SECONDARY TEACHER EDUCATION SENATE
THURSDAY MAY 9, 2013
NOTE
3:20 MEETING START TIME
LOCATION: MCCAULiffe SCIENCE HALL 001

All current Secondary Senate representatives, their Alternates and new Senators and Alternates for 2013-2014 are invited

MINUTES

I. Roll and Introductions

Present: Cherin Lee (Coordinator, Secondary Teacher Education), Terri Lasswell (Clinical Experiences), Chad Christopher (Social Science Education), Doug Hotek (Technology Education), Rick Knivsland (Art Education), Elizabeth Zwanziger (Modern Languages & TESOL), Ben Forsyth (Professional Sequence), Cathy Miller (Mathematics Education), Katheryn East (Teacher Education Faculty Chair), Katherine Lavelle and Marilyn Shaw (Alt.) (Speech & Theatre Education), Chris Curran (Special Education), Kevin Droe (Music Education), Courtney Lubs (Teacher Practitioner), Larry Escalada (Science Ed.), Rick Vanderwall (English Education)

Absent: JD Cryer (Coordinator, Elementary Education), Dianna Briggs (Business Education), Barb Bakker (Physical Education/Health Education), Kyle Kramer (Student)

Guests: Rob Boody (Director of Assessment), Becky Hawbaker (Coordinator, Student Field Experiences)

II. Approval of April 18 Minutes

Terri Lasswell moved to approve the minutes, Ben Forsyth seconded. Change requested in the third paragraph of the minutes, second line delete “they” and add “TWSs or edTPAs” Minutes approved.

III. Updates:

• Executive Council

Cherin informed the Council (and the Senate) that she is creating a secondary methods advisors - Google group for those teaching methods or doing advising for secondary and K-12 majors. Terri Lasswell and Ben Forsyth requested to be on the list. Senators were asked to send Cherin names of others that advise Teacher Ed. Students.

Executive Council will meet again next week. The three options for State accreditation, which was being discussed by the Iowa Board of Education [BOE] on the day that the Executive Council met, were discussed. They are as follows: keep the current system, modify it with partial CAEP, or accept CAEP (national certification) totally. Dean Watson is pushing for National Certification which requires an institution to belong to CAEP and pay yearly dues which would be roughly $5,000 for UNI. The visit for
accreditation would be close to $50,000. Rob Boody noted that the state BOE is considering an update to Chapter 79.

Cherin noted to the Executive Council (and now the Secondary Senate) that Jason Glass has interviewed for a job in Colorado.

For edTPA scoring, we need to emphasize that we have been challenged to have TWS scoring done and edTPA takes longer. Could we pay people to score edTPA and also could edTPA be assigned as part of load to Teacher Ed. faculty? Rick V. thought maybe scoring could be assigned by content area in Secondary. Language and Literatures would do English Ed. Cherin noted that this has been happening in Science for 4-5 years. The Executive Council agenda next week will include funding.

IV. Old Business

• Changes in Praxis I:
  Starting in October a new Praxis test, Core Academic Standards for Educators, will be available to replace the PPST. This set of subtests will be only in computer format. Starting Aug. 2014 the PPST will no longer be available. Since the new subtests are on a scale of 100-200 subtest scores will be different than in the past. Hina Patel (ISU), Susie Lagos-Lavenz (U of I), J.D. and Cherin agreed by conference call to use the state/ETS suggested cut scores. Those are as follows:

  156 Reading
  162 Writing
  150 Math

There will be no composite scores for the three Regents’ institutions right now as none of us know where to set a composite because of lack of data.

Rob Boody and the Assessment Committee met and discussed a window of time to accept PPST scores and new Core Academic Standards for Educators. The UNITED system will be modified to accept either type of Praxis test scores.

The Coordinators will be sending emails to students advising them that the new test will be available starting in January at UNI, but the existing one will also be available. JD and Cherin will work with the campus testing center. Transfer students will also be advised of this. Students need to take the PPST so they can take Level II in the spring of 2014.

• Continued discussion of the online course: TEACHING 2015: Fundamentals of Teaching for Transfer Students, 1 credit hour (non-graded, i.e. Credit/No credit).

Both senates have discussed this. Becky provided a handout. It will be offered Fall 2013 as an exploratory course. Center column on handout shows what is in the course and how it compares to EDPSYCH 2017. Becky noted that this is not on the schedule yet. Cherin suggested that Becky do an Exploratory Course form ASAP.
Becky wants this to be a small pilot for fall. This is an experiment to learn from transfer students. Rick V. thinks it is a great idea if the secondary content people could have interaction with transfers to meet them at this first point. Reflective assignments should be given to students to look back on their previous experiences and make sure they understand expectations at Level II. Rob is fine with an optional class but his recollection of original discussion was a shorter class and that it was required. He thought this class would be checked off and they would go through an online course. Cherin asked if the intent is to make this a required class. Ben mentioned a zero credit class. Cherin added that the University Senate will not pass a zero credit course. This must be a one credit hour course but then graded as credit/no credit.

The question of how we would advertise the course to students was posed. Cherin asked how students are going to sign up if the course is not in the schedule. Jane and Barb in the College of Ed. Advising Center have list serves that can be sent out. Concern was raised about getting Secondary Education students that are already registered for fall as transfer registration in already one half over.

Rob said we are bound by the articulation agreement to keep EDPSYCH 2017 as a transfer course. Cherin has concerns about the variability of things that are coming for Level I. We can’t stop accepting dual credit for Level I from Community Colleges. We can’t tell from the transcript when the course has been taken at a Community College or when during high school. A level playing field needs to be created to go into Level II. Ben asked if the conversation should be redrawing articulation agreements and Cherin said no and we can’t accept 2017 from some Community Colleges and not others. We need to work with Community Colleges on what they teach in their Exploring Teaching courses and make a goodwill effort.

V. New Business

• Information from ad hoc Background Check Policy Committee

The SING reports what is in a student’s criminal record. Some school districts in the state of Iowa have rigid requirements for student teaching and hiring. Because of FERPA rules we cannot tell a school the results of the SING. We tell students to self-disclose. We will be rewording the application for Teacher Education (information regarding self-disclosure).

The Board of Educational Examiners [BOEE] approves licensure and has their own set of guidelines. Cherin gets questions from advisors and students quite often regarding licensure and they are referred to the BOEE. For certain if you have a felony record you will not get licensed. Cherin asked everyone to read the draft document of a policy and send feedback to her so there is a record when she leaves. This will come back to the senates and the Executive Council in the fall for approval in September.

With regards to DHS approval, only Elementary Childhood needs to be concerned. Students need to have a background check before Level I field experiences.

• Regents Collaborative Alternative Licensure Program (ITILP) – Report
Cherin said in the state of Iowa there are four approved alternative licensure programs: the Regents’ Collaborative, Morningside, Kaplan, and Maharishi University. The Regents’ Collaborative is an intense two-year program. The first year is pre-internship course work and field experiences. There are 60 hours of field experience. The second year is an internship year (the first year of the two-year probationary license), except for a few students who do co-teaching. (A handout and the following information was provided by Larry Escalada).

Students in the ITILP are screened for admission, must already meet the content requirements for a BOEE endorsement area and must take the Praxis II in their content area. There are four courses in the pre-intern year, fall, spring and summer. Course delivery is through Adobe Connect. The internship is also the first year of teaching so it is paid. There was uncertainty about payment for co-teaching. Cathy Miller asked how the endorsement requirements are checked. Per Larry, admission requirements should meet state endorsement requirements. Cathy noted that she does not think that some of the math enrollees meet math endorsement requirements.

No total data on numbers of students was presented, but the following was noted: Cohort #1 had 2 student teach and the rest had internships, Cohort #2 has 4 co-teach and the rest do internships, Cohort #3 (coming fall) has 2 internships, 4 co-teaching and the rest are unknown. The new Cohort #4 starts this fall.

Ben asked about program cost. It is under $10,000 for two years (undergraduate tuition). Larry said this program is doing most of the same things that we are doing in our professional sequence and methods classes as enrollees must meet Chap. 79 requirements. Everything is mapped to the Iowa Core and teaching standards and what we are doing with regards to Praxis II.

Cherin asked how many get teaching jobs in the area where they are living since these people are place bound. Larry could not answer that. A new director (which will be a Professional & Scientific line) is not legally hired yet but should be by the end of June.

Cherin asked that everyone see the handout on “Will Teachers Ever Learn” which is just informational.

Cherin will send timelines for the phase in of the edTPA. Rob sent the one he had. Once she gets the other one from the edTPA Committee she will send the proposed timelines which are suggestions and she wants everyone to react to them. Some are on target and some things are rushed. She would like feedback.

Someone asked the status of the search for the new Coordinator of Secondary Teacher Education. Rick V. said the search has been approved by Equity and Compliance and the requisition for the Jobs@UNI site has been done. The Committee – Chad, Cathy and Rick will meet after this meeting.

Meeting adjourned at 4:46.
General information:  The course is intended to fill in gaps for those who are ALREADY transferring in credit for 2017. This is exactly how we are marketing it in transfer student meetings. It does not and cannot replace Level I (2017) because it doesn't require a field experience (although if, after students reflect on their previous experiences they want to request a new experience, we can make that happen, but obviously that will not on occur online).

It will be offered in Fall 2013 as an exploratory course.

TEACHING 2015: Fundamentals of Teaching for Transfer Students, 1 credit hour

This fully online course is intended for transfer students hoping to earn a degree in teaching at UNI. It is appropriate for students who have completed field experiences at other institutions and transferred in credit for the equivalent of EDPSYCH 2017 Exploring Teaching. It is intended to ensure that such students will be prepared to successfully navigate the requirements of UNI’s Teacher Education Program.

Students enrolled in the course receive a thorough introduction to UNI’s Teacher Education Program. They also complete training (Blood borne Pathogens and Mandatory Reporter of Child Abuse) to prepare them for some of their professional responsibilities as a teacher. Students will also be required to fulfill program requirements such as a criminal background check.

Course assignments are designed to enable students to reflect on prior experiences in the classroom, learn about state and national teaching and curriculum standards, and to develop a better understanding of what it means to be a culturally responsive teacher. The course may also include a field experience component when appropriate.