**Teacher Education Council Meeting**

September 12, 2018

Minutes

The Teacher Education Council meeting was called to order at 3:00 in Education 206. Those in attendance were:Dr. Helene Anthony (Special Education), Dr. James Beyers (EECE), Dr. Carolina Blatt (Art Education), Dr. Lynn Booth (STEP), Dr. Laura Bruno (Health, and Exercise Science),Dr. Matthew Cathell (iSTEM), Chris Driscoll (SGA), Dr.Jody Eberly (Early Childhood Education),Assistant Dean Delsia Fleming, Dr. Brian Girard (Secondary Education), Dr. Joe Goebel (WLC), Certification Officer LaChan Hannon, Dr. Tanner Huffman (iSTEM), Dr. Arti Joshi (Elementary Education), Lauren Katz (SGA), Dr. Cathy Liebars (Mathematics),Dr. Michael Marino (History), Dr. Emily Meixner (English), Dr. Shri Rao (Special Education), Dr. AJ Richards (Physics), Colleen Rushnak (SGA), Dr. Colleen Sears (Music), Dr. Barbara Strassman (Education of the Deaf & Hard of Hearing), Dr. Matthew Wund (Biology), and Melissa Zrada (iSTEM). The Dean of the School of Education, Dr. Suzanne McCotter, presided over the meeting. Corey Drake prepared the minutes.

1. Welcome & Charge
2. Praxis Core/Basic Skills Update
Dean McCotter refreshed the group on the Praxis Core/Basic Skills discussion from the May 2018 meeting and provided an overview of the related handout, which contained the voted upon and approved language[[1]](#footnote-1) along with a supporting structure. Dean McCotter stated that this approved, consistent language should be included wherever appropriate in our program documentation, on websites, in emails, etc.

The group provided conflicting feedback regarding the inclusion of year-correlated deadlines for successful completion of the requirement as the years align neatly for four-year programs, but not necessarily for all five-year programs. Further, the group suggested that the portions related to transfer students be emphasized in publications and on websites. Based upon input from the group, the document was modified (see Appendix A, highlighted portion).

Dean McCotter reminded the group that this language is meant to interpret the policy, rather than to exist as policy. If the group finds that this is not functioning as expected, the language and structure can be revisited by the group.
3. New PAWS Requirement (ELE 091)
Assistant Dean Fleming and Dr. Beyers introduced a plan for tracking the students’ completion of the basic skills requirement through the use of a non-unit, P/U course (ELE 091-01, an existing course code for the basic skills support seminar). The proposal and logistical clarification was distributed to the group. In summary, going forward, basic skills documentation for all education programs at TCNJ will collected by the School of Education Dean’s Office. The SOE Dean’s Office will evaluate the documentation and then (using the tracking course) record whether students have or have not satisfied the requirement. Students who do not meet the requirement are marked with an IP to denote that the requirement has not been satisfied.

Dr. Beyers stated that the intention is (with the group’s approval) to roll out this tracking course in Fall 2018 and being applied to the existing first-year students. Departments and/or coordinators would maintain responsibility for checking documentation for students “in the pipeline”.

The proposal was opened for discussion. Responding to a question from Dr. Wund, Assistant Dean Fleming and Dr. Beyers stated that it would be possible to make successful completion of ELE 091 a prerequisite for higher level courses, such as Clinical Practice I, and that doing so would preclude those who have not satisfied the requirement from registration.

With generally positive feedback, Dr. Girard motioned to put the proposal to a vote, which was seconded by Dr. Huffman. The proposal was unanimously approved.

In discussing details related to the ELE 091-02 support class, Dr. Beyers noted that KDP Honors Society members volunteer as basic skills area tutors during the spring semester. Due to current restrictions, this group is not able to offer tutoring during the fall semester. Dr. Beyers stated that he would welcome suggestions (student nominees, for instance) for ways of expanding the tutoring into the fall semester. Dr. Strassman suggested the creation of a learning assistant course, which would provide credit while offering a resume building opportunity. Dr. Goebel noted that his department has successfully utilized this structure for tutors in the oral proficiency hours while also being able to offer minimum wage pay as encouragement. Dr. Strassman noted that students in the hypothetical basic skills tutoring course may not be able to receive payment in addition to course credit due to CAPS policy and course formatting.
4. Praxis Content Knowledge/Subject Assessment Discussion
Dean McCotter provided some background information regarding the ongoing discussions about whether students should be required to take and pass the Praxis Content Knowledge/Subject Assessment prior to Clinical Practice II. Generally, in the state of New Jersey, most institutions require that students take and pass the exam prior to the start of Clinical Practice fieldwork. One reason for this is that these institutions want to report a 100% pass rate of these exams. Another reason is that they want to assure that the students who are in field placements are (by testing) able to be certified as teachers upon program completion. Finally, students who pass the exam prior to student teaching are not studying the content for the exam while also trying to student teach and complete edTPA.

One concern noted by Dr. Meixner was that if a student has trouble passing the necessary exam(s) in a timely fashion, it could derail the required full-year Clinical Practice schedule. Dr. Joshi also noted changing the policy and adding further pressure to acquire a passing score prior to taking Clinical Practice II because a handful of students cannot pass the exam could be more detrimental to the students who would otherwise pass. Dr. Huffman stated that the alternative view point could be that the institution is okay with graduating students who may never be able to be certified in the state of New Jersey.

The group expressed little support for the idea. Dean McCotter asked that Ms. Hannon pull together data and statistics on how many of our students are passing/not passing by program.
5. edTPA update
Parked due to time constraints.
6. STEP Office Update
Dr. Booth reported that the new Assistant Director will be starting on Monday, September 17th. A new office program assistant should be starting thereafter, pending final details.
7. Adjournment

Next Meeting: October 10, 2018 at 3:00pm in ED 103

**Basic Skills Update**

The basic skills requirement must be satisfied by the time of application to any Clinical Practice.\*
(*Link to basic skills requirement*)

Applications are usually submitted one year in advance of participation in Clinical Practice. Typically, students in teacher preparation programs must satisfy the basic skills requirements by the following timeframes:

* Four-Year Programs – end of Year 2
* Five-Year Programs – end of Year 3
* Graduate Programs – entry requirement

Students should refer to their program and department guidelines for information on the precise completion timeline. Transfer students will be individually evaluated and advised as they enter the education program. After each deadline, the student records will be reviewed to ensure that the basic skills requirement has been met.

Students are expected to submit documentation that demonstrates their satisfaction of the basic skills requirement as soon as possible. Until the requirement is met, Clinical Practice field placements will not be finalized, thereby affecting the student teaching start date.

The process of evaluating basic skills documentation for all teacher preparation programs will be centralized in the School of Education Dean’s Office. Scores will be collected through a Qualtrics survey hosted on the SOE website. (*Link to upload*)

*\*approved by TEC on 9/12/18*

1. *The basic skills requirement must be satisfied by the time of application for Student Teaching. Student Teaching is interpreted as being comprised of both Clinical Practice I and II\*.* [↑](#footnote-ref-1)