

Teacher Education Council

Meeting Minutes

Wednesday, May 1, 2024

3:30 p.m.

Zoom

Members Present via Zoom: Dr. Marty Hatton, Dr. Bob Fuller, Dr. Kelly Ballard, Ms. Georgia Graham, Ms. Penny Mansell, Ms. Brittany Hunnicutt, Ms. Anstacia Doughty, Dr. Bonnie Oppenheimer, Dr. Kendall Dunkelberg, Dr. Christy Adams, Dr. Brian Anderson, Dr. Stephani DuGuid, Dr. Kristi DiClemente, Dr. Julia Mortykova

1.0 Forum: Guest Speaker

There were no guest speakers.

2.0 Call to Order

Dr. Marty Hatton, Chair of the Teacher Education Council, called the meeting to order.

3.0 Approval of March 25, 2024 Minutes

Dr. Kelly Ballard approved the minutes from the March 25, 2024 meeting and Dr. Christy Adams seconded. The minutes were approved as printed.

4.0 Unfinished Business

4.1 Events

4.1.1 Awards/Interview Day

Dr. Hatton reported that both events were highly successful and students were actually hired as Teacher Assistants as a result of the interview day. Both events were well attended, and these are planned to be annual events.

4.1.2 Future Teacher Day

Future Teacher Day has been a successful event over the past two years. The Marketing, Recruitment, and Retention Committee is currently considering a potential restructuring to accommodate additional programs. Further information will be provided in the fall.

4.1.3 Teacher Assistant Day

There will be a new approach adopted as it relates to the role of Teacher Assistants at the undergraduate level. Faculty and students pursuing Teacher Education are encouraged to seek employment as Assistant Teachers. This initiative provides financial support and allows for vetting by the School as students approach their internships. Moreover, it enhances their prospects for securing employment after obtaining their teaching license.

5.0 New Business

5.1 Key Assessment Proposed Changes

Regarding the TIAI and the Impact on Student Learning key assessments, the highest value of 3.0 indicates "exceeds expectations." The target value is set at 2.0 with "meets expectations." Therefore, it is being proposed that ED 302/311 courses aim for a range of 1.0-1.5, Methods courses targeting 1.5-2.0, and Internship aiming for a 2.0, thus aligning more appropriately with student progress.

The TIAI abridged version needs further additional condensing. Currently, students submit a lesson plan without teaching it. As we focus solely on planning and preparation during initial coursework, it is proposed to narrow the assessment to indicators 1-8.

A motion to approve these changes was made by Christy Adams and seconded by Dr. DuGuid. With no concerns raised, the changes were unanimously approved.

5.2 Program Assessment Proposed Changes

The Assessment and Accountability Committee reviewed the Educational Philosophy Assignment and developed a rubric that adheres more closely to best practices. After incorporating various inputs and receiving multiple rounds of feedback, there has been added clarification statements and ensured alignment with the relevant standards. This revised version has been approved by the faculty and will be implemented starting Fall 2024.

Ms. Georgia Graham motioned for approval, which was seconded by Dr. Duguid. There were no objections raised, and the change was unanimously approved.

6.0 Continuous Improvement Report

Both committees will be meeting in a few weeks due to testing schedules at their schools. Therefore, there was no report out from either committee.

7.0 Licensure/Field Experience Update

Phase 2 has progressed smoothly. The final seminar allowed participants to share insights from their experiences and all seemed positive. All internship applications have been successfully approved, along with placement requests, resulting in 13 interns for the fall term. Overall, everything seems to be proceeding well. The school schedule transition has also been successful for this being the first academic year where there have been so many different schedules to follow. For any inquiries regarding anything related to field experience, individuals can reach out to Dr. Ballard.

8.0 Accreditation/Accountability Report

Reciprocity laws at the federal level have recently changed, requiring all licensure programs to comply starting July 1, 2024 (therefore including Nursing, Speech Pathology, etc.) The institution must prominently display and clearly communicate the licensure requirements for each state. Failure to demonstrate reciprocity could lead to the inability to admit certain students. There are current discussions on the timing of verification checks. For Education programs, it is being considered that the first notification occurs during initial admission into the Education Program and then a second check upon entry into Teacher Education. The campus will be working in a plan for this throughout the summer.

The EPP have received Program Reviews and the Accreditation Leadership Team have met with the Mississippi Department of Education (MDE) for clarification regarding some items. Each department will be emailed their Program Review. Please look over all of the information and be aware of the items being requested from MDE. Dr. Hatton reminded the group that these reviews are crucial as they precede the CAEP self-study and ensure that our Teacher Education programs meet the minimum requirements for licensure recommendations. Non-compliance could jeopardize the viability of our programs.

The reviews highlight the alignment of course objectives with state and national standards, emphasizing clear documentation in syllabi, assignments, and progression towards mastery, especially during internships. The aim is to show a clear progression and alignment with standards throughout our courses (introduction, reinforcement, mastery). Although these have been listed on assignments, each program needs to make sure standards are being addressed in objectives at multiple points throughout their program.

One of the ways the EPP is going to address the need for complete EPP collaboration is to establish regular monthly EPP-wide meetings where all education faculty can collaborate on using data trends for program improvement. Although conversations have been happening in various committees, the EPP recognizes that there is a need to get everyone together on a regular basis to make sure everyone is receiving information, looking at and addressing data, and helping make informed decisions. These discussions and actions should be documented in meeting minutes to facilitate learning and continuous improvement across programs. If you have a program that doesn't currently have students, attendance is still important, as best practices will be discussed.

Additionally, all education programs need to be using the standardized templates for all syllabi, importance of clarity in our documentation, ensuring that explanations for CAEP are readily accessible without needing extensive search efforts. This templating will streamline their review process.

We're also focusing on auditing syllabi across programs, conducting working meetings with clear agendas. We're addressing critical aspects like teaching with

technology and utilizing assessment data effectively, emphasizing consistency in lesson planning and ensuring all necessary points are covered.

The terms "best practice" and "continuous improvement" are guiding principles for our Educational Preparation Program (EPP) providing valuable insights as decision are made. Simply citing low enrollment as a reason will not suffice for lack of data interpretation. The EPP will also be actively mapping standards throughout our programs, not only focusing on teaching methodologies but also the content being taught.

9.0 EPP Feedback

Dr. Bonnie Oppenheimer mentioned that 33 children will be at Science Camp in June. Dr. Julia Mortykova stated that their program recently had their on-site visit for accreditation for both Music and Music Education programs, and all seemed to go well.

With no further business to discuss, the meeting concluded at 4:31 p.m.

Minutes respectfully submitted by Mrs. Brittany Hunnicutt.