



Missouri State[™]

U N I V E R S I T Y

EPP BSED Secondary Education Oversight Committee & Advisory Council Meeting Minutes

February 28, 2020

I. Call to order

Dr. Tami Arthaud called to order the meeting of the BSEd Secondary Education Oversight Committee and Advisory Council at 12:40 p.m. on February 28, 2020.

Advisory Council: Alyssa Bracamonte, Russ Brock, Kim Cline, Ashley Copley, Martha Doennig, Melia Franklin, Darci Friberg, Tanya Hannaford, Beth McIntyre, Ashley Russell, Lindsey Swartz, Greg Walker

Committee: Tami Arthaud, Fatih Benzer, Karen Engler, Heidi Hadley, Andrew Homburg, Kurt Killion, Junyoung Kim, Kewman Lee, Jeff Loughary, Carol Maples, Holly Metcalf, Michelle Morgan, Gay Ragan

II. Welcome

1. Dr. Arthaud introduced herself and explained the composition and role of the EPP BSED Secondary Education Oversight Committee.
2. Everyone in attendance introduced themselves. Dr. Arthaud talked about the need for an Advisory Council in addressing education concerns and issues that MSU may need to focus on.
3. Evaluating continues to be critical. MEES scores from cooperating teachers are used for students' certification. The scores are forwarded to DESE. Dr. Engler has been very involved in the MEES training. These are high stakes evaluations, and we want them to be rigorous and accurate.
4. Dr. Arthaud reviewed discussions from last year's Advisory Council.
 - a. There was an EDC 345 presentation on multicultural responsive education.
 - b. Dr. Engler reviewed the MEES evaluation.
 - c. Beginning teachers' standards and skills were discussed and recommendations shared.

III. Discussion Questions

Attendees broke up into small groups to discuss the following questions and share ideas after each discussion.

1. **Prior BSED Advisory Councils have recommended “early & intensive” field experiences. What does that mean and what would that look like?**
 - **Definitions or characteristics of “early & intensive” field experience:**
 - Exposure to classrooms in very first education class
 - Minimum of 3 different teachers across placements
 - Start early practica with mini-lessons rather than full-class lesson, but require more than observations
 - Interview teachers about why specific lessons were taught, methods selected, etc.
 - In middle/advanced practica classes, make sure they visit multiple sites in addition to extended time with primary CT
 - High School Teaching Academy encouraged – have students explore education

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- Have practicum classes include opportunity to experience “behind the scenes” of teaching, including collaborative lesson planning and “think alouds” of lesson preparation
- Incorporate videos of scenarios for preservice teachers to see/experience tough situations
- Use vignettes to experience realities of family dynamics and concerns, classroom challenges, model approaches to challenges

➤ **Added comments by Advisor Council Members:**

- Candidates need monetary support by the district and the school. Substituting is a good option but there are concerns about students and a first-year teacher.
- Candidates need more time teaching other than in their content area. They should have opportunities to observe other grade levels and methods of teaching.
- There is an issue with students that transfer as a sophomore from a community college. There is no control over the student that early in their program.
- There needs to be a better grasp of non-teaching duties during practicum. Have students experience lunch supervision, hall duty, and other nonteaching responsibilities.
- The best teachers are those that can manage all education tasks and responsibilities to include serving on committees, supervising hallways, and interactions with students.

2. **Diversity continues to be a major consideration in the schools. How can first-year teachers prepare for diversity in the schools?**

➤ **Define/Describe “diversity”**

- There needs to be more awareness of the different kinds of diversity. There are students in crisis, linguistic diversity, socioeconomic status, gifted, religious differences, political, disability and ability differences, racial and ethnic diversity, etc.
- There needs to be awareness of different “normal” with families.
- There are different backgrounds and life experiences.
- There is diversity within each population of students, e.g., rural poverty v. urban poverty.

➤ **Possible solutions:**

- Universities cannot possibly prepare students for all diversity scenarios. Universities must focus on the skills for teaching and let the school work with new teachers as an employee for the school’s or district’s specific culture. MSU can teach how to look at diversity, but the school or district can fold them into the area culture.
- It would be valuable for students to aspire to learn the perspectives of others while still in the classroom.
- Student shadowing may be an option. Experience the life of a student from the perspective of the student.
- Collaborating with different K-12 teachers that can spend a half-day talking to future teachers and give applicable scenarios with real-life experiences may be helpful.
- New teachers need to build self-identity to serve all students. All students belong in education.
- Dr. Carol Maples has a troop that takes true stories about micro-aggressions and presents it in a scene that is interactive and prompts the audience to think about how to handle situations.

- It may be effective to pair retired teachers with new teachers to acclimate the new teacher to the school area and community.
3. **We frequently get request for, or seek opportunities for, partnerships with Pre-K-12 schools. What are your recommendations?**
- There is an EIP program for students at Willard. It's for students that are thinking about becoming teachers. They have opportunities to visit elementary classrooms. A similar program could be linked to the university.
 - There could be a capstone experience beyond education that would involve other departments, e.g., grounds maintenance or engineering. MSU has a summer experience where students stay on campus for a week.
 - There is usually a shortage of summer school teachers. Maybe a partnership could be developed with pre-service teachers.

The Advisory Council segment of the meeting concludes.

BSED Secondary Education Oversight Committee meeting begins.

IV. Call to order

Dr. Tami Arthaud called to order the meeting of the BSED Secondary Education Oversight Committee at 2:45 p.m. on February 28, 2020 in GLAS 434.

V. Approval of minutes

January 17, 2020 meeting minutes stand.

The committee agreed to deviate from the agenda to accommodate schedules.

VI. Old Business

1. Dr. Andrew Homburg met with OTC on Monday. The focus was the 2+2 initiative. It is in a new format and should be more user-friendly. It is a slow process since it is being done by one office. They will be uploaded to the appropriate website when complete. As the program drafts are completed, they will be forwarded to the program coordinator for review. Next steps are to work with other community colleges and do the same thing.

VII. Updates

1. EPPC Updates
 - a. There was discussion about restructuring committees but probably not BSED. An ad hoc committee is being formed to make recommendations.
 - b. There was a suggestion to send EPPC meeting minutes to all of EPPC before they are approved.
 - c. Dr. Ximena Uribe-Zarain presented a diversity assessment. It is being refined and will be sent to EPPC in draft form. The Committee on Diversity is also reviewing the survey.
 - d. Dr. Barri Tinkler has been discussing possible changes for the experiential logs during the CIS meetings.
2. Director of Secondary Education: Dr. Karen Engler
 - a. Bear Partnership is looking for a secondary student to spend a week on campus during the summer. The student would go through an interview process. If you know a student that is interested, please ask the student to contact Dr. Denise Cunningham.
 - b. Drs. Willis and Benzer would like to talk further about student teachers substituting. At the moment, programs decide whether their students can substitute. This may be addressed with other definitions. A policy is needed and the language should be in the Student Teaching Handbook.
3. Director of Certification, Field Experiences and Data Management: Kim Dubree
 - a. No report.

Dr. Arthaud composed a 24 page PowerPoint of notes from past Advisory Councils but there is not enough time to review it today. The committee can continue building on it.

VIII. Old Business

1. The committee discussed results of past Advisory Council data and talked about the teacher definitions from the January BSED meeting. The committee decided that no further discussion of teacher definitions is needed since there aren't enough instances for it to be an issue.

IX. New Business

1. Dr. Engler provided a document with the old non-certifiable instructions on one side and the new and improved instructions on the other. The original instructions were confusing and difficult to follow. Dr. Engler is seeking feedback and input on how to improve the revised instructions. BSED will revisit it next month and vote to accept or reject it.
 - a. The committee discussed documentation and where it should be housed. It may need to be added as a step to the process.

Dr. Tami Arthaud adjourned the meeting at 3:44 p.m.
Respectfully submitted by: Vicki Kramer