UTEC Meeting
Reid 425
February 9, 2015

1. Discussion of Upcoming Mandatory Meetings for Student Teaching

   a. Dr. Jayne Downey introduced Kathryn Will-Dubyak, Director of Field Placement, gave out two handouts regarding Student Teaching for Fall 2015 and Spring 2016. If students are ready to begin teaching in Fall 2015, the orientation meetings scheduled for Thursday, April 30 from 4:00-5:30 p.m., and Friday, May 1 from 11:30-1:00 p.m. are mandatory. If students plan to teach Spring 2016, students must attend a mandatory informational meeting scheduled for Tuesday, April 28 from 3:30-5:00 p.m. or Wednesday, April 29 from 11:30-1:00 p.m. All meetings will be held in Reid Hall 301. The Field Placement Office has invited a panel that includes administrators, field supervisors, cooperative teachers, current student teachers, and student teachers who have completed placements.

2. Announcements

   a. This year, Kathryn Will-Dubyak and Ginny Mohr, Field Placement and Licensure, are meeting individually with each student with the purpose of placing students in schools that mutually benefit one another.

       Dr. Downey introduced Cyndi Meldahl, Director, Education Advising Center. Cyndi Meldahl and Jenn Clark created two new forms: Pre-Registration Advising and Semester at a Glance. The Semester at a Glance shows application deadlines, appointment availability, orientation schedules, registration openings, and dates of group advising sessions with freshman and sophomores. The pre-registration advising calendar for education majors show registration dates and freshman, sophomore, junior and senior appointment availability with advisors. Students must bring in DegreeWorks to obtain Advisor PINs.

   b. UTEC was reminded to tell freshman that they are required to take Education 202. Students need to register for the class this spring for Fall 2015.

   c. Dr. Priscilla Lund is teaching an EDCI 542 Creative Processes in Education class for Summer 2015. Interested students can contact Micki MacGregor at 994-3120, and sign up through My Info.

   d. Viewbook Photos – there is a need for photos for older students (outside of the age range of K-8)
3. **Examination of Program Data for the CAEP Self-Study**

Dr. Downey offered a huge thank you to Bill Freese who has completed building streamlined data for the past several years for teacher education. It will make a huge difference for measurement, knowing what is working and what needs to be improved.

a. Each program will receive specific data about its graduates
b. Each program will identify data-driven strengths and areas for improvement – for inclusion in the CAEP Self-Study
c. Each program will provide insights and interpretations of the data – for inclusion in the CAEP Self-Study

4. **Accreditation Self Study**

The accreditation self-study includes five sections (written much like a dissertation):

i. **Introduction**: includes how students enroll in teacher education, get through professional curriculum, and graduate.

ii. **Claims & Assessment Rationale**: Essentially a literature review that includes program descriptions, descriptions of data, program reviews, and justification of data used. Evidence shows how to measure claims.

iii. **Methodology**: Reliability and validity of instruments’ use (Signature Assignments, FEPA, TWS, GS, ES, TEP Assessment Timeline, Praxis)

iv. **Results**: includes findings of evidence for each teaching area major through TEP. Teaching major sections include: Elementary K-8, Ag Education Broadfield 5-12, Biology 5-12, Chemistry 5-12, English 5-12, Family and Consumer Sciences 5-12, General Science Broadfield 5-12, History 5-12, Mathematics 5-12, Physics 5-12, Social Studies Broadfield 5-12, Technology Education Broadfield 5-12, Art Education K-12, Health Enhancement K-12, Modern Languages K-12 Spanish, Modern Languages K-12 French, Modern Languages K-12 German, Music Broadfield K-12.

v. **Discussion and Plan**: includes results by claim – and how the data from major was found.

Dr. Downey handed out each teaching area data, and UTEC faculty were asked to put pen to paper to demonstrate how each content area data is correct. For example, if the student pass rate was below 80%, faculty were asked to explain unique set of circumstances associated with data. Data is masked for singular student completions.