

Nebraska Council on Teacher Education

Nebraska State Board of Education Educator Preparation Advisory Committee

NCTE STANDING COMMITTEE 'B' MINUTES June 11, 2021

Officers: Chair – Sharra Smith
Vice Chair –Caroline Rice
Secretary – Sara Skretta

(Attendance on the last page)

BUSINESS CONDUCTED:

Meeting was called to order at _10:30 a.m._____ by ____Caroline Rice_____

1. Welcome and Introductions

2. Approval of Standing Committee 'B' Minutes from March 23, 2021 meeting - passed

3. TOPICS:

- **NCTE New Member Development**
 - Should develop some online modules that cover various things (Overview Rules, committee member vignettes, etc.) that can be viewed on their own before the first meeting
 - New member orientation the hour before the first meeting – **required**;
 - go through the rules, navigating the website ; how to pick an alternate if you can't come; welcome letter from NDE in summer
 - Mentor from assigned committee check-in before first meeting and be the friendly face for first meeting
 - Alternates included so they are ready to step in whenever – should be treated as “regular” new members
 - On screen at first meeting – welcome new members; picture on screen to welcome; short bio on people (on website to link); can we add a membership directory with pictures?
 - Walking through the actual meeting structure, what to expect, what your role is
 - On-your-own education modules (no grade)
 - Committee introduction so they know what this is
 - Voucher explanation – logistics of the trip, reimbursement, etc.
 - Create a membership position to coordinate it; or new member committee to make sure someone is there
 - Mission statement printed on the agendas
 - Committee members printed on the agenda

- **Dr. Steiner's Recommendations**

Discussion:

A. New Member Development (see above)

B. Dr. Steiner's Recommendations-

What do you agree with?

What do you disagree with? Why?

What are areas that you want more information about?

We discussed our notes from last time and revisited the recommendations.

Recommendation 1 (Accreditation): Once the NDE has finalized its work, their rubrics, visiting protocols and standards for Rules 10 & 14, we encourage the department to align state standards, CAEP, and AQUEPP standards for all teacher preparation programs utilizing and maintaining a Nebraska specific context. We recommend that Nebraska remain associated with the national accrediting bodies so EPPs who wish to pursue national accreditation may do so and the reciprocity that comes with being a CAEP state can be retained

Recommendation 2 (Undergraduate & Graduate GPA): We agree with Dr. Steiner's GPA recommendation. Currently in Rule 20, it states that "Candidates for admission to clinical practice must hold a cumulative GPA of at least 2.75 on a 4.0 scale or its equivalent" (NDE) Adjusting the entrance GPA to 2.75 would work so long as the 10% of admissions are allowed for exceptions. The 10% is the critical piece and if it is removed, we would *not* support it.

Recommendation 3 (Praxis CORE): We agree with Dr. Steiner's recommendation to remove Praxis CORE as an entrance requirement. We recommend the NDE entertain alternative options such as evidence of passing general education coursework at the collegiate level, ACT/SAT scores, work/life experience, AP coursework, etc. to demonstrate appropriate basic skills.

Recommendation 4 (Elementary Content Knowledge): We do not agree with this recommendation. NDE Rule 20 currently restricts course loads for faculty (004.03C) and adding more coursework would require more faculty. This would also require teacher candidates to take more courses, pay for more courses, and increase barriers to get into the teacher profession. Additionally, we believe the NDE Rule 24 has ample content expectations listed for the elementary endorsement by requiring "A minimum of 30 semester hours of academic coursework distributed across the four curriculum areas of English language arts, mathematics, science, and social studies/history. A minimum of six (6) semester hours is required in each of the four areas" (NDE). Coursework is also required in the area of fine arts and humanities and the area of health and wellness. With each Nebraska educator prep program meeting these requirements for program approval, we believe this recommendation is already in place. We would request the Nebraska data that indicates this is an area of deficiency.

Recommendations 5 & 6 (Literacy): We do not agree with these recommendations. In viewing these recommendations from a Nebraska context, we believe NDE Rule 24 has sufficient literacy expectations listed for each endorsement area. We appreciate the flexibility allotted to programs to structure their courses in order to comply with state regulations and are open to adding literacy as a line item in the matrices. Teacher candidates needs strong foundational instructional and pedagogical knowledge but district want and need to train them on their specific instructional and curricular models.

Recommendations 7 & 11 (Clinical Practice & Alternative Certification): As a college recommendation state, Nebraska already has specific guidelines in Rule 20 (005.03) regarding time spent in field experiences and clinical practice. Each program has developed systems to meet these guidelines through various avenues for both undergraduate and graduate programs. The flexibility the NDE provides for programs decreases barriers not only for our students, but for programs as well. We believe

residency programs are beneficial but should not be mandated. We also believe that alternative certification is necessary for our state to help alleviate teacher shortage, but that Dr. Steiner's recommendation of "gradual release" for a first-year teacher adds a barrier to administrators trying to staff their schools. We want to keep the quality expected from Nebraska teachers by maintaining high standards for educators coming to us from our own Nebraska teacher preparation programs and those coming from out of state. It is imperative that EPPs and school districts play a significant role in the development of alternative pathways so that the application will be embedded with the policy and procedure.

Recommendation 8 (CP Assessments): We believe Rule 20 (005.03) outlines expectations that are already requiring a skills-competency approach. This is evidenced in the state-wide Clinical Practice Rubric, the clinical practice observation requirements, and the Rule 24 endorsement requirements. Many, if not all, educator preparation programs already have written-, oral-, and video-based assessments integrated in their classes and field experiences that could be submitted during accreditation cycles without needing to adhere to a separate skills competency program. These programs (EdTPA, PPAT, etc.) increase barriers to our students and workforce due to cost, time, and workload for both students and educator prep institutions. Canned evaluation programs remove the personal engagement of the evaluation process.

Recommendation 9 (District Partnerships): We agree with Dr. Steiner's recommendation that teacher shortage discussions happen with the school districts. We recommend conversations take place and data be gathered by the NDE regarding not only where schools are showing shortages, but where schools are no longer being able to offer programs/classes or are consolidating schools/classes due to teacher shortage. We also recommend partnerships encompass multiple stakeholders (PK-12, college/university, NDE) and that data be shared in easy-to-read comprehensive formats including both current data and trend data. With regard to preparing students to implement district materials, we believe the NDE Rule 24 guidelines already contain this expectation and that it could be a line item added to the accreditation matrices.

Recommendation 10 (Certification): We disagree with Dr. Steiner's recommendation "that teachers be National Board Certified to become a Master Teacher." In the state of Nebraska, there are multiple graduate degree options being offered within our educator preparation programs that meet high expectations set by the Nebraska Department of Education and other accrediting bodies. We believe both master's degrees and National Certification can improve teacher quality and that teachers should be recognized for their increased knowledge and skills upon receiving a graduate-level degree or National Board Certification. The Nebraska school districts already have increased compensation in place for those obtaining higher degrees and some have incentive for being nationally certified as well. By requiring National Board Certification for all, we are increasing barriers for our teacher candidates and current teachers as this is a program versus allowing it to be an option for moving toward Professional Certification and compensation (if a district honors that piece).

What additional recommendations do you have for the Full Council?

Overall we believe that they need to be taken within the Nebraska context so adjustments need to be made. Nebraska data should be used to determine areas needing improvement before massive changes are made.

These rule changes need to also be aligned with AQUESTT, NTPPS and the State Board of Education goals (specifically those addressing removing barriers and expanding diversity of educator workforce).

5. Prepare Presentation for Full Council:

A. Committee B Recommendation on New Member Development

B. Committee B Recommendations from Dr. Steiner's presentation

6. Adjourn

Minutes submitted by: Sara Skretta

Boyer, Chad GOV	Present
DeHart, Erin HED	Absent
Edquist, Marsha TCH	Present
Ernst, Randy HED - Diane Mickey alternate	Present
Frey, Tim HED	Present
Harris, Jason GOV	Present
King, Don HED -Adam Fette alternate	Present
Lofquist, Kraig GOV	Absent
Loney, Susan TCH	Present
Ludeke, Pat TCH	Present
Rice, Caroline TCH	Present
Skretta, Sara HED	Present
Smith, Sharra GOV	Absent
Wenninghoff, Patty TCH	Absent
Worrell, Cory GOV	Absent

Guest – Kass Rempp