

## State University Education Deans

### SUED

Minutes, December 1, 2016, 10:27 a.m.

#### Ohio School Board Association

Present: Erica Brownstein OSU, Xiaodan Huang SSU, Ginny Keil UT, Richard Welsch UT, Connie Patterson OU, Wendy Adams OU, Reneé Middleton OU, Dawn Shinew BGSU, Melissa Cardenas BGSU, Sajit Zacharia CSU, Brian Yusko CSU, Kristine Still CSU, Mike Englert KSU, Peggy McCann UA, Susan Clark UA, Regina Sapona UC, , Tammy Kahrig WSU, Joe Keferl WSU, Michael Dantley MU, Charles Howell YSU, Jessica Mercerhill ODHE, Randi Malcolm Thomas, Esq., MU

Erica called the meeting to order 10:00am

Executive Session

- TNTC Letter- making a public statement on public education. Renee Middleton and Sharon Robinson are working to draft a response letter. Renee Middleton reached out to Mary Murray who is head of OACTE to use that route to get a letter of support, which would combine OAPCTE and SUEd. Would like to have a discussion in the joint meeting at OCTEO in the spring and give a rationalized response as to why or why not we would support. If we can be proactive now and take a joint stance, it will be stronger.

10:27am Open Meeting

Jessica ODHE:

Brenda Haas from Shawnee State was selected as new Associate Vice Chancellor for P-16 Initiatives, begins Monday

BY: Can you talk about the field experiences

JM: Field Experiences for 50 hours- If you are doing an endorsement alongside a degree, then you can use field experiences for both as long as they are for both licensure areas. Can be flexible on what that field looks like.

BY: Can they complete the field hours in their own classroom?

JM: Yes, nothing that says they can't. This has come up with substitute teachers and if they were already hired by a school that wants to keep them, it is difficult for everyone involved. We can allow overlap. Write an agreement with the school or district that shows that both sides understand that yes they are paying the person while they are accomplishing both work and field experiences. Need an MOU to show the agreement. They need to understand that they will be paying someone who will be working but also completing components for school at the same time.

GK: What's your take on a paraprofessional?

JM: It is the same thing.

GK: A paraprofessional who is trying to become a teaching professional.

JM: It falls in the same scope. Looking for ways to support our schools for what they need and can complete the work.

EB: That is helpful for Head Start as they are trying to work with them.

JM: As long as there is a written agreement, we are covered.

XH: AYA ELA and finished everything but internship, has a long term sub license school intends to keep her and thinking it's just a matter of paperwork sent credential to ODE to review and they said that she still needs 16 more hours in the content area.

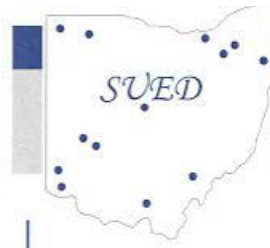
TK: Because it is beyond the bachelor's level.

XH: It's a discrepancy and they don't understand it. They are trying to help the student out and make an MOU. Why is there such a big discrepancy? Thinking about this for the career change people as well.

EB: But now we have flexibility. It may not be a point anymore now that we have this flexibility.

RW: She would have never had to quit her job to finish.

CH: How's the teacher mentor situation handled?



## State University Education Deans

JM: That's something that you would need to work out with the school.

BY: Is there going to be a round of determinations or changes for Fall 2017?

JM: What we're going to do is grant anyone who has already started the program stays in the program.

BY: It will start with the implementation.

JM: We expect that it will happen and that when you get authorized next it will be there.

BY: From the advocacy committee, if we could get some guidance, is there another path to approval?

JM: It doesn't sound like it went through the ED Standards Board.

BY: This is what the advocacy committee is for to try to help to give a perspective on these type of decisions.

Who is the keeper of OAC?

JM: It comes from recommendations from the field or whoever is deemed to be the expert, then legal and then the Chancellor, then JCAR at the end. She was not aware it was happening.

EB: If we could have a flowchart or something to show the steps.

BY: Can the Chancellor have a conversation with the legislature and then make a law?

JM: It seems like that is how it happened, but is still trying to get information.

SC: The regulations are coming from ODE, ODHE, whatever executive branches to make executive laws. The governor could do this, but it has to have the support. It is the policy preferences of those leaders who are in charge. They can bring forward to their team and then people get together to figure it out and then make a decision.

RS: How is the data coming, can you give me an update?

JM: Not much change yet. OTEC is building in the behind the scenes software as a download function in MRS. Hoping it will go live in early March for the additional data.

EB: RESA, what they receive is pass or not pass, how do they do professional development if they don't know where the weaknesses are? Only teachers get that information. Can we get more data than pass or not pass.

JM: Getting information on task with Mary Rose so we can look at themes on tasks.

EB: Can we get scores to look at areas of weakness?

JM: I will ask.

RS: Can we get information on the school and district for employment? Said you would ask that question. We understand there are privacy issues, but if we could even get the district that would be helpful.

JM: The people who are employed in public schools, if we have the info, we will put that in. I still have on wish list to try to find out how we can tap in with jobs and family services to get where all grads are employed. Have to figure out who to talk to in order to try to get that information.

EB: Josh Holly may have that.

JM: He does and not sure why.

EB: Do we have access to only our grads? Want to provide PD for all schools in their areas, can we have scores for all?

JM: Not sure, will ask. The districts will know and the ECS would have a pretty good idea.

XH: Program review on schedule? When do we expect to get responses?

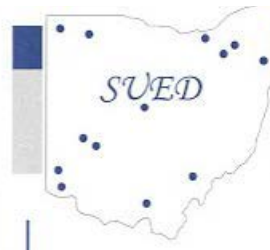
JM: Just a few waiting for contracts to be hired. By early January we should have all the info back.

EB: Trying to figure out students at various levels from back to the 80's and ODE never gave us a level, and it wasn't until ODHE got it.

WA: There were issues with documents making it from ODE to ODHE that may be leading to the confusion.

JK: What was described in here, fits into how to handle ethics, can a candidate be in a paid position while they are doing internships. Code of Ethics is not extensive. Doesn't come close to what other professional codes look like. Doesn't have the depth and girth like others. It doesn't help drive the profession in a code of ethics way. Looked at NEA, CAEP.

BY: NASDTEC was floated last year.



## State University Education Deans

SC: Are you suggesting that it's unethical?

JK: Not at all. Saying that they having to go in and make a decision for us instead of having a code of ethics to have this already spelled out. Stay out of rulemaking and hard lined decision making.

SC: Recall when Ohio Ethics Commission made the decision that teachers can't be paid.

RM: Saying the profession should regulating itself.

SC: NEA has taken it upon itself to take that position.

JK: The code of ethics on their website has 2 principles, and bulleted points under it.

SC: Technically professions aren't unionized, so teaching isn't a profession.

JK: Feels like there's room to take that back and take some action.

SC: Maybe that's what the Ed Standards Board should do.

EB: Let's put that on the discussion for next time.

TK: Expecting it to be in the code and then it wasn't there and the field hours were there.

EB: ODE is not coming. If there's any discussions or movement- ESSA draft is completed and will be posted for public feedback. Will send us a link. Asked about licensure bands on SPED, ask the Dean's Compact folks. Dean's compact recommendations will be shared soon and being sent to the State Superintendent. Said the Dean's Compact are the ones who make the decisions.

SZ: Concerned that things go so far without anyone hearing anything. This is so far along without any input.

RM: Will share the information and then SUED can share their opinions and then it will be shared with the State Superintendent.

SZ: Is there work going on that no one knows about?

RM: Grade bands have been discussed for a while in Dean's Compact. Discussions weren't far along then about a year ago. They've been discussing it for some time.

TK: It's frustrating that they can come up with recommendations that are sent to the ED Standards Board without anyone ever seeing them.

MD: ESSA draft being completed and we don't have a voice in this at all. We were deliberate about having a voice. What is our role here and who listens to us? What ought we be doing to make certain that people who are supposed to be listening to us are listening to us?

RM: ODE is not obligated to listen to us. ODHE is not controlling the ESSA process.

SC: The only opportunity to participate was on the conference call.

BY: There are 2 college reps on the Ed Standards Board. The argument is why don't you speak to your rep on the board.

SZ: The good news is we are not alone in this. There are lots of groups that feel they are not listened to. Philanthropy Ohio feels that they aren't being listened to either. It's critical once this is released that we have to, as individuals, put in the comments what we disagree with. More and more of those comments need to be made. Get faculty involved and inundate them with comments.

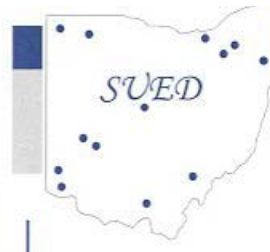
SC: School boards are pretty upset about it and pass resolutions to the legislators and ODE.

EB: Did attend some webinars and did not hear anything about teacher academies.

TK: Don't you think the larger issue is all about the squeaky wheel? We have to be in Columbus and force people to listen to us. Have to keep going and going back. That's the only way to get to people. Do they only allow so many people and so many meetings with other constituencies? Same with ODHE, we have relied on them coming here and having them take the issues back. But we get the real solutions when we go to them and bring the issues to them.

RM: The processes that they provide to give us to give feedback, we have to use those processes and do what you said as well.

SC: Perhaps we should up our dues and hire a lobbyist.



## State University Education Deans

BY: Through OACTE we have a monitor of legislative activities. She's vetting the online subscriptions and paying attention to the websites and giving us info on a by-weekly basis. Since she's in Columbus, she's open to facilitating meetings for us. She's a little uncomfortable in serving as a lobbyist role.

MC: They need something to look at when writing these rules. They are not education people and hand it off to people who are not in education. Need something where they lift the language or use it as a framework. They are just going to pull whatever they hear.

RM: That's why getting something out in writing needs to happen.

BY: What we need to advocate for is some parallel in ODHE to what we have in ODE, like Ed Standards Board, like an Ed Prep Standards Board that would push things forward, like program review process. If we focus on teacher prep world, then we can focus on some body to rely on.

RM: that would be a long-term goal.

EB: Would you like me to set up a meeting with the Chancellor?

RM: We report to the Chancellor. The State Superintendent has no authority over us. Meeting with both is important. Might try to get a joint meeting.

EB: Asked about Teach grant and said nothing to do with that. Asked about reading test document and said Jessica had shared it with the ODHE newsletter and it's on the website. What questions does State Superintendent have or what would he like to share? He hears negatives and would like to hear about positive work. That fits in with innovation and how we're constantly changing. What's going on with edTPA? Nothing has moved.

Approval of Minutes:

DS: Correction on the date.

EB: Motion to accept the minutes.

MD: Motion to accept.

SC: Second.

New Business:

EB: Renee is incoming chair of AACTE, Michael is on the board and Mary is going to representing the state chapters nationally.

Senate Bill 3:

CP: Came up in conversation in March for high performing schools. Had reached out to local rep and on day on the square. The aid got back to me. Got an email not long ago, chairman Brenner said it was coming up. Yesterday got an email, Ed Committee will be hearing Monday 12/5 at 1:30 and then 12/6, and anyone can submit testimony in writing. This is the senate education committee.

MD: Asked Randi to speak. It's for the house and passed the senate already. Some measures were included in the state operating budget, provisions on amount of time that districts can spend teaching to the test. Those issues that are left will be talked about Monday. Keith Favor is one of the sponsors. Going forward at the president and speaker of the house level. The chair is engaged but not as engaged as normal due to the dynamics.

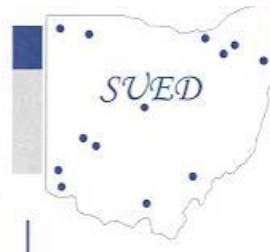
BY: House Bill 64 is the Budget Bill, have they been negotiating.

Randi: What's left in Senate Bill 3, is are they going to approve, amend, delete, how are they going to proceed on the remaining portions that are left?

EB: Page 82-82 looks like teacher academy stuff.

BY: Were going to exempt high performing school districts from hiring licensed teachers.

EB: It got pulled out.



## State University Education Deans

Randi: If it's in the operating budget then it's law.

SZ: If they put it in the budget bill then it just goes through, there's no discussion.

EB: What does it mean if they are high performing one year and then not the next?

MD: 2% of time on testing and 1% on test preparation.

BY: Is there a document that would show us what are the points that are still under consideration?

Randi: If one has the most current version we could tell. Code section in the operating budget is how we could tell.

SC: A free email service, has every bill listed and what is going on. It's all hyperlinks so you can go straight to the bill itself. ESC Bridge. Will forward it to the group if you want to subscribe. Keeps you up on everything.

MC: Has a subscription for Hannah News Service.

RESA and edTPA:

EB: Alignment that is being developed between RESA and edTPA.

CP: This came up a while ago. We have a group of people working together on the alignment. Sent us a draft. Then going to find an appropriate time to present it for both SUEd and OAPCTE. We'll have the lead person of our faculty there to answer questions.

MC: Does anyone have an INTASC and OSTP alignment chart? Have a group of faculty that are going to work on it.

BY: Have a draft and will send to her

WA: Have a draft and will also send.

Support for the value and importance of public education:

MD: Clear that Betsy DeVos is going to be elected to USDOE. Suggests there will be less federal scrutiny in higher education. The monitoring function will be resting with the states. Because of her history and has a pension for charters and privatizing education, then we need to have a position on this. Not denigrating charters, but supporting public schools. Suggest that let the people we serve provide support for us. Suggesting that we need to articulate our position on public schools and our programs to anyone who will listen to us. We have to be the squeaky wheel. Need to have people lobbying for us. What do we do to make certain that our stories are being shared? Do we write a white paper, meet with people?

MC: The federal piece, some of that might fall back to the regional accreditors. Barbara is at HLC and Tom is now at HLC. Work came from ODE to ODHE under Barbara. They want to see this work continue. Some leverage there.

MD: Have we ever made a public statement on public schools.

SC: The issue in Ohio is that the charters are considered public.

RM: I think we can make the distinction and no one is confused about the distinction.

SZ: The focus needs to be on high quality schools whether it public or charter.

RM: We're talking about state dollars and should state dollars be used to privatize education. We have a good relationship with our private institutions. The issue is should state dollars be used for private charter schools using state dollars when they don't have the same level of transparency and accountability to the public.

SZ: There are some good charter schools and Cleveland is shutting down some of the bad ones.

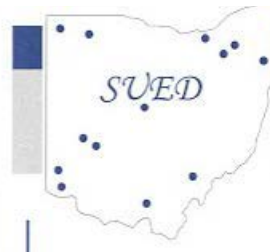
JK: From budgetary side of things, the board is going crazy because they are spending over a million dollars just to transport these kids.

SC: There's a variety of restrictions that need to be changed. Asking for regulatory consistency.

EB: What would we like to do?

MD: I'm willing to work with folks to write a statement.

RM: I will work with you on that.



## State University Education Deans

Randi: Isn't starting point the matter of quality?

RM: Every choice they have should be a good quality schools.

Randi: Here is what you need to say about ensuring quality and opportunity to attend these schools and the accountability to the public.

RM: How do you ensure accountability and it should be the same for public and private?

EB: The good charter schools want the bad ones out.

DS: Whatever statement can feed into the SUEED statement. It's about not letting the innovation and quality be interfered with by regulations and the difference of them.

GK: Our mission is to prepare students for going into any school. It's pushing our value structure, to innovate, to shut down our own that are bad quality.

RM: The schools are our business. We place candidates in schools and we keep talking about the clinical model.

GK: Partnerships are things we need. We need to talk about the quality of what we can control.

RM: My superintendents see us as a partnership and enrollments are up because they see us as helping them and our issues are intertwined.

TESOL at undergrad level:

TK: ODHE said they will move it forward if they receive a letter from SUEED and OAPCTE. OAPCTE sent a letter. We need to send a letter. Volunteer to write the letter. Is anyone opposed to this?

BY: Do you think there's any risk of having this lead back into the 12 hour reading core back into the endorsement?

TK: No, we've already made that exception for the ECEG, MCEG, and PKSN.

BY: There's no reason content-wise that there's no reason it needs to be offered at the graduate level.

EB: The thing that matters is that the curriculum needs to be at the undergraduate level, not the graduate level. Can we make a motion and then draft the letter and send it to the deans for feedback.

MD: Motion to approve.

CH: Second.

Meeting with superintendent:

EB: Passing around attendance sheet for meeting. What would we like to talk about with them? 13 people will be attending. Meeting will be 45 minutes.

SZ: Need to go in with something positive and our partnerships with schools and ESC's.

CP: If we can tie data to that, it would be beneficial. Any improvements made by data and the partnerships.

SZ: Letting him know of the CAEP Standards that we have.

DS: What can we be doing to support the work and your goals at ODE? We can help fill the gap of data for the school districts so that they can understand the data we are giving them.

JK: We want them to see our relevance and what we are doing.

SZ: How can we be a resource for all the districts from our regions?

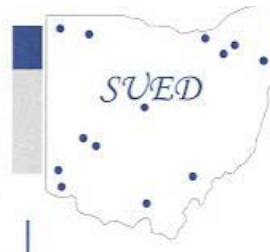
DS: Need it to feel like a two way conversation.

SZ: Can you create a mechanism for us to help with decisions.

MC: A way to get to the academies. They are smaller, more nimble, faster results. Talk about quick turnaround piece. Want to see tangible wins on their clock. Saying we think we can be a voice to supplement feedback.

EB: Whatever innovations you have from the last two years, send to Erica.

SUEED Booklet:



## State University Education Deans

RS: Connie, Cheryl and Brian came up some ideas. It will be a one pager and collectively what SUEd is contributing. Graduating high quality candidates, pass rates, ACT scores, and performance of graduates. Would be graphs on the sheet. Have some university specific items on the sheet. One side SUEd and one side institution. Will bring the designers questions next meeting.

BY: Will be due in January. RESA pass rates aren't available to us.

JK: What is the goal of the sheet?

RS: That we have quality programs and fill a need for teacher preparation.

BY: To make a case that what we are doing is high quality and fill the needs of the Ohio schools

JK: What is the ask?

TK: This is the companion piece that goes with the ask. If we can't come to an agreement, then we create institution asks.

DS: That they see us as a resource. When you have questions, we're available. Need to get to a place where they see us as the go to place.

SC: We stand ready to help you fulfill education needs.

JK: This is what we need you to help us do. And coming to them with something so they don't have to fight in a vacuum. We have an idea around what the next quality indicator is.

BY: Put language together that writes in the existence of higher ed body that oversees teacher prep regulations. There would be a pathway through us for feedback.

JK: Could create a logic statement around that.

EB: Academies are based around we need stem teachers. The scholarship program, like Woodrow Wilson, is something that is a direct ask that's been floated it before. Did not end up making the final cut of the budget. Might mitigate some of the teacher academy stuff.

RM: Do we want to say anything about accreditation like our next state agreement due? What do we want to see in our state agreement? Do we want to move forward with our state agreement? It's to our benefit for CAEP to work, but they have to be able to listen.

EB: What are the issues with CAEP visits?

SZ: It depends on your dean.

RM: NCATE was different. They figured it out and were able to get the process down. A level of consistency and reliability in the reviewers. Not certain it's the reviewers' issues and then it changes when it gets to the top.

TK: Got back from CAEP, information from CAEP came back with wrong information. Pointed out discrepancies and there are inconsistencies.

GK: CAEP staff doesn't know what their rules in writing are. They are all over the map.