

NCTE STANDING COMMITTEE 'B' MINUTES

Standing Committee: Committee 'B'

Date: March 8, 2019

Location: Arbor I and II – The Cornhusker Marriott

The meeting was called to order at _____ by _____ Sharra Smith _____

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

District	Name	Present/Absent	Designated Alternate Member Present	Guest
7	Blundell, Patti		Don King	
6	DeHart, Erin	P		
8	Edquist, Marsha	P		
1	Ernst, Randy	P		
5	Forester, Lyn	P		
2	Habrock, Bary	A		
8	Loney, Susan	P		
3	Ludeke, Pat	P		
3	Ludwig, David	A		
8	McCann, Blane	A		
2	Rice, Caroline	P		
1	Schlieder, Mary		Cindy Copich	
4	Smith, Sharra	P		
1	Skretta, Sara	P		
5	Wiseman, Dana	A		
	Helt, Michelle			
	Hemmingford, Patty			
	Karr, Diane			

Officers: Chair – Sharra Smith

Vice Chair – Caroline Rice

Secretary – Sara Skretta

Business Conducted:

1. Introductions

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

Move to approve: Randy Ernst

Second: Pat Ludeke

Unanimous approval of minutes.

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

- Some school districts assurances and systems may not match what the law requires so additional professional development is needed
- Higher ed has had dyslexia legislation embedded within its programs so the impact is ensuring that it is specifically done in the way that is required for reporting.
- Concern that this is another bill that didn't need to be specifically put into legislation (i.e. compared to other disabilities) because of a lack of information and education by the right people.
- Discuss how ESUs could develop professional development for dyslexia that would provide to teachers that would be offered across the state and would be easily accessible and affordable. Chadron has partnered with ESU 13 and developed a 1 credit hour online course that is currently being offered.

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.?

- Chadron has implemented a full year internship based on the John Goodlad model to better prepare them to be teachers.
- Community-PK-12 & EPP must continue to work together as a group to incentivize people to go. Something similar to the RHOP program might be good to recruit teachers to some places
- Work with communities for incentives and the NSEA mentor program, and then keep that going
- Discussion on the need to look at paying student teachers to sub or in other way as a tool. Providing cooperating teacher compensation offers vouchers, credit points would like to see that.

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?))

1. Amount of testing required in the spring is significant and greatly reduces available instructional time.
2. Data points used for some NDE broad reports are not necessarily ones that tell the entire story and gathering input on what data should be collected at times would be advised.
3. Rapid changes at NDE have occurred and have resulted in some challenges with expectation, communication, etc. NCTE values the communication between all PK-12, Higher education and NDE as it is unique and we prioritize this. We want to continue to focus on high level conversations to move education forward and highly value NCTE as the ability to facilitate that within the state
4. Standards and accountability work need to add specific references to higher education and educational leadership so that all work is focused on those that play active roles in Nebraska education. The continuing concern that the legislature often does not understand what we are doing at all levels of education.
5. Continue to grow more teachers in our state, offer incentives, retain them and supply them to all parts of the state needs to be a priority.

8. Adjourn

Standing Committee Recommendations for presentation to Full Council:

Minutes submitted by: Sara Skretta