Secondary Teacher Education Senate
Thursday Nov. 17, 2011
3:30
Location: Curris Business Building 319

Agenda

I. Roll and Introductions

Present: Cherin Lee (Coordinator, Secondary Teacher Education), Melissa Heston (Coordinator, Elementary Teacher Education), Ben Forsyth (Professional Sequence), Terri Lasswell (Clinical Experiences), Dianna Briggs (Business Education), Larry Escalada (Science Education), Tammy Gregersen (Modern Languages & TESOL), Chris Curran (Special Education), Barb Bakker (Physical Education/Health Education), Becky Hawbaker (Teacher Education Faculty Chair), Barry Wilson (Director of Assessment), Teresa Camilli (Music Education-Alt), Chad Christopher (Social Sciences), Sheila Benson (English-Alt), Elizabeth Hughes (Mathematics Education-Alt), Karen Breitbach (Instructor, PLS)

Absent: Katherine Lavelle (Speech & Theatre), Doug Hotek (Industrial Tech), Kevin Droe (Music Education), Andrew McCormick (Art Education)

II. Approval of Oct. 13 minutes

A correction to the minutes was noted. Ben Forsyth moved to approve the minutes and Terri Lasswell seconded.

III. Previous business continued

• The Evolution of Exploring Teaching EDPSYCH 2017- Becky Hawbaker

Becky reviewed a handout providing an overview of the history of Exploring Teaching. She prefaced her remarks saying that she has met with the Educational Foundations and Psychology Faculty who have taught this course in the past. Pre-2007 shows the staffing pattern and that Exploring Teaching was not scheduled as a course separate from Dynamics of Human Development. The requirements varied depending on instructor, usually with student small group conferences. The UNI Professional Development School (PDS) Pilot was launched in 2007. Not all sections of :017 were involved in the PDS model which experimented with refocusing the field experiences and a mentoring course for cooperating teachers. Starting spring 2009, Exploring Teaching was detached from Human Development and scheduled separately as a 1 cr. course with three large sections taught weekly by Melissa Heston, with Dynamics professors and others assisting with small group discussions. In the spring of 2010 Exploring Teaching was scheduled with PLS teachers and Level I Supervisors leading the small group discussions. In the fall of 2010, the small-group discussion sections were scheduled throughout the experience, meeting at Price Lab School and facilitated by PLS teachers and Level I Supervisors. The use of the Interactions Matrix and Professional Dispositions challenged students to think about themselves.
Melissa indicated that there is now tighter monitoring of student performance in Level 1. Problems in dispositions and maturity can been seen and reported by the mentor teacher much easier. Additional supervision issues can be documented. Around 350 students per semester, 700 per year, take Level I field experience. Of this number, an average of 300 per semester actually go into Level II (i.e. about 20-30% don’t). We are not currently tracking who applies for admission to Teacher Education versus who only takes Level I.

A Senator asked how the interactive matrix and rubric are used and are they the same? Becky listed several items such as: Does the student show enthusiasm for teaching? Are they responsible? What type of disposition do they have? There is a simple scale of 1-5 (5 is best), with most students receiving 4’s and 5’s. This form has never been used to grade the student. If you complete 30 hours you receive credit. The Senate requested to see these documents; Becky will email them.

Things to consider in the future: a) define what will help students in Level I, b) discuss how Level II fits in with Level III.

- **Barry Wilson asked that everyone come and bring a friend to review the Teacher Work Samples.**

- **Transferring Level I Field Experiences from Community Colleges**

It appears that in some instances Community Colleges are using Cadet Teaching to transfer in as Exploring Teaching. The Elementary Senate discussed this issue and decided that this should be sent to the Curriculum Committee as the first item of business. The committee should review the requirements of our Level I and Level II. We need to work with Community Colleges on this but need to know UNI objectives before we can do so.

This fits in with curriculum planning that should be initiated in the spring for the new curriculum cycle. The Methods courses and Professional Sequence courses need to be reviewed. The Executive Committee is supportive in these endeavors.

The Community College Elementary Advising Meeting will be held in Maucker Union on December 6th. Cherin will attend and bring up the topic of field experience transfer including proof that students need in order to transfer hours in and whom they should talk to. Per Melissa, Chapter 79 requires 80 hours in the field before they student teach. Thirty hours is included in UNI’s Level I. There currently is no systematic documentation of transferring field experiences. A common form for submission of information would be useful so there is some standard instead of analyzing each transfer course separately. To this end, we DO need to confirm the objectives for Level I and Level II field experiences. Cherin indicated that the Senate can make recommendations regarding transferability. She will gather information at the Dec. 6th meeting.

A point was made that there appears to be a market for transfer students. We should take a look at what other institutions are doing so we don’t lose students to other institutions. We also need to look into how Admissions is processing applications with regards to the Articulation Agreement.
• DCI/SING checks – Considerations and suggestions from Executive Council

No decision has been made regarding the background check process. The Executive Council has been informed of the situation and feels that it is UNI’s responsibility to the students and to the schools to communicate which behaviors will affect a student’s ability to get a teaching license. It is necessary to meet with the university attorney to discuss the levels of liability in schools. Cherin and Melissa will pursue what the BOEE uses to make their decisions. A statement needs to be made to students in Level I that defines the behaviors that will endanger their ability to get a teaching license.

IV. New Business

• Report on Accreditation

UNI Teacher Education is fully accredited!

• Progress on submission of curriculum exhibits

All exhibits have been submitted in the BOEE electronic system except one for which no template has been provided. Twenty-one of the 60 plus exhibits have been approved. At this time there isn’t a way to send template copies back to the originators as they were submitted via the BOEE electronic process. Melissa will push to get that information back to the originators in the future. The TE Faculty has access to check for approval of their exhibits online. The URL is: https://www.iowaonline.state.ia.us/ece/default.aspx?cmd=default

The data that is currently in the system will not affect the December 2011 graduates.

• Chap. 79 and UNI’s Professional Sequence

Chapter 79 was sent to Senators for awareness of accreditation requirements and for future reference as we consider curriculum changes for programs and/or courses.

New InTASC Standards – Dianna commented that they are more expansive and focus more on dispositions than the current standards. Iowa continues to use the “old” InTASC version for accreditation. Dianna commented that the student teaching rubric has been modified for the new InTASC standards. We haven’t received feedback on the state converting to the new standards.

• ED PSYCH 2030 for Spring 2012

The Department of Educational Psychology and Foundations will attempt to schedule a section (or two?) of Human Development specifically for secondary education majors doe Fall 2012. Let Cherin and Barry know the days and times that work/do not work for scheduling this course. Also submit the number of students who you and your content-area colleagues would direct to take this specific section.

• Information request for Level III field experience cooperating teachers
Discussion centered on how many cooperating teachers are utilized by Level III methods teachers. Currently Becky Hawbaker only does the placements for Technology Education. She passes along information from the PDSs to the other departments and they complete their own field experience placements.

- **Mathematics requirement for admission to Teacher Education**

The LAC math requirement is part of the admission requirements for Teacher Education. There have been issues of late as to what meets this requirement. The wording of the requirement needs to be clarified - does an equivalent course need to be met? It is important to review the Regents’ Articulation Agreement and that with Community Colleges and decide on a single set of clear policies of which courses will count and which will not. At present there is a difference if you transfer to UNI with an AA degree versus none, or if you transfer from a Regents University with all of their general education requirements met versus not all completed. There are presently inequities of what students can and cannot get credit for. This affects Secondary (5-12) and K-12 majors more than Elementary majors..

Tammy Gregerson motioned that the December meeting be cancelled and Chris Curran seconded the motion. If needed, a special meeting can be called.

**Meeting adjourned at 5:00**