Secondary Teacher Education Senate  
Thursday Feb. 16, 2012  
3:30  
Curris Business Building 319

I. Roll and Introductions

Present: Cherin Lee (Coordinator, Secondary Teacher Education), Doug Hotek (Technology Ed.), Ben Forsyth (Professional Sequence), Andrew McCormick (Art Ed.), Kevin Droe (Music Ed.), Rick Vanderwall (English), Larry Escalada (Science Ed.), Karen Sabey (Math Ed.), Chris Curran (Special Ed.), Kate Lavelle (Communication and Theatre), Kristi Powers (Clinical Experiences-Alt), Elizabeth Zwanziger (Modern Languages/TESOL-Alt)

Absent: Melissa Heston (Coordinator, Elementary Teacher Education), Lori Wurtz (Teacher Education Secretary), Diana Briggs (Business Education)

Guests: Susan Brennan and Frank Kohler (Special Education), Tony Gabriele (Educational Psychology and Foundations)

II. Minutes of Jan. 19 were corrected as follows: Present - delete Elizabeth Hughes (Mathematics Education Alt)

Motion to approve was received from Vanderwall and seconded by Forsyth. The Minutes were approved with one abstention.

The minutes of the Feb. 2 Joint Senate meeting were also approved.

III. Cherin requested permission to amend the agenda and alter the order. Approved to add the following items to new business and move course explanations to the forefront of the agenda.

A. Information on Level III methods field experience placement issues

B. Request for estimations of secondary majors who would take a special section of EDPSYCH 2030, Human Development.

IV. New Business

A. EDPSYCH 3128 -Teacher as a Change Agent (Tony Gabriele) – Handout provided.

Tony provided an overview of the structure of the 25 hour, EDPSYCH 3128 field experience, normally done in 4 weeks. Students must be admitted to Teacher Education and most are enrolled in EDPSYCH 3148 and MEASRES 3150 Classroom Assessment concurrently. Those not enrolled in EDPSYCH 3148 at the same time as EDPSYCH 3128 are transfer students who have received transfer credit for this course but not the field experience (typically 50-70 per semester). The course is 1 hr. of credit/no credit. Almost all 3128 Field Experiences are done at Price Laboratory School. Involvement
with students and class procedures, checking papers plus actual teaching are included. The PLS teacher is the supervising teacher and is responsible for evaluating the teacher candidates overall performance and recommending credit using the Level 2 field experience rubric which is submitted electronically through the UNITED system. As part of this supervision, the PLS teacher assists teacher candidates with the Level 2 Teacher Work Sample (L2TWS), which is used to scaffold and document the planning and reflection upon lessons taught during the 3128 field experience. Specifically, articulation of goals and their alignment to standards, methods of assessment used to evaluate whether goals have been achieved, descriptions of the lessons taught (typically two) and students' reflections about those lessons make up the L2TWS document. Some scaffolding of the completion of the L2TWS is done jointly by faculty teaching EDPSYCH 3148 (or faculty assigned to EDPSYCH 3128) and by supervising PLS faculty. PLS faculty and EDPSYCH 3148 faculty (or faculty assigned EDPSYCH 3128) review the completed L2TWS, with the EDPSYCH 3148 faculty (or faculty assigned EDPSYCH 3128) grading the finalized L2TWS document using the L2TWS rubric. EDPSYCH 3148 faculty (or faculty assigned EDPSYCH 3128) are responsible for assigning credit or no credit for the 3128 Field Experience based upon successful completion of the L2TWS and recommendation by the PLS Supervisor. The formal recommendation made by the PLS supervisor is submitted via an electronic document on UNITED. In addition, EDPSYCH 3148 faculty (or faculty assigned EDPSYCH 3128) also act as an advocate for the student and liaison between PLS faculty and the student in the rare event of a conflict between the two parties.

B. EDPSYCH 3148 -Teaching and Learning in Classroom Contexts (Ben Forsyth) – Handout provided.

Ben noted that this course is for all majors and is heterogeneous in student clientele. Students must be admitted to Teacher Education and often are taking MEASURES 3150. Handouts (1 and 2) listed the common purpose of the course and INTASC standards included. Handout 3 provided three course schedules to show common course content with light differences in presentation. All sections have 5 units. Handout 4 shows samples of assignments, some individual and some group.

Question was asked why this course and EDPSYCH 3128 are separate courses. The answer is that this one can be transferred in and Teacher as a Change Agent field experiences cannot. Another question asked about any quality differences in this course or 3128 with regard to quality of transfer students. Questioner noted that he does notice a difference in his methods class between transfers and native students.

Question was asked as to why 3148 can’t be counted in the LAC.

Question was asked about the assignments for 3148 in comparison to the order of the 3128 field experience sessions (A, B, C). This does present a problem for those students doing the first session. It was also asked about any thoughts to doing homogeneous sections.
C. SPED 3150 - Meeting the Needs of Diverse Learners (Brennan and Kohler) – Handout provided.

The course is based on a pedagogy of understanding the ethical and philosophical issues surrounding the acceptance of inclusion in the least restrictive environment. It includes, briefly, the topics of cultural and linguistic diversity and the exceptional child but has a greater focus on children with disabilities or special learning challenges. One notable assignment is to complete a 3 hr. "interaction" with students that is outside of any required field experience and outside of family and neighborhood.

There are special sections for elementary and secondary majors. However, there are some students who get into the “other” sections. Christopher noted that the secondary sections fill up quickly. A secondary major cannot (supposedly) register in an elementary section and must go to the Special Education departmental office.

V. Old Business

A. Updates:
1. Curriculum exhibits – same as before, 34 approved.
2. Implications of Blueprint (House and Senate study bills)
   a. 3.00 GPA
   b. PPST cut scores would be 173 and 174 if moved to the 25th percentile
   c. Changes in team teaching to 40 hrs. every 2 years, including ALL Teacher Ed. faculty (i.e. only exemptions would be clinical faculty) – impact noted. Question was asked as to how team teaching is counted. It seems outreach efforts such as working at an all day Speech tournament do not count.
3. Chris Curran reported on her experiences at IACTE Day at the Capitol. This included the presentation by Governor Branstad, comments by Lt. Governor Kim Reynolds, and Chris’s interactions with legislators. She commented that the legislators did not seem in favor of the 3rd grade literacy retention but they do support accountability. The question is how to fit all of the pieces together. Legislators asked her if higher education has been at the table.
4. Cherin requested information on any field experience placements issues with Level III methods courses. She knows of French, Spanish and German practicum issues and difficulties with the Cedar Falls district for science placements. Kate commented that there are not enough options for speech placements as she had difficulty placing even 4 students. Cherin will be requesting formal input.
5. Cherin requested guesses of how many secondary teaching majors would take a special section of EDPSYCH 2030 Human Development so that she could forward numbers to Barry Wilson. The following responded (all depending on when the sections are scheduled):
Social sciences – 15-20
Science – 10-15
English – maybe 15
Music – 10-15
Art – 10
PE/Health – Barb was not sure which version to take
Technology Ed. – 10
Math – depends totally on the schedule

Total appears to be 70-80 possible enrollees. Cherin will communicate this to Dr. Wilson.

6. Use of the Faculty Activity Report Addendum arose out of discussion of how team teaching is defined. It is evident that hardly any department (except for Science Education and Kevin Droe!) is using this to summarize teacher education activities above and beyond that of departmental colleagues.

Final comment – Cherin noted the results of the Undergraduate Curriculum Committee and the University Faculty Senate with regard to the School of Music curriculum proposals for Music Ed. 3040 and 3050. Both were disapproved.

The meeting adjourned at 5:00 p.m.