Teacher Education Advisory Council  
November 7, 2003  
*K-State Alumni Center - Banquet Room B*

**Present:**
- Randy Watson  
  - Alumni Fellow, Assistant Superintendent, McPherson, KS
- Paul Gronquist  
  - Teacher, Alma, KS
- Gary Herman  
  - Principal, Holton, KS
- Gail Kiefer  
  - Elementary Teacher, Tonganoxie, KS
- Wayne Kruse  
  - Elementary Teacher, Lawrence, KS
- Kim Panzer  
  - Middle-level Teacher, Copeland, KS
- Janet Stramel  
  - Middle-level Teacher, Wamego, KS
- Blake West  
  - Secondary Teacher, KNEA, Topeka, KS
- Carol Wethington  
  - Elementary Teacher, Garden City, KS
- Roger Caswell  
  - Clinical Instructor, USD 383
- Diane Denoon  
  - Clinical Instructor, USD 383
- Lara Combes  
  - Undergraduate Student, Music Education
- Raquel Gonzalez  
  - Undergraduate Student, English as a Second Language
- Denitra Cushingberry  
  - Undergraduate Student, Elementary Education
- Staci Novak  
  - Undergraduate Student, Secondary Education
- Judy Hughley  
  - Counseling and Educational Psychology
- Socorro Herrera  
  - Faculty, English as a Second Language
- Della Perez  
  - Faculty, English as a Second Language
- Tweed Ross  
  - Faculty, Technology
- Gail Shroyer  
  - Faculty, Elementary Education
- Larry Scharmann  
  - Faculty, Secondary Education
- Warren White  
  - Faculty, Special Education
- Sally Yahne  
  - Faculty, Secondary Education
- Larry Rodgers  
  - Faculty, College of Arts and Sciences
- Karen Pence  
  - Faculty, College of Human Ecology
- Jean Kiekel  
  - Graduate Student, Curriculum and Instruction
- Jan Wissman  
  - Associate Dean, College of Education

Members of the Teacher Education Advisory Council were called to order by Jan Wissman on November 7, 2003. She introduced College of Education Alumni Fellow Randy Watson, this year's co-chair of the Teacher Education Advisory Council. Randy Watson asked individual members to introduce themselves. Introductions were followed by a PowerPoint presentation by Gail Shroyer and Sally Yahne about teacher preparation at K-State. Discussion of the four questions on the agenda followed.

**Teacher Preparation At K-State** – Gail Shroyer and Sally Yahne

The presentation was an abbreviated version of one prepared for a Benchmarking Study: Improving Teacher Education and Preparation. *Kansas State University: A Teaming Approach to Teacher Preparation.* (Copy of presentation attached.)

- We believe that teachers face a lot of challenges.
- We know that teachers cannot face these challenges alone.
- There are things that we cannot do without our partnerships. If we didn't have our partner schools, we would never be able to do the things we are doing now.
- We have placed emphasis on simultaneous improvement. If we really want simultaneous improvement, we can't just focus on preparation of new teachers. When we focus first on the needs of children, everything else falls in place. Field experiences then become stronger through that focus.
- Demographics – We have a very large teacher education program, the largest in Kansas. Currently we have partnerships with five different districts.
- We have expanded our definition of who we think are faculty in the College of Education. We no longer think of teacher educators as only those who teach professional education courses.

**Four topics with related questions were discussed by TEAC members in groups.**

- **Working with Adults** – What specific suggestions do you have for preparing future teachers to work with adults? (First consider the categories of adults new teachers will encounter in the workplace.)
  - The following adult groups were identified by the groups:
    - 1) paraprofessionals
    - 2) nontraditional families
    - 3) co-workers
    - 4) parents
    - 5) administrators
    - 6) volunteers
    - 7) building secretary and support staff
    - 8) mentor teacher
  - Recommendations: Candidates need more exposure to the following:
    - Special education staffings, parent-teacher conferences, getting associated with support staff (while in the school settings for student teaching or during block courses), opportunities to work on teams that include adult populations, special services.
  - Questions/Comments:
    - Identify interactions our students will have while in the schools, how to deal with those interactions, how to find support services.
    - Help students realize that the parent is not an adversary – we don’t spend enough time talking about this in our program.
    - Parent teacher conference efficiency – antiquated system, how do we build a relationship with a parent, especially at the high school when 30 parents are standing behind you waiting in line to talk about their child.
    - Prepare students for the change process related to working with adults – changes in technology, parent-teacher conference.
    - Address the teacher’s role as a supervisor in dealing with adults in the classroom – paraprofessionals, volunteers, parents.
    - The university should have a good relationship with the personnel in the buildings where students go for field experiences.
    - What is the content of the interpersonal communications class? Lots of role playing with students?

- **NCLB:** All Students – Identify specific suggestions for preparing future teachers to meet the needs of all students represented in a diverse student body.
  - Questions/Comments
    - Attitude – stop complaining and get on with it.
    - Be proactive rather than reactive. Build relationships. Teach our future teachers to look at their students as individuals rather than a classroom of third graders.
- Grant writing – a class at the university level. There is so much money out there but there aren’t many people who understand how to get it. As a classroom teacher, we need that experience. There is money available; we just need to teach the teachers how to get it.
- Teach the implications of the law at the undergraduate level. It may not be relevant at the time, but these are the laws that will affect teacher’s individual accountability as a teacher.
- We are going to need stronger teachers than we ever have had because teachers need to know content, standards, etc as well as diversity, learning styles. It is just so much and can be overwhelming. It might be time for us to be thinking about the idea of specialists at the elementary level. This would allow the teachers to be really good at one content area and not be as responsible for entire curriculum.
- Make every teacher a special education teacher. It means just “good teaching skills”. To be fair to children, we need teachers who are accustomed to dealing with diverse needs of students.
- How do we help our students become special education teachers? Look at specific field experiences to try to get this experience.
- Embed the standards into the course work in a meaningful and motivated way.
- Teach our students to assess the learners in their classrooms.
- Cooperating teachers need to be supportive of student teaching experience as it relates to performance assessment.
- How are we going to get the highly qualified teachers, especially for smaller schools that need to fill teaching positions in more than one specialization – small and rural schools?
- Educate and utilize parents and paraprofessionals to become more involved in the learning process.

- **K-State Faculty: Modeling Behaviors and Skills - K-State teacher education students/candidates/graduates are expected to demonstrate specific skills and behaviors associated with the College of Education Conceptual Framework.**
  Recommend specific examples of related behaviors and skills you perceive important for K-State faculty to model for teacher education students/candidates.
  
  o Questions/Comments:
    - Practice what we teach – even as administrators.
    - Go out to the classrooms where students are working to see what is really going on and experience the situation.
    - Engage learners, and do not lecture (Suggestion: Use the elementary strategies and apply them to secondary education.)
    - Model technology, more often and use effectively, in the classroom.
    - Be reflective about what works and what doesn’t work in the classroom. (We always talk about using student work samples that are good, but we don’t often break down things that don’t work.)
    - Portfolios – college professors should model what they are teaching here.
    - Model cooperative learning.
    - Respect all kinds of diversity.
    - Model tangibles.
• MS Degree in Curriculum and Instruction – Recently, the Kansas Board of Regents approved a new K-State Master of Science degree in Curriculum and Instruction (C&I). (This degree replaces two degrees: MS in Elementary Education and MS in Secondary Education). The new degree requires 15 credit hours in five core areas plus 15 hours of specialized content courses (preferably in departments outside the college). Five core areas include: (1) Curriculum, (2) Teaching and Learning, (3) Diversity, (4) Education Technology, and (5) Research and Scholarship.

• There was much struggle with this discussion. Are the core categories appropriate? Do they need to be added to or taken away from?
• It was felt that the core category titles are ok, but the content should be focused better within each core category. The core classes should be the same for everyone regardless of specialty area that is chosen later.
• How do you include all issues in each category when there are many subcategories for each core?

○ Recommendations:
  • The core overview courses need to include one common basic course for each category, regardless of the specialty being pursued (e.g. a single basic class on diversity in the classroom).
  • After the overview courses, courses that are more specific would be added to the non-core classes – specialty area.
  • Most teachers go back to school to move across the salary schedule and that is the wrong reason. Degree program should be for more than just moving across the salary schedule.
  • Courses must be grounded in research – assessment, research and best practice.
  • Suggest building around the Danielson’s Framework for Teaching.
  • Bias and testing assessment in terms of testing should be addressed in the diversity class.

○ Suggestions:
  • Other fundamentals for core: Law, Policy, Grant Writing, (perhaps these could be incorporated into the core areas).
  • Prioritizing knowledge felt to be important.
  • Assessment of good curriculum.
  • Reading in the content area.
  • Framework for teaching.
  • More integration of the curriculum from the top-down and bottom-up, e.g., government teachers should know what kindergartners are learning in social studies and vice versa.
  • Outcomes would be based on specialties.
  • Sample title: Learning styles in Teaching and Learning, Diversity: More rounded understanding about how culture affects learning process. Be more global, ESL, perhaps a course entitled Ethnic and Multiculturalism. For curriculum category courses related to scope and sequence, build around needs, NCLB standards, testing and organizational strategies, and standards alignment. Technology: Ways to use everyday technology and when to use it. Research and Scholarship: Statistical research, experimental (building and design), and assessment literacy.
Wrap up

Closing comments:
- NCLB is here and we need to quit worrying about it.
- I have a lot to learn but I am willing to do it. If I make one difference in one child's life, I have done my job.
- We have some wonderful students in K-State's program.
- Because of the partnerships, students today are better prepared than we were when we went through the program.

Next Meeting: April or May