

UTEC Meeting Minutes

Tuesday, November 18, 2014

1:00-2:00 p.m. Reid Hall 426

Present: Brokaw, Browne, Carjuzaa, Colton, Dougher, Francis, Freese, Hicks, LeCain, McCarthy-Rogers, Meldahl, Ransdell, Roberts, Wanago, Will-Dubyak, Schmitt-Wilson, Waterton.

Announcements

Dean Ransdell opened the meeting with an exciting announcement that as of Tuesday, November 18, five (5) \$5000 Rural Student Teaching Scholarships are being finalized today for student teachers who will student teach in small, rural districts (small towns) in the State of Montana. She also reported that there will be other monies coming down the road to assist with student teacher placements. The terms of the scholarship eligibility are currently getting established.

Kathryn Will-Dubyak added that this scholarship will no doubt incentivize students to get matched to schools that will be a good fit for both. She also encouraged UTEC members to contact her if superintendents/principals are in contact with MSU/UTEC faculty about specific positions that are open in the schools. She would appreciate the opportunity in assisting with placements.

Dr. Downey remarked that donors are increasingly aware of what the Department of Education is doing to prepare students, and is responding to the strong reputation that is being established.

Office of Field Placement & Licensure

1. Construction of MOUs for Field Placements with Partner Schools

Kathryn Will-Dubyak is coordinating the efforts to create Memos of Understanding with all the partner schools that host a field experience tied to each course. She explained the definition of an MOU is a legal/binding agreement for partnerships. She sent out a link:

https://docs.google.com/forms/d/1B9TgePiFS4Ej5NMROagtTDAFJ7Dnx0Jlw0sCaJTow/viewform?usp=send_form

to all UTEC members to fill out regarding the components of coursework that is associated with field experience. It is very important to complete a form on EACH

COURSE that includes field experience in the P-12 schools (even if the course is the same one). The questions on the form include:

- What is the course number and name?
- At which P-12 school or schools does this field experience take place?
- What is the duration of the field experience? (i.e. number of weeks within a semester)?
- What length of time is involved (i.e. number of hours, number of days)
- What types of tasks or activities occur during the field experience?
- How are placements made?
- How are cooperating teachers selected to participate?
- What oversight is provided by MSU faculty or staff?
- How is the experience evaluated for effectiveness?

Dr. Downey said that MOU's are required by CAEP. The MOUs serve to outline the specifics of the field experiences, while providing the evidence.

2. Student Teaching Meetings

Will-Dubyak announced the dates and times of two different student teaching meetings during dead week. The meetings will include a panel that will speak to the students' success for student teaching.

- a) The student informational teaching meeting for Spring 2015 is offered on either December 1 from 3:30-4:30 p.m. or December 5th from 3:30-4:30 p.m. in Reid Hall 301. Students are highly encouraged to attend.
- b) The MANDATORY meeting for students who want to teach Fall 2015 is being offered on December 1st from 12:00-1:00 p.m. OR on December 3rd from 3:30-4:30 p.m. in Reid Hall 301.

3. Teacher Applications Due – January 18, 2015

Education Advising Center

TEPP Form Review

Cyndi Meldahl reported that Micki MacGregor has updated all the TEPP Forms for the catalog, and has given them back to her. She is reviewing the TEPP Forms, and if further changes need to be made, she will contact you. Also, please contact her if additional changes need to be made. Nigel Waterton will meet with everyone individually about the changes to the TEPP Forms, ask for comments, and then will share the information with Meldahl.

Dr. Tracy Dougher pointed out there is an error in DegreeWorks for Ag Education. The TEPP form shows there is a minor in Agriculture Education, but MSU does not offer one.

Preparation for Accreditation

PRAXIS Updates

Bill Freese gave an update on PRAXIS scores on they relate to the accreditation process. MSU students consistently beat the U.S. comparison scores (with the usual exception to one area). This year, the art scores were below average. He plans to extract information to break down the PRAXIS scores for individual departments in each content area. Once that happens, the information will be shared with each department. Dean Ransdell said that our students' science and math scores are way above the national average.

Report from Stakeholder Meeting

Dr. Downey attended a stakeholder's meeting last week. The purpose is to relate about the specific issues in teacher education. Over the last five years, there have been two meetings a year – Fall and Spring. The meetings are very productive for the process of teacher education and includes cooperative teachers, administrators, principals, field supervisors, and field supervisors. The meeting included four topic areas as described below:

1. Defining mutually beneficial partnerships

They spoke about a variety of issues to align with what is going on for K-12 learners. Will-Dubyak said that many teachers are begging for placements, but want to be very selective for their classrooms. She said the cooperating teachers made is abundantly clear that our students should approach their student teaching on how the students benefit them (the cooperating teachers), and how students can give back/contribute growth for their mentoring capacities.

2. Selection of cooperating teachers as mentors

Discussion included how to improve instruction – the doing, evaluating, and purpose of instruction. Weaknesses and strengths of the student teachers were brought up.

3. Video-taping pre-service teachers for self-review and accreditation

The targeted effort of employing Best Practices in Videotaping Assessment has been successful. Coaching the students has been strengthened over the past 2-3 years

4. Overall strengths and weaknesses observed in pre-service teachers

The conversation was hard to synthesize, but overwhelmingly the teachers are happy with the MSU student teachers. The Dean said that the feedback she has been receiving echoes that sentiment.

Dr. Downey opened the floor for discussion:

Mutually Beneficial Partnerships

Dr. Dougher said that Ag education is rebuilding their advisory board, and addressing the needs of bridging teachers to college educators. Agriculture Ed calls upon their professional organization to select good cooperating teachers.

Nicole Wanago said that her students attend three professional conferences a year, which seems to translate to quick placements. Students and teachers seem to figure out who meshes with who.

Will-Dubyak said that behind the scenes, she relies heavily on faculty for student teaching placements. She welcomes feedback from the university faculty on the student placement experiences.

Dr. Carjuzza inquired what benefit cooperating teachers receive. Will-Dubyak responded that they receive either a \$250 honorarium or can take a 2 credit class on mentoring students. Dr. Carjuzza would like to see more professional development options for cooperating teachers by offering renewal credits.

Dr. LeCain reported that he does not get a lot of feedback from his students about their student teaching experiences. He asked for ideas.

Colton responded that she requires the methods students to come and give talks to her classes.

Will-Dubyak said that although evaluations are sent out to student teachers, the return rate is very low.

Pros and Cons on creating MOUs to improve and strengthen student skills

Videotapes

Dr. Downey referred to her own experience using hand gestures and related it to changing her own practice.

Waterton mentioned that he does not always get to see the methods of his student teachers, and he is able to see the “game tape” of their performance.

Joe Hicks added that it helped him to “see” the feedback that his field supervisor was describing.

Will-Dubyak added that videotaping student teachers makes conversations richer, while providing deeper reflections.

By providing videotape self-reviews, it provides a mechanism to look at the lesson plan and see what really happened in the classroom.

Strengths and weaknesses observed in pre-service teachers

Joe Hicks suggested that students should consider taking EDUC 342 Managing the Learning Environment (5-12) classroom management course. The course is now being offered as a direct result from student feedback.

Dr. Downey thanked everyone for making concerted efforts to improve, have conversations to maintain strengths, move forward, and prepare the next generation of outstanding teachers.