

UNIVERSITY TEACHER EDUCATION COUNCIL (UTEC)
January 27, 2023, 9:00 - 10:30 am
Ohio Union
SPHINX Centennial Leadership Suite (room 2015)
MINUTES

In Attendance: Randy Smith, Don Pope-Davis, Jenell Igeleke Penn, Michele Brown, Howard Greene, Antoinette Miranda, Binaya Subedi, Daryl Kinney, Caroline Clark (also representing Dustin Miller), Greg Rose, Sophia Jeong, Marc Guerrero (also representing Lori Patton-Davis), Ben Kanzeg.

1. Greetings and introductions (Don Pope-Davis):

- a. Tami Augustine is no longer working for The Ohio State University, as she has taken a post at another institution. We are extremely grateful for all of Tami's stellar work and attention over the last few years. There was no animus because of her leaving. She was a contributing member of the College and the University, and we have shared our appreciation with Tami.

2. New Business

a. Review of October 7, 2022, Minutes (Randy Smith):

- i. A motion was made to approve the minutes, and that motion was passed unanimously with no corrections or updates.

b. Ohio Assessments for Educators (OAE) Data Summary (Antoinette Miranda):

- i. Carrying on the work of Tami Augustine, we continue to see great data come out of APL. One thing that is very clear is that Ohio State continues to be one of the top universities, as we exceed the state average from 2019 through 2020. In terms of first and final pass rates Ohio State does very well, and while there are areas of improvement, overall results in comparison to state assessments are favorable. This is also true of Ohio State's advanced licensure test pass rates. Overall, we continue to exceed state measures, which is why we are the top college of education in the state.

A question was asked regarding how this data will be distributed to constituents, and whether it would be by the same process as before. It was noted that Tami Augustine left a blueprint for the sharing of data points, but that the process would be considered at length to determine how to move forward.

c. Candidate Preservice Assessment of Student Teaching (CPAST) Data Summary (Binaya Subedi)

- i. Two dimensions were considered, *Pedagogy* and *Dispositions*. Within Pedagogy 13 categories of assessment in 4 groups (*Planning for Instruction, Instructional Delivery, Assessment, Analysis of Teaching*) were measured, and within Dispositions 8 categories of assessment in 3 groups (*Professional Commitment*

and Behaviors, Professional Relationships, Critical Thinking and Reflective Practice) were measured. These assessments were all aligned with CAEP and were administered by university placement supervisors. Summarizing the data gathered, measured alongside state and national statistics, it was shown that students have met and exceeded state and national averages, especially in final evaluations. It was noteworthy that midterm data tends to be lower than data gathered after the final.

The question was raised whether midterm data has been consistently lower in previous years, whether this was a new phenomenon, and what is being done to correct it. In response, it was stated that data is lower across the board, and that some of the topics of assessment affected by this statistical trend were innovative in the field. To compensate for this, mentor teachers and students are being educated about these metrics of assessment. It was also noted that the change in data from midterm to final is a function of understanding and professional growth occurring over the period in which the student is being assessed.

d. EdPrep Snapshot 2021-2022 (Antoinette Miranda)

- i. This snapshot details how educator preparation programs engage with Ohio communities, and how they align with the mission and goals of The Ohio State University and the State of Ohio. Through observation, internship and practicum, and student teaching, students are present in the schools throughout their program. With 98% of teacher candidates successfully completing their student teaching experiences, OSU is the top graduate education program in the state.

While examining the number of placements during the academic year, the question was raised if a student graduates and does not take a licensure test, is that considered a “not pass” in the data. It was determined that the data regarding the rate of students passing all required licensure tests does not include individuals who haven’t taken the tests. Therefore, if students don’t seek licensure, it doesn’t hurt the pass rate statistics.

When presented with enrollment statistics by college, the question was raised if regional campus programs are reduced from full to partial, how would that affect Middle Childhood Education enrollments at regional campuses. It was noted that it was too early to say whether any programs would be reduced, but that regional campuses were examining what programs were being offered and looking for solutions to strengthen enrollments.

Placement trends across Ohio were presented, and it was noted that, after the pandemic, some school districts which had pulled out hadn’t yet come back to initiate placements in their schools. Cohort placements were shown to be

robust, with 62% of students having completed a placement in all four categories of inclusive learning environments (*Economically Disadvantaged, Racially Diverse, P-12 Special Needs, English Learners*).

After reviewing the EdPrep Snapshot, Ben Kanzeg, Associate Vice President for Government Affairs, was asked whether the data provided in this format was helpful, especially in engaging legislators. Ben Kanzeg responded, saying that this information was very helpful, and that he would be sharing it with Mike Rodgers, the new Vice President of State Relations, so that he could bring it up in conversation with legislators.

e. Updates (Randy Smith)

- i. The committee members were urged to read the provost's academic plan that came out in November, which in part describes the reorganization of academic affairs. It also outlines the priorities of the provost during her tenure.
- ii. It was noted that there are two search committees for deans underway, one in the College of Nursing and the other in the College of Pharmacy.
- iii. The new General Education requirements are up and running. This is the second semester in which they've been implemented, and there have not been any major disruptions. The courses are flowing in, and students are not having difficulty getting into their areas of study. Currently work is being done to align the new GE requirements with state requirements, and Columbus State Community College's GE requirements. These have been historically aligned, but the new OSU GE requirements offer themes which do not align with CSCC's current GE requirements. The new OSU GE requirements are leaner, and applicable across programs. One goal of this process is to give students the opportunity to broaden their curriculum as much as possible.
- iv. Noting that few other academic units are as involved in the level of assessment as that which is under the purview of UTEC, it was mentioned that it might be useful to have a UTEC session in the OSU conference on assessment.
- v. In the area of workforce development, academic units are encouraged to examine the utility and mechanisms of stackable certificates and micro credentials. This is a movement across the university, and it is currently being discussed across the colleges.
- vi. Two projects tied to the UTEC are currently being developed. The *New Skills Ready Network* is a seven-million-dollar grant that supports a partnership between Columbus City Schools, Columbus State Community College, and Ohio State to align curriculum for IT and health services programs. As a direct result of the grant, a new IT track is being developed to align with Columbus State's IT program requirements.

Secondly, *STEAMM Rising* connects teachers from Columbus City Schools to Ohio State programs, showing what the university can offer students and teachers in a wide variety of areas. There is tremendous enthusiasm from all

sides, and the second year's participating units will include Optometry, Speech and Hearing Science, Byrd Polar and Climate Research Center, Center for Automotive Research, and Education & Human Ecology. Columbus State has also been invited to participate. An emphasis on the arts in STEAMM will take the form of a day-long workshop hosted by the College of Arts and Sciences in the Wexner Center for the Arts. This initiative, headed by Terri Bucci, is attempting to create a professional learning community, and keep the momentum building. External funding is being sought to expand the initiative.

3. Subcommittee Reports

a. Initial Program Managers/Faculty Leads Subcommittee (Caroline Clark)

- i. The subcommittee has been working on an alternative edTPA examining data-guided instruction and connections to research and theory. In the last meeting, in October, the subcommittee focused on validity and reliability, so that this alternative edTPA can supplant the data that is usually submitted. One of the plans considered by the subcommittee was to have a time for training on assessment in the early spring, but the date for this has yet to be determined.

b. Advanced Program/Faculty Leads Subcommittee (Caroline Clark, representing Dustin Miller)

- i. The subcommittee is continuing to work toward their 2022/2023 goals for the Superintendent and Principal Licensure Advanced Programs. In terms of culturally responsible leadership, the subcommittee is creating a strong through-line in both programs that focuses on leading in culturally responsive ways. The Principal Licensure Program now has a required course in culturally responsive leadership, and all the Superintendent Program required coursework exposes students to ways of advocating for all students, teachers, and parents.

Another priority of the subcommittee has been implementing social emotional learning strategies in both programs. The Principal Program now has a positive psychology course as a preferred elective, and the Superintendent Licensure Program focuses on how to create a happy and healthy learning environment.

A request was made for a report at the next meeting convened by the UTEC, describing how the body of literature discussing cultural competency in learning and teaching is embedded in the pedagogical model of the Superintendent and Principal Licensure Programs.

c. Appeals Subcommittee (Binaya Subedi)

- i. No update was provided, due to a lack of incoming appeals.

4. Discussion from floor (Don Pope-Davis)

- a. When the floor was opened for general discussion, it was noted that students have requested to move on to student teaching after not passing their licensure tests. It was

also mentioned that students who have graduated from their program but wanted to come back to get licensure. The possibility of offering a post-Baccalaureate licensure option for these students was suggested.

- b. An update in the respective units represented by the committee was provided:
 - i. **Howard Green:** The Ohio State University has won the contract for the George Washington Carver Science Park Terrestrial Lab, a replica of the Starlab space station science park. This project will support students interested in the area of space exploration.
 - ii. **Marc Guerrero:** The First Education Experience Program is a service-learning GE course that is currently being worked on in the transition to the new GE. It is a required credit for many education majors, and we are determining how to offer it to students. Additionally, there is potential funding from the state for mental health education, and we're determining what this would look like for Teacher Education.
 - iii. **Greg Rose:** We are looking creatively at all options regarding curriculum issues and enrollment on regional campuses. We are early in the process, and no decisions about programs have been made at this time.
 - iv. **Caroline Clark:** The Faculty Council has been working on a free speech policy and are looking to have the policy out for public review around the beginning of March.
 - v. **Daryl Kinney:** Funding in the School of Music will support three courses, and it will be determined if this can lead to a summer and online master's program. Additionally, an initiative has begun to determine if a music therapy program may be added.
 - vi. **Binaya Subedi:** Preparations for the Academic Unit Review have just wrapped up. We are working on the final stages of developing an online EdD program.
 - vii. **Antoinette Miranda:** The Academic Unit Review team will be arriving in February.

5. Meeting Adjourned at 10:18 AM.