

## NCTE STANDING COMMITTEE 'B' MINUTES

Standing Committee: Committee 'B'

Date: October 13, 2017

Location: The Cornhusker – Arbor Room

The meeting was called to order at 12:45 p.m. by Pat Madsen (for Sharra Smith)

Secretary: Please take attendance and indicate any absences, alternates, or guests.

District	Name	Present/Absent	Designated Alternate for Voting Member	Guest or Alternate
4	Alford, Sue	Absent		
1	Anderson, Tim	Present		
7	Blundell, Patti	Present		
8	Bone, Alan	Present		
6	DeHart, Erin	Present		
5	Forester, Lyn	Absent		
1	Gay, Anna	Absent		
2	Habrock, Bary	Present		
3	Ludeke, Pat	Absent		
3	Ludwig, David	Absent		
8	McCann, Blane	Present		
2	Rice, Caroline	Present		
1	Schlieder, Mary	Absent	Joey Zbylut-Birky	
4	Smith, Sharra	Present		
1	Skretta, Sara	Absent		
5	Wiseman, Dana	Absent		
	Van Gomple, Sarah			Alternate
	Williams, Kerry			Alternate

**Officers: Chair – Sue Alford**

**Vice Chair – Sharra Smith**

**Secretary – Caroline Rice**

### **Business Conducted:**

**1. Introductions** - Committee members introduced themselves and the sign-up sheet for the social sciences ad hoc committee was passed among the group.

**2. Approval of Standing committee 'B' Minutes form June 9, 2017 meeting** - Motion by Ludeke and second by DeHart to approve the minutes of Standing Committee 'B', June 9, 201. Motion approved.

**3. Discussion regarding attracting and retaining diverse teacher education candidates/educators / Responses to Guiding Questions—Diversifying the NE Teaching Force (handout) NOTE: Please record responses to questions.** Discussion followed.

What are barriers to achieving a diverse educator pipeline?

- Diverse candidates many times are first generation college students and face multiple challenges.
- Initial tests are hard to pass and are expensive especially if they must be taken multiple times.
- Many of these students have to work, especially at home on weekends.
- They perceive so many roadblocks that it is easier to follow another major.
- We need to interest the students earlier (elementary school even) in the teaching profession.
- Students do not see teaching as an esteemed profession.
- First generation students are encouraged to look at higher paying professions by their parents.
- Sometimes scholarships end after the first year and students have to leave college.

What are strategies to overcoming those barriers?

- Chadron encourages going to a 2-year college to start the college education process (saves money).
- York College has hired diverse coaches for their sports program. Coaches talk to classes about how they made it through. The college provides tutoring and tutoring materials for passing PRAXIS.
- Workshops in P-12 districts and schools can help staff become more aware of how teachers' presuppositions affect students' perception in becoming teachers.
- Omaha South has opportunity for students to take an Introduction to Education class and spend time in various classrooms.
- At the high school level students should be told if they would be good teacher candidates. Many students in education programs tell about a teacher who influenced them and told them to consider being a teacher.
- Have opportunities in high school to experience what teachers do. (Internships, shadowing).
- Paras in teacher programs are ways to get diverse teachers prepared, but they have trouble with the PRAXIS.
- Colleges can adopt classrooms in elementary schools.

What resources are available?

- Nebraska Writing Project, I Love Public Schools, Educator groups are good resources.
- Colleges could develop community support for candidates in smaller communities.
- It would be helpful for elementary schools to have partner schools from other areas so interaction happens early.
- One needed resource is money. Would a higher salary increase the number of teachers? P-12 teachers can earn more in public school teaching than they can teaching at an institute of higher education.

**4. Discussion regarding current Curriculum Supervisor (revised to Leadership for Teaching and Learning) endorsement.** The way things are administered are very different from district to district. Is there a middle ground between teacher and administrator? This would be an administration endorsement, but people with this degree are not used as administrators. If they do not become an administrator, they lose the endorsement. Administrators do not consider this endorsement in selecting candidates for additional roles. The feeling is that the endorsement is not valuable. The committee supports the executive committee recommendation to discontinue this endorsement.

#### **5. Responses to Marketing Initiative.**

Not presented—no discussion



**6. Guidance for Social Sciences *ad hoc* committee.** The issue of having one field endorsement only or retaining individual endorsements will be important in the committee work.

**7. Adjournment:** The meeting was adjourned at 1:58 p.m.

**Standing Committee Recommendations for presentation to Full Council:** None

**Minutes submitted by:** Caroline Rice