

NCTE STANDING COMMITTEE 'A' MINUTES

Standing Committee: Committee 'A'

Date: March 8, 2019

Location: Olive Branch Room – The Cornhusker Marriott

The meeting was called to order at 1:00 by Diana Casey

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

District	Name	Present/Absent	Designated Alternate Member Present	Guest
8	Adler, Mark	Present		
	Ashton, Michael	Present		
8	Barnes, Paul	Present		
8	Blakely, Dana	Present		
1	Adams, Peter	Present		
2	Casey, Diana	Present		
7	Coe, Travis	Present		
	Dirksen, Brad	Present		
3	Evanich, Sue	Present		
3	Freese, Debra	Absent		
5	Marymee, Fran		Susan Ptacek	
6	Mathews, Katie	Present		
5	Sankey, Lorinda	Present		
3	Spethman, Phyllis	Present		
1	Stake, Susan	Absent		
3	Vlach, Jim	Present		
	Wheeler, Kathleen			ALT
	Garcia, Devin			Guest
	Allen-Pickett, Jessica			Guest
	Jansky, Jenny			ALT

Officers: Chair – Diana Casey

Vice Chair – Paul Barnes

Secretary – Katie Mathews

Business Conducted:

1. Introductions

2. Approval of Standing Committee 'A' Minutes from October 12, 2018 meeting

Motion to approve the minutes made by Vlach, seconded by Coe. Motion approved.

3. Discussion: Impact of LB 1052 (dyslexia legislation) on school districts and institutions

The higher ed institutions have looked at best practice / standards of teaching reading, researching and understanding the science of Dyslexia. Implementation of content relating to Dyslexia is being placed into required coursework and course descriptions.

The special education department at NDE is updating the technical assistance document that is currently available on line regarding Dyslexia.

P-12 institutions are having discussions with special educators on how to include Dyslexia as part of a special education verification under Specific Language disorder (as a learning disability).

More clarification is needed on Dyslexia, and how is it diagnosed or verified; training teachers on how to deal with dyslexia and incorporating it into their daily curriculum involves creating time to work with students diagnosed with dyslexia, and will there will be additional costs to institutions when dealing with this issue.

4. Discussion: Ideas on the symbiotic relationship of P-12 schools / districts and higher education institutions when it comes to preparing a future teacher. How do we share the responsibility of preparation, i.e. expectations for quality practicum experiences? Definition of a quality cooperating teacher, definition / description of a quality candidate, rewards for cooperating teachers and districts, etc.?

As a result of AQuESTT, some changes have been made in the process of assigning cooperation teachers to student teachers. Processes are in place now for student teachers to give feedback regarding the cooperating teacher. Placement of students teachers is an issue and needs improvement. Schools sometimes request placement of student teachers to fill current/future vacancies at the school, and there may not be a mentor for them. Could there be some kind of financial incentive for cooperating teachers, or perhaps lessen their course load to mentor student teachers? Perhaps a newly certified teacher should not teach a full course load and should have time set aside to work with a mentor.

5. Committee Work: As a committee, generate a list of your 'top five' biggest concerns related to education in Nebraska. (As a suggestion, this could be divided into various sub-headings: top concerns from the P-12 perspective (public and private); top concerns from the higher education perspective; top concerns from teachers; top concerns from the citizens of Nebraska, etc. Your lists might also be divided by 'immediate concerns' and 'long-term concerns' (what do you see coming in the next five years?))

- a. Alternative certification, teacher shortages and preparation, finding qualified and diverse candidates
- b. Shrinking resources (both financially and time issues), yet demands with accountability and expectations are increased
- c. Disparaging achievement gaps
- d. Erosion of local control, along with relying too much on philanthropy
- e. Improper CAEP decisions that negatively affect teacher education programs

6. Adjourn – 2:00 p.m.

Standing Committee Recommendations for presentation to Full Council:

Minutes submitted by: Katie Mathews