

COUNCIL ON TEACHER EDUCATION

Thursday; November 16, 2006

3:30 p.m.

Shared Conference Room, Administration Building

The meeting was called to order by Joe Kreizinger, Chairperson, with the following members present: Jane Andrews (arrived during Agenda Item 5), Kristina Alexander (arrived before Agenda Item 5), Rod Barr, Michelle Corson, Barbara Crossland, Max Fridell, Linda Gray-Smith, Jennie Lamb, Amanda LaRue, Terry Lovelace, Frances Shipley (arrived during Agenda Item 6), Steven Shively, Michael Steiner, Nick Tones, Tim Wall, and Nancy Zeliff. The following members were absent: Robert Frizzell, Ex Officio for Owens Library; Patricia Lucido, College of Arts and Sciences; and Max Ruhl, Executive Secretary. Patricia Thompson and Matt Symonds were also present.

Dr. Shively moved to approve the minutes of the October 12, 2006, meeting. The motion was seconded by Dr. Steiner and unanimously approved.

Dr. Steiner moved, seconded by Dr. Fridell, to approve the agenda. The motion was unanimously approved.

Dr. Steiner moved to group Proposals 106-65-01 and 106-65-02. The motion was seconded by Mr. Barr and unanimously approved. Dr. Fridell moved, seconded by Dr. Crossland, to approve Proposal 106-65-01, Change in Major, Middle School, and Proposal 106-65-02, Approval of New Course, "Seminar-Middle School Education" (65-591). Pat Thompson explained that these proposals mirror the proposals approved last month for Elementary Education, Early Childhood Education, and Special Education. They are proposing to reduce the student teaching hours from 16 to 12 and add a seminar for one hour. A number of the middle school subject areas have added hours to their subject requirements since 2002. There was a discussion about the assessments for 65-591. Dr. Lovelace called for the question, and the motion was unanimously approved.

Dr. Shively reported for the team that was formed based on discussion at the last COTE meeting to consider Institutional Requirements. Northwest has approved Institutional Requirements for three hours each in multiculturalism and technology. The team developed draft language to address these institutional requirements for education majors. In considering the draft, it was noted that many Northwest students want to be certified in Nebraska or Iowa, and both of those states require specific training in human relations (currently fulfilled by completion of 61-569, Multiculturalism in Education). It was noted that Institutional Requirements were intended to address students' needs across the curriculum. It was also noted that some department-specific general education courses already exist, such as Educational (vs. General) Psychology. It was suggested that the 200 level multiculturalism course (as opposed to the 500-level course that students would take closer in time to their student teaching experience) may lose some of its immediacy of use for students. It was also suggested that as general education offerings, such as the new 200-level Education offering in Multiculturalism, may be more in line with general education expectations. Concern was expressed about the possible addition of hours to programs due to the new institutional requirements. The team was asked to reconvene and study this further prior to making an actionable proposal to COTE.

Matt Symonds reported for the TWS Transition Team. This team has been meeting pursuant to development of new assessment procedures based on COTE's approval last year of the plan to utilize more TWS based assessment methodology. DESE no longer requires that institutions use a portfolio to assess the eleven beginning teacher standards. The team feels that some of the reasons to consider this change include having a system that is more "user friendly," needing a system that has better defined transition points or "gateways," developing a system that may allow us to use our financial resources more effectively, having a system that is integrated through the education program and builds toward the cumulative TWS assessment, that having a better assessment system allows us to better prepare teacher candidates, and having a system that makes it easier for us to answer the "prove it" question. There was a question about the cost per student to support a new assessment system and questions about funding (specifically whether students should be charged a fee and, if so, in what amount). There was mention of reluctance to assess this fee without an identification of the costs. There is also a question about how this affects transfer students. There are two separate issues involved: funding and the new system itself. There was also a request for more information regarding the implementation/assessment process/plan (matrix) for the TWS. There were several comments of support for the new TWS (as a replacement for the existing portfolio). Those with more input may contact the team members: Matt Symonds, Tim Wall, Joyce Piveral, Max Ruhl, Chad Ackerman, Amy Wilson and Carole Edmonds. Questions arose whether there would be enough time between this meeting and the December meeting to be able to act on this formally. The committee plans to broaden their base with interaction with more disciplines and will reconvene and study the matter further prior to finalizing a proposal to COTE.

The Council was provided with some updated information on the AAT degree. This degree currently includes twelve education hours. It was mentioned that it will be some time before Northwest sees students entering with this new degree but COTE was encouraged to take a proactive role in planning for this. More discussion on this issue will take place by departments and will be discussed further with COTE at a later date.

Max L. Ruhl, Executive Secretary

kah