I. Welcome

A. Attending: JD, Cathy, Mary D, Rob, Ben S, David, Kevin, Kyle G, Samantha, Lisa T/M, Aliza, Elizabeth H, Sheila, Holly, Kyle R. Lisa R, Scott M.

1. Guest--Julie J (she works with teaching majors background checks and applications in the Teacher Ed Office)

B. Cathy welcomed everyone and shared that she found evidence that UNI’s TE program is the 15th largest in the nation, which is one reason why our program is complex and successful

II. Minutes

A. October (joint) and November 2020 were approved in vote prior to meeting

III. Reports

A. Teacher Education Clinical Committee

1. Still working on placement guide, will be shared at Joint TE Senate meeting in March.

B. Teacher Education Content Study Committee

1. Still working

2. Remember that the charge for the committee was to study the content to see where the belief statements are enacted. After this is reported to senates, they will determine next steps. Cathy shared this related to the Data Day meeting where there appeared to be a call for change in the TE program.

3. Creating a survey to see how we are doing. Please encourage colleagues to complete this.

4. There is an urgency to get this done and the committee is making progress, but the need to preserve the health of the faculty is paramount.
5. Kevin--The committee would like to know when to have a report? April. There was agreement that having a report in April was the goal.

C. IEP law Implementation Committee

1. Looking for someone from the Elementary program to add to the committee that already consists of Cathy Miller, David Hernandez-Saca and Aliza Fones.

2. Two-pronged approach to make sure all of our students know how to be a member of an IEP team ASAP, since the law is in place. For now, the committee will explore making modules to use in Level 3 methods courses. Cathy has been in contact with Susan Etscheidt, Dept. head of Special Education, and learned that their faculty is willing to help with modules. This will allow us to document that students are receiving this content for upcoming State visit. After this plan is enacted, the committee wants a plan for the long term where addressing being part of an IEP team is more program wide.

3. Rob noted that in the Classroom Assessment course we do work with behavioral objectives to prepare students to work with IEPs.

D. Governance Document Committee

1. Cathy asked, “How do we proceed in order to resolve the document”?

2. Hope to vote at the end of the semester

3. Elizabeth--Some are quick and might need more thought

4. Cathy will work to divide these questions to talk about during the next meetings.

Old Business

IV. Motion from November meeting:

Executive Council Representatives from the senates shall serve a two-year term with a one-time renewable, if desired.

A. The discussion clarified that this is for the representative from the Secondary Senate to the Executive Council, not terms on the senate.

B. Cathy sent out a poll for the vote. Motion passed unanimously.
V. 21-Day Challenge adapted for educators, an invitation from the Athletics Department, there are no volunteers to help with this work. What next?

A. Cathy provided a review of the process/history so far. This was well received by faculty at the fall EPP meeting.

B. Cathy has sent out invitations to work with people in the Athletics department and no one has volunteered. She wonders if it is time to say “no” to the invitation and move on.

1. Aliza-"The challenge is a group seminar to help participants examine personal beliefs, engage in self-directed learning, and become a community that addresses racial inequalities and injustices head-on."

2. Elizabeth asked about the time commitment. Cathy is not sure of the time commitment. The first thing that needs to be done is to assess the materials used by the Athletic department for the challenge and see what needs to be done to adapt them for educators. It is unclear how long this will take.

3. Cathy noted that JD checked with people at other institutions in Iowa to see if the 21-day challenge has already been adapted for educators. It appears that this has not been done.

4. Lisa --I teach a social justice related course and would be willing to work with someone on this project. Could align with SS social justice work. Willing to meet with the Athletics department to see what they have to start with.

5. Kyle Rudick is willing to help too. I have a person in my dept. working on a similar project for the provost. I think there might be overlap.

6. Samantha--The art ed. student group is doing The Quest. I think that is one of the possibly related opportunities going on.

7. Cathy will call on Lisa and Kyle to meet with the Athletic department people, look at what they have to see how much work would be needed to adapt the 21-Day Challenge for educators.

8. Sheila shared that she thinks that it’s okay for me to say that now isn’t the right time. We are stretched very thin. I think the lack of response speaks to how far we’re stretched.

9. Mary D-I agree with Sheila
10. Samantha--I think this isn't feasible this year. I also feel like there are other opportunities that people may have agreed to prior.

VI. Invitation to join Education Lab Group questions.

A. Cathy was asked if this the right time to make a decision regarding the invitation. She responded that there does not appear to be a deadline.

B. Kevin asked if there was other communication with the Ed Lab. Cathy reminded us that there was a faculty meeting with members of Ed Lab in December. At this meeting, it was clear that they do not want a small set of TE faculty to be involved with Ed Lab; they want the entire program including our school partners to be involved. Because of this, we need input from and perhaps a vote from the whole program.

C. Aliza--Data day spoke to important changes that need to happen in our own program. Would this be an opportunity to help us look at big changes? Cathy responded that she wonders what is in it [joining Ed Lab] for us. What is our takeaway? She was not able to answer Aliza’s question. Maybe asking for a meeting with faculty from an Ed Lab affiliate would be helpful.

D. Sheila--With everything going on in public schools right now transitioning to in-person learning, this seems way too much to deal with.

E. Rob--I do think it sounds like a worthwhile activity—I guess I would also be interested as with the 21-day challenge—what kind of activity would this commit us to.

F. There was a call for the Senates to make some kind of plan for following up with what came out at Data Day. Cathy shared that she thought some sort of report will come from those who organized Data Day to use to start this and let faculty who did not attend get a sense of what happened.

New Business

VII. The EPP Leadership Team asks that faculty review the admission requirements to the Teacher Education program.

A. Cathy asked “how should we do this”?
B. Elizabeth asked that data be part of this study. Questions were raised about what data would be helpful to have.
C. Julie, who works in the Teacher Ed office with background checks and applications, said that most everyone who applies is admitted. Only real gate is having a 2.50 overall GPA. She asked what standard UNI wants the program to hold? What is our bar? We [TE program] need to focus more attention on retention and what the students need in order to successfully make it through student teaching and licensure. Then provide those resources, both financially and in personnel.

D. David shared that we might need to see this through a curriculum lens too. Look at systemic change being done around campus. Instead of doing this alone, we might connect with the other groups on campus to brainstorm admission requirements. He challenged us to consider retention as well.

E. Aliza suggested we consider other work done that could help with decisions. For example:

F. Holly--What are the admission requirements at other universities who have a similar program to our teacher ed. program, and do their enrollment statistics mirror ours in stats? Cathy responded that we do not know this now, but the committee might look into this.

G. Cathy-reminded us that we also need to review State code to make sure our program is compliant.

H. Cathy asks if we should have a committee to help us figure out what to do next

I. Kevin--Why this charge? Cathy shared that she, JD and Colleen wondered about removing PRAXIS Core is a stand-alone thing. Since this was a large part of the application, does the rest of what we require make sense. Also, one of the challenges from Data Day was to consider if the application filters people who we want in the program to make the teaching majors more diverse.

J. Julie reminded us that we do need to also worry about the backend of the program as students work towards their license

K. Sheila added that Praxis II was also complicated because for some subjects there was an online option and for others (like English) the test had to be taken in person. Some students were scared to take the test, wondering if they would be safe.
L. Rob—“I’ll volunteer for this committee—I did some of this when the Senate’s considered changing requirements when Praxis Core took over from PPST.”

M. Cathy hopes that the energy and discussions started at Data Day will continue. Rob was on the team that planned and facilitated Data day. He said the plan is to synthesize the discussion group reports and the chat comments for feedback and report it to the Senates. However, the Senates need to pick it up to create discussion and action. It is the future of our program.

N. David--I agree with Rob. This is so important

VIII. Statement to the Provost regarding the change to cr/nc grading late last semester. (Presented at the Elementary Senate meeting last November.)

A. Cathy shared that some members of the elementary senate, at the November meeting were troubled by the late decision to allow students to change grades to cr/nc. They wondered how this decision will impact the students in our program and their overall ability to teach. Some found that making this decision so late without faculty feedback was a problem.

B. Sheila worked with more student trauma last semester than before. She was glad they made the decision. It helped some students not bomb out of the semester.

C. Cathy wished they would have made the decision earlier in order to help students and not put her in the situation where she said “no” to student who asked early in the semester.

D. Elizabeth--Classes taught in the fall were much different. We have a whole set of students moving towards student teaching and I wonder if they are prepared.

E. Cathy says that it appears the Secondary Senate doesn't seem to be as concerned about the late change in grading options last fall.

F. Holly wonders if having a student support group would help with the stress and trauma students’ experience. Place to go to get what they might not be getting because of COVID and how it affects instruction.

G. Sheila-We have that in English teaching through our student organization.

H. JD maybe we can get student organizations connected for models and to support each other.
I. Aliza wondered if there might be options through Level III methods courses.

J. Cathy--Maybe some student teaching coordinators should know about these concerns, since the change in preparation may show then.

K. Holly--Maybe this [supporting teacher candidates] can be done over social media. Or Online? Blackboard group?

L. Cathy--maybe faculty to help support or mentor?

M. David--I can take this back to my department, since I am not in our field experiences for my department and see if we have something set up or can create something like this in the special education department.

N. Scott M--Love the idea of a student support group!

O. Lisa T/M--I think a blackboard group or google sites is brilliant.

IX. Other items to note.

A. With no other issues raised, Cathy closed the meeting with a challenge for us [secondary programs outside the COE]. When we have opportunities to work with COE we need to, and when we have opportunities to invite those in COE to join us, we remember to invite COE TE faculty. One of the reasons she agreed to be the EPP faculty chair was to work on the identity of the program, ensuring that it was understood that Teacher Education is campus wide at UNI and faculty involvement is needed for this to be understood.

B. Cathy also asked that faculty, through the Teacher Ed senates; need to be active bringing ideas to senates, leadership team, and executive council. We need to call for and do the work to maintain and improve our program.

C. Cathy closed with the thought that she would know that the two things that motivated her to be the EPP faculty chair happened if there were more than one candidate for the next election for EPP faculty chair when her term is up.

**Upcoming Dates (subject to change, all on Zoom)**

**Joint Senate**
March 4, 2021

**Secondary Senate**
April 29, 2021 (If needed)

**Elementary Senate**