Teacher Education Executive Council Minutes
Thursday, February 17, 2022 | 1:00pm-1:50pm - ZOOM meeting

Zoom link

PRESENT:

Colleen Mulholland (Dean, COE)
Oksana Grybovych Hafermann (Associate Dean, COE)
Benjamin Forsyth (EPP Director)
Maureen Clayton (Associate Dean, CHAS)
Leslie Wilson (Dean, CBS)
Kimberly Hurley (Elementary Senate Rep.)
Cathy Miller (EPP Faculty Chair)
Kevin Droe (Secondary Senate Rep.)

ABSENT:

Darcie Davis-Gage (Graduate Licensure Council Rep)
Brenda Bass (Dean, CSBS)

GUEST: Tami Powers

1. Review and approval of November 18 minutes (1-2 min) - All

   Minutes approved

1.5 Colleen (Update on Partnership with University Relations)
   Colleen gave a brief update on our Partnership with University Relations. Student Teaching kits which include promotional materials are being distributed to K12 schools through student teachers. Approximately 240 student teachers in approximately 450
placements – 15,000 K12 students, including their building level administrator, media specialist, school counselor and cooperating teachers.

Exciting to see that this initiative is happening and the purpose is to continue the new brand to get kids thinking about UNI.

2. Update from Faculty Chair (3-5 min.) – Cathy Miller

Nobody has been nominated to replace Cathy as Ed. Prep. Faculty Chair. Faculty wishes to continue with this governance model which includes a chair. A few people have been interested but it hasn’t been the right time for them. It has been suggested that faculty burnout due to COVID has been an issue. Cathy asked for everyone’s take on this and asked for this information to be shared next week.

Members said they know how important it is to retain our voice and appreciate the leadership. They are hopeful someone can step up. Per Cathy, at least one person has been nominated through Elementary Senate. She asked everyone to hold on until after Secondary Senate.

It was suggested that maybe a three-year term is a bit excessive and there needs to be a transition period to maintain continuity. The Graduate Licensure Senate moved to a 2-year position from a 3-year position and it seems to work well per Maureen.

3. Update on Anthology (15-20 min.) Tami Powers

Tami shared a PPT presentation

Our home-grown UNITED system needs to be updated and the former Provost provided funds to go through the process. Anthology was purchased 1-1/2 years ago and restructured. It has been a busy 6-1/2 months but productive.

Planning (August 2021-current)
- Examine UNITED system
- Identify gaps
- Identify best practice
- Identify users

Designing (Nov. 2021-current)
- Develop technological structure
- Design assessment tools
- Create user accounts
- Training
Testing (Feb. 2022-ongoing)
- Student Teaching (approx. 60 students & mentor teachers)
- Level III (approx. 25 students)
- Level II (approx. 15 students)
- Application to Teacher Ed.

Instead of paper copy of Teacher Ed. Application, the intention is to build a portfolio in one spot. The data would then be more accessible during site visits from Iowa DOE and Iowa BOEE.

She feels this is the right decision to help us move forward. She asked the council what type of data they would like to see from this program and how often they would like to see it. She offered a demonstration of Anthology if anyone would like one.

Member mentioned that assessment hasn’t been very consistent and asked if there will be consistency across student teaching which includes mentors.

Per Tami there is a plan in place to gather the same number of evaluations and use the same evaluation for student teaching. Level I and II are working on this now. The plan is to fully implement in fall 2022. With regards to Level III, there is a conversation happening with secondary to use more common rubrics.

Disposition – reflection piece – she will be asking for other voices in the process. The plan would be for students to fill out the reflection piece early and often and throughout the program during every field experience.

Benjamin would like more consistency within Level III. He would like to see the NOC system look at disposition as students go through the program rather than waiting for something to go wrong.

Member mentioned that finding field placements is challenging for everyone college. What is the saturation level? Field experiences aren’t part of the 80 hours required by code. This committee would be a good place to be apprised of this.

The Clinical Committee has started collecting data.

Member asked what the data from the state will look like (state visit). What will Level III look like with regards to Anthology?

Per Tami, the tasks as part of the pilot will be that mentor teachers will fill out information directly into the system. Students will complete the same assessment as
well. As part of field experience coordinator testing, assessments will be completed midterm and final testing. Anyone that we pilot, their mentor teacher will fill out the data in the Anthology system which is user friendly. A member asked if the mentor teachers have access.

Member mentioned that Iowa State has taken the initiative in Ed. Preparation with regards to professional disposition. There is a 5-bullet expectation list and this information is required to be added to each syllabus for every class in the Ed. Prep. Program. ISU has done this and hopefully we can be the next in line.

Iowa needs teachers – a lot of our kids will get jobs so they need to be strong professionally – hopefully we can help our kids practice these behaviors.

Member mentioned - as you’re looking at this system which is targeted to a traditional Teacher Ed. Program, we need to integrate non-traditional teaching into this system. RAPIL is being pushed more by state to provide a nontraditional route for those who already have their BA. What are we putting in place as we’re here to serve that particular group? There needs to be a way to access over time, the education and experience they are getting in the classroom.

Tami has started talks with Marc in the 2+2 Program and Ami from RAPIL and they are linked to a different system. There has been a conversation and they should be able to connect to our system. The Anthology system will be able to capture data on all students.

Per Benjamin we have already gathered data and Anthology should be able to complete the processes better.

Colleen asked what data we need to have from the Executive Council.

4. Curriculum Revision next steps (15-20 min.) – Benjamin Forsyth, All

Benjamin received curriculum revision and needs feedback as there is an aggressive timeline. Attachment was provided titled (Ed. Prep. Curriculum revision Phase 1 – Committee Draft February 2022).

There were mandates put in place by previous Provost Wohlpart to enact new committees. Recommendations in charge to committee to use UNI’s General Ed. Revisions blueprint.

The membership of the 8-person committee follows the UNIFI model. Maureen Clayton should also have her name added to the committee, possibly as co-chair.
Parameters need to be set on how current revisions will run by the time we reach the end of the semester. There needs to be boundary setting - what should and shouldn’t be considered?

Provost Herrera referenced adherence to Chapter 79 and that this is a competency-based model – there needs to be a reduction in credits.

**Feedback:**

What should we be concentrating on with regards to Ed. Prep. Curriculum? What part is covered – professional sequence per se or various majors in their content hours? Parameters would be different depending on what you are talking about.

Per Benjamin, all majors and coursework would be covered, not just professional sequence.

With regards to parameters, those need to be separated out. What does it mean to reduce credit hours? The second group met to discuss finding those hours. Different groups will have different push backs.

An example is the content area and overall numbers for all majors. Traditional is 120 hours or less. Breakdown of LAC – how big is professional sequence – what should we be getting down to?

Thinking about the complexity of the program completion, traditional courses can be finished in 3-1/2 years and by the end of the fourth-year students are student teaching.

Per Benjamin, there has been friction since Jim Wohlpart said we must cut by 8 credits. The second group met to discuss the process to find the hours. This group came up with the parameters and the committee will make it happen. Majors must be part of the process and have buy in. Having a strong faculty presence on committees is very important. Phase two - committee to figure out how to get this done.

Member asked if we should focus on improving the traditional level first and then build from there or is another group thinking about this?

No one committee is meeting all needs.

Colleen mentioned academic positioning and having steering committee – focus groups to set a laser beam focus and provide clarify.
Member mentioned that we need to try and narrow things down but some are better at big innovation. The idea of having both innovators and those that can narrow down the process was a favorable suggestion for the group.

Benjamin said that the hardest thing to do is reduce the number of credits.

Member asked why there were all administrators on UNIFI committee that she worked on. Administrators are helpful with brass tacks – boil down and make the ideas functional curriculum – the trade off – how we shape this into implementation.

We need informed decisions so it is vital to have administrators in the mix for that part of discussion – administrators will push for a deadline.

Colleen said that having national connections to inform the process through the AACTE conference is important.

Committee will come up with parameters and run through another group for approval – who is the ultimate decision maker?

Per Benjamin, the final decision maker is the Provost – his stamp of approval would be official.

Maureen would like to send an email to our group - how to fund/mitigate the unanticipated expenses students face in the Teacher Ed. Program (financial stress, Level III place to stay). We need to work across campus to find creative solutions.

Colleen would like a list of the total expenses and asked if Maureen could provide those.

5. Other discussion items

Meeting adjourned at 2:04 p.m.

Spring 2022 Teacher Education Executive Council meetings:
- Thursday, March 24, 2022: 1pm - face to face and zoom options available

Other key EPP dates:
Feb 3: Elementary Senate
Feb 17: Secondary Senate
Mar 10: Joint Teacher Education Senate Meeting
April 6: Teacher Education Convocation
April 7: Elementary Senate
April 21: Secondary Senate
May 5: Joint Teacher Education Senate Meeting if needed