Minutes

I. Welcome

Secondary

- Kyle Gray, Ben Schafer, Mary Doyle, David Hernandez-Saca, Scott McNamara, Samantha Goss, Elizabeth Hughes, Kyle Rudick, Sheila Benson, Aliza Fones, Kevin Droe, Rob Boody, Holly Henderson, Scott Ellison,

Elementary


Cathy welcomed our new elementary teacher education preparation student representative Belle Presson.

Guests

- Chad Christopher, Megan Balong, Sheri Hoffman, Lyn Countryman, Kim Miller, Tami Powers,

February 2021 meetings minutes were approved in the vote before the meeting.

Reports

New Business

II. Curriculum Review

Chad Christopher, chair of the Curriculum Committee, defined the role of committee, explained the consent and discussion agendas, and led the discussion and vote.

A. Consent agenda (see list)

1. Cathy sent out a poll to vote on this. The results:
   - 90% yes
   - 5% no
   - 5% abstain

B. Discussion Agenda

Scott Ellison explained the certificate and how the expertise of Social Foundations faculty played a role in the three courses proposed.

Elizabeth H--how does this certificate fit into a general education certificate and revisions?

Scott--This certificate would stay out of the general education revision and only focus on teacher education students.

Elizabeth--Could there be suggestions from the Content Committee that might recommend these or these types of classes? Is there space and faculty to offer these courses?

Scott--Yes, we have the ability to cover these courses. It could be a good thing to have these courses connect to the professional sequence.

David--From the President’s council similar questions and conversations and support to departments and curriculum so that we are aligning values across university and working collaboratively.

Holly indicated that students would like this as an option.

Kyle R--This will help with a connection to our alumni survey data and feedback.

Sheila indicated a positive response towards course offerings

Cathy sent out a poll:

86% yes
5% no
10% abstain

2. Field Experience Hours--Department of Teaching

Lyn Countryman explained proposal (see slides)

Signed consults from everyone with no objections. Only objection is from music (this was displayed in slides)

Chad--What is the vision for Level I?
Lyn. A and B sessions and they would go 20 and 20 each session.

Kim--Just a comment...all for more hours in level 3 but some concerns with how to do this based on student schedules, similar to music.

Scott M. agrees with Kim about the tight schedule of PE majors, especially when PE teachers in the field have traveling schedules too, and there is usually one PE teacher at schools. Placements that work are hard to find.

Lyn shared that the Dept. of Teaching faculty though it doesn’t make good sense to have Level 1 with 30 hours, which is the more than Level II or III. It seems to be better for students to have more hours in their last content field experience.

Elizabeth--We have 30 hours, but considered the extra 5 a cushion. We like this proposal and we will just have to work it out

Kevin D--If this involved all levels...Level III should have been involved with the creation of this curriculum proposal.

Lyn--We addressed it with everyone in elementary and secondary even before we the proposal was written [November senate meetings].

Kevin--We did voice our concern in the beginning. Now we are stuck. We will be out of compliance if this goes through.

Kim H.--Some of the ways we find field placements doesn’t seem too good. It seems we compete for placements. This comes together with the number of hours is especially challenging. How do we make sure we have placements for all, especially if we raise hours?

Betsy (from chat)--Would it be possible to stretch some of the Special Areas’ Level 3 experiences across 2 semesters, tethered to 2 different courses that are taught in sequence? Just brainstorming here.

Cathy--Seem to hear that we agree that more hours at Level III is a good thing, but the operationalizing of this is problematic, especially for K-12 majors.

Elizabeth--Clinical committee is discussing some of these issues and trying to address some of these too.
Samantha--The progression of hours across the three levels make sense. I was already aiming for 30 and even at 25 - it's a complicated mess because of saturation in local schools with our teacher candidates. Agreeing just forces the issues being tackled and figured out, not ignoring it another semester.

Kyle G--Once again, this is a long-term consequence of closing the Lab School.

Cathy sent out poll for a vote:

- 76%--yes
- 19%--no
- 5%--abstain

3. SEL Certificate

This was presented to us at the November Joint Senate meeting. There was little discussion and no questions or concerns.

Cathy sent out poll for a vote:

- 100% yes

**Old Business**

III. Report from Teacher Education Clinical Committee

Kim Miller and Megan Balong explained the two recommendations in the report (see slides)

A. DRAFT Field Placement Guide

B. Recommendations

Michelle-- you are exactly correct about the DRAFTS.

Aliza--This is so helpful. Thank you for all of your work.

Betsy--The committee was striving to come up with a recommendation in order to not create more work for people, but hopefully decrease it.
Cathy--Work to avoid the competition that was referenced before. We need to “play together” to do what is best for our students, school partners, and each of our levels and make things better.

Megan--These are two different items and should be voted on separately. As well as to keep the field experience placement guide as a separate vote.

Samantha--We need a central source to start and hopefully give the best answer - less searching, more efficiency

Sheila How do we ensure that subject experts don't lose the opportunity to make teacher recommendations? It's important that subject experts who have knowledge of teachers who have the needed expertise have a voice in placements.

Samantha Level 2 and 3 should be working together or know what each other are doing - I already do work on placements with Jim for art.

Sheila--this will be addressed in the placement guide. Oh, this common data collection point will be very nice!

Rob--Absolutely lovely. This committee did a good job of making recommendations coming from a wide perspective of people representing the entire program.

Kevin--Field experience placement system, I tried the link and I am not able to add any Level III information. Level III could put in their information to help out. This can help us see the big picture.

Megan--We have been told we cannot make new revisions to the field experience placement system because it might move to something different soon.

Sheila--Yes!! I have a whole network of English teachers across the state that it would be really helpful to have a coordinated record of.

Cathy recapped the need to look at the two different items.

Elizabeth--Who is in charge of keeping the document updated? The committee.

Cathy asks for a motion for to accept recommendation A, create a position in the Teacher Ed office, coordinator of field experience?
Betsy move to hire this coordinator
Wendy seconded the motion.

Cathy asked for a motion to accept the field experience placement and reminded people that they will take the documents to their constituents for feedback, and either vote on the motion or ask for revisions at the two April senate meetings.

Michelle made a motion to accept the field experience placement guide
Scott E seconded.

IV. Statement to send to Provost regarding C/NC grading concerns. Motion from the Elementary TE Senate:

We, the Elementary Teacher Education Senate, recommend that courses in the professional sequence, including methods courses, be exempted from C/NC should it be an option this semester.

We ran out of time for this. Betsy asked if we know if the C/NC grading was an option this semester and if it would become an option late in the semester. Cathy shared that she had emailed Patrick Pease to find out, but had not heard back from him. She will follow up and let people know.

Cathy quickly described the request in part V below and said she would send an email with a link to the spreadsheet to gather resources.

Meeting adjourned.