

Kansas State University
College of Education
Teacher Education Advisory Council

*K-State Alumni Center Purple Pride Room
October 30, 2009
9:00 AM– 2:00PM*

Present:

Chele Behrens	Secondary Education, Wichita, KS
Terry Boyd	Flint Hills Special Education Cooperative, Emporia, KS
Kevin Brungardt	Community College Administrator, Garden City, KS
Corey Burton	Principal, Ellis, KS
Heather Caswell	Elementary Education
Jennifer Kay-Higgins	Middle Level Teacher, Salina, KS
Bob Shannon	Superintendent, Manhattan, KS
Betsy Wiens	Middle Level Teacher, Topeka, KS
Chance Gates	Student, Music Education
Jessica Grant	Student, Secondary Education
Pedro Miller	Student, ESL Program
Courtney Tracy	Student, COE Honors Program
Karen Pence	College of Human Ecology
Paul Burden	Chair, Elementary Education
Brad Burenheide	COE Academic Affairs
Jeanne Christensen	Clinical Instructor, Blue Valley USD 229
Laurie Curtis	Faculty, Elementary Education
Mary DeLuccie	Faculty, Early Childhood Education
Mary Devin	Faculty, Educational Administration and Leadership
Judy Hughey	Faculty, Counseling & Educational Psychology
Ken Hughey	Faculty, Counseling & Educational Psychology
Diane Murphy	Licensure Officer
Della Perez	Faculty, English as a Second Language
Michael Perl	Assistant Dean/Director, Student & Professional Services
Larry Scharmann	Chair, Secondary Education
Gail Shroyer	Faculty, Curriculum & Instruction Graduate Studies
Jim Teagarden	Faculty, Special Education
Jan Wissman	Associate Dean for Teacher Education
Warren White	Faculty, Director of Assessment
Sally Yahnke	Faculty, Secondary Education

Welcome: J. Wissman welcomed the members to the meeting. She noted that the purpose of the day is to provide feedback for our programs related to our continuous improvement model. Wissman reported that Dr. Donna Gollnick, senior vice president, NCATE, notified us earlier in the week that the NCATE Unit Accreditation Board met during the week of October 19 to determine the accreditation status of 45 institutions. She informed us that the accreditation has been continued for the professional education unit at Kansas State University. The formal letter with action report to the dean, president and state consultant is forthcoming.

Introductions: Those present introduced themselves. It was noted that Dr. Paul Burden and Dr. Larry Scharmann are coming later (to this meeting) since they are receiving a university award on behalf of elementary education and secondary education for excellence in assessment.

Members of TEAC were thanked for previous feedback that strengthens our assessment practices and in turn contributes to program improvement.

Teacher Leader Endorsement: Mary Devin provided a handout and summarized the current status of Teacher Leadership initiatives. She noted that the idea of Teacher Leadership broadens this concept to leadership at all levels. This topic is a high priority and is seen as a way to meet the needs in schools of the 21st century. She referenced Joe Murphy from Vanderbilt University as a national expert in Teacher Leadership and noted that he served as a consultant to KSDE in chairing the Kansas Education Leadership Commission last spring, which provided recommendations to the Kansas State Board of Education. Twelve recommendations were provided, five being exclusive to teacher leadership. Recommendation #2 was that Kansas should have an endorsement to recognize teacher leadership. There is a cooperative of five states (KODAK) that have worked to identify the curriculum for this as an area of study, considering 14 different topics which has been developed as a resource for providing modules to be used in preservice education or as professional development. This information is available on the KSDE website. Kansas has served as a leader in this work and in July 09 the Teacher Leadership endorsement was adopted. The draft of standards for this endorsement were approved October 09. Institutions will now be invited to prepare proposals for their programs that they are developing to lead to this endorsement. This endorsement is to be added to a graduate degree and teachers must have 5 years teaching experience prior to gaining this endorsement. It was noted that there is not a position in a district that will require this endorsement and it is not designed to be a precursor for another degree, but may be an avenue for teachers to meet career goals other than becoming a school principal. There will be an ETS exam, but test cut scores have not yet been established. There will be both content and performance sections on the exam. In January 2010 this will be piloted by having those who are teacher leaders volunteer to take this exam and provide feedback, with the exam scheduled to be ready by this spring. There may be an alternate path provided for experienced teachers with the process culminating in the same exam.

S. Yahnke asked if practicing teachers would need a MS degree to get this endorsement, and M. Devin stated that the endorsement does need to be attached to a graduate degree, but it is up to the institution if that degree is a masters or doctoral degree. KU has stated it will be attached to the Ph.D. Questions were asked related to the benefit this endorsement would provide teachers (salary, etc.). It was noted that teachers would remain on the teacher salary scale, but additional hours would move them over on the scale as continuing coursework would do. There is no administrator credentialing attached to this endorsement. The idea is not to create any additional courses for this endorsement, but to pull from what we have to develop this endorsement program. The national standards for this endorsement that may be considered are based in much of the work coming from Kansas. The following questions and responses were noted during small group sharing:

As a practicing professional, would you or your colleagues have an interest in graduate work related to a teacher leadership program leading to this new state endorsement?

- Teachers noted the value in the PELA model- would enjoy this type of model

- Similarities were noted regarding this and National Boards- but NBC are at times compensated by their state/district
- Concerns were noted about adding on to expectations without compensation
- Large/small schools need to be served
- This could be designed to support the PDS model (our CIs and Cooperating Teachers) and be helpful for developing department heads
- This needs to be flexible to meet district and geographical area needs
- Could this be used for staff development within the district?
- This may meet the needs of Community College and Technical College faculty as well- many professions rely on effective leadership development.

What elements of delivery would be most appealing to you and your colleagues in a teacher leadership program? Is a district-oriented problem based program appealing?

- Online would be very beneficial, but make sure content is integrated to the teacher's classroom- must be meaningful.
- Onsite collaboration or hybrid. Video programs, observations of one another can be very effective. School counseling online program has found Adobe videoconferencing effective. It is important if going to online courses that there is a collaboration component.
- Perhaps there should be a mentor component
- Summer work at university or service center may meet needs of busy teachers
- If we were to use a district cadre approach, how might we address the needs of individual teachers from outside the district? Could they participate?
- Perhaps we can utilize both Manhattan and Salina campuses
- Short, concentrated course is attractive with an accelerated curriculum- but yet it is known that does not meet the learning styles of many people.
- Site based would be attractive, similar to the ESL model

Questions?

Could others utilize these courses without the goal of the end endorsement? Recertification, Professional Development at Community College Level? Technical Colleges? What would it

look like if you market to Community Colleges or Adult Learning Centers- recognizing that leadership is needed in many professions?

T. Boyd asked how this could be structured differently to avoid the problem right now with administrators who received their credentials- but then do not work as a principal- losing that endorsement/license. Perhaps Educational Administration hours could be transferred toward this endorsement?

Graduate Education Programs:

If you could design an ideal graduate program for yourself, what would the program look like? For example, what delivery model would you prefer, what courses would you like to take, does size or reputation of the higher education institution matter etc.? Of the factors you select, try to prioritize them.

- Advertising is important. We need to market more to undergraduates. Reputation of the program is important- market the strength...undergraduate, research potential, etc.
- Graduate programs should provide students with an opportunity to provide course evaluation and feedback each semester. Should evaluation occur in the middle of semester so teacher can be responsive to concerns?
- Students value the opportunity to network with professors- face to face, Wimba, Polycom, Telenet...
- Focus groups that have been used in the past which were anonymous to students provided effective feedback for program improvement.
- If online delivery is used make sure student have the tools to use it successfully. Dialogue is still critical to the learning process- so that must be a built in component to online delivery. It is critical that online delivered courses are as rigorous as face to face.
- Graduate courses should make sure to integrate diversity issues into content to prepare teachers to meet the needs of diverse learners.
- Could we have different specialists delivery content within one course? Visiting professors based on their area of expertise?
- There is power in videotaping, watching yourself in practice- helps with skills- based course.
- Courses can visit or partly be delivered “in the field”
- Courses should allow teachers to apply to their practice or draw from their practice to make connections to content.

- Teachers want to see an order or connection between the course program- a cohesive program- not just a list of classes.
- Cohort model is attractive to some
- National Writing Project model appears to be effective- meet every day, collaborative work, practitioner based. See www.nwp.org
- Concentrated time to meet in the summer- Summer Institute model. Keeping in mind it is difficult to go to school and work full time during the school year.
- Classes should be responsive to learning styles. Choices should be available for student demonstration of knowledge of content. Short course/long course- people learn differently.
- Could this course work either build on National Board Certification/ or be a foundation for it?
- Teachers should have professional experience prior to taking course work- it is not as effective to go right into graduate work without the experience base (discussion related to this- not agreement)
- The power of practicum should be considered. This is a critical part of training in the profession.
- Could teachers “build their own program”.
- Online instructors need to know how to keep students engaged in this delivery model.
- How much will this cost?
- There should be “customer support”, a place where teachers can have their questions answered. Support personnel is important
- For teachers in the field Ph.D. appears to be of low interest
- What type of financial support could be made available? Scholarship/Grant (ESL)
- In prioritizing for MS program the key appears to be ease of access. Therefore distance delivery or hybrid may be critical as well as face-to-face opportunities. Money is a second important consideration. The third critical element is that the courses be aligned to specific practitioner’s needs. When discussion of the Ph.D./ Ed.D. the reputation of institution was critical, followed by the alignment to practice, the availability of support personnel- is there someone in place to help the student be successfully in this challenging task? The money was thought to be the final challenge addressed.

Summary: We (Kansas State University College of Education) do not market ourselves well. How can we do a better job with this?

Lunch was provided for all in attendance.

Recently, US New and World Report rated education programs at K-State among the top 50 programs in the nation. However, some say K-State education programs are a “best kept secret.”

What should the College of Education at K-State do to highlight our students and faculty, and market programs across the campus, the state, and the nation?

4th in the big 12-

- Twitter/ Facebook- have a KSU COE Twitter account. Have a facebook page to keep those interested updated on what is going on in the College of Education. Perhaps this could serve as a way for suggestions to be made anonymously- similar to Dr. Schulz's home page link.
- Program information program requirements should be clearly stated. Make the 4-year plan easier to find and compare to other universities. State the advantages clearly
- Handwritten postcards from coming to Open House provide personal connection. Make sure that continues
- Monitor how often the COE representatives come out to the local and surrounding high schools. Is there follow up on these visits?
- Include more pictures of students working with children on the website. Could we have testimonials from students on our website?
- How about flash on the scoreboard? Jumbotron?
- K-State Celebrate, through the ambassadors. Kansas City and Wichita. Do we partner with this?
- Website for COE could appeal to the younger students- flash- similar to the ksu.edu “new student” website pages
- It was noted that DCE does a good job of videotaping, perhaps some of those can be used for showing strengths of the college.
- Nationally, State, Locally- what is marketed beyond sports. Can billboards be provided that focus on the academic mission KSU, not just the sports teams or the one open house weekend?

- Advertising in the dorms may be helpful- students have more time to note that, than when hurrying to class.
- Figure out a way facilitate conversations with students and faculty members- personal connections are important. Sense of family and community is important. Placing a face with the university is important. Faculty should be paired with student interest.
- What information is shared by Admission Reps? Do they have the current impressive facts about the COE? How are the Admission reps kept up to date with what is going on in the COE? Do they realize the unique strength of our PDS model?
- Be responsive to the questions that parents need answered.
- Communication through electronic means- Facebook, Twitter, may be a way to connect with young people.
- Publications like *Connections* while impressive for a certain audience do not reach the audience of new students- research and awards not as important to that audience. What are we doing to show the ways students are interacting with faculty and schools?
- We need to educate and target high school counselors with our facts and information related to the benefits for attending our College of Education.
- Do we need to do more in the local elementary schools to “brand” our local students as future KSU students in our COE?
- Could our student teachers provide outreach conversations with high school students to answer questions and encourage them to look into teacher education? Support for “grow your own teacher” programs. It was noted that they cannot go out unless invited.
- We need to provide information beyond a brief flyer for practicing teachers to see the graduate programs that we offer.
- Do we utilize alumni to market our successes? Do students know who in their schools might have graduated from KSU?
- How might we target individuals looking for a career change or soldiers coming to the COE? Do we do enough to support military families- Human Ecology has addressed this.
- Keep legislators updated on the great things we are doing
- Can they sign-up online for campus visits to the COE? Do we provide them with our fact sheets and data?

Warren White thanked all for coming to share their ideas and expertise. The next meeting is tentatively scheduled for April 23rd.