

NCTE STANDING COMMITTEE 'C' MINUTES

Standing Committee: Committee 'C'

Date: March 8, 2019

Location: Hawthorne Room

The meeting was called to order at _12_____ by _Mark_Linehan_.

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

District	Name	Present/Absent	Designated Alternate Member Present	Guest
6	Bird, Dan			
5	Brown, Sarah		Sandy Bartholomew	
4	Cook, Tim			
6	Dumas, Chad	X		
6	Feinstein, Sheryl	X		
	Frison, Deborah	X		
7	Hanson, Rachel			
	Illich, Paul			
8	Jankovich, Doreen	X		
5	Kunkel, Ellie			
3	Lenihan, Mark	X		
5	Moss, Donna	X		
8	Peal, Paula	X		
6	Rempp, Kass	X		
4	Tebbe, Michelle	X		
8	Truemper, Edward	X		
	Lloyd McIntyre	X		X
	Rachell Palmer	X		X

Officers: Chair – Mark Lenihan
 Vice Chair – Paula Peal
 Secretary – Chad Dumas

Business Conducted:

1. Introductions

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

Donna Moss motioned, Doreen Jankovich 2nd. No discussion.

Viva voce motion passed

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

- Staff development for gen and sped teachers and admin is needed—misconceptions, identification, etc to ensure compliance with the law. This is a significant concern given backgrounds, misconceptions, prior training, etc.
- Dyslexia is not just related to reading
- Bill was poorly drafted with no funding or parameters for monitoring and support

- There are numerous lawyers ready to sue on behalf of students for failure to comply
- The Technical Assistance Guide from NDE (2016) has guidelines for screening and identifying students
- Schools use RtI/MTSS to identify and intervene with students
- Suggestion of creating a task force to teach the teachers about identification and how to intervene (and includes K – 12 and higher ed)
- Consider having an interim study (ask Pansing-Brooks to write) to see how implementation is going to find out what resources are needed to implement fully
- Higher ed feels confident in the changes they have made to elementary endorsements to meet the dyslexia requirements, whereas secondary endorsements are more difficult
- How to support upper-level students (and teachers teaching students) when changes in dyslexic processing happen for kids
- This is an unfunded mandate that requires significant resources to fully implement
- Consideration of online continuing education resources to facilitate learning for current professionals, or courses through districts that provide college credit

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.?

- Need to start working with kids while in high school (Educators Rising) or earlier (like FFA—starting at age of 8ish, plus hands-on and regular learning/experiences)
- Consideration of Career Pathways that have a capstone course for dual credit through institutions of higher ed
- Difficulty in recruiting science people
- Recruiting of top 10% kids to go back into teaching after graduation by financially incentivizing them through “bonuses” the first few years and/or paying for Masters degree
- How do we connect college students who don’t want to be, for example, a doctor (or other science or mathematics fields), but want to be a teacher (to get them a teacher certificate)? Connecting people with deep content knowledge to education programs for certification. . . There are certification routes that are available to work with people in these circumstances.
- Different institutions offer different rewards for cooperating teachers through credits to be used towards graduate classes or straight-up graduate classes for no charge

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?)

Mental Health

Early Childhood opportunities/programs/teachers for all 3 – 5 year olds

Funding

Standards keep going up and up and up

6. Adjourn

Standing Committee Recommendations for presentation to Full Council:

- Motion by Truemper to have a task force of NCTE members to study the issues that are necessary for full implementation of dyslexia screening and intervention in K – 12 and for teacher education for screening and intervention. 2nd by Tebbe. Discussion included other issues that will need to be addressed by the task force (e.g. assessment accommodations). Viva voce vote passed.

Minutes submitted by: Chad Dumas