

# UA TEC MEETING MINUTES 11/16/2018

## UA Teacher Education Council Friday, November 16, 2018

### Meeting Notes

Present: Steve Atwater, Amy Vinlove, Virgil Fredenberg, Ernestine Hayes, Katy Spangler, Cathy Coulter, Claudia Dybdahl, Paul Ongtooguk, Diane Kardash, Amy Vinlove and Jonathan Bartels

Absent: Douglas Cost, Sean Topkok

1. EPP UPDATE:
  - a. UAA: Still haven't heard from CAEP—still waiting. We have 2 finalists for the director--trying to get them scheduled for the first week of December.
  - b. UAF: Nothing at the moment.
  - c. UAS: CAEP week – UAS is intensively working on the self-study; writing is happening. Looking forward to getting the self-study out to CAEP in the first week in February.
2. 10/26 TEC MINUTES:
  - a. Steve introduced the minutes, which were shared on November 09<sup>th</sup> with the group; there were no comments, suggestions or reservations. The minutes are approved.
3. TEC CHARGE:
  - a. Steve gave people a chance to comment on the charge as accepted last week. Looking for any last minute additions.
  - b. Amy had a questions about the membership; it was seen in various places that UAS had 2 administrative representatives, one being Steve and then one other. In other places, UAS seems to have just one representative. Are the campuses equally represented from the 3 MAUs?
  - c. Diane replied that this was her error—she assumed that the 2<sup>nd</sup> person (Assistant Dean) would be coming into UAS and would also be on this team, which was a mistake. This was left over from her draft.
  - d. Steve indicated that the representation is equal, 4 for each MAU.
  - e. Katy noted that we should have the number 12 to clarify this. Additionally, Katy prefers Option 1 from 10/26,
  - f. Ernestine added that the AK Native representation needs to be perceived as an integral part of the membership, as she originally offered in Option 3. She doesn't want the AK Native Representation to be seen as a “by the way statement”, but acknowledged as an integral part of the membership, versus an add on.
  - g. Steve noted that AK Native Studies Council is an integral part of the membership; inquired with Ernestine if she'd like to offer additional language. Ernestine noted she offered Option 3 already.
  - h. Virgil offered that the phrase with the word “nominating” be moved to the sentence before it.
  - i. Claudia asked Ernestine if there are any ideas for how to record her wishes, and suggests the following phrase “TEC is a body with representatives from AK Native studies, administration and faculty”, and then go on to delineate it. The problem is, some AKNC membership are also faculty—trying to distinguish that can be difficult.

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- j. Ernestine noted that Option D makes this differentiation the best.
  - k. Cathy wondered if the articulated intro was better, then define specifically how each EPP is represented.
  - l. Virgil believes that we need to change “nominated” to “picked”, as representatives were not nominated, and dislikes the term “improvements.”
  - m. Claudia notes that she likes the term, because it’s broad enough to encompass anything they’re trying to do. She would like to make sure the charge says that it is there to support and advance education programs—not improve them.
  - n. Katy asked if the phrases “diverse peoples of Alaska”, the “Alaska Native population” and “indigenous peoples” redundant? Striving for simplicity.
  - o. Ernestine responded that this phrasing isn’t redundant, and that it’s there to differentiate between native communities and native learners.
  - p. Paul stated that the words “seeks to educate” feels off.
  - q. Ernestine replied that it would be fine to add “the communities it serves” instead of “seeks to educate.”
  - r. Cathy voiced her dislike for the word “accountability.”
  - s. Steve asked for any objections, comments or suggestions for the charge as it reads now. Hearing none, the charge is re-approved. Additionally, this work is to be done during the week—this work is facilitated through online forums, accessible at all times so please continue to offer suggestions. This is not being dismissed, and is very important, so please continue to participate, just do so outside of the meeting.
4. EDUCATION DATA:
- a. Steve shared that the AKCOE is hiring a Data Analyst and a recruiter. Additionally, the AKCOE is looking for 2 Faculty Members to participate in an education data conversation in conjunction with the UA Institutional Research Committee; these faculty will help to guide and design the data collection for the UA system. These do not need to be members from the TEC.
  - b. Amy voiced her assumption that the directors need to be involved in this—are you asking for 1 director and 1 faculty member?
  - c. Steve replied that the direction as given to him was 2 Faculty Members, but a director would be fine as well.
  - d. Claudia mentioned that it makes more sense for the UAA Director to at least start the conversation.
  - e. Amy noted that she doesn’t see how the directors couldn’t be involved in the collection of data on their EPPs. The question then becomes do we wish to have additional people on the committee, not having someone serve in lieu of the director.
  - f. Steve will confirm what is needed for representation
5. RECRUITER:
- a. Steve redirected the conversation to the next item, requesting 2 people from the system to be on the hiring committee for the recruiter Hire. The recruiter has 9 applicants, and committee members to screen, the recruiter will be recruiting for the entire system.

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- b. Claudia questions how the system-recruiter would work; Steve replied that the recruiter would be hired and paid through the AKCOE, serve all 3 campuses, and develop a recruitment plan framework in consultation with the units to guide his/her activity. Steve asks that Amy and Claudia get back to him with names, if they wish to participate. Amy volunteers. Claudia says she'll get back to Steve on that.
6. RESPONDING NOT REACTING TO K-12:
- a. Steve moved to the next item, designing a process for how to respond to K-12 activity. Before I introduce Claudia to speak on this topic, we need to discuss how to respond, what is the process with responding to K-12 activity and what changes will there be? What is the process that we use with K-12 when we are prompted to initiate changes; does that require a system-level response? An example is from the University of Wyoming (included on agenda). How do we properly respond to K-12 interests and keep a healthy relationship with the K-12 institutions? We need to decide whether we ignore, react, or respond, and when/how we do these processes. I'm not suggesting that we jump every time someone says jump, but we need a process to respond to K-12.
  - b. Amy added that a mechanism for being more systematic in our responses would be to make it part of the process of this council to have individual institutions share things that are brought up at their EACs for the MAUs. For example, 2 weeks ago we had an EAC meeting at UAF, where we have representatives from the school districts come together and share information. If we had a standing agenda item where we came back and told the committee about contributions from regional stakeholders, we can look for statewide trends, and determine if they're regional or statewide needs. Whether it's regional or statewide determines how we craft our process/response; one way to determine this is to aggregate the information that we're getting from our stakeholders through our EACs.
  - c. Steve replied that UAS EAC is meeting on the 29<sup>th</sup>, and we'll be getting a similar type of feedback. Since the AKCOE doesn't have an anchor school district, its members are from all over Alaska. The idea of a standing item is productive—it's really incumbent on UA not to be sitting on the sideline, but to make sure that we're properly addressing input from K-12.
  - d. Virgil agreed that we needed to have some type of process for how we handle information that comes to us. The TEC could review the items, do research, bring it back and decide. Now we need a process—is this process for the TEC? The MAUs? How can we support one another?
  - e. Claudia is invited to describe the situation with ASD and UAA; she says that this is an important conversation and that we should have it face to face soon, as the issues are very broad and deep. The first thing I'd like to talk about is the ASD, which formed a partnership with Chadron State College in Nebraska. Specifically, this program is designed to train principal candidates and the ASD is supporting anyone who joins this cohort with scholarship and release time to complete their internship. This impacts UAA the most, because most of them would have been enrolled here, in the UAA principal certification program. It's more than UAA, it's a system-wide thing. They could have gone to the UAS leadership program, they're talking about MAT in counseling,

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curriculum and instruction and Ed leadership. Some partnership—I think what it means, to me, is that large districts with some money can say “this is what we want, who wants to give it to us” and they can partner in/out of state, and it becomes more of a marketplace and we need to talk about what that means. It’s not an isolated situation, and it has repercussions for all our programs. We need to reposition ourselves.

Additionally, Mat-Su school district voiced their confusion and frustration about which interns are with what MAU, and what requirements go with which interns—there’s no consistency; Mat-Su is getting to the point where they’re going to tell us what our interns will do if they wish to do an internship there. The repercussions for programs is immediately evident—we need to look at the next 5-10 years and how we’re going to position ourselves. There are a ton of questions that come from these experiences.

- f. Steve thanked Claudia, and reminded the group the function here is to advise—there is certainly process difficulty, and things aren’t going as smoothly as they should. School districts don’t owe UA anything, and they are free to do as they wish. It’s our goal to capture these programs, or at least be at the table, before they go out of state. There has been difficulty before, so we certainly want to make our processes as smooth as possible. UAA is a local example, but universities everywhere are hungry for students, and they want to do business everywhere. Essentially, we need to respond in a way that is productive, proactive and not waiting for an event, and then try to react—opening this up for conversation for how to maintain that good, positive relationship.
- g. Cathy noted that she feels education faculty are, in a way, “under attack”—with editorials in the newspaper and task force meetings, there were some pretty pointed statements made that there’s a connection between low scores in the state and how UA preps its teachers. This is a statewide narrative that isn’t going to go away on its own.
- h. Steve voiced his agreement, and drew attention to the feedback the UA System receives, which is mostly positive. The employers of our graduates give this positive feedback, although the K-12 system isn’t performing as highly as people would expect. There is a frustration and a lot of tension, and finger pointing because of this, UA is being blamed for a lack of preparation. The idea is to try and address this by maintaining good relations and communications, and staying aware of the changes and pressures at the K-12 level—we want to affect this change, and make sure we help drive it.

ASD situation is awkward, because it suggests that UAA missed the boat or dropped the ball; this is pretty public and we will need to respond. UAA supported principals and now ASD is going elsewhere.

Claudia stated that it was told to her by Superintendent Bishop that it’s a little more complicated—if it goes into the news there is no telling how the Chancellor will chose to handle it. The superintendent was really mad at the ANSEP program on this campus. She stated she was going to give UAA the first right of refusal for the Principal Prep Program, but decided not to. So, it’s complicated and UAA is responsible for not maintaining consistently a better relationship with the school district. It’s kind of a mess.

- i. Steve voiced agreement, and stated we don’t need to go there too deeply, but it’s a complication that affects the system and it’s a wakeup for all of us to maintain stronger relationships with K-12.

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- j. Claudia mentioned that there is an additional piece as well—let’s say the superintendent hadn’t gotten mad at ANSEP, and came to us and asked for a principal prep program that teaches this, this and this, and wants a say in who teaches in it and want sto be able to have input into the curriculum, and this is the most important question—how would we have responded?

**\*\*POWER GOES OUT IN JUNEAU\*\***

### 7. WHERE DO GRADUATES GO?

- a. Steve mentioned that the last piece to talk about is “where do the graduates go?” there are a lot of ways for how to best report EPP activity, and one of the ways that we’re familiar with is to report the number of awards, and the number of people who receive awards. The number going out the door of graduates is not the number being hired in Alaska—there is a table available in the link.

Steve wanted to bring the metric to the attention, of this team which UA is asked to meet: this is a difficult metric. The function of the hire isn’t a university function, and not something UA can control. What happens is that UA is preparing people for diplomas, but it doesn’t translate to those people going to teach. Should UA be playing a greater role in employment?

Steve stated that the big picture is that AKCOE is now asking if rethinking the 90% goal is the right things & initiating conversation at the statewide level and the presidents’ office—which is an awkward rethinking because it’s been stated so boldly. It may be met with a lot of resistance. This is open for discussion.

- b. Virgil asked where the numbers came from; Steve responded the Department of Education. People at UAA have gone into those numbers. Only 127 of the 2017 hires were prepared by UA; doesn’t reflect recent grads. Each fall in October the school districts provide staffing lists of who is working. They look at those who are new to the system—awful low compared to 244 who went out the door, ready to teach. These grads may have been prepared in any of the years, no way to know when the hires actually graduated.
- c. Cathy wanted to mention something back on the earlier agenda item about relationships with districts, and wasn’t sure if everyone was aware of the context in Anchorage where teachers are being told what to do at what time of the day, for very specific curricula they haven’t been trained on.

Teachers are upset with the district and the word strike has arisen on multiple occasions. They want to put recess time in the contracts, as students are allowed 20 mins of recess a day; the teachers are asking for 20 mins of professional autonomy to decide to give kids additional recess time based upon their understanding of their own kids’ needs. There’s a big problem with academic freedom they feel they have, and this context is relevant because we become easy scapegoats when test scores are the metric and teachers are unhappy—it’s easy to deflect. I think this is part of what’s happening.

- d. Steve believed that they have reached a tentative agreement, but hasn’t seen it yet. It was likely settled, but certainly contributes to this, and for the EPPs as prep units, are

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we preparing people to operate in this system and UA offers pretty good exposure, but the clinical approach to teaching that is often suppressing response to individual is problematic.

### 8. GOOD OF THE ORDER:

- a. Next meeting 11/30 at 830a
- b. Job availability, for a student is available with a program enrollment type certificate, multi-graded; secondary or elementary would work.
- c. Jan 11 in UAA will be a full day meeting. I will get you the travel piece, everyone will come to UAA. Info to come before thanksgiving break. Opening it up to go around the room.
- d. Katy thanked Diane for participating in reading task force work that will happen on Nov 26.
- e. Diane is looking for input for UAA/UAS input so we can all be represented.
- f. Ernestine would like to remind everyone that in the last meeting the words that she added were discussed and accepted. She is not sure why we're resurrecting them to revisit, it doesn't necessarily have to be part of the charge if that's someone's concern, but suggested the committee perhaps review the minutes from the last meeting to make sure where that stands.
- g. Diane thanks Johnathan; not returning in January so he will be missed. Thank you for being part of the group.
- h. Amy seconded what Diane said. She also wanted to point out at the SW leadership meeting President Johnson had his numbers up for his targets in relation to the percentage of educators hired—so if they're using the numbers from 2017 as a baseline for improvement, that will work in the President's favor because 127 is the lowest number that we've had since 2013. So if that's what they're using as a standing point, there's nowhere to go but up.
- i. Steve noted that's part of the problem, he doesn't use that number, he uses the number of awards. What is in that table, is the number of people. He uses the awards. His numerator and the denominator is a constant 830. The whole thing needs attention.

The meeting is adjourned at 10:07am