



Missouri State
UNIVERSITY

***EPP BSED Committee & Advisory Council
Meeting Minutes***

May 3, 2019

I. Call to order

Dr. Tamara Arthaud called to order the meeting of the BSED Secondary Oversight Committee at 12:38 p.m. on May 3, 2019 in Glass 230.

Committee: Tamara Arthaud, Fatih Benzer, Karen Engler, Cathie English, Andrew Homburg, Kurt Killion, JunYoung Kim, Kimberly Stormer, and Tonia Tinsley

Advisory Council: Stephanie Blake, Russ Brock, Martha Doennig, Melia Franklin, Clark Giboney, Donna Lillard, Beth McIntyre, Jordan Politte, Mark Simmonds, Lindsey Swartz, Greg Walker, Annie Wallenmeyer, Jeff Wead, Tina Zickefoose

II. Welcome

1. Dr. Arthaud introduced herself and shared that this meeting's discussion questions are based on last year's Advisory Council's concerns.
 - a. Last year participants noted differentiated instruction for students with varying levels of academic skill. New teachers struggle in this area. This was a high-priority concern.
2. The focus of this year's Advisory Council is K-12 certifications and middle and secondary.

III. EDC 345: Introduction to Multicultural Education and Diversity – Dr. Tuesda Roberts

1. Dr. Arthaud introduced Dr. Tuesda Roberts and talked about how some issues discussed at last year's Advisory Council have been addressed in specific ways in EDC 345.
 - a. Dr. Roberts presented data via PowerPoint and talked about the criteria used. Dr. Roberts gave a course description and talked about the assessment goals. All goals are consistent for this class regardless of the faculty teaching it. All faculty have been trained to evaluate all work in a more systematic manner. Dr. Roberts went into some detail about two of the different assessment goals and the instruments used for assessment. Student and program examples were shared with the group. Dr. Stormer spoke about elevating the EDC 345 assignment to the graduate level; she has piloted a version of the assignment in SEC 701, Secondary School Curriculum.
2. Small group discussions took place immediately after the EDC 345 presentation. Dr. Arthaud prompted the discussions by asking for suggestions related to diversity and differentiated instruction. All groups reported out.
 - a. New teachers need to be more flexible, especially during their first year. Students are in school because they have to be and not because they share an interest in the teacher's content area. Teachers need to learn how to engage students but not to take it personally if students do not like the content.
 - b. New teachers need to be sensitive to the fact that students have different backgrounds.
 - c. Diversity is not limited to the most used terminology in current discussions but should be expanded to include inner-city, etc.

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- d. New teachers should not ignore the diversity that exists in rural areas, such as the “haves” and the “have nots.” New teachers need to be aware of the diverse needs of the students, whatever those needs are.
- e. Student teachers have difficulty relating to some students such as those that live in weekly rentals.
- f. New teachers need to listen more than speak and remain positive. They should consider calling parents and ask for feedback regarding the class.
- g. First year teachers need to establish professional relationships with students.
- h. University professors and cooperating teachers may not be modeling the best behavior, skills, and character for teacher candidates. Undergraduate programs have not reached the level of integration needed for teacher candidates.
- i. Migrate away from instruction based teaching and be more activity based.
- j. Teaching only 15 minute blocks of the same content has seemed to work in some schools.
- k. New teachers need to be more adaptive. There is more than one right answer and more than one right way.
- l. We need to ensure that teachers are shifting from concept to application.
- m. Student behavior puts the teacher in a position where a decision must be made and they need to realize best response and the consequences of that decision in terms of what is most effective, least intrusive, etc. Maybe more role playing and reflection are needed.
- n. Cooperating teachers should offer assistance in handling behavior in the classroom.
MSU has a theatre group with scenarios that can be used in the classroom. It engages the students.

IV. Missouri Educator Evaluation System (MEES): Dr. Karen Engler

- 1. Dr. Engler shared that the current MEES assessment rubric score is a combination of the Cooperating Teacher and Supervisor scores, but next year that number will be adjusted but is not yet determined. The new rubric will be similar but will have changes based on the feedback from different groups. The wording and level distinction will be clarified. All nine standards will continue to be used. Cultural competence will be added as a new strand under Standards 2 and 5. Next year’s scores will be based on data from EPP surveys. The APR/MEES Workgroup meets again in June and will establish the new score at that time.

V. Review of standards and skills expected of student teachers discussion

- 1. Beginning teachers should be at Level 3 on all standards. There was small group discussions to determine what beginning teachers are most challenged by. All small groups reported out.
 - a. There seems to be a lack of curriculum knowledge.
 - b. Standard 2 is an issue. There is a lack of understanding for how students learn.
 - c. Standard 4, fourth bullet point is an issue. It is unrealistic to expect this of a pre-service teacher.
 - d. Sequencing and order of instruction is a challenge.
 - e. Standard 9 is also a challenge. There is an expectation that teachers participate in school-wide functions. However, this is difficult or unrealistic unless the teacher lives in the school’s area.
 - f. Students need to be in classrooms more and have less collegiate experience.
 - g. There needs to be additional time in electives or service learning prior to student teaching.

VI. What are key area of concern in new teachers?

- 1. There needs to be on person working with placements and not separate programs. Connections should be made with each building and/or principal.

The Advisory Council segment of the meeting concluded.

The BSED Secondary Education Oversight Committee segment of the meeting was canceled by Dr. Kimberly Stormer due to no quorum. The March 22, 2019 minutes will be reviewed for approval at the first fall 2019 BSED meeting.

There is consensus with those remaining that BSED will meet from 12:30 to 2:30 p.m. for fall 2019. Those participating in culturally responsive article discussions will meet every other month from 11:30 a.m. to 12:30 p.m.

Dr. Kimberly Stormer adjourned the meeting at 2:47 p.m.

Respectfully submitted by: Vicki Kramer