secondary Teacher Education), Katheryn East (Chair, Teacher Education Faculty), Michelle Swanson (Music Education), Linda Fitzgerald (Early Childhood Education), Kim Miller (Special Education), Jean Schneider (Middle Level Education), Wendy Miller (Art Education)

**Guests:** Merrie Schroeder (Assistant Professor, Student Field Experiences), Gloria Holmes (Associate Professor, Curriculum & Instruction), Becky Hawbaker (Instructor, Student Field Experiences)

II. Approval of minutes for April 4, 2013

Rip Marston moved to approve the minutes and Amy Lockhart seconded. Minutes were approved.

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

There are potential changes being considered to the accreditation process by the Iowa Department of Education. There are three options being discussed:

1. No change—continue Chapter 79 and site visits
2. Full adoption of the CAEP National standards and national visit.
3. A combination of CAEP and State standards with visits.

Director Glass would like the State Board of Education to make a decision about the change at their next meeting in early May. This push for a quick decision is causing great concern. The IACTE organization has written a response to ask that the process be slowed down so the Board can get all the information needed and make a strong decision. This resolution was sent to higher education administrators and Deans.

IV. Update on Teacher Education Executive Council (Cryer)

Associate Provost, Michael Licari and the deans read the IACTE resolution and agreed with the statement. Dr. Licari will send a supporting letter from UNI to the State Board in support of the IACTE resolution to slow down the decision making process.

There was a good discussion regarding the role out of the edTPA. Rick Vanderwall, Tony Gabriele, and Katheryn East voiced their opinion that all those involved in Teacher Education across campus need to be involved in the entire edTPA process. This means faculty would need to be involved in implementing the edTPA, training for evaluating student edTPA, and finally, assessing 2-3 edTPAs.

A point was briefly discussed in regards to the possibility of Level III at the Secondary level pursuing the idea of having a scheduled one-week field experience worked into the semester similar to the Elementary Participation Week.

V. Old Business

a. New Praxis I Cut Scores

Cherin and JD will have a conference call regarding this topic with ISU and U of I. UNI wants to keep Praxis scores at whatever the state is recommending, until further data analysis can happen. The state will recommend the cut scores and each school can agree or they can set their own. UNI wants to mirror the choice of the other Regent schools so students won't be able to shop around for the school with the lowest scores required for admittance.

VI. New Business

a. Alternative License Program Update—Merrie Schroeder

As Merrie retires at the end of May, there will be a new coordinator by the first of June.

There appears to be misconception that this program is a fast track and erodes traditional Teacher Education programs. The Regents Alternative Pathway to Iowa Licensure program need to use chapter 77 which runs parallel to chapter 79 of the Iowa Code. This means admission standards are high. Letters of recommendation are required and transcripts must show that a student did not start another program, not do well, and then quit before applying to the UNI Alternative Licensure program. The student must have worked three years in a profession before being admitted. The state

requires 50 hours of field experience and the UNI Alternative Licensure program requires 60. The second year of the program there are outside evaluators, retired teachers or administrators – or supervisors from any one of the programs--who stay with students into the third year. Students start their internship or co-teaching with the same person so they can move to the next year. In addition, students share data for a final paper with regards to what they bring to the community and teaching. There are yearly faculty surveys – outside, curriculum and program reviews.

Questions were asked about the program:

Rip asked how large this program is with regards to number of students. Currently, there are two cohorts in the program, but one graduates Saturday. Per Merrie there are 26 students being licensed at this time. Students are encouraged to do substitute teaching to find out if they want to do this program. Students have found that they love it and want to get licensed.

Tony would like some syllabi for the program to get a sense of how different this program is than ours. State requirements as referenced in Chap. 77 were mentioned.

Tony asked if students have to take Praxis II and the answer is yes.

Tony asked if there were plans to expand the program beyond science and math? Tony also mentioned a concern if this program was a competing program to our traditional Teacher Education program or whether or not it is clearly differentiated and what the targeted goal is. Is it grades 7-12 only? Merrie responded by stating this program is a Post B.A. program for people who want to get teaching licensure through evening, online, weekend classes and face-to-face time. There has been an increase in numbers for this program. The program needs to be further marketed so people know this program exists. Many students have indicated that if this program didn't exist they wouldn't have become teachers. They wouldn't be able to be teachers because they can't quit their day jobs. No courses transfer in and no courses transfer out. Per Merrie this is not a back door program where you try other avenues and don't succeed and then come to this program. People who have been successful in their profession are then becoming licensed teachers. Many students in this program have their MA and Doctorate in their content field.

#### d. Teacher Education Committee End-of-year Reports

## Teacher Education Diversity Committee

The TE Diversity Committee is working with the CoE Diversity committee to coordinate efforts. They also looked at surveys that were developed in the past. After reviewing this data, a revised survey will be given to students in the fall.

*Adhoc Background Check Committee* - A policy review is needed. ISU requires a background check at the beginning of their Teacher Education program but then students need to self-disclose any criminal history. If there is a criminal instance they need to report this within a certain time frame – When criminal history is in their background this is sourced to DHS to see if they are allowed access to childcare facilities and can be automatically cleared for schools. UNI doesn't clear students for licensure, we can only recommend. The issues that would prevent students from licensure need to be clearly defined in an actual process that includes an appeal process as well. Self-disclosure is required.

*Teacher Ed. Assessment Committee* – Rob will be sending out survey

*TE Clinical Preparation Committee* – Becky met with the Waterloo/Cedar Falls Superintendents. She asked what they are hearing from teachers. Field experience as part of the model is working great. This past year was about getting field experiences set up and going. Moving forward, there is high interest in the vision of UNI faculty to be part of professional learning communities at the local schools. A retreat of field experience coordinators will be held on May 15.

Becky mentioned developing an online course that could be required for transfer students. They are entering program with the same background as native students. Becky would like offer this course as an experimental course in the fall as a pilot. The new course could be proposed in the next curriculum cycle. The course would build in what is in exploring teaching. Daphne Schuchart and Allison Barness met with COE advisors and secondary advisors to discuss welcoming and inducting transfer students into our TE community.

Tony feels it is dangerous to offer online courses. He wonders what the point of a separate course for transfer students is as he feels that the equivalent experience should be the same. If the

course is not equivalent, students should be required to take the correct course.

Meeting adjourned at 4:35.

VII. Upcoming dates (subject to change)

**Elementary Senate**  
Next Fall

**Secondary Senate**  
May 9