

Licensure Advisory Council - Minutes

Date: Tuesday, October 14, 2014

Time: 4:15 – 6:00pm

Location: Chapel Basement

Attendance:

Advisory Council Members: Chuck Beitlich, Shelly Boelter, Heath Dobberpuhl, Kim Haroldson, Missy Hunter, John Isch, Jill Morgan, Tim Plath, Barb Polzin, Ron Wels

Absent: Jennifer Brunick, Nichole Kotasek, April Lewandowski, Greg Thiesfeldt, Steve Weber, Janelle Woodbury

MLC Faculty: Professors – Ben Clemons, James Grunwald, Daryl Hanneman, Earl Heidtke, Robert Klindworth, Jennifer Krause, Larry Lotito, Jennifer Mehlberg, John Meyer, Jonathan Roux, Al Spurgin, Paul Tess, Cindy Whaley, Jeff Wiechman

MLC Staff: Ken Board, Gina Dunham

Welcome

- I. Dr. Whaley called the meeting to order by welcoming everyone
- II. introduced Dr. Jeff Wiechman as the new VP of Academics
- III. introduced Professor Earl Heidtke as the new Academic Dean
- IV. the rest of the professors introduced themselves to the Council
- V. Dr. Whaley introduced the office assistants and new Council members

MLC Advisory Council Website

- I. search “Licensure Advisory Council” on the MLC homepage to access
 - a. Meeting Minutes
 - b. Membership – Community
 - c. Membership – Faculty & Staff
 - d. MLC Resources
 - e. Presentations

Fall Enrollment

- I. Showed a chart indicating an increase in enrollment over the last 4 years

BOT Directive – New Meeting Format

- I. more input from the Licensure Advisory Council (LAC)
- II. small group discussions
- III. MLC needs to use input from the LAC to inform decisions regarding MLC programs

BOT Report

- I. update from the April BOT visit on campus
 - a. full continued approval through June 30, 2019 contingent upon Board approval of an interim progress report on unmet standards due May 1, 2015
 - i. provide an agreed upon statement of research for education studies
 - ii. integrate an assessment system with measures that provide specific program data on candidates’ attainment of BOT standards, and also allow for the disaggregation of data for program evaluation purposes

- iii. involve the LAC with more input on MLC decisions
 - iv. needs support in the way of additional technical staff to manage the high data management demands; faculty and support staff are working at capacity
- II. reactions to the BOT report
- a. difficulty in collecting data with our current system; we are working on a solution
 - b. guidelines are not specific as to the role of the LAC
 - c. is 2 meetings a year enough with all the information to give proper input

Special Education Update

- a. Undergraduate program has been submitted to the BOT
- b. Master’s program will be submitted by the end of October

MTLE Pass Rates – Best Attempt

- a. showed chart of MLC’s pass rates compared to the state for 2012-13 and 2013-14
- b. currently the BOT is considering an ACT score of 22 which must include a writing component
 - i. Professor Heidtke indicated that MLC requires an ACT score of 20 for admittance
- c. Dr. Whaley posed the question; “Should ACT scores replace the Basic Skills tests?”
 - i. Mr. Dobberpuhl was concerned about “how would a student retake the ACT” and how the tests are administered can change; he suggested that a consistent format among tests would be helpful
 - ii. Dr. Isch believes that “the ACT scores (replacing MTLE tests) are the dumbest thing they’ve (BOT) come up with.”

edTPA Assessment

- I. in 2012-13 MLC were trained to complete “in-house” scoring for edTPA; MLC was hoping our students would receive a rating of a “3” or higher
- II. in 2013-14 edTPAs were uploaded to the edTPA website and scored by other trained professionals
- III. effective January, 2016 edTPA cut scores will be as follows with 70% of students in a program reaching these scores:

Task 1 = 13
 Task 2 = 13
 Task 3 = 12
Total = 38

- a. Dr. Whaley asked the question: Should MLC begin using these scores immediately and should MLC continue using “in-house” scoring?
 - i. Dr. Grunwald suggested that “if it’s going to become mandates by January of 2016, it would make sense to start doing it (cut scores) now
 - ii. Professor Roux asked “how would that score be used here at MLC; would it be a graduation requirement?”; Dr. Whaley responded that “other colleges require students to take another semester of student teaching but we at MLC were trying to avoid that”

- iii. Dr. Isch wondered if “these are the kinds of decisions the LAC should decide as these issues are fiscal and involve workload of the faculty
 - 1. Dr. Whaley responded that “the LAC is supposed to give their input where previously not as much input was needed and it was more informational”
 - 2. Dr. Isch asked “is it worth the time and effort of the LAC to discuss issues of which we do not have expertise like the MLC professors do”; Dr. Whaley responded “Yes, we would like to hear your input”
- iv. Mrs. Hunter had concerns about students completing their edTPA without having much teaching experience other than their clinical
- v. Mr. Dobberpuhl asked “what is the time frame in getting the scores back”; Dr. Whaley responded “the usual turn-around time is about one month”
- vi. Mrs. Haroldson thought it would be “more beneficial for a junior to complete the edTPA because of more reflection”

Public School Placements

- I. Dr. Whaley showed a chart indicating the number of clinical and student teachers at each school
 - a. we ran out of public school supervisors and thankfully received help from MVL
 - b. Cedar Mountain High School was unable to take students this year because half the faculty was new and the veterans were needed to mentor new teachers
 - c. Madelia is trying to improve on instruction and test scores so we have not been invited back yet

May, 2014 Graduation

- I. 78 candidates were assigned, 43 from the class of 2014
- II. 7 were teaching internationally
- III. 7 were unassigned with 40+ positions unfilled

Additional Duties

- I. Professor Tess showed a chart indicating the additional duties of assigned candidates from 2012-2014

MTLE Basic Skills, Student Teaching, and Graduation

- I. 2013 law change regarding tests and licensing
- II. MLC Policy – student teaching and graduation
 - a. a candidate only needs to take, not pass the tests in order to receive a 1-year temporary license
 - b. perhaps we remove motivation when we only require a student to take the MTLE tests

Elementary Student Teaching

- I. capstone field experience
- II. 74 supervisors in 44 different schools
- III. partnership appreciation
- IV. Professor Tess posed the question: “while we give school teachers a modest honorarium, is there something more we should be doing to show our appreciation?”
 - a. Mr. Wels: “Is there a way to publicly acknowledge that this is done?”
 - b. Mr. Dobberpuhl suggested cafeteria passes or tickets to drama performances

- c. Mrs. Haroldson indicated that “Dr. Whaley sharing her expertise and knowledge with New Ulm Public is a gift of appreciation”
- d. Mrs. Morgan believes that “all teachers here feel appreciated and that we just want to give back to our profession”

Early Childhood Clinical

- a. last spring, 37 registered for an early childhood clinical
- b. kudos to Kristal Miller for finding 36 placements in 10 schools
- c. Professor Tess said “we have considered extending the boundaries of our clinical placements beyond the current 60 minutes; what about going to a 75+ minute boundary?”
 - i. Dr Isch: “I think you may be pushing it”
 - ii. Mr. Dobberpuhl: “Does a clinical have to be only 1 day a week; how does a once a week clinical student teach a lesson if they haven’t observed the previous 4”
 - iii. Mrs. Hunter: “I personally think a 75 minute drive is absurd”

Early Childhood Student Teaching

- I. 29 student teachers
- II. Early Childhood Learning Center has 4 lead teachers and 2 college supervisors
- III. Professor Tess introduced the new proposal for early childhood student teachers and asked “what are your reactions to the proposal?”
 - a. Mrs. Hunter asked if “these early childhood student teachers would be prepared to teach at the K-3 level?”
 - i. Dr. Wiechman responded by conveying that “right now, all of our early childhood majors are assigned to infant/toddler and preprimary settings; we wish we could fill many more openings in early childhood settings as the WELS needs more early childhood teachers”
 - b. Mrs. Polzin believes that “the increase to 9 weeks student teaching (in both the infant/toddler and preprimary setting) does more justice to the experiences”
 - c. as a student teaching supervisor, Mrs. Morgan said “6 weeks was very hard to model for student teaching as they were supposed to teach for 2 full weeks with hardly any time to observe; if the need is more in an early childhood center, the literacy component is still very necessary”
 - d. Dr. Isch thought it was “interesting that the state license combines 1st and 2nd grade with early childhood”

Plans for 2015

- I. Dr. Whaley asked about extending the time of the meeting from 4:30-6:30pm which includes a supper and if we need to meet more than twice a year
 - a. it was agreed by the council to extend the time of the meeting but still meet twice a year
 - i. Mrs. Boelter suggested that on occasion an extra meeting could be called as needed
 - ii. Dr. Isch suggested that 1 ½ hours, twice a year would be enough but to pick one or two items to discuss and not so much information provided at the meeting; instead maybe send us information ahead of time so we can prepare and discuss at the meeting

Meeting Adjourned

- I. Dr. Whaley thanked everyone for coming and to “have a great night”