1. Roll and Introductions

**Present:** Cherin Lee (Coordinator, Secondary Teacher Education), Melissa Heston (Coordinator, Elementary Teacher Education), Dianna Briggs (Business Education), Larry Escalada (Science Education), Terri Lasswell (Clinical Experiences), Barb Bakker (Physical Education/Health Education), Becky Hawbaker (Teacher Education Faculty Chair), Chad Christopher (Social Science Education), Doug Hotek (Technology Education), Kevin Droe (Music Education), Rick Knivsland (Art Education), Joyce Milambiling (Modern Languages & TESOL-ALT), Ben Forsyth (Professional Sequence), Chris Curran (Special Education)

**Absent:** Cathy Miller (Mathematics Education), Katherine Lavelle (Speech & Theatre Education), Rick Vanderwall (English Education)

**Guests:** Rob Boody (Director of Assessment), Lynn Dykstra (Field Experience Coordinator)

II. Approval of October Minutes

Minor changes on pages 2 and 3 were mentioned along with the suggestion that we annotate Rick V. or Rick K. Ben Forsythe moved to approve the amended minutes, Joyce Milambiling seconded. Minutes approved.

Updates (Heston and Lee)

- **Praxis II status**

  The first set of PLT scores for 22 students showed one fail, and less than a 5% failure rate. Thank you to ED PSYCH folks. Students trying to take the December 2012 exam who can’t get a seat need to email Melissa so she can email the test center to create more slots. Kevin Droe asked if this information could be posted on the TE web page. Melissa said it could be placed most easily on the TE Facebook page or sent to the TE Majors/Minors list serve. Ben asked how high above the cut scores the scores were. Melissa said the cut scores were in the 170’s; the cut score is in the 150’s. A few content people have taken exams and they are going well. Masa is getting Praxis II set up in the UNITED system and data will be entered in UNITED.

- **Year-long student teaching**

  Currently this is being used at the Elementary Level at Arizona State. They are seeking to expand to Secondary teaching this year, but only in certain subject areas (Math and Science are not part of the expansion). Terri Lasswell noted that one Regent’s institution and one private institution will be targeted by the Iowa Dept. of Education to pilot year long student teaching in Iowa. Sioux City will be piloting a full semester of student teaching for South Dakota State. Kevin Droe mentioned that in Florida they are not doing Secondary teacher prep., full year
either. The context for Arizona is a teacher shortage and the hope is that if teachers are placed in a school for one year they will want to stay there. Arizona State limits the entire degree to 120 credit hours. Thus, this model won’t take into account that students must have as many minors as possible for marketability.

National and State level legislative impacts on teacher education

There is an increasing need to let the state legislators, the Iowa Dept. of Education and the Governor know what we are doing in teacher preparation. Cherin noted that the face of teacher preparation will change radically in the next five years and we may not have much say about the changes. Of special interest is the bill put forth by Senator Harry Reid for the reauthorization of the Secondary and Elementary Education Act (now called No Child Left Behind). Notable inclusions are the rating of teacher preparation institutions based on the achievement scores of their alumni into categories which would then affect federal funding such as the TEACH grants. The state is to identify criteria for assessing their programs with a three tier model: low performing, at risk and adequate. There would be a three year time line to close at risk programs. Federal Teach Grants would only be available to juniors or seniors because of their commitment and would be further restricted to high need areas. These grants would not be available in low performing or at risk programs. This would be public information for transparency and accountability.

- Update on Teacher Leadership and Compensation Task Force (career ladder)

The Teacher Leadership and Compensation Task Force Recommendation in pdf format is available on the DOE web site. Cherin will forward the link.

The Task Force has developed a set of duties and responsibilities that are growth focused that would serve as a model for schools in their development of a teacher Career Pathway System (see pg. 12 of Senate File 2284). For the two year license, the first year will be a residency year. The residency year includes a reduced teaching load to allow the resident to observe and interact with model, mentor and lead teachers (see pg. 24 & 24 of Senate File 2284). Page 12 also describes the Career Pathway System (Career, Model, Mentor, Lead and Admin.). At the end of year two, the relevant building leadership determines if the initial teacher will become a career teacher. Mentor teachers can work with first year and second year teachers. Mentor Teachers teach 70% of the time and spend 30% of the time working with student teachers, initial, career or model teachers. Lead Teachers teach 50% of the time and spend 50% co-teaching, observing, co-planning and evaluating student teachers.

The Task Force also recommended the state raise the required minimum beginning salary from $28,000 to $35,000 over a three year phased in implementation period. Terri Lasswell attended the Town Hall Meeting in Manchester with Jason Glass. A teacher asked “What if I move to lead teacher and do this for 3-4 years and then want to move back to career?” “What happens to the money I make; is my salary reduced?” There was no answer to this question. Another question asked was “What does the model look like?” The
answer was that things are not fully developed yet. Per Cherin, a certain percentage of people in a district can be in any given level. Mentor and Lead teachers are out of the classroom part of the time. Student teachers can’t be placed with career teachers. Small schools will need to hire more teachers. Cherin will attend the Dept. of Ed. Meeting in Clear Lake, Iowa on November 28th.

- Transcript fee and procedure to meet BOEE request

The Iowa Board of Educational Examiners (BOEE) is requiring all institutions to send in a transcript on all students recommended for licensure. A meeting with Greg Reed, Barb Hill, Cathy Humke, Phil Patton and Lyn Countryman, Cherin Lee and Melissa Heston resulted in a fee and process for transcript information. There will be a $16 fee to send a transcript. When fingerprinting is completed pre-student teaching, each student will fill out a transcript request form. The forms will be kept on file until the next semester when licensure recommendation is made. The student will be billed at beginning of the semester of student teaching (with refund if student licensure is not recommended).

III. Old business

- Curriculum changes
  A. Level I and II field experiences: Moving EDPSYCH 2017 (Exploring Teaching, Level I field experience) and EDPSYCH 3128 (Teacher as Change Agent, Level II field experience) to the Department of Teaching.

Becky Hawbaker has consulted with the Dept. of Educational Psychology and Foundations and made requested changes in the proposal. Pre-reqs and Co-reqs were kept the same. The Elementary Senate approved to accept the proposal for EDPSYCH to drop their sections and parallel courses be added in the Department of Teaching. The justification for approval is listed on page one of Form D New Course Proposal. Level I remains focused on teacher roles and responsibilities. Students attend 3 small group meetings for 1 hr. each. The new model shows an increase of 5 hours over the semester.

With regards to the Syllabus for Level II, readings as requested by Tony Gabriele will be noted. Tony Gabriele had concerns regarding the 25 min. for travel time and wanted that point clearly noted.

TEACHING 2017 will replace EDPSYCH 2017. TEACHING 3128 will replace EDPSYCH 3128. The classroom Level I and II courses will stay in the Dept. of Educational Psychology and Foundations. All future documents in Teacher Education will need to be corrected to reflect these new numbers.

Consultation will be in the form of an email to Dept. Heads to alert them of the change. It will go through Leap Frog although Leap Frog is not fully operational yet. Melissa and Cherin will need to consult with the Exec. Council before this goes to Senate. Since this is an internal change in the College of Education the college Curriculum Committee needs the proposal before it goes to senate.
B. Other curricular changes for secondary education

All curricular changes should be sent to Cherin now to see if the Secondary Senate needs to discuss them. Some changes may not need to go through senate. The motion to accept the change of course to the Dept. of Ed. was moved, Rick Knivsland moved to accept the proposed change of the Level I and Level II Field Experience Courses from the Department of Educational Psychology and Foundations to the Department of Teaching. Dianna Briggs seconded. Motion carried with 10 yes votes and one abstention.

- Raising the minimum GPA(s) for admission to Teacher Education or for admission to student teaching or for licensure to 2.75 (2.50 is current minimum for all GPAs requirements) (discussion item)
  a. Cumulative GPA, UNI
  b. Professional Core GPA, Major GPA and Methods GPA
  c. GPA(s) for Admission to Student Teaching
  d. Exit GPA(s) at graduation

This discussion was referred to the Teacher Education Assessment Committee in the Elementary Senate Meeting last week. The committee has met and Rob Boody is gathering data. The questions were posed “Are higher GPA’s related to higher quality teachers; is there a relationship?” A GPA of 2.50 could be an entrance or exit GPA. Someone asked “Why is this a topic?” Dean Watson has brought this forward and more recently we have become aware that the University of Iowa is going to 3.0 for admission, with Math and Science going to 2.7. State Legislation last year originally had the inclusion of a 3.0 regardless of the program. The Legislature took this out last year. Part of the perception is that teacher education draws students from lower one-third of students and we need to raise the bar. An easy way to address this perception is to raise admission GPA or PPST scores. Barb Bakker’s concern is having more rigorous criteria in LAC courses. Ben Forsyth wondered how many students enter into program and which ones are leaving. Students don't leave because of GPA. GPA generally rises for students when they are taking courses in majors verses GPA in LAC courses. Chad Christopher wondered if there is a correlation between GPA and NOC’s. Melissa indicated that there might be a correlation within Elementary Majors but not within Secondary Ed. majors. NOC’s are more about professional dispositions and not about GPA. We need to look at student teachers and why they wash out. The Elementary Senate discussed considering whether raising entry, exit requirements or emphasizing student teaching would reassure the public that we are enforcing quality control at UNI. Compared to Wartburg and Univ. of Iowa, UNI is an open funnel and we need to narrow the entry point. The Science Ed. Faculty discussed this since Science and Math majors could be affected more because of the courses students are taking as freshmen and sophomores.

The Secondary Senate supported the Elementary Senate in referring this to the Assessment Committee for data gathering. The Assessment Committee will meet again before Christmas.
V. New Business

Announcement: T2-PAL: Technology and Teachers: Promoting Accessible Learning project Open House is on Dec. 6 from 4:00 - 6:00 in Schindler 147 and is open to the public.

Chris Curran explained that this project is based on a three year grant. The project provides services to all of Teacher Education. It provides for accessible learning for K-12 students and consultation with teachers. There are field components and students can check out materials.

- December Meeting Needed: The Secondary Senate will meet on December 13.

- Standing Committee Assignments - Clinical

  A preliminary meeting will be held in Jan/Feb. to review Level I and II field experience feedback.

- Ad hoc committee on background check information and clinical placements:

  An Ad Hoc committee on background check information and clinical placements has been formed: Lyn Countryman, Becky Hawbaker, Melissa Heston (JD Cryer after Jan. 1) and an Elementary and Secondary Senate representative. Chris Curran volunteered to be on the committee.

  Background for the issue: Some schools will not accept students if there is any criminal record whatsoever. As far as disclosure, do we place a student in a school that has anything on their background check? This effects every field experience so there needs to be clearly defined policies and procedures. FERPA also needs to be considered. This group will meet as a regular working group until policies and procedures are in place. Recommendations need to be brought to both Senates.

- Dianna Briggs mentioned that she has 25 EDTPA’s in Schindler 509 to review.

Meeting adjourned at 5:10

**Upcoming Dates**

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