Minutes

I. Welcome

Present:


Guests:

Mary Braun, Chad Christopher, Colleen Mulholland, Stephanie Schmitz, Megan Balong, Julie Johnson

II. April 2021 Elementary and Secondary Senate meetings Minutes approved online

Approved online

III. Mary Braun, State Relations Officer, Board and University Relations.

Mary will provide information about her role in Des Moines, and then take questions about how we can collaborate to advocate for teacher and pK-12 education.

Mary explained what she does in Des Moines. She works out of the Board of Regents and is an employee of the BOR for UNI. Only involved with those items that go through the BOR. What types of bills to be registered on are those that impact the university? For example, did not work with the Governor's charter school item because it could affect K-12 schools, but not how we educate teachers. Therefore, it may affect public schools and teachers but not how we do things at UNI. A lot of what she does is build relationships with legislators and tells UNI’s story.

When bills that we do engage with as a university start by getting sent through Andrew Morse’s office and President’s office and then Andrew farms them out for feedback to members of UNI. If faculty members want to be on Andrew’s list, let Andrew know.

You can always email Mary if there are bills you are interested in or work through as members of your associations. You can also contact your own legislators, but only as public citizens.

Questions:
Betsy--When talking with legislators as a private citizen can we identify ourselves as working for UNI? Answer--Yes.

Scott--What if legislators contact us directly? Can we talk to them as a UNI employee? Answer--Yes. However, if you have any concerns about this, you can talk to Mary first to see her thoughts on the specific situation.

IV. Dean Mulholland has a few things to share.

Dean Mulholland announced that J.D. Cryer is stepping down from his role as Coordinator of Teacher Education. She recognized J.D.’s work and thanked him for his leadership over the past 8 years. She then announced that the position will be posted soon as an internal search has been set up.

Old Business

V. Reports

A. Admission to Teacher Education Task Force

Since Praxis Core is no longer. The Executive Council put together a charge. Renewed, reaffirmed, and put in place ASAP. Gave listing of committee members.

B. Clinical committee report (motion made at the Elementary Teacher Education Senate meeting on April 15 to accept the report and share it with the Executive Council).

Megan Balong reviewed the clinical report. Because the Elementary TE Senate had already made a motion to accept the Field Experience Placement Guide, Rob Boody made a motion for the secondary to accept. Lisa Millsaps seconded the motion. No further discussion took place. Vote taken. Motion passed.

Ben Schafer made a motion to accept the committee's recommendation for a Field Experience Coordinator position to be created for our EPP. Kyle Rudick second. No further discussion took place. Vote taken. Motion passed.

C. Content Study Committee

Chad Christopher reviewed the charge of the committee, thanked the committee members for their work, and discussed the process used by the committee. Chad then presented a chart that highlighted the program’s belief statements in concert with a continuum of the “Levels “of our program for our Professional sequence courses and field experience. The chart then showed where key concepts related to the belief statements are addressed in terms of “Introduced”, “Developed”, and “Advanced”. Finally, Chad asked for feedback from senators related to the questions if:
1. Is this the right approach to take for studying the curriculum?
2. If so, should we continue this approach and look at the rest of the individual programs outside the professional sequence courses?

Rob asked when do we see this as making programmatic change?

Elizabeth H. asked what does the committee recommend we should do next?

Scott said that Curriculum Mapping is a work in progress

Kyle indicated that looking at end of program data would be helpful.

Scott said utilizing focus groups would be a good step.

Betsy would like to make sure we are looking at what specific concepts, skills, dispositions do our students need to have for our belief statements.

It seemed senators agreed that we should continue this investigation of our curriculum into all areas, majors, and minors.

Lisa thanked everyone for the discussion and input into the chat.

D. Diversity Committee

Aliza Fones introduced the work of the committee and set up the importance of including ELL instruction into the curriculum of the UNI Teacher Education Program.

JD read through the report and the recommendations made by the committee.

Aliza discussed some of the limitations of the survey but asked if there are places in our program that are critical points for ELL instruction that could then be mapped so we eliminate gaps and redundancies? Aliza is confident that TESOL majors get this instruction, but concerned about students in our regular program. Because this is such an important area for all of our students, it is the responsibility of all of us.

Kyle R. wondered if a certificate could be developed for students to earn if they completed a specific sequence of courses. Maybe part of a "Master Teacher Certificate for Diversity"? He had a concern about making this mandatory for all TE students because he is not sure if we have the faculty to teach all of this. By having a smaller certificate program for now, lower numbers of students would take this and the faculty we do have could teach it. Then, if it was successful, the data could be used to build a case for needing more new hires to take it program wide.

Scott noted that in the recommendations of the report there was a call to locate faculty who might be interested in joining a committee to start work on creating a learning
outcome for ELL that is connected to our belief statements and then start to map this into our program. Scott indicated he might know someone who would have this interest.

E. IEP Law Implementation Task Force

Aliza Fones and David Hernandez-Saca spoke about the work of this task force.

Aliza presented the new law that was passed by the legislature and spoke about how we are working to comply with this law, but that there is a need to go beyond just complying. We need to be more comprehensive. However, we have to do this in a way that does not just put all the work on Level III methods. This has to be the work of all of us.

Aliza and David then presented both the work we need to do in the short-term and the work that needs to be done in the long-term.

Short-Term involved providing resources for faculty and students through the creation of online modules housed in blackboard. This would be a tiered-system with the first tier being information for everyone. The second tier would be information more tailored for the specific content areas. This information and access directions would be put into each course syllabus.

Elizabeth H thought this plan sounded doable for Level III methods and appreciated the task force looking past compliance and into the future for a more comprehensive approach.

Karen B asked how she could expose her students to this information earlier in Level I so they can take the basic knowledge of IEPs and 504s into their field experience and then take it a step further in their Level II courses and field experience so they are ready to really dig deep during their Level III courses. Currently all we have is a checklist for Level I.

David discussed the importance of looking at all of this work through intersectionality, not just disability.

Betsy asked about the past request to have more hours for Meeting the Needs of Diverse Learners course.

David noted that his department has had a lot of talk about diversity and previous plans to change but nothing really gets changed. When we have tried to make things more programmatic, it hasn’t worked. So is adding more hours to this course a way to accomplish improvement? However, maybe embedding key areas of knowledge, skills and dispositions could be revisited.

Lisa reported that it was too close to the end of the meeting to start new business given that it was the last meeting of the school year. The meeting was adjourned.