

## Teacher Education Advisory Council

May 7, 2004

K-State Student Union, Cottonwood Room

### Members in attendance:

Roger Caswell	KSU Clinical Instructor, Riley County
Diane Denoon	KSU Clinical Instructor, USD 383
Connie Foster	Special Education Teacher, Wichita, KS
Paul Gronquist	Secondary Teacher, Alma, KS
Gary Herman	Principal, Holton, KS
Kim Panzer	Middle-Level Teacher, Copeland, KS
Janet Stramel	Middle-Level Teacher, Wamego, KS
Randy Watson	Alumni Fellow, Assistant Superintendent, McPherson, KS
Lara Combes	Undergraduate Student, Music Education
Danitra Cushinberry	Undergraduate Student, Elementary Education
Michelle Galindo	Undergraduate Student, English as a Second Language
Dottie Evans	KSU Career and Employment Services
Karen Pence	College of Human Ecology, Dean's Office
Larry Rodgers	College of Arts and Sciences, Dean's Office
Trudy Salsberry	Educational Administration and Leadership Faculty
Steve Benton	Chair, Dept. of Counseling and Educational Psychology
Sally Yahnke	Secondary Education Faculty
Mike Perl	Director of Laboratory Experiences
Paul Burden	Chair, Department of Elementary Education
Gail Shroyer	Department of Elementary Education Faculty
Di Murphy	Certification Officer
Tweed Ross	Technology Faculty
Socorro Herrera	English as a Second Language Faculty
Larry Scharmann	Chair, Department of Secondary Education
Janice Wissman	Associate Dean, College of Education
Jean Kiekel	Graduate Student, Curriculum and Instruction

The Teacher Education Advisory Council was called to order by Randy Watson, chair.

### • Reports

In response to a question from the November TEAC meeting, Fred Bradley, Professor and Instructor for "Interpersonal Relations in the Schools" (CEP525) addressed the question from the November meeting: "What happens in the *Interpersonal Relations in the Schools* (CEP525) class required for secondary education majors?"

This course was developed and is now taught by F. Bradley who handed out the Table of Contents page of the classroom handbook. The course is a one credit hour class required for secondary education students offered during Block II. In this Block, students are involved with some teacher aiding. This course was designed to work in tandem with the teacher aiding part of the Block. According to F. Bradley, classroom management is heavily covered in this class. F. Bradley says he emphasizes to students they should follow the two Cs – consistency and congruency – in dealing with students in the classroom. Most of our instructors teach our students the cognitive elements of teaching; and spend less time on at-risk students and dealing with classroom problems. This course is intended to help teachers understand children/youth so they can handle them.

### Questions/Discussion

Q: R. Watson - what about dealing with parents? How do we engage parents other than through a parent-teacher conference?

A: F. Bradley stated that in the section of the class labeled *Considerations In Conducting Parent Conferences*, we do discuss some of that but we don't do enough with it. *Obstacles to parent communication, preparing for a parent conference and conducting a parent conference are covered in this section of the course but it is done in too hurried a fashion.*

Q: Is there any focus in the program or class about getting parents involved outside of parent-teacher conferences (child's class, community)?

A: *F. Bradley - NCLB literature has a lot of information about this but the course doesn't have enough time to really emphasize this aspect. Most of the course is spent learning how to deal with children and developing relationships with children.*

Q: Do you have a bibliography of resources?

A: *F. Bradley - Not at the present time, but one could be developed.*

Comment: G. Herman - we hired a new teacher last year – a K-State graduate – who obviously had these skills because she was very good at this aspect. This student always made an early phone contact to parents at the beginning of the year. For a first year teacher she dealt very well with these issues. I think the reason she was able to make things work, is because she made the first contact. Young people/teachers need to understand that the first time they see something happening they need to make that initial contact and the conversation needs to be "I care."

A: *F. Bradley - We do spend a lot of time talking about e-mail and its impersonal nature. We encourage students to pick up the phone.*

Q: D. Denoon - what type of help/mentoring do first year teachers receive when first hired to help them make parent-teacher contacts?

A: *As district administrators, we do try to have young teachers associated with an experienced teacher but it is not really a mentoring relationship.*

D. Denoon - One of our K-State graduates who was recognized as an outstanding teacher education student is presently not going to make it as a teacher because there is no time for the mentor to meet with her, she is so overwhelmed by everything. It is important that we let first year teachers know there is someone in their building who will help them. New teachers have to stay connected or make connections. (She suggested adding connections to F. Bradley's list of C's: congruence and consistency). I think some new teachers don't feel they have the right or the initiative to make that connection.

Comment: *F. Bradley - The whole point is you can't do everything in a teacher education program.*

*We have to teach content so our students can be successful in the classroom. We have to inculcate the point to our veteran teachers that they need to help and support the new teachers.*

R. Watson said at last week's KSDE-sponsored meeting in Kansas City, Dr. Martha Gage (KSDE) stated that 60% of the teachers who started teaching in Kansas five years ago are no longer teaching.

- **Thinking ahead/advice request from Career and Employment Services**

A question was put forth to the group from D. Evans of Career and Employment Services. Teacher credentialing service is an issue. In recent years many colleges and universities are either dropping this service or outsourcing it to commercial vendors. We are considering a change such that teacher candidates would self-manage their credential file which could mean that an online service would be used. We are currently only considering this change, but we would like to solicit comments from anyone who is impacted by this. Questionnaires were handed out to solicit comments. D. Evans continued to emphasize this is only under consideration right now. M. Perl said it should be noted that students/graduates rank the services of Career and Employment services extremely high.

#### *Questions/Discussion*

Q: T. Salsberry - recently contacted her alma mater and learned they have recently gone to an electronic vendor service. There is currently no personal service; no monitoring of quality and it is very frustrating to try to get out of the loop that has been created.

Q: T. Ross - having been a principal, he always appreciated the personal service of Career and Employment Service - the connection between school administrators and the service.

A: *D. Evans stated that part of the service would remain the same. The only change would be that the files would be electronic.*

Q: S. Yahnke – Are you saying that the student is responsible for choosing what goes into their files?  
A: D. Evans – *It would be up to the student to contact the service to request their file be sent to the school. It would no longer be the responsibility of Career and Employment Services to house and mail that file for a candidate's interview with a district.*

Q: L. Rodgers – Are you going to do this across the university?  
A: D. Evans - *Yes, but it would primarily affect College of Education graduates. Less than 5% of other campus graduates use the credentialing services.*

Q: L. Rodgers – If this is just to make you use less paper and save your office space and make it run better, you will need to explain to students the benefits. Students don't have access to most of the information in their files and it seems incredibly risky to move to an outside service because students will blame KSU for their not getting a job due to what is in their file that they have no control over due to confidentiality issues.

Q: T. Salsberry - The service often will not split out information in the file. T. Salsberry said they have to send an entire file which was very expensive and included things that an employer may not want when you are 10 years or more out from graduation.

Q: M. Perl - We currently copy evaluations from cooperating teachers and those copies are sent to Career and Employment Services. What would we do with those if we moved to this system?

Q: Even if an administrator was acceptable to receiving an open file, no employer will want to receive letters of recommendation from the candidate themselves. With a self-managed system, we would run into this problem.

Q: Concerns were raised about the shifting of the costs from Career and Employment Services to the colleges or the employer or even to the student.

A: D. Evans - *Currently the system is highly labor intensive which is the reason for looking at another system. Having an electronic system managed by Career and Employment Services might be a compromise.*

Q: R. Watson - The scary word is "self-managed."

Q: G. Shroyer - The credentialing service is probably the most beneficial service offered to our students.

Q: T. Ross - We should not overlook the obligation we have in helping our students find employment.  
A: *As we move to licensure, students are going to have to manage some of this. When do we let students know that they are responsible for getting the necessary information together for licensure? This would just be an additional piece.*

- **What topics do you believe teacher education programs should focus on during the next five years?**

**Brainstorming issues (by table):**

Table 1

- NCLB – highly qualified
- Middle-level – multiple content licensure, access to course work, target learner
- Teaching reading in secondary schools
- Integrating within and across the curriculum
- Knowledge of the school improvement plan, including understanding assessment

Table 2

- NCLB – highly qualified
  - o prep (content/pedagogy) – secondary and middle
  - o Meeting the needs of diverse learners
  - o Building partnerships with parents, community and staff
- Nonclassroom obligations (skill needed)
- Reading; K-6/6-12 (9-12)
  - o classes at middle school level (seminar and field experience)
  - o content specific courses and early placement

- Class – middle-level, content specific (4 hours)
- Middle-level methods course – general
- Graduate option – help now online – community college

Table 3

- K-12 Art and Music – are these candidates having similar experiences as elementary and secondary candidates? (scheduling, sequencing, orientation, advising information)
- Helping candidates meet changing needs
  - o ELL learners
  - o children from poverty
  - o dealing with parents
  - o NCLB
  - o dealing with many non-teaching obligations (QPA, assessment, committees)
  - o classroom management and discipline
- Being prepared to teach middle-level students (content, student development and learning style needs)
- Promote differentiated instruction to avoid student boredom, to meet varying learning needs, and to enhance learning

Table 4

- Continue support for current programs
- Organizational skills
  - o Prioritize
  - o teach teachers how to say “no” without fear of job insecurity
- KPA (Kansas Performance Assessment) attention to mentoring and time to complete, not “extra duties” (who will be mentors? NBCT? Others?) (not lead roles in QPA, but awareness)
- 60% loss in five years
- Creating connections
- Proactive inclusion of special education teachers into regular classroom (understand special education standards for all)
- Parent/community involvement
- Parents, parents, parents
- Diversity
  - o how to reach parents culturally appropriate to ethnic, SES, etc
- Reflection (does not mean wrong, could be growth on good)
- Alternative assessment on standards testing not for all – how to include AYP (annual yearly progress)
- How to equate maturity of thought and experience at beginning of teaching for a 21-year-old
- Workshops on individualized interests/needs for pre-service and beyond
- More volunteer experiences
- Continue faculty fieldwork
- Number of identified ADD and ADHD students
  - o teaching coping skills, created by society’s fast pace

Table 5

- Highly qualified
  - o number of content hours
  - o professional development
  - o self-management of growth
- Teacher retention
- Closing the achievement gap
- Serving at-risk populations
  - o better prepared to make accommodation
- Get better at assessing student learning
- Teaching/learning theory strategies
  - o individualized learning
- Reading across content
- Integration of content connections between subjects
- Standards-based education
- Recognizing and dealing with students in danger – social issues

**Discussion/Brainstorming**

Each table was asked to select one idea from their brainstorming session for a large group discussion. Following are selected issues brought from the small group discussions.

NCLB – **highly qualified**, more professional development, self-management of individual growth, number of content hours, as it relates to middle school licensure changes and school’s needs. We currently meet the law, but what do we need to produce a highly qualified teacher for our school districts? This was the most discussed issue of the day with each brainstorming table listing it as a topic for discussion.

- If this is something that we really feel passionate about, we need to speak up so our college hears this loud and clear that it is coming from outside the college. When we report the findings of this council to our faculty, they need to know this is coming from outside the college and not from College of Education faculty who are currently very vocal about the proposed changes to our program.
- If we only hire teachers who are highly qualified, we could lose our teaming at the middle-level and it will close buildings. There is no way to meet the law and provide enough qualified teachers. Districts want teachers who are certified elementary/middle or middle/secondary in order to fill positions. Is content more important than pedagogy or is pedagogy more important than content? According to school administrators, until NCLB changes, we have to go with content. If we don't find a way to solve this, five years from now, we will be hurting. We will have few teachers certified to teach at the middle-level.
- There are six Regents schools that have teacher education programs plus Washburn. One of the administrators asked: Is there any way we can bring some common agreement (among Regents universities) that the first year of teaching can fulfill part of the 30 hours required for being highly qualified?
- NCLB interpreters came up with the 30 hour requirement by looking at the research that says teachers need the equivalent of a major in the content area and 30 was an arbitrary number associated with that equivalent. When KSU looks back at our standards prior to NCLB, we didn't have 30 hours in the middle-level program, yet our students were highly qualified based on the state standards.

The administrators in the group applauded K-State for taking seriously the preparation of middle-level teachers in the 6-12 licensure program. They added; however, if all Kansas institutions limited their preparation of middle-level teachers through the secondary 6-12 program there would not be enough middle-level teachers in the state.

- How can we help elementary students, in a reasonable way, become highly qualified to teach at the middle-level? (Some options were suggested.)
  - Option 1: In the ideal world, with no consideration of resources, we would recommend:
    - One general middle-level class focusing on characteristics of the middle school and middle-level students plus a related field experience.
    - Specific middle-level content methods classes for the four core areas. (Both elementary and secondary education students desiring middle-level endorsement would participate in this class together.)
    - Student teaching (8 weeks?) in a middle school.

More Realistic Options:

- Option 2: Middle-level philosophy and specific content
  - One four credit hour course focusing on middle-level philosophy and content related methods with a related early field experience.
  - Student teach (8 weeks) in a middle school
  - One middle-level general methods focusing on teaching middle school students (similar to core teaching class that is currently required for secondary students (plus a field experience and appropriate middle-level student teaching.
- Option 4: A graduate licensure program that includes both content and pedagogy. This program would be offered to both elementary and secondary licensed teachers.

There has to be placement for middle-level field experiences. It has to be early so that candidates start to think about this level as a viable option. Exposing more students to middle-level teaching could increase the interest in this area of teaching.

Q: Would districts be able to help fund teachers to complete the course requirements they need for middle-level licensure?

A: *Administrators - Some would and some wouldn't. Making courses totally distant has been difficult. We can probably get distance learning content courses for middle-level easier than for secondary level.*

- Forming alliances with community colleges for the delivery of courses was discussed.
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- **Other Issues**

These issues were submitted for discussion but due to the highly charged and extensive discussion of NCLB and middle-level licensure, there wasn't enough time to address the following issues in depth:

- Meeting the needs of diverse learners— from point of special ed, at risk students, low SES, and students in dangerous situations.
- Building partnerships with parents and community and school/district staff
- Non-classroom obligations (skills needed and knowledge of those obligations).

Reading in the content areas – G. Herman spoke of a K-State graduate he has recently hired (agriculture teacher) who is excellent at teaching reading strategies. Ideally, he would like to have more teachers of this caliber. D. Cushinberry, Elementary Education student teacher, said she learned about different reading strategies in her ESL methods class. She also stated that Reading Methods, was also helpful. In addition, she has practiced and learned more about reading strategies during her student teaching experience.

- **Wrap up**

The following members were recognized and thanked for their three year service to the K-State TEAC: Carol Wethington and Blake West.

Meeting adjourned at 2:30 p.m.

A possible date for the fall TEAC meeting is Friday, October 29, 2004.

*NOTE: 5/04 Dr. Martha Gage, Director, Teacher Education and Licensure, KSDE, reports that "middle-level" will be the topic for discussion by the Regulations Committee and other KSDE groups during the 2004-2005 academic year.*