

Elementary Teacher Education Senate Meeting Minutes
3:30-5:00 Thursday, September 20, 2018

SEC 304

I. Welcome

Present: Betsy Zan (Early Childhood Education), Mason Kuhn (Alt, Elementary Education), Carolyn Weber (Middle Level Education), Rick Knivslund (Art Education), Kim Hurley (Physical/Health Education), Sarah Vander Zanden (Literacy Education), Olly Steinhorsdittor (Math Education), Chris Kliewer (Special Education), Greg Bourassa (Professional Sequence), Merrilee Betts (Teacher Practitioner), Louren Kilburg (Undergraduate Student), Cathy Miller (Ed Prep Faculty Chair), JD Cryer (Coordinator, Elementary Teacher Education), Chad Christopher (Coordinator, Secondary Teacher Education), Rob Boody (Director of Assessment)

Absent: Allison Barness (Clinical Experience), Music Education

Guests:

II. Approval of April 26, 2018 Senate Meeting Minutes (Electronic)

III. Old Business

- a. Communication and Procedures of Senate and Senators
 - i. Represent department and report back to department on a regular basis.
 - ii. Taking minutes without a secretary so please consider formality
- b. State Approval Timeline
 - i. Finishing up curriculum exhibits before full approval in November with State Board of Education
- c. Kern Family and Character Education Update
 - i. In April, Elementary TE Senate discussed and had unfavorable perceptions regarding option with Kern.
 - ii. In May, Secondary TE Senate voted to not support the convening of a meeting about character education this summer
 - iii. Coordinators of Teacher Education met with Provost Wohlpart about decision. Provost sent out an email to faculty ending work with Kern. Email was read to senators.

IV. New Business

- a. Reinventing the Professional Sequence
 - i. Meeting was called by Provost Wohlpart to look at Reinventing the Professional Sequence.
 1. Potential Initial Charge: The PES Committee will return the Professional Education Sequence to the ground level and develop three models for a new core that will be put forward

to the Teacher Education faculty for their feedback and input and the Elementary and Secondary Teacher Education Senates for a motion to adopt.

ii. Discussion

1. Some faculty feel that is top down.
2. Faculty wondering is this reinventing just the Professional Education Sequence Core, overall sequence or the entire program (LAC too)? Needs to be a holistic approach.

iii. Questions

1. What inspired this?
 - a. TESI indicated that faculty wanted to look at the sequence
 - b. State visit said UNI needs to look at this area
 - c. Our data, survey from graduates, shows there is a need for improvement with teaching ELL PK-12 students, students with disabilities.
 - d. The changing landscape of education in Iowa
 - e. The changing of our teacher education candidates
2. Question--What does "take down to the ground level" mean?
3. Question--Would each program each have their own sequence?
4. Question--Who leads?
5. Question--What is membership on committee?

iv. At the October Joint Senate Meeting Coordinators would like:

1. Approval of Committee Formation
2. Approval of Initial Charge
3. Approval of Leadership
4. Approval of Membership
5. Suggest parameters
 - a. Should there be a due date?
 - b. Other groups have looked at Professional Sequence and have failed.
 - c. Tied to revision of the UNI General Education Program

b. Ed Prep Governance Models

i. Summer work for clarifying responsibilities and authority for Educator Preparation Update--Cathy Miller

1. Model 1 Prezi Link:

<https://prezi.com/view/S5cjW2So07WzbliW3SkH>

2. Model 2 Prezi Link:

<https://prezi.com/view/OVcYcv8xDLcyvJGfOMA4>

3. Handout:

<https://docs.google.com/document/d/19iLR3GvtYSW4bOhxbvplIFLvnoBXJnxb9-Brk4ubZoM/edit?usp=sharing>

li. Discussion

1. What was the impetus for this?
 - a. State approval feedback from faculty
2. Seems to add another layer administration
3. Are these models a way to enhance the power the senate's?
4. How would this professional sequence process work
5. What is the role of the Senate in these models?
6. Concern about the veto of the Provost. Seems demoralizing to faculty
7. When looking at the outside models was process part of the discovery process?
 - a. Cathy Miller will share notes with those wondering.

c. Watermark Question

- i. Our two Iowa sister institutions, Iowa and Iowa State, are using an assessment and management system called Watermark.
- ii. Watermark helps students, faculty, and staff with managing the various aspects of the overall program: Communication, performance assessments, diverse field experiences, etc.
- iii. Additionally, Watermark provides a tool for candidates to document their development, competencies, accomplishments, and progression through their educator preparation program.
- iv. We would like to form a committee in the coming weeks to investigate if this is an option for our program.
- v. Similar to progression portfolio?
- vi. What is Watermark?
 1. Transparent use of the data that a educator preparation program is gathering.
 2. Possible fee to students.
 - a. \$75-100 one time fee.
- vii. Betsy made a motion form a committee in coming weeks to investigate look into Watermark or packages to investigate our data and Rick Knivslund seconded.
 1. Motion passed

d. Methods Course Questions--Sarah Vander Zanden

- i. Sarah moved to discuss the following. Kim seconded.
 1. What constitutes a methods course?
 2. How is a Methods class listed (description) in university documents?
 3. Provide an informed enrollment cap size to use when scheduling courses across divisions/departments.
 4. Should Methods courses be protected by enrollment caps?
- ii. Discussion:
 1. In the past, Methods courses were protected with enrollment

cap of 25 students. This no longer seems the case. Have heard possibly raising up to 37 students.

2. There seems to be marketing statements about 17:1 student/faculty ratios
 3. How is "Methods" defined in the Course Catalog?
 4. Faculty can't image 37 students in a methods course. This would create many problems such as placement problems. Our classroom teachers have to teach their P-12 students too.
 5. There is no additional compensation for the faculty member when class sizes have been increased two times.
 6. Who makes the decisions for enrollment caps?
 7. Need to consider enrollment data that has been collected by department heads and University Research. Data is available through University Cookbook.
 8. What does Curriculum and Instruction list for methods courses in the form prior to student teaching? Who signs off on these forms?
- iii. Betsy called the question- (Motion PASSED)
1. Larger discussion about class sizes
 2. Chad will provide list methods courses to senators to share with their constituents.

V. Reminders

a. Update from the State

- i. Team Teaching Requirement and goal to have 8 hours per year
 1. Is this a state requirement of 8 hours per year.
 - a. Best practices

b. Important Dates

- i. Ed Prep Faculty Meeting--Monday, October 1
- ii. Joint Senate Meeting--Thursday, October 11
- iii. Convocation--Thursday, October 17
 1. 351 students have been admitted and invited.