Missouri State
U N I V E R S I T Y

EPP BSED Advisory Council
Meeting Minutes

October 14, 2016 | 1:30 p.m. | PSU 314

I. Call to order

Michelle Morgan called to order the meeting of the Bachelor of Science in Education Advisory Council at 1:36 p.m. on October 14, 2016 at PSU 314.

Regular Committee Members Present: Chris Craig, Kim Dubree, Karen Engler, Kimberly Stormer on behalf of Steve Hinch, Andrew Homburg, Kurt Killion, Danielle Lillge, Carole Maples, Holly Metcalf, Michelle Morgan, Gayle Runke, Tonia Tinsley, Fatih Benzer on behalf of Steve Willis.

Advisory Council Members Present: Jennifer Barnes, Craig Carson, Kim Cline, Martha Doennig, Cyndie Everson, Tanya Hannaford, Jessica Jordan, Brandi Lofaro, Kathy McGrane, Beth McIntyre, Anna Nelson, Brady Quirk, Karla Spear, Michelle Wityk.

II. Advisory Committee Meeting

1. Welcome
   a. Purpose of meeting
   b. Introduction of Chris Craig, Deputy Provost.

2. Chris Craig, Deputy Provost
   a. We are here to brainstorm ideas to strengthen partnerships to meet our accreditation initiatives. MOUs are a critical component in meeting accreditation standards. We need to brainstorm ideas for preparing teacher candidates to work with diverse students. Conversations today and over future semesters will help us in reaching that goal.
      i. Evidence is needed for students completing our programs and have been teaching in schools over the past three to five years that demonstrate their knowledge base received from MSU.
      ii. Secondary programs need different data and ways of collecting it than elementary programs use. We have not yet crossed the bridge where DESE wants to share information with us with the exception of first-year teachers. We need to advocate for more state information. It is difficult for first-year teachers to self-assess or be assessed by others. The data is better if it comes from those that have taught for three or four years.
         - What are our candidates' ideas about how we train them as teachers?
         - How is our alumni making an impact on students?

      These are examples of what we need to gather throughout the semesters.

3. Small Group Discussion Topics
   a. Break up into small groups and share ideas using the discussion topics on the agenda. Think about looking at what our students are doing in student teaching and after in your schools. We need something tangible to measure.
      - What are we doing that works and what are we doing that doesn't work?
      - What do we need to do to adjust our programs to do right by our students?

      Thing about practicum levels as related to field experiences. Program Coordinators have been discussing ways to build student skills and what best prepares them in their classroom.

- What do you see at different levels?
- What would you like them to be prepared to do?
- What is important in skill building going from level to level?

What would you wish you had known in your training programs?

4. Discussion summaries:
   a. Teach early in the practicum so candidate gets exposure in teaching a lesson. The more experience the better.
   b. Teacher may have content knowledge but that doesn't necessarily make them a good teacher. Teacher/student relationships are critical. Dispositions are critical. Suggestion that students evaluate the teachers and administrators evaluate three to five year teachers.
   c. Classroom management is an issue. It could be helpful as part of pre-service teaching to have analysis of strategies and integrate as part of practicum work.
   d. Practicum experiences have not given experience across a large range of schools and candidates need different contexts in order to be effective. Middle school is beneficial for high school teaching.
   e. There are challenges in working with our partners and students to access technology.
   f. It would be helpful to work with pre-service teachers in assisting them with MoPTA artifacts. Helping the student with reflection would help in their first year and beyond.
   g. Comparative observations may be helpful in that Cooperating Teachers and candidates observe a lesson so they can see what is expected.
   h. We need to better prepare candidates with language transfer and markers.
   i. Interviewing or surveying beginning teachers may allow us to collect a large piece of data. We could use cohort Facebook pages to stay in contact.
   j. Candidates need to know that learning is a life-long process and does not end once they have their certificate.
   k. Students could teach lower level courses for classroom management purposes; focus on engagement between student teacher and classroom students.
   l. Students should join professional organizations.
   m. Setting goals in a written paragraph or checklist may be beneficial. "This is what I can do today but I would like to be able to do X by X time.
   n. A website with resources such a reading strategies and content specific information would be helpful. Candidates could post links to share with others.
   o. Springfield Public Schools said they would add three questions to a survey that would provide MSU specific candidate data.
   p. There is a lack of interpersonal skills because candidates rely on technology too much.
   q. There is a difference between teaching content and teaching how to learn. Candidates need to develop their own "bag of tricks."
   r. Candidates cannot set goals for themselves if they don't know where they are and may not be old enough to set those definitions.
   s. We could gather data within professional development to work toward district goals while working with MSU. We need to strategize to convince people to participate without adding to their workload. We could use social media to track and work with factors already in place.
   t. We need to help candidates to think creatively beyond curriculum. Curriculums differ from school to school.
   u. New teachers need to productively scaffold.

5. We will compile the summaries and send it to the attending Advisory Council members. This will give everyone time to think, clarify, elaborate, and/or add to the summaries. We can arrange responses around central questions using Google Docs.

6. Conclusion of Advisory Council segment of the BSED meeting and thank you for participating in helping us to develop our programs to better prepare our candidates.

III. BSED Business Meeting begins at 3:09 p.m.
1. A quorum is not established.

IV. Approval of Meeting Minutes
1. September 16, 2016 meeting minutes will be up for approval at November BSED meeting.

V. Announcements
1. The complete CAEP consultant report was distributed to EPP.

VI. Director of Secondary Education – Karen Engler
1. Karen is meeting with all Program Coordinators regarding EDC 150 for transfer students in order to make the process smoother.
2. There are new DESE requirements for students graduating fall 2017. Karen is approaching all Program Coordinator's for a list of students that are graduating and will compare old and new matrices to ensure students will meet all new requirements. Karen is working to ensure that students can take courses this coming spring so the new requirements will not hinder their graduation.

VII. Old Business
1. Volunteers are needed for the COE Scholarship Committee. It doesn't need to be anyone from the committee. It could be someone from your department. If you know anyone that may be interested, please contact Michelle Morgan.
2. A BSED chair-elect is needed. Fatih Benzer volunteered. He has past experience at the University of Minnesota. An election will be held at the November meeting since there is no quorum today.
3. Clarification is needed for AAT articulation agreements and the psychology component. OTC has a two course combination that transfers in as PEU 006. Students transferring PEU 000 are advised to take Psychology 360. DESE's new course requirement is that the class must cover adolescent childhood development.
4. There are still active students in E-portfolio students this fall. There may be students for spring 2017 as well. Some have advocated that MS pay for Taskstream subscriptions for those that loaded everything into E-portfolio. It would be a good idea to approach Department Heads for support.
   a. BSED might consider making a recommendation. Discussion.
      - Motion that BSED propose to Missouri State University that there is undue financial burden on the students for a technology change beyond their control. The BSED Committee seeks to have the university bear the cost of the Taskstream subscription.

VIII. New Business

1. EDC 345 cannot transfer from any institution. BSED makes that determination and it was agreed that a certain number of 300 level classes transfer. EDC 345 is not one of them. Discussion.
2. Two BSED Committee members are needed for an Ad Hoc committee with two from COE to create unit-wide assessment. MEGAs are not sufficient for CAEP accreditation. We need to get started quickly per Chris Craig. If you are interested or know of anyone interested, please contact Michelle Morgan. Danielle Lillge volunteered.
3. Springfield Public Schools now have a policy in place allowing student teaching to be videotaped.
4. It may be that RDG 474 students are contacting schools for their own placements. Jamaine Abidogun will speak with the instructor as EPPC Chair.
5. Kim Dubree would like to run ARGOS reports of students and ask them to apply for graduation by December 1 instead of February 1 for this semester only. This is to identify students that need to meet the new DESE requirements for graduation. There is no quorum so there is no vote. However, there is group consensus that Kim proceed since time is of the essence.

IX. Adjournment
Michelle Morgan adjourned the meeting at 3:59 p.m.
Respectfully submitted by: Vicki Kramer