

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

*Holiday Inn at the Campus*  
April 23, 2010  
9:00 AM– 2:00PM

**Present:**

Jan Wissman	Associate Dean for Teacher Education
Warren White	Co-Chair, Faculty, Director of Assessment
Kristen Archer	Co-Chair, Special Education Teacher, Overland Park
Judy Powell	Elementary Teacher, Burden
Susan Gronquist	Elementary Teacher, Alma
Jennifer Kay Higgins	Middle-level Teacher, Salina
David Duran	Secondary Teacher, Garden City
Corey Burton	Principal, Ellis
Sharlene Ramsey	Principal, Gypsum
Bob Shannon	Superintendent, Manhattan
Jessica Grant	Student, Secondary Education
Pedro Miller	Student, ESL Program
Tori Chaput	Student, Elementary Education
Joy Whitney	Career and Employment Services
Heather Caswell	Graduate Teaching Assistant, Secondary Education
Ken Hughey	Faculty, Counseling & Educational Psychology
Karen Pence	Faculty, College of Human Ecology
Don Boggs	Faculty, College of Agriculture
Cyndi Danner-Kuhn	Faculty, Technology
Laurie Curtis	Faculty, Elementary Education
Della Perez	Faculty, English as a Second Language
Sally Yahnke	Faculty, Secondary Education
Gail Shroyer	Faculty, Curriculum & Instruction Graduate Studies
Jim Teagarden	Faculty, Special Education
Mary DeLuccie	Faculty, Early Childhood Education
Michael Perl	Director, Student & Professional Services
Diane Murphy	Certification Officer
Jeanne Christensen	Clinical Instructor, Blue Valley
Paul Burden	Chair, Elementary Education
Larry Scharmann	Chair, Secondary Education
Brad Burenheide	COE Academic Affairs
Cindy Couchman	Co-Chair Elect

**Welcome:** J. Wissman welcomed those in attendance and reminded those present of the mission of the group, which is to provide advice to help inform our programs. She noted the recent ATE award that the K-State Elementary Education Program won this past February (see news release statement). She shared the official results of the COE 2009 NCATE/KSDE accreditation visit received by the college since the last TEAC meeting. In a November letter to President Schulz, the university was informed that NCATE accreditation is continued at the initial teacher preparation and advanced preparation levels with no Areas for Improvement (AFIs) cited. In a

February 2010 letter to Dean Holen, the college was informed that the Kansas State Board of Education had approved continued state accreditation with no AFIs cited. The next NCATE/KSDE visit is scheduled for Spring 2016.

J. Wissman introduced Kristen Archer and Warren White as co-chairs of TEAC. She introduced Cindy Couchman who will be co-chair this fall. Kathy Brown was acknowledged for her hard work and dedication in making arrangements for TEAC meetings. Dr. Larry Scharmann, chair, Secondary Education, was also recognized for the work he has done and it was announced that he would be leaving K-State to accept a new position at Florida State University.

### **Introductions:**

Members in attendance introduced themselves and notes were reviewed from the last meeting, October 30, 2009.

M. Perl provided information (see purple sheet) regarding the undergraduate students. He explained the options students have to select an area of concentration (elementary) or a minor (secondary). There are 2,072 students in the K-State program: 12% minority and 26% male. He noted those in the TELRN column were those returning to school with a degree to get additional training as a teacher. This program is not less rigorous and is not considered an “alternative” licensure program. W. White added that the Graduate Certificate program is a relatively new program and is working well. It is not available to all students, but provided in areas where there are shortages of teachers. Discussion was given as to how this program differs from Ft. Hays’ program and it was noted that this is not just a summer program, with the rest of the work done during fieldwork, but even more rigorous than the current undergraduate program. Many of the Graduate Certificate students are working on a MS degree at the same time as gaining their teaching credentials.

### **Examples of How COE Responds to TEAC Advice:**

Information was provided to give an update as to the status of suggestions that have been given at TEAC meetings in the past (see yellow sheet). W. White noted that the university is continuing to make greater attempts to market the COE, drawing attention to the work being done.

*Teacher Leader Endorsement:* G. Shroyer discussed the state standards related to the Teacher Leader Endorsement (see standards and white handout). She provided information and background, sharing what our proposed program will look like. This endorsement will not be utilized by those wishing to become administrators, but by those interested in remaining in the role of teacher, but providing building leadership (such as a literacy coach, lead teacher, etc.). This program will be a joint project between Curriculum and Instruction and Educational Leadership. The teachers must have a MS degree and complete the 12 hours of required coursework. Our program will be presented to KSDE in September to hopefully be implemented in Spring 2011. Currently there is a pilot program being conducted (Kansas Teacher Leadership Performance) but it is not known if this choice will remain in the future. This pilot involves 6 performance tasks that are completed and can be accessed online. D. Duran asked if the required MS had to be in education and G. Shroyer stated that while additional clarification may be needed, it would appear that any accredited MS program would be accepted. D. Perez asked if it

would be documented with a portfolio, but that has not been determined. G. Shroyer noted that many of the tasks would be built into course work for the classes students would take, such as conducting teacher research. B. Burenheide asked what the planned method of delivery would be and it was reported that some of the classes, at this time, are face-to-face, some are delivered on-site, and some are offered online. It has not been finalized what the delivery method will be in the future.

### Technology in the Classroom

C. Danner-Kuhn shared information related to preparing teachers to teach for the future. The technology course DED 318 has been redesigned to integrate current technology. The course has grown from a 50-minute class to a 2-hour class. She provided a copy of standards for the members to view, and noted the university goals/expectation for all students to have access to technology at all times. She reported about her recent experience at Apple Headquarters in Cupertino, CA. She demonstrated the new iPad and referred to this technology as technology that could transform education in the classroom. She noted that it was developed with special educators and had many applications that would support struggling students. J. Grant shared her personal experience of how the technology course was helpful for her. Students in this course are required to design their own website and can use this as a way to showcase artifacts that they may want to share during interviews. C. Danner-Kuhn noted that her website provides resources for all teachers, not just KSU students, and it may be accessed at [www.cyndidannerkuhn.info](http://www.cyndidannerkuhn.info). From this website anyone can see what is being done weekly and “audit” the course. She is working to integrate technology through the methods courses. B. Burenheide shared that when students share at the “tech fair” it is evident which students have had the benefit of this class. She shared an upcoming project, for students of all ages, called “Celebrate Kansas Voices” which will be occurring this summer. Details can be found on her website.

J. Christensen shared that there has been national competition that invited student-produced materials to be submitted to gain the honor of having President Obama speak at a school’s commencement. Her son’s school, K-State COE graduate Matt Christensen, Blue Valley, is one of 6 finalists for this honor. Once additional information has been submitted the finalists will be narrowed to 3 and then there will be a public vote. If you want additional information please go to <http://www.whitehouse.gov/Commencement> and read more about this honor and your opportunity to vote. The voting begins today.

### **Discussion: Preparing Teacher Education Candidates with an Understanding of 21<sup>st</sup> Century Skills**

D. Duran shared information he received (see green handout) when he asked the TEAC questions to others in his school district. In response to the comments made C. Danner-Kuhn shared that there is information about a district that is going to project-based learning to stress higher-level thinking skills, and not focused on test preparation and the assessment scores are going up, see link below: <http://www.crisisintheclassroom.com/>

### **Table Discussions**

***What impact has the 21<sup>st</sup> Century Skills” movement had on you and your school? Thoughts?***

- Accountability- there needs to be an expectation for teachers to do this, and some are not aware of what these skills really encompass

- Accessibility of the technology-we realize there are differences by school
- Teachers need to have the opportunity to see why these are critical and the impact they can have.
- It is important to be able to personally explore technology in a risk-free way. It would be helpful for those providing support to teachers in a district to do a needs assessment prior to providing any professional development, so it could be differentiated by need.
- Administrator/District support is critical
- If we don't test something, it is not viewed as critical. Impact on test scores is a concern
- What is the student's role as a mentor?
- Those of us in teacher prep programs should continue going out into the school — being out there allows us to see the needs of our students
- We need to teach students what collaborate means
- Teach students to write process objectives
- These skill sets seem to reflect more social studies concepts-which is often shortened because of AYP
- Purposeful “teachings” of self-help skills is needed
- Service Learning-where does this fit in?
- There are differences among districts concerning knowledge about these skills and interest and readiness to address those issues
- Different teachers have differing degrees of readiness for integration of these skills
- Schools still spend much time and effort trying to meet AYP
- We need to make it explicit to students when we are addressing these skills

***Based upon your observations and the recommendations in the AACTE/P-21 publication, what suggestions do you have for preparing K-State graduates to teach 21<sup>st</sup> Century Skills to P-12 students?***

- We need to be helping K-State students become aware of these skills-they can act as change agents
- K-State students need to be aware of the achievement gaps K-12 students have (p. 9 of document)
- We need to teach students the disposition of flexibility- for being able to function with what is available when they get their jobs
- Our students need to be better prepared for questioning techniques
- Students need to be able to relate 21<sup>st</sup> Century Skills to classroom curriculum and instruction
- Teacher educators can serve as role models to be aware of contemporary issues
- We need to emphasize that teachers are lifelong learners and must continue to remain current in professional knowledge
- The values of people need to be considered
- Teacher candidates should learn about the principles of change (influences, actions, rate of change, etc.)
- Many of these skills fit into the “caring” of our vision statement
- Include assessments for 21<sup>st</sup> Century Skills in the program (or should we assess it)
- Make sure students have a common vocabulary related to these skills
- Students need to recognize that they will learn from their mistakes

- K-State students need to be aware of this report
- We need to be as intentional at teaching these skills as we are content

### **Break for Lunch**

#### ***Question: In what ways do you and/or your colleagues communicate/interact with families to support student learning?***

- Develop lists of community resources for parents
- Generate emails together (cooperating teacher & student teachers)
- Video/audio file to email parents introducing student teachers
- Non-formal interactions
- Share real-life experiences
- Use Todd Whitaker's book *Dealing with Difficult Parents*

#### ***What suggestions do you have for K-State faculty committed to the preparation of teacher education students for their roles related to communicating/interacting with families?***

- Emphasize to students the “exposure” they have on online networks.
- Revisit rubric for Professional Progress Form, perhaps rewrite the rubric criteria to more appropriately reflect the role of the student teacher in dealing with family communication (new proficient rating) “Candidate adheres to school procedures for communicating with families and makes an effort to engage families in the instructional program. Communications are always appropriate to the cultures of those families: 7= as started-always, 6= most often, 5=usually.
- Student Teachers won't/can't communicate with parents better than Cooperating Teachers
- Teach students tech tools used for communicating- like infinite campus
- Help K-State students become more aware about one way and two way communication
- Observation of Parent/Teacher conferences
- Stress to students the importance of contacting parents to build relationships prior to the school year
- Use more case studies or interviews with families and/or students during instruction
- Maybe require students to view/observe “Open House” days/activities at local schools
- Require units on listening/dealing with parents
- Teach/discuss Ruby Payne's work
- Stress the idea of “parents as assets”
- Help Student Teachers create concrete ideas for how parents can help students
- Teach student teachers how to make monthly positive calls to parents-emphasizing communicating good news (not only concerns) model good communication with your students about grades, etc.
- Bring in panels of parents into the college classes to address topics
- Emphasize documenting every interaction with parents
- Assess candidates' knowledge of ways to communicate with parents
- Include videotapes of ways to conduct parent-teacher conferences
- Have a tape of an irate parent's interaction and have it acted out by drama students and discuss

- Help students think about things from the parent's perspective
- Help students know how to give negative news
- Know that families are very diverse
- Make sure K-State students know how to provide parents with guidance about assisting the child at home and know ways to involve parents in instruction as volunteers.

Outgoing members (Heather Caswell, Kevin Brungardt, and students Chance Gates, Tori Chaput, Jessica Grant, Courtney Tracy, and Pedro Miller) were thanked for their participation in TEAC.

*Fall meeting date is still pending.*

*Kansas State University*  
**College of Education**

**TEAC Advice**

***Implementation Examples***

**Last reported April 2008**

Implementation report related to new course development and/or emphases related to behavior management and diversity.

**Spring 2008**

*Technology:*

DED 318 revamped — report to follow today

**Fall 2008**

*Perceptions of Graduates:*

Revived the annual follow-up survey of graduates—undergraduate and graduate; implemented a new literacy course, and an assessment course in elementary education curriculum

*Considerations in Choosing Advanced Programs:*

Special Education faculty are currently reviewing the number of required courses in the M.S. program

*COE Homepage:*

Updated photos to show diversity and interaction; added link to KS teaching job posting website

**Spring 2009 N/A**

**Fall 2009**

*KSDE Teacher Leader Endorsement:*

Endorsement program development in progress — report to follow today

*Graduate Programs:*

Marketing the COE and individual programs — ongoing/two COE representatives serving on new K-State Media Relations Task Force

*Highlighting students, faculty, and college:*

Added College News (students, faculty, staff, and college) to the homepage; identified some undergraduate advisors are using facebook; overall homepage design changes on hold — new university communication administration.

*April 2010*

## FALL 2009 Teacher Education Enrollment Data

**Elem/Sec/TE/Pre-TE Totals: 1940**

### ELEMENTARY (by areas of concentration)

### SECONDARY (by teaching field)

ELEMENTARY (by areas of concentration)				SECONDARY (by teaching field)					
Pre-Professional		Professional		Totals	Pre-Professional		Professional		Totals
EDPPE	99	n/a	0	99	EDPPS	13	n/a	0	13
EDPPE-EL (ESL)	68	EDELE-EL (ESL)	55	123	EDPPS-AR (Art)	34	EDART (Art)	22	56
EDPPE-EN (English)	61	EDELE-EN (English)	60	121	EDPPS-BS (Biological Science)	31	EDBSC (Biological Science)	16	47
EDPPE-GS (General Science)	22	EDELE-GS (General Sci)	21	43	EDPPS-BU (Business)	20	EDBUS (Business)	8	28
EDPPE-ML (Modern Language)	6	EDELE-ML (Modern Lang)	26	32	EDPPS-CH (Chemistry)	9	EDCHM (Chemistry)	6	15
EDPPE-MT (Math)	51	EDELE-MT (Math)	44	95	EDPPS-EJ (English-Journalism)	25	EDENJ (English-Journ)	7	32
EDPPE-SE (Special Education)	84	EDELE-SE (Special Ed)	90	174	EDPPS-EN (English)	63	EDENG (English)	67	130
EDPPE-SS (Social Studies)	57	EDELE-SS (Social Studies)	112	169	EDPPS-ES (Earth Science)	8	EDESC (Earth Science)	7	15
<b>TOTAL: (Pre-Prof Elem)</b>	<b>448</b>	<b>TOTAL: (Prof Elem)</b>	<b>408</b>	<b>856</b>	EDPPS-JO (Journalism)	4	EDJOR (Journalism)	1	5
					EDPPS-ML (Modern Language)	26	EDMLA (Modern Lang)	21	47
					EDPPS-MT (Math)	71	EDMTH (Math)	48	119
					EDPPS-PH (Physics)	1	EDPHY (Physics)	5	6
					EDPPS-SP (Speech)	8	EDSPH (Speech)	3	11
					EDPPS-ST (Social Studies)	143	EDSST (Social Studies)	62	205
					<b>TOTAL: (Pre-Prof Sec)</b>	<b>456</b>	<b>TOTAL: (Prof Sec)</b>	<b>273</b>	<b>729</b>
					AED (Pre-AG)	48	TEAG (Agriculture)	38	86
					ECE (Pre-ECE)	43	TEECH (ECE)	42	85
					FCSED (Pre-FACS)	29	TEHEC (FACS)	23	52
					MUSED (Pre-Music)	80	TEMUS (Music)	29	109
					n/a	0	TELRN (Grad Cert)	23	23
					<b>TOTAL: (Pre-Prof TE)</b>	<b>200</b>	<b>TOTAL: (Prof TE)</b>	<b>155</b>	<b>355</b>
					<b>TOTAL: (Pre-Prof Sec &amp; TE)</b>	<b>656</b>	<b>TOTAL: (Prof Sec &amp; TE)</b>	<b>428</b>	<b>1084</b>

# Teacher Education Enrollment Data Report

## FALL 2009

Completed 3/31/10

**Total # on Download for Fall 2009: 1740**

**Total # on Report for Fall 2009: 1940**

(Difference is the Pre-TE number = 200. We can not get race numbers--only gender numbers—for Pre-TE.)

*Race & Gender numbers below include Elem/Sec/TE - NOT Pre-TE.*

1525 = (Caucasian-White/Non-Hispanic) [Code: White] 1  
 52 = (Black/Non-Hispanic) [Code: Black] 2  
 48 = (Hispanic) [Code: Hispanic] 3  
 10 = (Asian or Pacific Islander) [Code: Asian] 4  
 15 = (American Indian or Alaskan Native) [Code: Amerind] 5  
 45 = (Mexican-American) [Code: Mexamer] 6  
 18 = (Prefer not to respond) [Code: Preferno] 7  
 18 = (Multi-racial) [Code: Multirac] 8  
 9 = (Other or Hawaiian/Other Pacific Islander)  
       [Code: Notspec & Hawpaci] 9  
 1740

**Females = 1302**

**Males = 438**

1152	(Caucasian-White/Non-Hispanic)	373
26	(Black/Non-Hispanic)	26
39	(Hispanic)	9
7	(Asian or Pacific Islander)	3
10	(American Indian or Alaskan Native)	5
37	(Mexican-American)	8
13	(Prefer not to respond)	5
12	(Multi-racial)	6
6	(Other/Not Specified or Hawaiian or Other Pacific Islander)	3

**Pre-TE and TE:** (The race is not available on the Pre-TE students.)

	<u>Females</u>	<u>Males</u>
AED = 86	46	40
ECE = 85	84	1
FCSED = 52	51	1
MUSED = 109	61	48
<b>TOTAL = 332</b>	<b>242</b>	<b>90</b>

**Sources:** Paul Burden, 785-532-5550, [burden@k-state.edu](mailto:burden@k-state.edu); and Gail Shroyer, 785-532-6737, [gshroyer@k-state.edu](mailto:gshroyer@k-state.edu) **News release prepared by:** Katie Mayes, 785-532-6415, [kmayes@k-state.edu](mailto:kmayes@k-state.edu)

**Wednesday, March 10, 2010**

## **K-STATE'S ELEMENTARY EDUCATION PROGRAM RECEIVES NATIONAL HONOR**

MANHATTAN -- Kansas State University's bachelor's degree program in elementary education is being honored with the 2010 Distinguished Program in Teacher Education Award from the Association of Teacher Educators.

The honor recognizes high-quality teacher education programs featuring exemplary collaboration between local education agencies and institutions of higher education in program development and administration.

Paul Burden, head of K-State's department of elementary education, said that bachelor's graduates in the department have proven K-State's program is among the best.

"After completing our program, graduates must pass two national tests to obtain a teaching license in Kansas," he said. "In the last five years, we have had a 99 percent and 98 percent pass rate on those exams."

To be considered for the national honor, teacher education programs must meet certain quality standards and their students must perform at a high level. In addition, the programs must have well-established professional development programs where teacher candidates receive valuable field experience prior to graduating.

"K-State was among the first universities in the nation to establish a professional development school partnership in 1989," said Gail Shroyer, director of K-State's professional development schools partnerships and professor of elementary education. "Today, we have 1,500 students in our program, all of whom will receive invaluable experience in the classroom at one of our 20 professional development school sites before they graduate."

These real-world opportunities are why U.S. News and World Reports ranked K-State's education program as one of the top 50 education programs in the nation in 2009, Burden said.

In receiving the Association of Teacher Educators honor, K-State joins prestigious teaching programs across the nation including at Michigan State University, Arizona State University, Pennsylvania State University, University of Oregon, University of Maryland, University of Arkansas and University of New Mexico.