

UTEC Meeting
February 6, 2014 Reid 223

PRESENT: Bill Freese, Lynda Ransdell, Cyndi Meldahl, Joe Hicks, Carl Igo, Tracy Dougher, Christine Lux, Sara Browne, Nancy Colton, Jayne Downey, Peter Tillack; Alison Wynhoff; Nicole Wanago

WELCOME: Dean Lynda Ransdell made opening remarks and welcomes.

Jayne Downey demonstrated where UTEC minutes and agendas can be found on the web (through undergraduate programs on the Education web site). Also, under Field Placement/Licensure K12 majors Nancy's wording has been included in the online document.

ACCREDITATION – TEAC:

CAEP is coming on strong and TEAC is building a partnership. Education had two stipulations to respond to for national accreditation. The documentation, which the Department of Education submitted, will be voted on in about a week, after which Education begins the next accreditation round. Jayne will be meeting with each program area.

APPLICATION TO TEACHER ED PROGRAM Q, W, US:

Is the online process working? Is the feedback good? Online coversheet process is streamlined and incorporates the 2.75 GPA requirement. Degree Works graduate applications are not due until the preceding semester (rather than one year ahead). Catalogue changes are all submitted now. Looking into whether we can have common language on each department's page.

FIELD PLACEMENT:

Service learning and student teaching - please let Pat's office know where this is happening so as to keep in touch with load/requests going to the schools. We want to ensure good balance (not overloading any school) and consistent communications to all. CAP placements, and other indirect projects, are handled differently and so don't need to be included in the reporting. UTEC members' ideas and suggestions for student teaching placements are very welcome. Please pass them on to the Field Placement office.

Alison reported on after school tutoring at Belgrade High. Two students are there on Tuesdays and two on Thursdays, spring semester, providing academic support. A student teacher at Bozeman High School (Social Studies/English/Writing Center) connected through Alison's department resulting in 15 students going to the school to help with project processes. Alison described other innovative ways to find additional hours for our students, including Lit101 Gallatin College (writing tutors), and said English Ed is pursuing further opportunities.

TEP SECONDARY CLINICAL PRACTICE SEQUENCE:

Jayne demonstrated the four phases, and the CAEP and nationally accepted common language being used in presenting the sequence, for pre-service teachers building clinical skills.

Phase 1: Educational Psych -- End of freshman/early sophomore year. Ten community organizations are involved including CAP and Eagle Mount. The point is to observe kids learning and teachers teaching and see the difference community makes. We have had a couple of research papers as a result of this.

Phase 2: Tech Club – requires participation in afterschool programs. Transformative for students: professionalism, preparedness, classroom management, application at all grade levels. 6-week segments. In 12 schools this semester including Pine Creek and lab preschool (secondary working in preschool and vice versa) providing new perspectives for all.

Phase 3: Practicum -- Helping existing teachers see practicum in new lights (co-teaching, help in the classroom, etc.).

Phase 4: Student Teaching -- Finger prints and background checks are required and stay in place through the 4 phases. If students do not self-disclose changes in their status across the phases, they will not be allowed to student teach. We conduct a second background check prior to phase 4. If something shows that they didn't self-disclose they will not be able to student teach. The process teaches students the importance of what it means to be a professional, and of our work with children.

Timeliness of Background Checks - is there anything we can do? Ed Psych has required this for 4 years now. Previously didn't check until phase 3 or 4. The number of issues arising in background checks have dropped now that we are instigating them earlier in the sequence. This year, no issues have arisen that have prevented students from going into the schools.

Background Check Clinic – UTEC members present today strongly supported a clinic for April 2014 so that students will be ready to go into fall placements. Carl has students in CAP mentoring before Ed Psych: can we use CAP's checks? No because state agencies can only share with other state agencies. CAP does take our verbal assurance if students are checked by MSU, but not the other way round. Possible solution: have the student background check with us and thereby be covered for both. CAP does cover the cost of checks they initiate. Education has helped some students with the cost.

Clinics are currently held three times a year. Problems arising from checks will be discussed with instructors.

TEP COMMUNICATION PROCESS:

What are the processes that work well for you (getting the word out within and between programs, faculty and students)? Peter sends relevant information from UTEC to colleagues; they ask questions if they have any. Christine shares information (re clinics etc.) with program leaders, NTT and TT faculty and field placement. Ag Ed uses email, Facebook, and listserv for contacting students. Sara Browne attended a 200 level class and gave helpful hints handout to students while in class to ensure they know what advising offers, navigating gates, policy and procedure in teacher ed.

What are some things that would facilitate the communication process to ensure faculty and students hear the same thing? Carl asked that faculty be added to student listserv so that they see what the students see (e.g. from Education Advising); tailor listservs to separate elementary

from secondary. Alison asked if someone from Advising could come to class and talk about what students should be doing at each step of the process. That way, the instructor hears the same message at the same time.

We could make a page on the web like a bulletin board for job opportunities, seminars, etc. We receive a dozen or so notifications per semester but perhaps only a few students might be interested. Blanket emails to everyone aren't appropriate and perhaps a virtual bulletin board wouldn't inundate them. Particularly since, when we send important emails (e.g. from Cyndi) we want them to read them. Notification of updates to the bulletin board (perhaps listing highlighted topics in the email) would be useful. Onus is on the student to seek out information from the central place. Instructors could check the board too, post and bring attention to things they think are important to our students. Will review again next meeting.

COMMON CORE IMPLEMENTATION:

Montana has signed on to the Montana Core Standards. OPI came to us and asked UM and MSU to develop an inventory of all we are doing to help students implement common core when they hit the classrooms. This is an amazing opportunity to showcase what we're doing across our programs. Education has devised a simple electronic template for instructors to list courses in which they address common core. The goal is to show we address it throughout the program. Instructors will be asked to briefly describe what is done to assist student understanding of common core/implementation. Also to bring together elementary and secondary, and to appease any OPI concerns. Our students will be able to help seasoned teachers. A recent monthly meeting for student teachers gave the feedback that teachers are wanting to collaborate and combine their skills with those of the students, and the students felt smart and needed. The electronic form will have about one month turn-around time. Please pass the URL to everyone who may be addressing common core in their courses.

NEXT MEETING: Thursday, March 6 2014 at 4:00 pm. Reid 425.