

Joint Teacher Education Senate Meeting
3:30-5:00 pm, Thursday, October 15, 2020
Zoom: <https://uni.zoom.us/j/9688303349>

Present: Catherine Miller, Kevin Droe, Betsy Zan, JD Cryer, Sheila Benson, Danielle Cowley, Kimberly Hurley, Allison Barness, Hannah Zwanziger, Scott Ellision, Kyle Rudick, Wendy Miller, Kyle Gray, Elizabeth Zwanziger, David Hernandez-Saca, Scott McNamara, Holly Henriksen, Sam Eskelson

Guests: Nicole Skaar, Megan Balong, Sarah Montgomery, Benjamin Forsyth

Minutes

- I. Welcome
- II. September Senate Minutes
 - A. Elementary will be shared soon
 - B. Secondary will be shared soon

Reports

- III. September Executive Council Meeting

Business and restarting was the content of this meeting, details in the report. The October meeting was this morning. KD shared that there was a discussion, mostly philosophical, about TE post pandemic, things will be different and how can we navigate that. Also, we, UNI TE, was invited to join the Ed Prep Lab, more information will come later. Can check webpage with Internet search if you want.

- IV. Teacher Education Clinical Committee

A question from this committee: The question is about people who supervise field experience. Many are staying out of schools, which many schools have asked us to do. Our participants can come to the school, but UNI faculty are asked to supervise virtually. There are a few places where people are on our school partners K 12 schools campuses for field experiences or other activities related to the teacher ed program. Some faculty reported that this inconsistency has been difficult to navigate. Many faculty thought there was sort of a blanket policy for all field placement supervision to be virtually. The committee wonders if having a single policy for all UNI field experience supervision in the spring makes sense. What, what are your thoughts based on your programs?

Examples were shared to illustrate the confusion. CM said that she is supervising field experience virtually and has been asked why she is not on campus. DC talked about a

special ed field experience where they partner with a school, including the UNI faculty -- they are expected to be on campus with their students. There are also graduate licensure programs with practica nearby where faculty are expected to join the students. KD asked how many programs has these placements. CM listed three graduate programs, JD noted that these are at a single school for all placements and that there are not many of these.

CM asked senators to let her know about questions and concerns that they hear from colleagues to include at her meeting of the EPP Leadership Team so these can be addressed in the meeting Dr. Mulholland has with CF and Wloo superintendents. AB reminded us that faculty in the Department of Teaching have relationships with rural school districts in the area and can help TE faculty find out if these schools can be used. Students would like to know the nature of their field experiences in advance, but given the unknown of the pandemic, this will be hard.

V. Teacher Education Diversity Committee

In the report, data from the alumni survey was shared and JD noted that the data are from two surveys, 2017 and 2018. He noted that the most recent survey results were just shared, and it is 54% for 2019.

VI. Teacher Education Content Study Committee

The committee met and began planning for work. More will follow.

VII. Graduate Licensure Council

This is where we learned about field experiences for these programs. Also updated them on when the work for the next report needed for the spring 2023 state visit. The report will be due in fall 2022.

Old Business

VIII. Level III Courses having a common prerequisite list referring to Level II Proposal:

- EDPSYCH 3148, TEACHING 3128 & MEASRES 3150*
* Note that Early Childhood Majors, Music Majors, and Physical Education majors do not need this course.

Most programs require Level II courses to be complete prior to Level III methods courses. A question was asked about how many courses are there that need to have consistent Level II prerequisite statements. CM said she would try to find out. Several senators noted that there are exceptions, where a student may take a Level II course at the same time as Level III methods. It appeared that this number is small, and can be

handled case by case. Also, it would be good to have the consistent Level II prerequisite verbiage for other Level III courses as well.

IX. Governance Next Steps to finish the [Constitution and Bylaws](#).

A. Jennifer Anderson, Lisa Milsaps and Sarah Bryans-Bongey will serve on the committee to do this work.

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

A. Need a motion to continue with the terms being until the representative leaves the senate, or for term limits.

XI. IEP requirements for all teaching majors

A. Clarification of new law from Iowa Department of Education

The intent of this change as we understand it is not for gen ed teachers to develop IEPs. Rather to provide them with learning on how IEPs are developed, and most importantly, how to interpret an IEP, and to develop and implement differentiated learning in accordance with an IEP. Collaboration with an IEP team is necessary, but only a special educator can write an IEP.

B. How will we implement this program wide? How will we document this for the upcoming state visit?

CM indicated that this would need to be part of the program, and come out of the Content Study Committee's work. But, we also need an immediate plan since the law went into effect last summer to be ready for the next state visit. SM asked if the special educators can help other programs understand what needs to be included to meet the law and serve our students. DC shared that since the Diverse Learners course is only 2 credit hours, general education majors do not learn it in that course.

XII. Current Teacher Education Program admission requirement includes an orientation to Teacher Education Program.

A. Need motion to update or eliminate it.

HH said that students need the orientation since the program can be confusing. She also shared that meeting other TE majors and the TE coordinator was good for her. Others agreed that repeated information from an orientation and advisors would help. HH moved that the orientation be updated and continued. ScE seconded the motion.

SaE asked about the information coming from advisors, so the part that is not addressed by the advisors is networking. What other benefits might there be for

students to attend or watch the orientation? If networking and other benefits do not happen when watching the online version, maybe it should be in person (after the pandemic). Things we will consider after voting on the motion in November.

New Business

XIII. Proposed Social-Emotional Learning certificate program preview.

Nikki Skaar, Megan Balong and Sarah Montgomery and others are working on a certificate program for TE students to learn more about Social and Emotional Learning (SEL). The reason that they decided to do this is because the University of Iowa started a SEL emphasis within their teacher leader program and everybody at the University of Iowa in the teacher ed program has to do this teacher leader program. Within this, they [teacher candidates] choose an emphasis. So it could be SEL, social emotional learning or a few other different things. Since the state came out with the social emotional learning competencies, two years ago and they just redid the website in the last couple of weeks to rollout of the social emotional learning competencies. Included is what does that mean for teaching across K 12 and Iowa. Since this is coming, we thought that we would, you know, sort of take the bull by the horns here and come up with some SEL specific programming for our teacher education and pre service teacher people. Details are in the reports document.

The structure of the certificate would build on courses already part of TE students' programs. Elementary Ed majors have one elective to complete the certificate; secondary teaching majors have three electives. Electives might satisfy LAC requirements. DHS asks that they consider critical theory perspectives and inclusion in the program and agreed to be a resource to provide input to their work.

KD shared a concern that secondary teaching majors need more electives to complete the certificate. This was acknowledged by the presenters, and their hope is to have some LAC courses be electives. KD encouraged them to consider other courses in secondary programs that might work. A breadth of electives would be good to consider SEL from various perspectives. SM shared that one aspect of the certificate is to help students be critical leaders later. HZ asked about pre-requisite courses for the electives and they might be burdensome. NS said they need to look into that.

XIV. UNI Virtuous Teacher Project Speaker Series

Benjamin Forsyth shared information about a grant some Ed Psych faculty have to infuse more moral and intellectual virtue work into our dynamics of human development course and our learning and motivation course, which are two of the courses in the professional and sequence. A copy of their [proposal](#) is in the reports to read for the meeting. Part of the grant is to bring experts to campus to work with them and most will give a talk for TE faculty.

KR raised a concern about the list of names appearing to be mostly white and the topics not involving social justice or equity. BF indicated that the TE belief statements and conceptual framework was shared with speakers, so we should attend talks to learn more. DC suggested that more critical friends could have been involved to address KR's concern and expand the work. BF said they did not do this to avoid overstepping and appearing to creep into other courses being taught. He welcomed feedback now that the project is started. DHS was concerned about who was invited to be involved and who was not included.

Meeting was adjourned without getting to the items below

- XV. Supervising field experiences during 2020-2021 question from TE Clinical Committee -- no UNI at pK-12 schools for all TE?
- XVI. EPP Fall Faculty Meeting content.
- XVII. No December Senate meeting implications
- XVIII. Other?

Upcoming Dates (subject to change, all on Zoom)

Secondary Senate

November 5

Elementary Senate

November 19