

Kansas State University
College of Education
Teacher Education Advisory Council

*K-State Alumni Center Purple Pride Room
October 19, 2007
9:00 AM– 2:00PM*

Present:

Jan Wissman	Associate Dean for Teacher Education
LeAnn Clark	Alumni Fellow, Hesston Elementary School
Warren White	Faculty, Director of Assessment
John Bergin	Student Outside COE
Molly Hamm	COE Honors Program
Kelly Williams	Undergraduate Student, Secondary Education
Dan Ochs	Undergraduate Student, Elementary Education
Lauren Ratkey	Undergraduate Student, Elementary Education
Sandy Wanklyn	Elementary Teacher, Lakin, KS
Cindy Barta	Middle-Level Teacher, Bonner Springs, KS
Kellie Puderbaugh	Middle-Level Teacher, Topeka, KS
Dorsey Burgess	Principal, Benton, KS
Susan Reusser	Special Education, Andover, KS
Kathy Wagoner	Secondary Teacher, Hays, KS
Gary Stenzel	Secondary Teacher, Clay Center, KS
Rick Pribyl	Secondary Teacher, Blue Valley North West
Bob Shannon	Superintendent, Manhattan, KS
Brandys Zolnerowich	Clinical Instructor, USD 475
Carolyn Scott	Clinical Instructor, USD 383
Paul Burden	Chair, Elementary Education
Larry Scharmann	Chair, Secondary Education
Tweed Ross	Faculty, Technology
Della Perez	Faculty, English as a Second Language
Tim Frey	Faculty, Special Education
Gail Shroyer	Faculty, Elementary Education
Di Murphy	Faculty, Licensing Officer
Karen Pence	Faculty, College of Human Ecology
Steve Benton	Faculty, Counseling and Educational Psychology
Mary Devin	Faculty, Educ. Administration. & Leadership
Kevin Donnelly	Faculty, College of Agriculture
Larry Rodgers	Faculty, College of Arts & Sciences
Dottie Evans	Career & Employment Services
Laurie Curtis	Faculty, Elementary Education

J. Wissman welcomed those in attendance. W. White was introduced as a Professor of Special Education and Director of Assessment. J. Wissman reviewed the agenda topics: the perceived/actual teacher shortage, diversity of our candidates and their experiences, and concerns regarding plagiarism and cheating. She shared that our college is preparing for our accreditation visit and in doing so all 23 programs will be examined to make sure that they meet the standards established by the State Board of Education and NCATE.

The goal during that visit will be to document our efforts related to preparing knowledgeable, caring, ethical decision makers. L. Clark welcomed those present and members introduced themselves.

W. White began the conversation regarding the real/perceived teacher shortage by sharing that KSDE had announced earlier this year that they were anticipating 1,100 unfilled teaching positions in the state of Kansas. P. Burden has attended meetings as a member of the KSDE Regulations Committee and this concern has been addressed during those meetings.

P. Burden shared that Alexa Posney, Kansas Commissioner of Education, presented positive information at a meeting he attended noting that Kansas scores in the top 10% in reading and math, the state has a 92% graduation rate, ACT scores are high, and 95% of our teachers are fully certified. However, there is a pending teacher shortage. 42% of teacher hired leave after 7 years. Attrition takes place for various reasons. 30% of teachers will retire in the next 5 years. There appears to be a decline of people coming into the field- and that is reflected in our enrollment figures at Kansas State University. In 1972, 21% of BS degrees were in education. Last year, 7% were in education. This is not at a crisis level at this time, but there is a concern for the near future. The recruitment and retention of teachers needs to be addressed with focus placed on regulations that are in place to facilitate strong teacher candidates completing an education program of study. Regulations have recently be relaxed which will go into affect August 10, 2008 to make it less cumbersome for out of state teachers to come into the state to teach. A. Posney has voiced her concern that we address the situation while assuring that standards are maintained. At the current time the KPA must be completed by new teachers by the end of their second year of teaching- that might be changes to completion by the end of the third year of teaching. Committees are addressing flexibility in the regulations, without compromising the standards for educators. Although the shortage does not seem as critical this year as anticipated- it might be at that critical level within five years.

K. Puderbaugh asked when these regulations were initiated. P. Burden noted that the process has occurred over time. As issues have arisen, more regulations have been implemented. L. Rogers asked if there is evidence that NCLB has affected attrition. P. Burden noted that since NCLB has been implemented in the schools, our program has not changed requirements. He stated that those who have family members in education are recognizing the realities of the profession as it relates to a change in the school environment and the demands placed on teachers. G. Shroyer shared that if you look at the national retention numbers it has been the same over time- most of those leaving the profession to so within the first three years. This occurred prior to NCLB and a reason often given is that new teachers feel they are not prepared for the work environment. She mentioned that high quality mentoring programs are vital to retain teachers. Other reasons given for those leaving the profession often include lack of parental support and lack of appreciation. Discussion was given from administrators regarding concern that veteran teachers often suffer anxiety from state assessments and are leaving the profession due to the high stakes testing being done. S. Reusser stated that prior to NCLB it appeared that mentors were available when a new teacher had questions. Now,

with the demands of NCLB, teachers are overwhelmed with demands on their own time and are not as available to serve as mentors to new teachers. Discussion was also given to the fiscal realities that cause some teachers to leave the profession seeking better paying jobs with benefits. D. Evans commented that salaries don't go as far, due to the amount of borrowed money students have to pay back once their schooling is completed. She noted that NEA is working to lobby for loan forgiveness if students go into education-vs- industry. S. Puderbaugh asked if there is research to show the numbers of experienced teachers that are leaving the field. G. Shroyer states that she doesn't think it is well tracked.

Discussion was given regarding programs that encourage high school students to go into classrooms to encourage them to consider teaching as a profession. D. Ochs asked if due to the teaching shortage and demand, money incentives will go up. P. Burden noted that some districts can be more competitive with their salary schedules- but many can not. B. Zolnerowich noted that sometimes if teachers go to teach in a Title I school, they can get loan forgiveness and our students need to be made aware of that.

M. Devin asked if we need to then look at flexibility in the regulations. J. Bergin asked if the shortage of teachers was placed on a map- would those shortages become more prevalent as one goes southwest in the state. P. Burden agreed that was the case and students don't always want to move to that area. More of our graduates are interested in moving east- even those that come from the western part of the state. It was discussed that if the students have family ties to an area they are often attracted to the area. Discussion was given regarding "grow your own" programs which can be very successful when necessary supports are available. It was noted that programs which get students into the school environment early are very valuable so students can identify if this career choice is a good fit for them. P. Burden reviewed our regulations for acceptance into our program. He also shared briefly support services that are available for those needing special help in our program. K. Wagoner asked what support was available for non-traditional students such as child-care, student loan assistance/ forgiveness, etc. D. Murphy agreed that was a concern and additional help is not specifically provided for these students. There are 75 non-traditional students in our program at this time- many of them changing occupations. They have used up their student loan money- perhaps on an earlier degree and this is a problem for them. K. Puderbaugh asked if those students have been tracked by gender and D. Murphy stated that she did not believe that information had been reported. D. Ochs stated that with the regular candidate population 1/10 was the ratio he had heard of male -vs.- female candidates. It was shared that 13% of candidates are males in elementary education, 50% in secondary education. G. Shroyer stated that actually this ratio has not seen a big change nationally- just that some areas such as Ag. Education or females choosing secondary science/ math have seen some shift. J. Bergin asked about the difficulty that students encounter when transferring junior college credit into our programs at Kansas State University. G. Shroyer shared information regarding the Equity and Access Grant and the efforts being made to work on a 2+2 articulation for students. She noted that this is still an area targeted for improvement.

G. Stenzel suggested that schools work to help new teachers make ends meet by allowing them to receive their first pay-check two weeks into the first month of school, rather than requiring them wait until later in the month for their first check. L. Rogers stated that the average KSU student changes their major 3+ times and there needs to be a lot of personal conversation regarding what path students want to take. B. Shannon stated that now during the interview process even when students are offered a position they will decline it and the district must be willing to take their 2nd or 3rd choice. D. Ochs suggested that the university should take the opportunity to talk about the prestige of our alumni. He stated that the top students are very interested in how the program is perceived. The program must be marketed in a positive way.

W. White shared some thoughts regarding the teacher shortage and comments from the Dean of the College of Education. Thoughts to ponder included:

- Teachers don't seem to want to go where the jobs are
- Supply and demand doesn't appear to work with teacher education/ salaries
- Have we established a retirement system that encourages teachers to retire early-contributing to a shortage?
- Forced consolidation may more efficiently utilize teachers as resources.
- Should state negotiation laws regarding teachers to not be allowed to go on strike be changed?

K. Puderbaugh shared that we perhaps need to change our rhetoric regarding the image we want to portray. Others agreed. Faculty achievements should be publicized. We are marketers of our own image. We can utilize resources such as the K-State news service, sharing information about what is occurring in our profession locally. This should be done strategically with a particular strategy. We should show pride in our accomplishments -for example putting our credentials on the walls of our classrooms and offices.

Numbers for enrollment in the College of Education were reviewed, both in the elementary and secondary programs. Information was reviewed regarding student interns/ by major. This information would not indicate that we are producing significantly fewer by major. J. Wissman stated that at the unit head meeting they looked at the data at the KSDE, looking for trends. She shared that Kansas State University prepares the most teachers of any of the 23 institutions in the state.

L. Clark opened the discussion regarding valuing diversity within our program. J. Wissman shared that NCATE has identified that our candidates have limited opportunities to interact with other diverse candidates and that one of the purposes of our conversations today will be to identify creative ways to address this issue. L. Clark shared the following information:

- 45% of the student population under 5 is a minority
- 40% of schools right now have no teachers of color.
- Students learn best when they are taught by teachers that look like them.

It was noted that it appears that every university is struggling with this same issue. G. Shroyer shared information regarding the grants that are being implemented to bring diverse candidates to the program- the grants involving Southwest Kansas. The grants have tried to provide scholarship support, special assistance, and tutoring for the students. She spoke of the need for funds to provide this type of support. Loan forgiveness would be a huge help in recruiting diverse students. She noted that the program has had to become a distance-based program which was not the initial intent. This was done as the candidates did not want to leave their families to come to campus- and this will hopefully address the retention issue. A program such as this is time intensive and financially expensive to run. W. White shared that often the candidates from this program do not have a strong academic background and it is difficult for them to pass admission and exit requirements. Taking more time on tests is only one need that they have that causes them to struggle with exit requirements.

A specific need for our program is to establish a way to provide opportunities for *all* of our students to interact *meaningfully* with diverse candidates. One thing to consider is that not just one instructor can provide this experience- *all* our students need this experience. Although it was noted that the NCATE definition of diversity is very broad the elements targeted today are ethnic and cultural diversity.

Members were provided with time for small group discussion regarding this topic: Each group was asked to provide some suggestions for ways we can increase the diversity among teacher candidates/graduates?

Group #1:

- Increased recruitment, targeting diverse populations- sell KSU- educate high schools across the state and the families of these students. Share with them the support their students will be provided with when they leave home- in order to be successful.
- Make the program rich.
 - Student organizations offer support It should be a requirement of program/scholarship to be involved in student organizations HALO/ BESOL
 - Knowledgeable student advisors who are themselves diverse
 - Thoughtful assignments of placing diverse student in each section of classes
 - Build into coursework “Cultural Investigations” materials for dual language learners
 - Encourage study abroad programs

Group #2

- Focus on recruitment before they are 18. Making recruitment a part of the educational system allowing for early conversations about college and the future.

- Expeditionary Learning: Koffman Grant. Students are member of a crew- “family” concept. They meet periodically to work do family things- and to learn about others differently
- Connect with others via e-mail, polycom, etc.
- Diversity course/ multicultural education as a key course for this- not left to faculty, but institution must coordinate this
- Exchange project across institutions using blackboard
- Ask NCATE for assistance creating a database for linking different institutions.
- We need to continue to educate our faculty about what can be done in their classrooms.

Group #3

- 2+2 program supported
- message boards used to link other universities with KSU/ sister universities
- Awareness of accidental grouping of students which do not facilitate diverse interactions.
- Conscious hiring of people that are diverse
- Future teacher clubs being established in diverse schools
- Actively recruiting those in other fields/ those unsure of their majors?
- University Ambassadors – Encourage diversity in that group and see that they encourage others to be teachers
- Celebration of alumni and ask them to link a future student of diversity to Kansas State University.
- Encourage those who have taken an alternative route (the hard way) to get to teaching to encourage our students to utilize our program.
- Demonstration of commitment to diversity as a condition of faculty tenure and promotion

Question: Will diverse student readiness be improved now that NCLB has worked to change the gaps with sub-groups?

Group #4

- Consider family values- supporting those for the students
- Distance learning- but there are pieces of education that are difficult to deliver through distance learning. A group of Manhattan/ Garden City students could do an exchange (face to face)
- Collaboration with other colleges. There is lots of technology that could be utilized- could we exchange our technology and exchange students. Build partnerships with other universities
- Growing your own program utilizing a Teacher Cadet Program that would start in middle school.
- Partnership with KNEA-SP. There might be a way to bring a variety of students from other universities around the state- perhaps using NEA grants to meet and share ideas to build professional understanding.

G. Stenzel shared that we also must recognize the diversity between socioeconomic groups. He has found that the resource *Teaching Tolerance*, which is a free publication, to be useful as a way to get rid of cliques.

L Clark shared her experience of facilitating a project to bring literacy to Ethiopia. She stated that 99% of the government schools do not have libraries. Public libraries don't have children's sections. The organization she has worked with has established reading rooms for children. They rented a house and opened it as a reading room. 40,000 children visited the library during the first year. There is also a demand for the "donkey library" which is a transportable library that is taken to the rural areas to share books with children. 22% of the children in Ethiopia get the chance to go to school as young children- 10% go on to high school. They begin to learn English in 1st grade. She shared contact information and those interested were invited to donate books to Awassa. The facilitator's name is Yohannes Gebregeorgis. The purpose is to provide the message that books are important to children. She shared that she is available to talk with any civic or community organizations who might be willing to provide support/ or want information regarding this project.

Lunch was provided at 12:30

W. White facilitated a discussion regarding Plagiarism/ Cheating. He explained that in most cases the University Honor Code is referenced when there is a concern but P. Burden added that this is not taught as deliberate content in the College of Education as it relates to teaching. The question was suggested that in some cases children don't understand exactly what "cheating" is. We need to be sure that our candidates understand that they must model and explicitly teach children what ethical behavior is. G. Stenzel stated that one important step is to make sure our assignments are meaningful- so children recognize the value in doing the work themselves. It is important that teachers recognize their student's abilities and not "set them up" to feel the need to cheat due to high-stakes consequences. T. Ross stated that students will cheat to get an "A" but not cheat to learn something.

Students must be shown how to correctly cite their sources- and always encouraged to do so. R. Pribyl stated that many students do not feel that teachers will take the time to determine if the work is their own. He mentioned that one way to eliminate others doing work is to have students turn in all drafts as projects are being completed. Discussion was given as to programs that allow school personnel to enter a student's work into a program to see what % of the work was done by another source. It was stated that this can be used as a teaching tool. (turnitin.com) It was also noted that having work done in class so that the teacher will become familiar with the writing styles of the students will often help teachers determine when work is not original. S. Reusser stated the importance of modeling this ethical behavior for our students- showing them how material is copyrighted- and letting them know that taking another's work is stealing. This teaches the life skill of integrity- and K. Williams noted that plagiarism could perhaps be a gateway behavior to other unethical behaviors.

G. Shroyer suggested that we need to reflect on the anxiety we have created with stakes so high that students feel the need to cheat. Discussion was given regarding when students know the behavior is wrong and choose to continue/ and when there are unclear expectations provided for students. It was noted that the difficulty comes in trying to balance the behavior with proper consequences. Clear expectations and parent involvement is necessary to continue to help children learn through these experiences.

W. White thanked all present for their attendance. The spring TEAC meeting was scheduled April 25th from 9:00 – 2:00. Extra copies of mileage forms and substitute teacher reimbursement forms were provided to those in need of them.