

**Teacher Education Advisory Council
April 22, 2005**

Members in attendance:

LeAnn Clark	Alumni Fellow, Hesston, KS
Janet Stramel	Teacher, Wamego, KS
Kathy Wagoner	Teacher, Hays, KS
Randy Watson	Alumni Fellow, Asst Superintendent, McPherson, KS
Fabiola Haux	Undergraduate student, Elementary Education
Victoria Luhrs	Undergraduate student, Secondary Education
Jessica Wyrill	Undergraduate student, Elementary Education
Paul Burden	Faculty, ELED
Diane Denoon	Faculty, ELED
Mary Devin	Faculty, EDADL
Kevin Donnelly	Faculty, Agriculture
Dottie Evans	Career and Employment Services
Judy Hughey	Faculty, CEEP
Di Murphy	Faculty, Licensing Officer
Mike Perl	Faculty, Office of Student and Professional Services
Karen Pence	Faculty, Human Ecology
Tweed Ross	Faculty, Catalyst Director
Larry Scharmann	Faculty, SECED
Warren White	Faculty, Special Education
Sally Yahnke	Faculty, SECED
Janice Wissman	Associate Dean
Jean Kiekel	Graduate student, C&I

The meeting was called to order by Randy Watson, co-chair and Warren White, co-chair. Announcements were made. Welcome was extended to Mary Devin and LeAnn Clark who are new to the TEAC. Congratulations to Victoria Luhrs, Truman Scholar.

KPA – R. Watson talked about a new teacher in the McPherson district who will be the first person in that district to go through KPA. He is concerned that in the field, administrators really do not know enough about how to assist new teachers through the process – as per our discussion at the October TEAC meeting.

In the state of Kansas, we have a real crisis for candidates from superintendent down to grade 6 in the field of education. There are very few candidates wanting secondary school positions or administration. High school principals are becoming increasingly hard to find, especially in the larger districts. We have to encourage people to get into the field of education if we are to solve this crisis.

Part of the issue is salaries and school funding. L. Scharmann reported that secondary education majors at KSU at the present time are higher than normal.

Today's topic of discussion is assessment: What do teachers need to know about content standards? What do teachers need to know about the state assessments? What do teachers need to know about how to interpret state assessment results?

R. Watson shared the September 2004 Mathematics Assessment Instructional Planning Report from McPherson School District and asked: *What do beginning teachers need to know to interpret the data?*

Discussion:

Veteran teachers would look at the data and say: We are ahead of the state? The newer teachers will ask: Where are the cutoffs? Did we meet AYP? How do we know how we did with the special education students? The veteran staff may not know the specific content standards where the new teachers would know?

Take each standard and see how we are doing in every standard. Identify the standards that have the most items and spend the next year concentrating on those items that are weighted more heavily. Check off by student how they are performing on each standard/indicator. Align curriculum and teachers need to know what is being taught prior to and after teaching this group. What do we need to do next year to get to AYP? How does this school compare to the state in SES background, male, female and special education numbers, etc? What are the standards to which this information is coded? What curriculum was used, scope and sequence (not just in that grade level, but before and after)? When was test taken compared to the scope and sequence? What is the alignment of curriculum with standards? The veteran teacher will ask: What do we need to do next year? The new teacher will ask: What do we need to do leading up to seventh grade to prepare? We would hope all teachers would look at the data and say: There are 39 questions on the exam in two standards. Forgetting the state average, the average score is 54%. Is this how well we want our students to be doing? How are we teaching; what are we teaching; how do we align it? How much time are we giving to each of the standards? KSU faculty need to do more to relate the content and standards and how the two are connected to assessment to make sure our students are prepared for the classroom. KSU faculty has difficulty getting the information shared with the group, so there has to be some way to gather the data so our students are better prepared when they get in the classroom. Our students need to be better able to disaggregate data. Teachers need to know not only their own content standards, but also the standards of the entire curriculum.

Do pre-service teachers get exposure to curriculum mapping or the broader perspective of the curriculum? J. Wyrill and V. Luhrs both stated that they realized that the entire curriculum was something that they did need to think about during their student teaching, to know what students already knew and using that information to plan and teach the lessons they have developed.

Are we thinking about assessment, as it looks, so student teachers can discern what questions go to what standards? Teachers should have the ability to take the content and take the standard and write test questions that will adequately test how prepared students are for the state assessment. Schools should not be surprised by the report from the state as to how well students do on the state assessment. Teachers should be able to predict how well students will do on the exam.

We have to remember that it is important to have a balance. We shouldn't only be teaching so that our students will do well on the test, but also teaching to the creative side. Our students need to develop an awareness of what it means to be involved as a teacher. We need young people coming out of the colleges to be prepared to be teacher leaders.

R. Watson then shifted to reading. He shared data from elementary, middle and high school state assessment. In looking at the data, the general trend from elementary to high school is a downward trend. The question is: Why?

As we talk about standards and issues in terms of teacher preparation, for the districts, how are we going to handle special education students? Normally during the day we teach them at their instructional level? Example: How do we take an autistic student who was at the low proficient level in elementary, basic in middle school but will be unsatisfactory at the high school? In looking at the results, the data can be misleading. Districts are doing well with regular education students but are still lagging behind with handicapped students, low SES and limited English proficiency.

Are we (teacher preparation programs) talking about what happens when we disaggregate data based on low SES and other factors? How much work is being done at the university level in making students aware of recognizing and teaching students in special populations?

Discussion:

Faculty need to have more cooperation with school districts. Perhaps more work should be done at the faculty level so that this comes across in methods courses. For our program (elementary and secondary), we only have one course in special education that students are required to take. Perhaps the reason that this issue has not come up is because for most districts in the state, the population is not enough to be reported. At the faculty level, we are starting to

become more aware of this issue, but not much has been done to incorporate this in our syllabi and courses. We also tell our students that once a student is identified as special education, those students become the responsibility of the special education department. We need to do more to teach teachers to work with special education faculty on a cooperative basis. Pre-service teachers are taught that they will be more likely to work with average to above average students and therefore the lower SES and special education populations tend to be ignored. If the students don't understand how the information applies to them, they will turn faculty off because they don't think that this information will apply to them. V. Luhrs asked if there were some things we should know about writing basic modifications. KSU faculty needs to do more to model for students an attitude about working with special needs students in terms of making modifications and working with those students in the classroom. New teachers are going to have to learn how to work with special education students and special education teachers to not only make accommodations but also to help these students pass the assessment. Most special education students are taught at the functional level but are required to take the grade level tests and this is where the gap between instruction and assessment lies. We can probably never completely prepare our students to deal with every situation, but the more exposure we can give our students, the better prepared we can make them.

The meeting was adjourned at 12:00 p.m.