

Kansas State University  
College of Education  
**Teacher Education Advisory Council**

Ballroom A: Kansas State Alumni Association  
April 20, 2007  
9:00 AM– 2:00PM

**Present:**

LeAnn Clark	Alumni Fellow, Hesston Elementary School
Warren White	Faculty, Director of Assessment
Janeal Schmidt	Undergraduate Student, Secondary Education
Lori Workman	Undergraduate Student, Secondary Education
Erin Bodlak	Undergraduate Student, Elementary Education
Susan Vice	Undergraduate Student, Secondary Education
Linda Runyan	Elementary Teacher, Pittsburg, KS
Jim Medina	Elementary Teacher, Olathe, KS
Sandy Wanklyn	Elementary Teacher, Lakin, KS
Kellie Puderbaugh	Middle-level Teacher, Topeka, KS
Susan Reusser	Special Education, Andover, KS
Sherri Yourdon	School Counselor, Hutchinson, KS
Kathy Wagoner	Secondary Teacher, Hays, KS
Gary Stenzel	Secondary Teacher, Clay Center, KS
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
Darla Stone	Faculty, Secondary Education
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
Aaron Carlstrom	Faculty, Counseling and Educational Psychology
Catherine Maderazo	COE Academic Affairs
Laurie Curtis	Graduate Student, Curriculum & Instruction

J. Wissman welcomed those in the attendance. She explained the importance of the work today, as it helps inform our programs. Erin Bodlak was introduced as one of the outstanding students in attendance today. She has just accepted a kindergarten teaching position at Spring Valley Elementary in Junction City. Janeal Schmidt another student in attendance, has been honored as a Madison Fellow. She is a secondary social studies education major with an emphasis in teaching the Constitution. Lori Workman is a Block B student this semester with an emphasis in social studies as well. She will be student teaching at Maize South. All who were present were thanked for their participation on behalf of Dean Holen and the faculty and staff of the College of Education.

L. Clark and W. White were introduced as co-chairs. W. White provided a handout that outlined the entities the College of Education is accountable to in order to be accredited. (NCA; KSDE; NCATE). He explained that the College Unit includes more than just the College of Education and is on a 7 year accreditation cycle. This is a cycle of continuous improvement. W. White explained that one of his responsibilities is to collect data in order to document our assessment practices to determine the strengths and needs, and informing changes to be made in our programs and/or curriculum. Data is compiled from multiple sources such as student teaching data, admission data, exit data, employment data, etc. In looking over the last couple of years of data, several changes have been made, some a reflection of suggestions offered by this council. Those changes include discussions regarding student diversity.

This council has also helped us recognize an increased need for our students to be comfortable working with data that informs their decisions, our students' understanding of legal issues, and the importance of family communication. We have taken these suggestions and worked to make changes in our courses and field experiences. We have also updated our employer survey to provide better information to inform our practice. This council, as well as others at KSU, has discussed the dispositions of our candidates. While we have our Conceptual Framework to serve as a guide for this, we have questioned if we have been explicit enough for our students to recognize the expectations we have for them. We have worked with the university attorney to draft a document that will explain to our students the dispositions they will need to demonstrate to successfully complete our program. In conclusion we value the input of this group and recognize the importance of each member's willingness to come and participate in this day.

L. Clark welcomed those in attendance and spoke about the need to meet the needs of the increasing number of linguistically and culturally diverse children in our schools. Members briefly stood and introduced themselves.

The first of two table discussions was held. The first question for discussion was:  
***What ethical issues have you had, or witnessed, inside and outside of your classroom?  
What do our students need to know to be prepared for these issues?***

W. White read a dictionary definition for "ethical" and an example of an ethical dilemma was given by G. Stenzel to frame the discussion. He provided an example of a teacher with a business of his own, photography, using time during the school day to schedule the taking of prom pictures. Members of the council then broke into three table groups for discussion of the proposed question.

**Ethical Issues Identified (Combined from three groups):**

- Talking with separated parents
- Students grading other students' papers
- Teacher actions outside of school. Identifying community standards (such as posting on Face Book, My Space, entertainment in community)
- Male/Female interactions; Teacher/Student interaction
- Identifying and reporting concerns about students

- Proper use of WebPages, e-mails
- Staff members living with each other
- Supervisors asking teachers to alter grades or other actions
- Appropriate discipline actions
- Test security/ cheating
- Talking about school at home/ with others
- Confidentiality regarding IEPs, e-mail, correspondence is becoming difficult with more adults/ volunteers in the schools. Access to information must be guarded (e-mails, correspondence). When in conversation regarding children it must be decided if those talking are admiring the problem- or seeking a solution.
- Copyright law and plagiarism
- ESL population asked to take assessments before they are proficient in the language.
- Religion & politics in the classroom
- Sexual Harassment- touching/ hugging
- Coaching pressures- grades/ guidelines
- Balance of individual / group safety: How much information can be shared by the administration with the teacher, for example, when a child is reported to SRS?
- Individual right to creativity in the classroom
- Sports/ coaching/ use of classroom time to plan for sporting events.
- Use of school time/ resources for personal business
- Technology: legal issues such as copyright, privacy, acceptable use, academic honesty, speech
- Students not taking responsibility for their actions
- Teachers justifying actions/ enabling cheating
- Administrative ethics
- How and when do you get involved as a teacher/ administrator
- Good manners
- Parental Influence

**Ways to Prepare Preservice Teachers (Combined from three groups):**

- Help them foresee problems and adjust actions accordingly
- Know how to document incidents (anecdotal records)
- Inform students of the protocol in working environment
- Know student and teacher rights and responsibilities (legal issues)
- Collect resources about ethical issues
- Create a college website or provide other resources regarding ethical issues
- Build in ethical aspects into the program's scope and sequence
- Link ethical issues and ethical behavior to program dispositions
- Consider how to handle a situation when a teacher might have an ethical slip
- Clinical Instructors could coordinate sessions with cooperating teachers to discuss these issues
- Provide our students with a liaison, who is not an evaluator, to discuss concerns
- Share crisis plans with students
- Divide concerns into specific teaching and learning ethics/ general workplace ethics

- Use case studies to teach
- Integrate into preservice curriculum
  - Technology/ media courses
  - Interpersonal relations
  - Core teaching/methods/psychology courses/ specific course in ethics
- Teach/design lessons that make it harder to cheat

### **Group Discussion:**

G. Stenzel brought up the point that it is essential that if we don't want children to cheat it is important that they see the work they are doing as meaningful, not busy work. Discussion was given about group projects and the difference between using cooperative learning groups and group projects. He suggested that teachers be aware of giving group grades. It was also brought up that in working with small groups there is an opportunity to teach collaboration, such as implementing some of Kagan's models for Cooperative Learning.

W. White mentioned the use of extra credit being provided to allow students to not accept responsibility for what they should have completed. A copy of the statement of dispositions (as referenced earlier) related to the COE Dispositions from the Conceptual Framework was provided to members. This is being provided to our students to make sure that we are more explicit in providing our students with this information. Our students will now begin signing this document. E. Bodlak stated that they appear subjective, and how might they be assessed? W. White explained that they will be assessed as part of the Block experiences. B. Zolnerowich also stated that the qualitative aspect information that the Field Experience office collects also can provide information regarding concerns noted.

L. Clark shared with the council her upcoming trip to Ethiopia and the current need for all educators to be well informed to increase effectiveness in working with children who are culturally and linguistically diverse. She shared that a parent, through an interpreter, said she had given up her culture and her country so her son can have a better life, asking LeAnn to please help him. L. Clark stated that this is the reality of our classrooms and asked the members of the council to discuss the following questions.

**What do our students need to know about children who are culturally and linguistically diverse and what examples can you give concerning instructional or behavioral techniques that have been effective in your class or school?**

### **What Should our Students Know: (Combined from three groups)**

- How to distinguish between a language issue and/or a special education issue?
- Where to go for information- including grant support
- How these students learn best?
- What are cultural differences and how does that relate to instruction and learning
- What they should expect various students to be able to do
- How to build relationships with the students and parents

- What the KELPA (Kansas English Language Proficiency Assessment) assessment is and how to give it
- How the referral process work to obtain help for a student
- How children develop literacy skills
- How to access students' prior knowledge.
- What is sheltered instruction and how can they benefit from it
- What resources are available for them
  - Web based resources
  - Common phrases to be used
  - Community resources
  - Translation resources
  - Books such as: *Not for ESOL Teachers: What Every Classroom Teacher Needs to Know About the Linguistically, Culturally, and Ethnically Diverse Student*, by Ariza.
- What enrichment programs may be available
  - After school cultural appreciation
  - Teaching foreign language in elementary schools
- Challenge their own prejudices & history
- View language & culture as additive and aim for acculturation, not assimilation
- Focus on the whole child

#### **Instructional or Behavioral Techniques Suggested (combined thoughts)**

- Use the prism model with our KSU students
- Allow opportunities and space for students to talk comfortably about these issues and ask questions
- Ask students to write their lesson plans to include both content and language objectives
- Let students know that you care
- Help students learn to use context clues to promote understanding
- Allow ESL students to attend conferences with parents
- Print messages/ notes in two languages
- Use the KELPA information
- Use the KSDE resources and people
- Make sure teachers are using authentic assessments
- Make sure our university students know that the school may need to supply the materials for projects to be completed at home.
- Plan lessons using task analysis; show the whole and then break it down into steps.
- Add ELL endorsements for more graduates
- Add ELL course for all undergraduates/ extend the multicultural class
- Embed ELL strategies throughout the program
- Add ELL strategies to the multicultural class
- Attend to the diversity they are encountering in their field placements
- Encourage the use of quality, multicultural children's literature
- Develop case studies for use in courses
- Introduce faculty to the SIOP model

**Group Discussion:**

L. Clark mentioned that some universities require a study abroad program. D. Perez stated that we are trying to address the diversity knowledge base with the faculty at this time. W. White noted that those sessions have been very well attended. It was also noted that there is resource information available at the KSDE website. J. Wissman noted that we are actively seeking ways in which our candidates can interact with other diverse candidates.

W. White asked for suggestions of times and topics for our next meeting. The list of topics from last time was reviewed. Items that may be considered for next time included:

- Tiered response for special education concerns
- Electives that are being lost due to AYP concerns
- New teachers understanding of the impact of school improvement (new teachers hired often find themselves on school improvement committees)
- Information shared that might guide advanced programs. What do educators need?
- The role of administration/ school leadership/ academic instructional leader
- Professional Learning Communities & collaboration: See Larry Englebrick- the leader of school innovations at state department. Jeanette Lobo is working on the project to work on profession learning councils for each of the ten state board regions.

The fall meeting will be scheduled for Friday, October 19, 2007 from 9:00 am– 2:00 pm. Those in attendance were thanked for their time and willingness to share their expertise.

The meeting was adjourned.