

Licensure Advisory Council

April 10, 2018

4:15 – 6:30 pm

Chapel Fellowship Room, Martin Luther College

Attendance

Advisory Council Members: Mark Bergemann, Heath Dobberpuhl, Dave Gartner, Aaron Grimm, Missy Hunter, Liz Klugherz, April Lewandowski, Alyssa Marshall, Michelle Miller, Jill Morgan, Ben Olson, Vickie Tambornino

Absent: Mindy Berkner, Melissa Hanson

MLC Faculty: Daryl Hanneman, Larry Lotito, Jen Mehlberg, John Meyer, Ron Ohm, Jon Roux, Jon Schaefer, Paul Tess, Cindy Whaley

Absent: Ben Clemons, Bob Klindworth, Jen Krause, Cheryl Loomis, Scott Schudlach, Jeff Wiechman

MLC Staff: Lynda Bauer, Bryanne Freitag, LaShawn Smith, Debbie Witte

Guests: Kelsie Bussler, New Ulm High School SPED SLD teacher (grades 9-12); Dave Gartner, St. John Lutheran, Redwood Falls, principal (PreK-grade 8)

Welcome and Introductions

The meeting was called to order by Dr. Cindy Whaley at 4:32 pm. She welcomed all in attendance, especially guests, and had each person introduce himself to the group.

Approval of November 7, 2017 Meeting

The minutes from the November 7, 2017, meeting were accepted by a show of hands. The Licensure Advisory Council(LAC) requested that Dr. Wiechman report the LAC minutes to the Administrative Council (AC). The LAC then asked that he report back to the LAC about the actions the AC would like us to take, thereby closing the loop.

Report from the Field Experience Director

Emergency Teacher Update

Emergency teachers help in a “high-needs” area where school has a teacher vacancy. This helps MLC recruit; emergency teachers show the teacher shortage in the field.

By the Numbers

Student teaching numbers are a predictor of graduate numbers. We have an increase. Prof. Ron Ohm supervises 24 student teachers, an overload. Ideally our supervisors work with 16-18 student teachers per semester.

Applications for student teaching show an increase in Elementary. Our student teaching numbers are higher due to double majors who student teach twice. Also, the MLC graduation number reported is May only, and doesn't include December grads in that academic year.

In May 2018, MLC's first SPED majors will graduate. There are 3 SPED graduates, all are double majors.

MN Rule

Teacher licensing system is changing. The former rule shows that our students must take the basic skills exam before registering for upper division courses. As of July 1, 2018, the MN rule has changed to no longer require a basic skills exam be required for licensure.

Dr. Cindy Whaley explained that at MACTE many MN colleges are still encouraging or requiring basic skills. But MLC will follow the new state rule. MLC no longer requires basic skills to be taken as a licensure/graduation requirement.

Guide for Program Success (GPS)

TEAM forms are distributed in Years II & III. TEAM forms are completed when students meet with advisors to assess strengths/weaknesses in the student's disposition and skills. This is a formative assessment for candidates and for MLC programs.

EFE students are involved in choosing their own field experience for a week, rather than being placed.

Report from the Education Division Chair

Background Check follow-up

Year 1 – Criminal background check completed before EFE I

Year 3 – Criminal background check completed before the clinical experience and/or EFE III

Year 5 – Clinical background check completed before super-senior student teaching experience

Principal Mark Bergmann asked about the rationale for change. At MLC since Human Resources says that since we run student background checks, MLC should not share the results. Instead, students will release their own background check results to their schools. Students will need to pick up any additional cost when school requires its own background check be run (MLC will reimburse student/school up to the cost of MLC's background check).

STEM - Discussion question: What questions should MLC be asking when considering what MLC needs to do to prepare future teachers for STEM education?

1. MLC already has calls for STEM teachers and our schools have STEM programs, our students seem to learn on the fly.
2. Budget some time. Mr. Heath Dobberpuhl commented that STEM is a modern buzz word. The number of physics students had been on a decline, but now it isn't. Fewer than 1/3 the students take physics. Some schools don't have a licensed STEM teacher. When students come to MVLHS they don't have the science background to meet STEM goals in engineering.

- Need good physics with STEM. STEM is useless as a stand-alone. (He is not in favor of a STEM license).
3. What is the STEM curriculum? How rigorous is STEM curricula? “Project Lead the Way,” is a STEM program that partners with the Milwaukee School of Engineering (MSOE). Analytical thinking and problem solving are 2 components. High schools should push more bio-medical portion of STEM.
 4. Is there a license?
 5. Would this be a stand-alone or integrated license?
 6. How prepared are student in each STEM area? How do educators bring all the pieces of STEM together?
 7. How are MLC preparation programs integrating STEM components? Do MLC partner schools have adequate individual STEM components? What is MCL doing to improve integration of STEM components into its program plans?
 8. Is this a perceived need? Are Wisconsin Evangelical Lutheran Synod (WELS) schools asking for STEM-trained teachers?
 9. What grade level(s) is this focused on?
 10. Do partner schools want MLC students to be versed in general STEM or specifics like “Project Lead the Way”?
 11. STEM placements aren’t enough for our math or science placements. We need integration or we can’t place our students in STEM only.
 12. A science or math teacher with STEM training is huge – they know how to integrate and do hands’ on projects. STEM teachers know how to apply the theoretical math and science.
 13. The purpose of “Project Lead the Way” is to train STEM workers. Our students need to learn and think about future training in STEM. MLC candidates become the trained STEM person.
 14. STEM courses are very different, so student teachers benefit from having STEM in addition to their math or science course load.

Report from the Licensure Officer

Public School Placements

Dr. Whaley thanked all the partnering public school cooperating teachers and administrators for working with MLC clinical students and student teachers. MLC is partner with additional SPED placements.

Dr. Whaley explained the Public School Placement Chart for 2017-18, Semesters 1 & 2 (see green handout).

Tiered Licensure

Dr. Whaley reported that PELSB had announced no changes to the tiered licensure model. All renewals have been extended by one year to allow PELSB to introduce tiered licensure for initial licensure applicants. All MN teachers with a current 5-year license on July 1, 2018, will be awarded a Tier 4 license.

edTPA data – Discussion question: What trends do you see? How is MLC doing?

Dr. Whaley gave background about the setting for MLC student teachers’ edTPA portfolios. All students complete an edTPA only once. They choose between a Lutheran school or public school setting. There are induction plans for each setting. When MLC began edTPA, it was only

completed during the public school student teaching. MLC piloted the using the Lutheran school student teaching also to address concerns about getting scores back early enough before graduation to allow for remediation, if needed, prior to graduation. Both the Lutheran vs. public school setting choices and the remediation policy were implemented in academic year 2016-17. Dr. Whaley acknowledged that not all cooperating teachers have been as fully trained about edTPA as others.

She reported the threshold scores for MN and MLC are:

15-rubric Handbooks: Task 1 = 13, Task 2 = 13, Task 3 = 12

World Languages: Spanish Handbook: Task 1 = 10, Task 2 = 13, Task 3 = 9

In MN the threshold score for edTPA does not need to be met for initial licensure.

How is MLC doing compared to National and Minnesota edTPA scores (see handout – 2016-17 Total Mean Score Performance Summary)?

The following questions and points were offered as discussion by LAC members:

1. How big is the National “n”? (A: In the thousands.)
2. If edTPA is not required, how do students use their edTPA? How does the state use edTPA? (A: Minnesota has not yet tied licensure to initial. MLC ties it to our pass rate for accreditation. We need to have a 70% rate for our assessments, including edTPA. We use this to assess our programs.)
3. We may be seeing trends based on the qualifications of our professors. It is similar to the Higher Learning Commission (HLC) requirements.
4. MLC pays for the students’ edTPA assessment. Do other students elsewhere have more skin in the game because the students do pay?
5. No matter how qualified the instructors or how we prepare the students, the final scores still rely on what the student puts into the assessment. Are our hands tied, if students don’t choose to do well?
6. Could you reimburse the money if students do well?
7. As a cooperating teacher, I feel that the student should own it. They need to take ownership of it. This is part of teaching.
8. \$300 doesn’t seem like a big difference when a student pays \$20,000 per year in tuition. It’s not enough incentive.

edTPA remediation

All colleges have a remediation process. MLC crafted its own policy to support and encourage improvement. Preliminary meeting is done as an email contact between the licensure office, stating which task and rubric need improvement. The second meeting takes place between the student, the supervising professor, and the edTPA coordinator.

What “take-a-ways” did the students have?

1. I didn’t take time.
2. I didn’t understand the academic language.
3. I didn’t give proper feedback on the assessment.
4. I used the wrong type of assessment.

Should we have more teeth with our remediation policy? What would that look like?

1. Some institutions have student teachers complete a 2nd student teaching.
2. Some require students to pay for retake at \$100/task.
3. MLC and LAC see the need to have teeth. Monetary incentive could be good. Make it positive incentive.
4. Have a teacher/mentor with a good edTPA score give examples of how edTPA really ties in.
5. Use monetary incentive: the student pays the majority of the cost.
6. Let students know the 70% pass rate goal.
7. Prof. Paul Tess sees no reason for institution to do this assessment. It duplicates what we already know during student teaching experience. We are already assessing that.
8. Does the setting matter?
9. Remediation should consist of completing a whole new edTPA.
10. Set up draft deadlines throughout the edTPA process.
11. Can edTPA be done in a different experience outside of student teaching?
12. How much do student teachers see cooperating teachers take the steps they work through in edTPA? Do they need to see this modeled in a real classroom better than what they are now, to help them verbalize the process as a veteran?
13. Does this boil down to the work ethic of the student?
14. There is no difference between public school (6-week scores) vs. Lutheran school (10-week scores) settings.

We'd like to have remediation all done before graduation. We should not have let getting the score by graduation drive us. The biggest difference may be that our students now procrastinate because they are no longer having face-to-face meetings on campus. Other colleges who keep student teachers nearby during edTPA have more interactions and meetings with student teachers to assist completing edTPA.

PERCA process

Nothing additional to report. MLC filed in fall 2017 for the 2018 PERCA report.

EPPAS & Common Metrics

Professional Educator Licensing and Standards Board (PELSB) is the new body which replaces the MDE.

Common Metrics is a new report which shows how MLC students and graduates are doing. EPPAS is the online system that MLC uses to report information to PELSB.

Next Meeting

The LAC Fall 2018 meeting will be held in either October or November, based on when the fall MACTE meeting is held. The fall LAC meeting will discuss the Spring 2019 PELSB campus visit.

Adjournment

The meeting was adjourned by Dr. Cindy Whaley at 6:31 p.m.

Respectfully submitted,

Deborah Witte, licensure assistant