



UNIVERSITY TEACHER EDUCATION COUNCIL (UTEC)  
January 22, 2021 9:00 - 10:30 am  
Meeting via Zoom  
MINUTES

Attendance:

Randy Smith (Chair), Tami Augustine, Patti Brosnan, Michele Brown, Ana-Paula Correia, Colette Dollarhide, Caryn Filson, Howard Greene, Michiko Hikida, Arpana Inman, Ben Kanzeg, Daryl Kinney, Dustin Miller, Antoinette Miranda, Lori Patton-Davis, Don Pope-Davis, Eric Porfeli, Greg Rose

Absent: David Horn, Karen Hutzler, Glenn Martinez, Melissa Ross, Shannon Washburn

Guest: Nicole, Luthy, Krista Maxson, Jenell Igeleke-Penn, Francis Troyan

Staff Associate: Dana House

1. Greeting and introductions: Brief introduction from everyone to our guest that is present during the meeting.
2. New Business
  - a. Review of October 2, 2020 Minutes (Handout #1):  
All was in favor of the minutes with no corrections.
  - b. Guest: Krista Maxson, Associate Vice Chancellor of P-16 Initiatives, Ohio Department of Higher Education. Krista Maxson spoke about the new exciting things that are happening at ODHE. Krista has announced that there is a new Vice Chancellor of Academic Affairs, Dr. Tom Sudkamp. ODHE is starting an Education Pathways Task Force, where there is several different colleges/universities across Ohio that will be serving. A 7-step process will be implemented to make this transition a smooth one. COVID-19 guidance where they are providing flexibility this year for field experience. The Education Prep Program is to provide alternative experiences to allow candidates to meet expectations associated with experience. Krista wanted us made aware of the decline in Math Education due to online teaching format, to share with our teachers. Strengthening Ohio's Math Pathways between ODHE and ODE, creating a better path for children with diverse career aspirations. The goal is to develop pathways for HS mathematics that provide a seamless transition to student's post-secondary education aspirations. Program review update, the state is no longer working with a consultant. All continuing programs are in compliance. Any program that is up for review, must submit by March 15<sup>th</sup> using the current forms. New Ed. Prep redesign is currently underway, they should have new forms by fall 2021, based on decisions from SUED and OAPCTE. However, Krista thinks we will be using the forms in fall of 2022. Intervention Specialist Dual Licensure



Programs are underway. Krista shared her presentation slides for additional details.

- c. Guest: Jenell Penn, PhD, Program Manager – “She’s a Copy and Paste:” BIPOC Preservice Teachers’ Resistances Against Whiteness in Teacher Education (Handout #2). Dr. Penn is a program manager for Social Studies and English Language Arts program. She has the passion for excellence in Diversity in Teacher education. She completed her dissertation “In This Space, We Rock Hard: Garret(ed) Spaces for the Literacies of Black Preservice Teachers”, where she spent 2 years in the field. Her dissertation addresses the critical anti-black racism and to reconceptualize illiteracy practices of black pre-service teachers. She used the term mosaic as they center collected and collaborated knowledge building, storytelling and solidarity. She had 7 collaborators who were a part of this project, which the first 3 collaborator is what launched this particular project. She met with them during her class and she started to talk to them to better understand on what was happening. At their first group meeting, all 3 shared their experience of violence and exclusion within their cohort and some of their courses. For almost all of her collaborators, teaching was viewed as an active social justice. They often felt that teacher education and programs are not being responsive to relevant to or sustaining for them. They desired pedagogical models that center their experiences. There was a lack of emotional, academic and financial support during all of this. Garret space offers extensions of home & community, space to work through trauma, dialogic space for important theorizing and community work. There are several implications offered to make things easier: critical race analysis of teacher ed; sustainable investment in equity & diversity; carefully consider placements, particular for BIPOC students; recruitment that builds trust; and advising and mentorship.
  - i. Don Pope-Davis made a suggestion to Jenell to reach out to Nicole Luthy and Tami Augustine because they are working on developing some programs to address some of the areas that was presented. We can work together to address these concerns.
- d. Educator Preparation Snapshot 2020 (Handout #3) (Tami Augustine): The data highlighted on the Snapshot was kept the same since everyone was in an agreement that this worked well. We have aligned the data to the college pillars to help keep focus. We interviewed passionate graduates about how this has affected them. In talking with Kia McKinney, we needed a human side of the story to complete the data. The document showed the outcomes on where the students are and how we are successful. We are on the positive trend for 2020. However, it will be interesting to see the trend after this year. We have had a partnership program with the Superintendent in Residence and the Columbus City



Schools superintendent and she added her thoughts about that partnership as well. We also worked to highlight the Advanced programs and our K-12 licensure programs. These programs are vital to present a more complete picture of what we do in our Ed Prep Programs.

- i. Ben Kanzeg is working on an email to deliver the link and documents to their state team. This will make its round to the legislators in the next month, as this will be helpful for the state's budget meetings.

### 3. Old Business

- a. Unit Wide Goals Plan (Handout #4) (Tami): The purpose of this document is to talk about how we collect data, analyze data and utilize the data for continuous improvements. There are annual data cycle, discuss program-level data and how programs are working with reflecting for continuous improvements, etc. This allows clear pathways on breakdown on what we should be discussing during these UTEC meetings. This helps prepare for meetings to give updates such as CAEP.
  - b. Retention Data (Handout #5) (Tami): During the last meeting (Oct) there was a request to get some data on retention. It helps identify who is leaving our major and why they are leaving. What we have discovered is that we need to do a better job at capturing who is leaving teacher education and why. Based off the data, students are not leaving the University; they are changing their major, leaving to a different college within the University. We are working with Darren Parsons to be able to get better information so it is captured. This is an important step in making progress.
    - i. Nicole Luthy asked in terms of retention, have you or do you have plans to benchmark?
    - ii. Tami responded that we have started to look into other Universities to see what they are doing. However, we have not found good data across the board. Tami is meeting with other folks in the Big 10 that has the same position to talk about how they are handling this.
    - iii. Daryl Kinney asked if this breaks down by demography specifically race.
    - iv. Tami responded that we have more white students that dropped out but we have more white students in our program. I don't have how this data reflects the percentages of students enrolled. This is one of the things that we have to identify. The question is who is dropping out, who are we retaining, who is leaving and why are they leaving are the questions that I want answers to.
- ### 4. Unit Wide Data
- a. OAE 1<sup>st</sup> Attempt/Final Attempt Pass Rates (Handout #6)



- i. Overall, Ohio State's 2019-20 cohort **met or exceeded** the State's benchmarks for first and final attempt pass rates on **20 of 22 (90.1%)** OAE pedagogy and content tests.
  - a. In general, Ohio State's first attempt pass rates are consistent with State benchmarks, while its final attempt pass rates mostly exceed the State's by greater margins.
- ii. Final attempt pass rates remain **at or above 90 percent** for **21 of 22 (95.5%)** OAE pedagogy and content tests consistently.
  - a. In 2017-18 and 2018-19, 100% of the graduating cohort passed the licensure exams for **16 of 22 (72.7%)** and **17 of 22 (77.3%)** tests, respectively, equating to **99% eligibility** for initial Ohio licensure in each cohort.
  - b. In 2019-20, 100% of the graduating cohort passed **six of 22 (27.3%)** tests, leading to **92% eligibility** for initial Ohio licensure.
- iii. **Eighty-five percent or more** of graduating candidates passed the four Assessment of Professional Knowledge (APK) exams on the **first attempt** since 2017-18.
  - a. All candidates passed their APK pedagogy test on the first attempt in **seven of 12 (58.3%)** AYA (Grades 7-12) and Multi-Age (PK-12) programs, indicating consistently strong performance in these licensure areas.
  - b. In **9 of 12 (75%) instances**, first attempt pass rates on APK exams for **Males are lower than Females** over time, whereas **students of color passed at similar or higher rates than White** candidates in **8 of 10 (80%) instances**.
- iv. **Increasing the first attempt pass rates** of Assessment of Content Knowledge (ACK) exams across targeted licensure areas and campuses continues to be an area of focus.
  - a. Three licensure areas (AYA English Language Arts, AYA Math, and TESOL) earned 100% first attempt pass rates on corresponding ACK exams and six other areas (Agriscience, AYA Social Studies, Middle ELA, Middle Science, Music, Special Education) performed above 90% in 2019-20.
  - b. First attempt pass rates on **the Foundations of Reading exam** have **declined on three of five campuses** since 2017-19.



- a. Voucher Subcommittee (Greg Rose): During the last meeting, the decision was made not to do a TPA in Spring semester, but the students are required to take the Professional Knowledge Test. The subcommittee met following the last meeting and electronically decided to have the voucher cover the Professional Knowledge Test, however refund the difference to student because of the TPA. This is all on hold depending the final decision with TPA.
  - b. Program Managers/Faculty Leads Subcommittee (Francis Troyan)
    - i. Unit wide goals (Handout #8): In October 2020, the programs met and the 3 goals have been set for the initial licensure programs. We are piloting a new assessment this semester, access and affordability; Equity, Diversity and Inclusion related to the TPA and other students. This is now happening in Spring 2021, the implementation of this within each program. Our validation study will be conducted in May.
    - ii. Committee supports unit-wide goals set forth by the faculty leads subcommittee.
  - c. Appeals Subcommittee (Patti Brosnan): We had a number of appeals last semester to enter student teaching this semester with a variety of reasons. Some related to COVID-19. The committee approved all appeals. General nature of the appeals were students who struggled with getting things done on time. There were incomplete assessments made, they could not get it done and prepare well enough for the exam. We agreed to let them continue under the condition of passing the final exam, in which they have passed.
6. Final Remarks (Don Pope-Davis): In closing, thanked everyone for their participation in this committee. We will see everyone again in April.

Future meetings for 2020-2021 Academic Year:

April 16, 2021 9:00-10:30 AM

Meetings will be held from 9:00-10:30 am – Location to be determined

To add agenda items, please send to [Tami Augustine](#)

## 2020-2021 UTEC members

Tami Augustine, Director, Accreditation, Placement, & Licensure  
Patti Brosnan, Associate Professor, Teaching & Learning, represents Middle and Secondary Education  
Michele Brown, Program Director, Academic Affairs  
Ana-Paula Correia, Director, CETE  
Colette Dollarhide, Professor, Counselor, represents Other School Professionals  
Caryn Filson, ACEL Representative  
Howard Greene, STEM: Engineering  
Michiko Hikida, represents Early Childhood Education  
David Horn, Professor, Comparative Studies  
Karen Hutzel, Chair, Art Education  
Arpana Inman, Associate Dean, Academic Affairs  
Ben Kanzeg, Associate VP, Government Affairs  
Daryl Kinney, Director, Music Education  
Glenn Martinez, Professor, represents Foreign Language  
Dustin Miller, Assistant Professor – Clinical, represents Multi-age and Educational Leadership  
Antoinette Miranda, Chair, Teaching & Learning  
Lori Patton-Davis, Chair, Educational Studies  
Don Pope-Davis, Dean, College of Education and Human Ecology  
Erik Porfeli, Chair, Human Sciences  
Greg Rose, Dean and Director, Marion, represents regional campuses  
Melissa Ross, Associate Director, Research Partnerships & Impacts, CETE  
Randy Smith, Vice Provost, Academic Programs  
Shannon Washburn, ACEL Chair