



UNIVERSITY TEACHER EDUCATION COUNCIL (UTEC)

October 2, 2020 9:00 - 10:30 am

Meeting via Zoom

Attendance: Randy Smith, Chair

Tami Augustine, Michele Brown, Colette Dollarhide, Caryn Filson, Howard Greene, David Horn, Arpana Inman, Ben Kanzeg, Daryl Kinney, Antoinette Miranda, Lori Patton-Davis, Don Pope-Davis, Erik Porfeli, Greg Rose, Melissa Ross, Shannon Washburn

Guest: Francis Troyan

Absent: Patti Brosnan, Ana-Paula Correia, Michiko Hikida, Karen Hutzel, Glenn Martinez

Staff Associate: Dana House

1. Greeting and introductions
2. New Business
 - a. Review of May 8, 2020 Minutes - Handout #1
 - i. Patton-Davis moved approval of the recommendation, Pope-Davis Seconded; it carried unanimously.
 - b. Guest: Krista Maxson, Associate Vice Chancellor of P-16 Initiatives, Ohio Department of Higher Education- unable to attend and it will be rescheduled for the next meeting in January.
 - c. SPA Report Submission and ODHE State Reviews update (Tami Augustine):
 - i. Tami: Krista Maxson is the newest Vice Chancellor and was going to explain the initiatives of the state's perspective and how they are supporting SPA. The state is going to increase the state review to include more data to streamline the process to where the programs do not have to submit the SPA requirements. In the upcoming months, we will be revisiting with each program to see what we have to do, whether it is the SPA route and get the national SPA recognition or we can do the full state review route. Tami doesn't have the final process for the state review yet, the goal is to have this in place by next autumn; which will allow us to work out the kinks and practice over the autumn and spring semesters. We have some steps in place and will need to finish the way this affect us, as most of us know how much work goes into SPA reports. The bonus with these state reviews, there will be some common elements. Instead of us having to prepare 96 different spreadsheet with the same information, we will now be able to prepare one for all of our programs. Our entire initial advanced and endorsement programs are to be submitted for state review at the same time. For the programs that have not submitted a SPA, they would be folded into the new state review process. This was the overview that Kristine was going to talk about and ideas of what will be bringing to the programs. Tami mentioned that APL office would be putting together a meeting to talk about the choices with SPA. We will leave it up to the program to decide whether you want to go with the SPA route or the state review route.
 - d. Autumn 2020 Placement Data (Tami Augustine): The data gives us a snapshot of where we are placing students and what settings. We are seeking to align with the Dean's initiatives in around the Urban and Rural initiatives. We are seeing improvements and making strides with the districts that we haven't worked with before. As you will see, the



overall three-year trend, please note the autumn data is for one semester, this is why it looks smaller than the full year data. Overall, we have an above 40% placement that involves working with students in high poverty districts consistently, which is what we need for our students. We have 42 new partner sites due to intentional effort to expand whom we are working with across the state.

- i. Pope-Davis asked where we are on the numbers when most of the school districts did not want to have our students this fall.
- ii. Tami: Our students were placed in other districts that were accepting them. We did not place any students in the districts that did not want any students due to COVID-19. Everyone will be able to meet their licensure requirements.
- iii. Pope Davis: how many students were placed?
- iv. Tami: We have placed 737 placements this Autumn
- v. Collette Dollarhide asked if there has been any indication from the Ohio Department of Education on flexibility in expectations and requirements.
- vi. Tami: As of right now, no. Their expectations is that everyone needs to meet their programming course and licensure outcomes. A typical student in semester doing field is about 240 hours and some of these hours have been reduced. However, we are still above the 100 required hours by the state, which we go beyond.
- vii. Ben Kanzeg: From a government affairs perspective, the increase in rural and small town district is fantastic news. Our legislators who largely represent those districts will be happy to see that number.
- viii. Daryl Kinney: asked about the field experiences that are still able to do synchronous and asynchronous field experience.
- ix. Tami: How we are counting these experiences asynchronous teaching is teaching, it is teaching, but it is still teaching asynchronous. Having done it for a little bit is just as challenging as it is teaching face to face. Some of our students have no choice to where there is no synchronous teaching or face-to-face teaching. We are coding asynchronous teaching as we do everything else. These hours the students have accumulated will go towards their licensure.
- x. Antoinette Miranda made a suggestion to have someone from the University to connect with state school board to look at student teaching. Superintendent suggested the long-term effects of internet teaching and maybe change some things. Antoinette would like someone to be on the committee from the University to give that perspective. Right now, they are looking to putting legislation though around the assessments and how it effect on how we are preparing teachers.
- xi. Tami: We are going to discuss the licensure rates of our students. Our target goal is 80% and we consistently met that target. Due to COVID-19, the state did create a temporary license and students that were not able to complete all of the assessments, were able to apply for a one-year temporary license. Students that took this temporary license, now have to take their OAS. There has been a discussion about a plan to extending the temporary license from the state, but no decision has been made yet. We have students that will be graduating in December to where we would like for them to apply for the temporary license from the state.
- xii. Arpana Inman asked about Math and Science, where it has been an issue across the board nationally, if any incentives have given the needs for more teachers.
- xiii. Tami: Spoke to a number of STEM faculty and they are starting to look at student experience and the numbers of students completing it. They are also looking at the curriculum to see if they can streamline that curriculum in terms of



incentives to come into the program. They are discussing this. Tami mentioned that all of this data collection was collected by using the Enrollment Verification App that was developed in conjunction with our tech office.

We have our enrollment and completion data, there are cohort trends. Our completion rate is increasing. Cohorts' specifically undergraduate male students and students of color are consistently completing their program at a lower rate than their peers are; this is something we will need to address. One of things we have talked about is the retention rate of our students of color; questions to consider are what are the next steps to look at programs and which programs are having success. We will discuss and see what specific support structures are in place for our make students and students of color. We want to recruit students of color and this is something we have to get better at doing.

- xiv. Pope-Davis asked if there's any data on how students of color challenges are.
 - xv. Tami said that there are no data but collected stories of their challenges. Offered to put together these stories to share in January for the committee to understand the student of color's challenges. There are powerful stories with this.
 - xvi. Pope-Davis encouraged Tami to bring this to the committee so everyone can hear what the challenges are and how we can change this.
- e. CAEP Advanced Program Review-Updates (Tami Augustine): We are in the process of collecting all of the data, writing up these plans. We are creating goals and breaking down each standard to help make a big undertaking slightly more manageable. Things are moving along nicely with the help of Faculty and staff. We are in good shape; we are through standards 2, 3 and 5 and will continue to introduce the standards before we put together the self-study report. Once that is completed, it will be presented to the committee.
 - f. Unit Goals Plan (Tami Augustine): Unfortunately, the plan is still in the works and will have it established and presented to the committee in January.
3. Subcommittee Reports
- a. Voucher Subcommittee (Greg Rose): Expressed some concerns about the costs of the several of tests that the student have to take. The students were surprised by the additional costs; the decision was made to figure out a way to put this to where students understood that these additional charges are not fees, but fees that they need. There were 44 of the TPA vouchers that were funded. Now the decision to eliminate edTPA, we will have to go back and discuss the next step with the vouchers.
 - i. Tami: We have a system in place already to be able to take care of the fees for students who have paid into those fees, but will not be completing an edTPA; the financial end of this for current students will be taken care of.
 - ii. Randy Smith: As this moves forward, Greg and Francis can interrelate on what we talked about. We can give an update again in January to see if there's anything, we need to do beyond this.
 - b. Program Managers/Faculty Leads Subcommittee (Francis Troyan): In May, all of the programs completed their annual program data reflection. We reflected on those data and set the goals for the coming year. Program managers and program leads will be meeting in October to work out the next steps in that data process.
 - c. Appeals Subcommittee (Patti Brosnan): Patti is out of the office today, Tami gave an update. We have continued with the shift in the appeals to take into account that none of our students will be taking an APK, none of the students will have that test done before January. Some of the students are not feeling safe to go to the testing sites. We have adjusted the appeal process to do program level appeals unless there is specific GPA issues.
4. Discussions from floor



- a. edTPA Replacement (Francis Troyan): A three-year timeline for exploring and engaging colleagues across the ed prep. This is ultimately moving toward a replacement for edTPA, given the current state. Recap of the change: a few faculty in T&L, started to review of the literature on what is happening across the nations in relation to edTPA, and this is combined with our experiences across the programs. We put together a proposal for replacement across the ed prep unit to engage their interest in joining these initiatives. This year we will begin to develop a pilot to implement the pilot next year and then hopefully to move towards to full unit by the 3rd year. We have an opportunity and a window to do this year. Proposal to move away from edTPA and replace it with our replacement; Asking to pilot alternatives or an alternative assessment for Spring '21; and permission to allow programs if they choose to maintain the use of edTPA in Spring '21 (this would allow those programs that are not ready to maintain edTPA, they chose to do so while allowing other programs to pilot a replacement).
 - i. Pope-Davis asked about the timeline since we are in October.
 - ii. Francis said that we have a follow up meeting to begin planning and engage across the college to determine how each program will proceed. We will do an assessment on the programs with Tami to be ready for spring implementation.
 - iii. Randy Smith asked each member for a nay or yay on Francis proposal, all was in favor of implementing the timeline to meet spring '21 deadline.
5. Closing Remarks (Randy Smith): First, update for Higher Learning commission accreditation process for Ohio State, other than 2017, we had a very successful 10-year review. Updates in January and there will be a virtual site visit in February. We are on standby for that review all of February, but we have a team of 12 working on getting us ready for this. We went through a major leadership transition within the University, we have the opportunity to see what other institution in the Big 10 has done for the review, with that; I will give an update in January. Secondly, as an accreditation liaison officer at Ohio State, I have pulled the groups together and have had correspondence with the Higher Learning commission. This review does not include the regional campuses and it doesn't have federal compliance component. There is a revision going on about transfer to Ohio module. The four-year institutions, the module has to be revisited. The proposals just came out where we are being asked to respond and revise the transfer module. This would take in effect probably in a year or so from now. They need statewide approval for all 36 institution. Third, Michelle Brown has been involved with a report that is finishing review of the College Credit Plus and where we want to go with this. Michelle has provided outstanding leadership on this on campus and at the state level. The report will be shared with the provost and others throughout this term. The last thing, I proposed a grant proposal to JPMorgan Chase, a \$7 million proposal. Ohio State would get \$1 million and spread it over 4 years. It is a curricular alignment project between Columbus City Schools, Columbus State, and us; it focuses on 3 workforce areas: Work force development, health services and advanced manufacturing. Ana-Paula Correia has been involved in this for CETE. We have about 12 people involved in this committee to work on this to get it expanded. This will be brought up from time to time as we get going on this.

Meeting adjourned at 10:33am
Next Meeting: January 22, 2021

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



2020-2021 UTEC members

Anika Anthony, Associate Professor, represents Multi-Age and Administrators
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
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