

**Elementary Teacher Education Senate**  
**3:30-5:00 Tuesday, November 7, 2013**  
**319 Curris Business Building**  
**Minutes**

I. Welcome and Roll

Welcome to Ariel Aloe, Assistant Professor, (Ed. Psych & Foundations) and Merrilee Betts, Cedar Heights Elementary School (Teacher Practitioner)

**Present:** J.D. Cryer (Coordinator, Elementary Teacher Education), Sohyun Meacham (Literacy Education), Tony Gabriele (Professional Sequence), Denise Tallakson (Elementary Education), Rip Marston (Physical Education and Health Education), Ellen Neuhaus (Liberal Arts Core), Michelle Swanson (Music Education), Chad Christopher (Coordinator, Secondary Teacher Education), Katheryn East (Chair, Teacher Education Faculty), Linda Fitzgerald (Early Childhood Education), Kim Miller (Special Education), Merrilee Betts (Teacher Practitioner), Matt Webb (Assistant Professor, Mathematics)

**Absent:** Jean Schneider (Middle Level Education) excused, Amy Lockhart (Clinical Experiences) excused, Wendy Miller (Art Education) excused.

**Guests:** Becky Hawbaker (Coordinator, Student Field Experiences), Rob Boody (Director of Assessment), Dwight Watson (Dean, College of Education), Ariel Aloe, Assistant Professor (Ed. Psych & Foundations)

II. Approval of minutes for October 3, 2013

Linda Fitzgerald moved to approve the minutes and Kim Miller seconded. Minutes were approved.

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

A. Chapter 79 Rewrite

Teams have been developed. JD would like to know what is good, what isn't, and what is missing. Rob, Chad and Mary will work with other teams.

B. ISU Accreditation Visit

JD and Becky Hawbaker served on the accreditation team for ISU this week. Based upon the next approval visit by the state, UNI needs to start its preparation. The preparation schedule is:

- ▶ 2013-2014—Review past report and update
- ▶ 2014-2015—Complete “Self-Study”
- ▶ 2015-2016—Write Institutional Report
- ▶ Fall 2016—UNI Accreditation Visit

It was noted that from the ISU visit there is competition as candidates are applying for jobs. ISU and many school districts made the statement that they have excellent candidates that compare with UNI. In order to stay on top, we have to keep improving as a program.

#### IV. Update on Teacher Education Executive Council (Christopher)

##### A. Praxis I cut scores

We don't have results back yet on scores.

Scores will need to be updated as soon as we have state and national data.

##### B. edTPA Roll Out update

Rob will talk about this during assessments.

##### C. New INTASC Standards

#### V. Old Business

##### A. Alumni Survey Information—Rob Boody

- Rob asked the question “Is your dept. administering a survey?” If so, he needs the details. If not, what should be done?
- Linda F. indicated that her department tried to do a survey but getting in touch with graduates was difficult. Principals are supposed to turn into the state the names of those that they employ but there are huge holes. She knew of student's locations but the database wasn't current. A chunk of people were found but not that many emails. They didn't get many results, maybe 20. Better data would be useful. The database should show how to contact alums and if they are employed in the state of Iowa.
- Rob said we could have a core Alumni Survey form that everyone could use but then programs could add a few more specific items. This would provide flexibility.
- Denise said her dept. would like to have more specific data.
- Rob said there are different reasons for doing different assessments. Detailed informative assessment is different than accreditation. We need a survey that looks at the whole program and helps us meet InTASC standards vs. focus on content and skill area. Rob would focus more on broader picture. He feels we need to keep the survey short because students get over surveyed. There is a correlation between length and response rate. There should be less data for more people.

- Becky said that ISU used an Alumni Survey but it also compared to 32 peer institutions and there were 130 questions on the survey.
- Tony asked about the response rate but Becky didn't know.
- Rob was asked if it will be a problem to know where to send the surveys. He said yes. Rob said the database is supposed to be solid so he is concerned that Linda F's dept. is having issues.
- Kim M. asked if we have been in contact with the Alumni Office. Rob is working with Alumni Association.
- Katheryn East is concerned with maintaining UNI email to use for first five years after students graduate.
- Kim M. emailed all her graduates and said they can retain their UNI email address for life.
- Dean Watson said if we send information via UNI email we will have continuous activity with the students.
- Tony G. asked if there are instructions to forward to new email address.
- Matt W. is concerned about forwarding. He feels that we should check annually with the graduates to see if the contact information is still valid.
- JD asked Merrilee Betts how she receives information from the district. She said when you get hired you get a school email address for all school email correspondence.
- Most students don't use UNI email and they don't always forward per Rob.
- JD asked if Merrilee would answer a 130 questions survey. Merrilee said the shorter the survey the better. Teachers get surveyed from AEA and the school district. She would not respond to 130 questions.

#### B. Common Core Course Implementation

- JD asked, "What are depts. doing to bring the Common Core to classrooms?"
- Kim M. said in Level II students line up the Common Core with the lessons they teach.
- Matt W. said all field experiences are based on Common Core standards.
- Linda F. said documentation of student learning is based on these standards.
- Sohyun said her courses address Common Core. She teaches children's literature and the activities and Common Core standards you can see on the website. The College of Education's iPad's housed in the IRTS lab didn't have Common Core apps so she downloaded. Her activities have a connection to Common Core.
- Denise said the Iowa Core and Common Core have differences and she shows students the differences so they can compare.

- Kim M. said there is a “binder” on the CF school district’s website. Fourth grade math and language Common Core Standards are online and it matches everything to this binder. Kim asked Merrilee how she deals with the core in Cedar Heights. Merrilee said math is aligned to Common Core; Iowa core is broader and more in depth than Common Core. Their skeleton is Common Core.
- Denise said she feels with the edTPA we are seeing Common Core more.
- Dean W. inquired about the Common Core app that Sohyun mentioned and asked if it is free. If so he asked why can’t we get these on lab computers? We need to work with Neil Clopton. Some students that bring iPad’s to class can easily get to the app. JD will meet with Neil.

JD passed out a handout highlighting the Iowa Department of Education’s “School Leadership Update” newsletter. He then read Director Brad Buck’s article on the importance of “Fine-tuning our standards and assessments” in Iowa. From the discussion on Common Core the conversation moved to the new InTASC standards for Teacher Preparation.

- Dean Watson asked if we were using both the Common Core and InTASC standards in our program.
- Matt said both.
- INTASC standards are imbedded across courses. Early on in sequence there should be an awareness but at the end of classes they should have gone through touch points.
- It was questioned whether or not this is hit and miss. Students may be getting this in some courses but some are not. Per Dean Watson something more systematic is needed. The same goes for Secondary Teacher Education/Senate as well. We can’t teach what we don’t know so professors need a knowledge base as well.
- Tony asked in what form the Dean would like professors to address the core. He questioned if they should be imbedded in courses – methods, dynamics – clarity is needed.
- Dean Watson said if we are connecting theory to practice is the Common Core the theory or practice?
- Rob said the Iowa Core has some assumptions and requirements of assessment and instructions - commitments to certain kinds of instruction and assessment to move the bar up to rigor. There is a depth of knowledge not just another set of standards.
- Dean Watson indicated that rigor, depth and knowledge are part of a learning theory course.

C. School Improvement Network (pd360 videos)

Dean Watson discussed the in service interface. There are a series of videos of teachers teaching with Common Core as guide. The thought is how a pre-service teacher could use it. He mentioned the conversation of deconstructing a lesson and how the Common Core was applied. Learners can get insight into creating lessons that mirror this. Textbooks that highlight certain examples in real classroom time online was mentioned. Any professor that wants to use this will not have to pay the \$150 fee. The Dean will cover the cost. This is set in real time in the classroom. In addition, students would have the possibility to access the pd360 series of videos and resources by purchasing membership for \$50 per year, which is about the cost of a textbook.

Dr. Watson asked professors that teach core courses to attend one of two workshops next week. After the initial workshop professors can investigate further how they will use this. This is another tool to get Common Core in the hands of the professors.

- Matt W. said the Math Ed. perspective is the videos and teaching methods are very traditional.
- Dean Watson said the value of videos is interesting in that it is an online resource where students can learn content expected in the Common Core. Dean Watson encourages all to look at the entire piece. Waterloo School teachers felt that their teachers need to get to this level shown in the video.
- Tony G. said he is always on the lookout for video to show students how to teach but he doesn't understand how this relates to the Common Core. He questions how he would be able to assist students with Common Core. Dean Watson would like everyone to be participatory to make a more informed decision. Tony would like to know from a methods person how he can use this in his class.

#### D. Senators Praxis II Data Report Meetings Reminder

JD will meet with you and your Dept. Head to address Praxis II. Michelle asked if JD will set up appointments and he will.

#### E. edTPA Overview and Update—Rob Boody

Per Rob, the question has been “How will they get scored?” The myth is that faculty would be forced into scoring. It has not been necessary to force faculty. Lyn Countryman is in charge of training and recruiting. Lyn said 50 faculty from across campus have volunteered to score and there are 103 edTPA's to score. Another myth is that it takes 5 hours. Ben Forsyth took about 5 hours on his first edTPA but the amount of time diminished as he scored more. The results from faculty that are scoring shows that the average is about 60

minutes. Most faculty are only scoring two edTPAs, so the total time is about two hours.

- Michelle said for most faculty it is their first time so it is taking longer.
- Rob said once you are trained the time will get shorter.
- The question was asked “What happens when we have 300 to score and not just 103?” Per Rob, everyone will be scoring in the proper content areas and will all be lined up by content area. More faculty will be trained. We should no longer be scoring TWS by then. Lyn estimated that when we go to scale we can cover 250 with faculty that have been trained or will be trained. We can then pay local teachers to score the rest.
- Tony asked if the average would then up the average to 3 per person and Rob said yes. It is volunteer basis and all web based for edTPA. This means faculty can assess and score the edTPAs anytime and anywhere.
- Tony asked if the data gets aggregated and Rob said yes. Feedback is on an aggregate level.
- Denise would like more faculty to get on board. Dean Watson encourages teachers to be trained a well.
- Per JD, ISU uses an eportfolio system to showcase how students are meeting all standards. Tony asked if students retain knowledge and can they show this material for job interviews. Per Chad the student has the full teaching video. Per Becky there is limited internal use. In order for a student to use the video they would need special permission from every parent in the video.

#### F. TOSAs (Teachers on Special Assignments)

The 2 million dollar grant from Carver for two years would give a teacher salary for a year and they would come into the University Research Center for Educational Transformation. They would be a liaison between the university and the PK-12 schools. The teacher needs to apply and would work with an internal fellow. For example, Soyhun would apply to be an internal fellow and apply for a TOSA to work with her on her research.

- Becky asked if we are looking for TOSA's now.
- Dean Watson said the first thing will be hiring the Director but the steering committee is reviewing all facets. The question is if districts will release teachers for a year if their salary is being paid for. There was also talk of paying for a portion of the TOSA liaison cost from UNI.

## VI. New Business

### A. CAEP Standards

Hold off for now.

B. New INTASC Roll Out Plan

1. Training/workshop in Spring 2014 and get documents and other prep work done

From the view of the Assessment Committee we need to get moving on this towards accreditation and meeting all approved standards. Chapter 79 is being rewritten. Process should start this spring where a. b. c. are being completed as listed below.

- a. All syllabi
- b. Assessment system
- c. All program documents

2. Full implementation at the start of Fall 2014

- a. Vote to approve at next meeting

Don't change syllabi now for the spring semester. We don't want some classes to have the wrong data. Wait until fall 2014 for all documentation.

Draft map of current assessment system. If we are going to change things that effect whole program people need to be involved within the whole process; for example we need level II to connect to Level III and so on. We need all groups to coordinate with Assessment Coordinators if they are thinking of changing their assessments. We will need to show evidence that we connecting to all standards in order for us to have a premier system. The senate will need to continue having discussions on this matter. We need to connect to InTASC, but we can add other things.

C. Report on status of edTPA rollout and scoring plan—Rob

1. Discussion of plan to add ESAs to the assessment system
  - a. Vote to approve at next meeting

A workshop was held for Level III faculty last summer. The goal was for faculty to start thinking about backmapping our program to the edTPA, similar to what we have done for the TWS process. This fall work has

been done to create possible Essential Signature Assessments (ESA's) for Level III. If approved, next year we will be course mapping. We will review student work analysis and feedback - interpret and provide feedback.

- Tony thinks that Rob should visit each with each Dept. to inform them not just invite to senate.

Meeting adjourned at 5:05.

VII. Upcoming dates (subject to change)

**Elementary Senate**

December 5

**Secondary Senate**

December 19