

Committee on Teacher Education
Monday January 17, 2013
1:00 – 2:30 p.m.
School of Education, Room 2277

Participating: M. Park Rogers, R. Kunzman, J. Shedd, D. Adomat, D. Danns, D. Pillar, M. McClaine, D. Halloran, D. Wyatt, S. Akridge, P. Miksza, M. Manifold, D. Caulfield. Also in attendance to present: B. Samuelson.

I. Approval of November 2012 Minutes (M. Park Rogers)

D. Danns moved to approve the minutes and M. Manifold seconded. P. Miksza clarified typing error in Section II.A. – E399 should be E339 (this has been corrected in original minutes). Minutes approved unanimously.

Samantha Akridge was introduced as the Dean’s Advisory Council representative for this semester.

R. Kunzman explained it was discovered in Policy Council that in the Elementary Education program a one-credit field experience with Educational Psychology was not included in the 120 hour count, so Student Teaching total was lowered from 13 to 12 credit hours.

II. Action Items

A. Course Approval – L295 (B. Samuelson)

Questions that were raised in the original presentation of the new course are being addressed. For the bulletin description, all reference to Rwanda specifically was taken out so this course can potentially be used for other trips in the future. For the credit hour issues, there will need to be another class created, L296, which will have two credit-hours in the summer. L295 will be one credit-hour in the spring. Kathy Sideli, Director of International Programs, opposed the variable credit-hour concept because the spring course is only one credit-hour of work, and more than that would not be appropriate and the summer section will be worth two credit-hours. Also, if students are in an IU program in the summer, for liability and insurance reasons, students must be enrolled in a course. L295 must be taken prior to L296. L295 can be taken as a stand-alone course, but L296 cannot be. The spring course is also important for screening students to be camp counselors in the summer, especially as not all students may be part of the Books and Beyond program in the future. Both courses can be repeated and students would receive credit-hours as appropriate - L295 is one credit-hour with a career total of 3 and L296 is two credit-hours with a career of six. The appropriate description and documentation is listed as “Version 2” on the OnCourse site.

D. Halloran moves that based on the discussions of the proposal for Education L295, the Committee will approve a revised version that splits the course into a one and two credit class with the repeat language and other modifications discussed. One credit for L295 and two credits L296. M. Manifold seconded. Motion approved unanimously.

B. Course Approval – K308 (R. Kunzman)

This course was originally approved as K307 which was presented by Cary Buzzelli. Policy Council determined that this course could not specify early childhood as this is a course number used on other campuses and so the title cannot be changed. Creating a new course number will solve this problem. The syllabus title will need to match the new course.

D. Danns moves to approve the new course number with an updated syllabus title. D. Adomat seconded. Motion approved unanimously.

C. Degree Consolidations and Deletions (R. Kunzman)

The administration, under pressure from the Higher Ed Commission, wants to eliminate low-enrollment degrees. A number of degrees have been identified in each School in the University and they have been asked to either cut these degrees or explain why the degree should be kept. The Secondary and Elementary Education Councils have passed along their changes to this Committee. Two degrees would be eliminated. One is the B.S. in Earth-Space Science, which is in essence a duplicate of another Earth-Space Science degree in which students will continue to be enrolled. The other is a B.S. in Kindergarten/Primary Education which is a degree that is not currently in use. There are a number of secondary ed degrees that are low, and to be able to keep those without having to defend them as separate degrees, it has been recommended that they are all consolidated under a degree in Secondary Education. It would be indicated on the students' transcripts their particular major. Foreign Languages cannot be subsumed under the Secondary degree as they are all-grade degrees. A World Languages degree will be created to encompass all of these different languages which will then have sufficient enrollment. These changes will have no effect on licensing for our students. The B.S. in Early Childhood Education replaced the Kindergarten/Primary Ed degree, which has been unused since it was replaced by the former degree.

D. Danns moves that we delete the Earth-Space Science degree as well as the Kindergarten/Primary Ed degree and that we consolidate the secondary education degrees into one degree and the foreign languages degrees into a World Language degree. P. Miksza seconded. Motion approved unanimously.

III. Information and Discussion

A. Common Core Audit (R. Kunzman)

Questions have been raised regarding how much attention is being paid to the common core as we prepare teachers and how much expertise does the faculty have and how much professional development do we need concerning the common core. Much of what is currently done in the curriculum is resonant with common core principles, but we should still make sure our students are conversant in the terminology and familiar with what is specifically in the standards. M. McClaine spoke about the common core in her elementary school and what it means for them. D. Pillar spoke to middle school and the common core. There will be translation issues concerning parents and how schools will be teaching. Math, for example, will be at a much deeper conceptual level, which is different from how parents would have been taught and may require helping parents understand the differences. M. Park Rogers spoke to the science perspective. Next generation national science standards are currently being developed and these

are being aligned with elements of the common core. Science methods courses are preparing students for what is coming with these next generation science standards and how they relate to the common core. D. Adomat spoke regarding language arts. She explained that all courses, especially the reading addition courses, are being examined for content to make sure no areas were missed concerning the state standards. Two courses were identified and changes have been made to address the insufficiencies. M. Park Rogers spoke for math ed and relayed that they are talking about the common core in their classes and connecting the standards to lesson planning, but does not know the details beyond this. P. Miksza explained that they are addressed but since music is not included in the common core standards, they do not spend too much time on them. Time is spent on the 21st Century Skills framework and the National Standards for Music Education voluntary content standards are being revised. These will resemble the 21st Century Skills in design and philosophy. R. Kunzman explained that a doctoral student in the Office of Teacher Education will do a more focused audit with the different program areas to discern their needs. S. Akridge confirmed this is being discussed in methods classes and being applied to lesson planning. This will not be an actionable item.

B. Co-teaching Update (J. Shedd)

The context of this item is that a regional schools task force was looking at ways students can work as a complement and not a burden to the school. One recommendation was integrating co-teaching into student teaching and work to dispel the expectation that our students arrive, the classroom teacher disappears, and our student is then in charge. St. Cloud State has developed a co-teaching model and gives workshops to help schools institute this practice. Several SoE faculty and four MCCSC teachers went to this workshop and shared their thoughts. The handout summarized their reflections. They liked the idea of co-teaching very much. Co-teaching will need to be made a part of field experiences and help SoE students understand what this means and how it works in practice. Students are already paired in math/science cluster as well as the social studies/visual arts cluster and already gaining experience working together. Having had faculty and teachers go through the training now makes the SoE official so we have access to all of the resources St. Cloud has put together for co-teaching. D. Pillar believes this is a great idea but will probably need to pay a stipend or award professional growth points to get teachers to take on additional in-depth training such as this. M. McClaine agreed this sounds great but questioned how the training would look and how long does certification last. D. Pillar thought the role of the university observer is critical and that the first meeting should take place the semester before to properly prepare for the student teaching experience. J. Shedd explained the university supervisors already have a full day training over the summer which can be intensified for the co-teaching model. D. Pillar offered to host workshops in his building and M. McClaine likewise offered her building. R. Kunzman stated the focus will be with MCCSC and queried how best to get this started. D. Pillar suggested contact the Directors of Secondary Education and of Elementary Education and maybe use Jackson Creek and University as pilot schools.

C. edTPA Update (R. Kunzman)

This is a brief summary of edTPA, which is a portfolio and video assessment tool that happens during student teaching currently being piloted. There were six students in the fall semester and 20 for this spring. Student feedback has been very positive and we have learned more about what is needed to properly support and prepare our students and faculty for this assessment. The most powerful benefit for our faculty and for our programs is that edTPA provides a real stark indication of what our student teachers are able to do and what they know and how it has

translated to practice. It is important that the types of things being asked of students in edTPA be woven throughout their experiences leading up to student teaching so it is not new when they hit the assessment. The SoE has a two-year exploratory status for edTPA to figure out how it best works for us. EdTPA will complement current student teaching assessments not replace because some things are not covered in edTPA, such as the daily journaling and classroom management. Co-teaching and edTPA are seen as complimentary as edTPA is a chance for the student to be more reflective of their practice and discussing these thoughts and ideas with their classroom teacher. This is not being done because of some mandate, but this is being seen as more of an opportunity to lead the discussion away from standardized testing as a measure of accountability to something much more productive and positive. Faculty did the evaluations last fall and will be doing them again this spring. Full implementation would be beyond the ability of the faculty and would require reimagining evaluations and possibly including grad students.

D. Danns moved to adjourn and M. Manifold seconded. Meeting was adjourned.