

Smith, Dianne [BOARD]

From: Koppin, Sheila Doyle [BOARD]
Sent: Friday, February 24, 2012 3:54 PM
To: Smith, Dianne [BOARD]
Subject: FW: Fwd: Information - please read
Attachments: Dr Mulholland.doc; The Role of PLS in Teacher Education.2012.doc; UNI PDS Coordinator Letter.doc

Importance: High

Dianne – please post this email to the web site. Thanks!
Sheila

From: Koppin, Sheila Doyle [BOARD]
Sent: Friday, February 24, 2012 12:43 PM
To: 'bobd@meardonlaw.com'; 'craiglangbor@ifbf.org'; Johnson, Greta A; 'jackevans@hallperrine.org'; 'ksmulholland5@linnmar.k12.ia.us'; 'miles.david.w@gmail.com'; 'regentcarroll@gmail.com'; 'regentrastetter@gmail.com'; 'ruth.harkin@cox.net'
Cc: 'bdonley@iastate.edu'; Tuttle, Ilene [BOARD]
Subject: Fw: Fwd: Information - please read

Regents,

Please see note below from Regent Mulholland.

Sheila

----- Forwarded message -----

From: <jody.stone@uni.edu>
Date: Fri, Feb 24, 2012 at 7:19 AM
Subject: Information - please read
To: Katie Mulholland <kamulholland@linnmar.k12.ia.us>

Dr Mulholland,

The fact that the Board of Regents moved their meeting to next Monday sends us the signal that they really do not want to look at any data. I do not really believe this and trust that you will read this information carefully and share it with other Board of Regents members. I have attached a copy of this email in the hopes that you will send the information on. In addition, I have attached a copy of a research paper/white paper on Professional Development Schools, Teacher Education and MPLS and a copy of a letter to President Allen for UNI's Professional Development School coordinator. Both provide a good perspective on the anticipated pitfalls of having all field experiences in our public schools. Please share this as you see fit. The thought of finding placements for K-12 field experiences at PLS is beyond my understanding. I wanted to share the main points President Allen presented to our faculty at Wednesday's 4:15 faculty meeting. Here are the main points President Allen presented followed by the ACTUAL DATA and notes on the unintended consequences of the proposed action. I broke the points into the main categories of Teacher Education, Money, and Unintended consequences. Please read the information below with an open mind. Again, please feel free to call me any time at [319-230-3280](tel:319-230-3280). Thanks much. Jody

UNI TEACHER EDUCATION

- President Allen does not have a specific plan for the public schools to absorb all teacher education field experiences currently held at MPLS. .
 - There is no plan for placing UNI students into specific schools, which teachers would take the UNI students, how supervising teachers would be trained, how these teachers would be compensated for the extra work, who would supervise the field experience students, how students would be transported to and from campus, who would be responsible for mentoring teacher education students on the Teacher Work Sample or how much supervision would cost.
 - While President Allen indicated he had met with Cedar Falls and Waterloo Superintendents and has secured their “cooperation,” he said no contact with actual classroom teachers at these schools has occurred.
 - No consultation had taken place with the Teacher Education Council, the governing arm of UNI Teacher Education, regarding this significant change in an important component of the Teacher Education Program.
- When asked for details of “the plan,” this was President Allen’s response: There is “a possibility of placing field experience students around the state in a more distributed model.”
 - While such a plan is intriguing and may have benefits to both UNI and distant school districts, such a change would require a major restructuring of curriculum at UNI, especially for middle school and secondary majors. This places decisions into the curriculum realm; a faculty issue requiring a process which proceeds in a two year cycle. (For example, teacher education students take classes populated by a variety of majors. Most courses cannot be restructured to accommodate students leaving campus to take part in field experiences at distant sites.)
 - The Director of Secondary Teacher Education here at UNI (Dr. Cherin Lee) commented on Feb. 21, 2012 that there has been extreme difficulty for the past 3-4 years finding field experience placements for secondary majors for Level III (methods courses). Specifically, this year Cedar Falls Community Schools has refused all placements in modern languages and science teaching.
 - Since no plan exists for moving field experiences from MPLS, such a plan would need to be established immediately and must be instigated by UNI’s co-directors of Teacher Education (Cherin Lee and Melissa Heston). Both of these individuals are stepping down from their positions in May, 2012, leaving UNI in a teacher education leadership crisis situation (even in the absence of the possible MPLS closure). There is no clear indication of who will oversee the planning process, when the planning will begin, and how collaborative agreements can be drawn up between schools and individual teachers within those schools to accommodate such a large number of field experience students?
 - On AVERAGE, **1377** UNI students have field experience hours at MPLS EACH YEAR. This amounts to over **20,000** hours/year of teacher training for UNI students by MPLS faculty. UNI graduates approximately 600 teachers each year. Over 97% of these graduates have spent 50+ hours working with master teachers in MPLS classrooms. There are approximately **47 different UNI courses** sending their field experience students to MPLS.
 - A Teacher Education Governance structure exists at UNI, yet the decision to recommend closure of MPLS was made without consultation from any of these bodies. On the recent State Accreditation report for UNI’s

teacher education program, the clinical experiences were listed as a strength of UNI teacher education. This proposed change puts that strength at a high risk.

o The UNI Teacher Education Council has called an emergency meeting for 3:30 Friday, Feb. 24. The following is the statement they have issued regarding the PLS decision made by President Allen. This group governs ALL of teacher education at UNI and is NOT run by PLS teachers.

"The recommendation to close Malcolm Price Lab School was made without consultation or discussion with any UNI Teacher Education governing bodies. Such action is disturbing for many reasons. First, it demonstrates a disregard for the Iowa Chapter 79 Unit Governance standard and the recent restructuring of teacher education governance when UNI did not meet this standard in the last accreditation cycle. More importantly, this recommendation will have a significant, direct, and potentially grave impact on the teacher education program. The draconian scope of the recommendation, the quick timeline for implementation, and the lack of any clear plan for replacing the vital contributions of Price Lab and its faculty put the teacher education program at serious risk. Because the Board of Regents has announced a special meeting to consider the MPLS closure recommendation on Monday, the petitioners ask the Chair of the Teacher Education Faculty to call a special emergency meeting for tomorrow, Friday, February 24th, in any available space in Schindler Education Center, to allow the teacher education stakeholders to weigh in on the recommendation. Further, the petitioners call for special meetings of the UNI Elementary and Secondary Senates on Teacher Education to do the same"

UNINTENDED OUTCOMES (from Becky Hawbaker, UNI Teacher Education Council Member and UNI field experience placement person)

- Teacher education at UNI will be forced to significantly decrease its numbers of majors
- Level I, II and III students may be observing each other.
- The level of quality associated with Level II and Level III field experiences will suffer.
- Less teacher education majors will choose UNI.

MONEY

The provost and president indicated that money was the problem and they did not mention renovation costs as the concern in speaking with the faculty.

- The president said that if we outsourced our field experiences, we would no longer have to pay to educate the MPLS K-12 students.
 - o The FACTS are that we now receive the per pupil dollars for all of our K-12 students to the tune of \$2.3 million this year. This funding stream would be lost without our K-12 students and would be no savings to UNI.
- The president stated that it costs UNI \$15,000 per K-12 student to education them at MPLS.
 - o The FACTS are that since we receive per pupil dollars, educating our K-12 students is no longer part of UNI's "cost".

- The President has stated repeatedly that the 3.2 million currently budgeted to MPLS from UNI will be “reallocated to other areas of the teacher education program.” The point is obviously not to save money.
- At President Allen’s meeting with faculty, we offered to decrease UNI’s contribution to our budget and work on significantly less funds (about 23% less) next year. He was not interested in discussing this any further.

Conclusion: In light of the fact that there is no plan in place to assimilate UNI field experiences into public schools, we are asking the Board of Regents to make a reasoned decision BASED ON DATA and propose to leave PLS open until a suitable plan can be established and implemented that will enhance UNI teacher education, not destroy it. We are in a position to give approximately \$700,000 back to UNI from next year’s budget.

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*Katie Mulholland, Ed.D.
Superintendent
Linn-Mar Community School District
Learning Resource Center
2990 North 10th Street
Marion, IA 52302
Desk: 319/447-3001
Cell: 319/533-5491
kamulholland@linnmar.k12.ia.us*

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To: President Allen
From: Becky Hawbaker, UNI PDS Coordinator
Feb. 16, 2012

For the last five+ years, I have worked tirelessly to establish a strong Professional Development School partnership with the Cedar Falls and Waterloo School Districts, and we have built a great model that I am proud of. However, it is my strong opinion that this model cannot replace what Price Lab School provides to our teacher education program, let alone what they provide to the state, nation, and world in outreach, professional development, and research. If UNI expects to be premier, I believe we must have BOTH a strong PDS network AND a strong R&D/lab school.

I certainly hope that you are well aware of the following:

The UNI PDS with Cedar Falls and Waterloo has made great strides, including the signing of the Articulation Agreement and cost sharing the compensation for the teachers who serve as our Site Coordinators, HOWEVER, we have NOT taken this model to scale at ANY level of our teacher education program. We are closest at Level 1, where about 50% of the 300-400 Level 1 students benefit from PDS supervision of their experience. We do not have, nor have been asked to develop, any models to replace Price Lab School. Our PDS Site Coordinators have not been asked to recruit anywhere near the capacity required to replace Price Lab, and fall short in a number of areas as is.

Price Lab School provides placements for 600+ Level 2 field experience placements each year, plus miscellaneous placements and experiences for 50+ other UNI courses that total more than 20,000 student contact hours per year. (I was asked for the list of these courses and experiences in the fall, so I assume you have these, let me know if you need them again). The UNI PDS has experimented with a model that placed a small number (about 40) Level 2 students in other schools. We found that this model required hiring a university supervisor to provide the the extensive mentoring needed to assist the student in completing the Level 2 Teacher Work Sample and that it was very difficult to find sufficient supervisors to meet demand. Among my current cadre of retired teachers who serve as PDS Supervisors, only ONE of them is willing to do Level 2 supervision because it is too demanding.

As the person responsible for making the Level 1 (Level 2) and elementary/middle Level 3 placements in area schools, I can personally attest to the high degree of stress and difficulty in finding enough willing, qualified, and competent mentor teachers for current demand WITH significant current contributions from Price Lab. UNI Secondary Methods faculty report ongoing difficulties as well in a number of areas. I believe it is impossible to maintain quality placements for UNI teacher education students without Price Lab School.

Becky Hawbaker

Early Field Experiences in Teacher Education and the Role of Price Laboratory School

Prepared by Jody Stone, Professor of Teaching & Science Education
Jan. 12, 2007 Updated Feb. 20, 2012

UNI's Early Field Experiences

Early field experiences in teacher education refer to school-based classroom experiences engaged in by teacher education majors prior to student teaching. The State of Iowa requires 50 hours of field experiences be completed prior to student teaching. In addition, 10 of those hours must be completed prior to formal admittance into the teacher education program. Here at UNI, our field experiences are denoted by different levels. Table 1 summarizes the description, hours and typical locations of those field experiences.

Table 1: UNI Field Experience Information

	Field Experience Designation	General Description	Hours per student	Location & approx, number per year in 2011
Early Field Experiences	Level I (observation)	Classroom observation	30 hours	Area public/private schools* (656 students)
	Level II (participation)	Active classroom "participation" and lesson teaching	25 hours	PLS (637 students at PLS)
	Level III (methods)	Active classroom participation and lesson teaching	Varies with major	PLS (782 students from 47 UNI classes at PLS) & Area schools
	Level IV (student teaching)	Active teaching in 2 separate locations	16 weeks	Iowa schools & beyond*

* Note: There are exceptions in that PLS occasionally hosts Level I and Level IV field experience teacher education students.

Research on the Benefits of Early Field Experiences

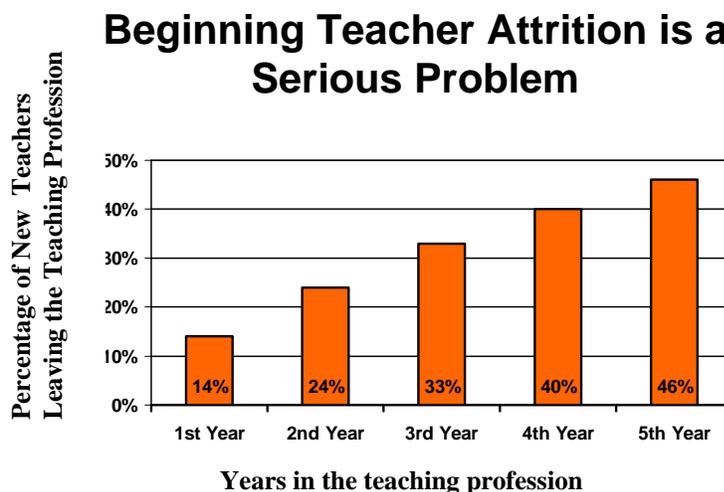
Within the past two decades a number of national reports have stressed the need for major improvements in the preparation of teachers as a foundation for other educational reform efforts. The Carnegie Forum on Education and the Economy (1986), the Holmes Group (1986), the National Commission on Teaching & America's Future (1996), the National Commission on Excellence in Education (1983), Goodlad (1990), Darling-Hammond (1997) and Levine (2006) have all recommended future teachers have more authentic experiences to enable them to cope with the increasing complexity, challenges, and diversity of current schools and classrooms. This call for more field experiences in teacher education presents many challenges that teacher education institutions across the nation are currently striving to address.

Sending teacher candidates to OBSERVE in schools does not result in the type of substantive learning needed to become a successful teacher. Careful guidance and reflection to help candidates focus on critical aspects of classroom teaching and interactions and to help them interpret what they see are necessary for candidates to benefit from field experiences (Huling, et al., 1998). According to Huling, in addition to OBSERVING, field experiences must include participation in activities such as tutoring individual and small groups of students, preparing instructional materials, grading student work, and supervising students at assemblies, in hallways, and on field trips.

The National Commission on Teaching and America’s Future recognizes the importance of strong clinical practice to develop effective teaching skills. They are supported in this belief by the Carnegie Corporation as they write “Excellent teaching is a clinical skill . . . clinical practice in schools takes place in complex public environments and entails interaction with pupils, colleagues, administrators, families, and communities. . . . Exemplary teacher education provides for clinical education in a clinical setting.” Most public schools are not equipped to provide these types of experiences, as their focus must remain on their K-12 students, not on mentoring teacher education students. Without the integration of knowledge and skills in a well-designed and carefully supervised clinical practice setting, the education and training of a new teacher is incomplete. The lack of clinical skills and experience feeds the high levels of burnout and attrition found among new teachers throughout the country (Allsoop & DeMarie, 2006).

As can be seen in Figure 1, there is a huge drop-out rate for new teachers in their first five years of teaching. There is a relationship between this drop out rate and the quality of the teacher education program, specifically the field experience base of the teacher education program. Figure 2 shows the relationship between participation in various aspects of teacher education training and attrition rate. The last three items in Figure 2

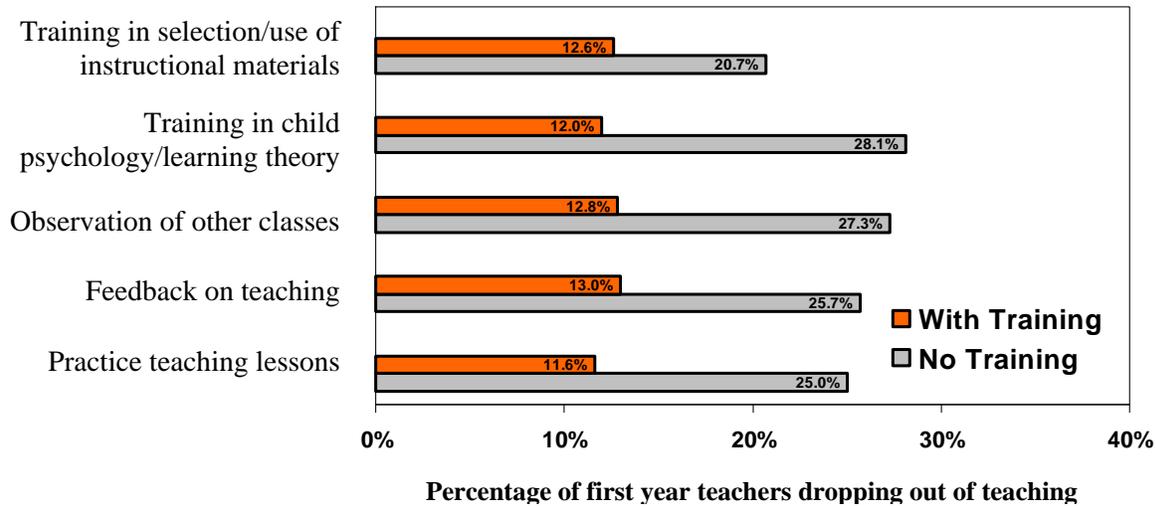
Figure 1: Attrition Rates of New Teachers in the First Five Years of Teaching.



Source: Richard Ingersoll, adapted for NCTAF from “The Teacher Shortage: A Case of Wrong Diagnosis and Wrong Prescription.” *NASSP Bulletin* 86 (June 2002): pp. 16-31.

Figure 2: Relationship between Various Components of Teacher Education Programs vs. Teacher Attrition.

Teacher Preparation Reduces First Year Teacher Attrition (2000-01)



Source: Richard Ingersoll University of Pennsylvania, original analysis for NCTAF 2000-01 Teacher Follow-up Survey

all deal directly with experiences provided through field experiences. As can be seen, teacher attrition rates are greatly reduced among teachers who were trained through field-based teacher education programs.

Components of High Quality Early Field Experiences

The ever growing teacher shortage makes it a state and national priority to help ensure that a significantly larger number of new teachers remain in the profession. In addition, UNI has a strong tradition of offering excellent education to students in all majors and a strong obligation to continue to do so. These factors make it essential that UNI continue to not only offer but to improve upon their quality early field experiences.

We can also look to the research and to work by national teacher education organizations to glean those components essential for high quality early field experiences. Supported principles of excellent early field experiences are summarized below.

Essential components of high quality early field experiences include:

1. experiences that are carefully structured to meet specified objectives (Darling-Hammond, 1997),
2. jointly planned experiences involving both the site schools and their higher education partners in the planning process (NCTAF, 2003),
3. experiences that include a range of effective teaching and learning strategies (NCTAF, 2003),
4. experiences that include a diverse population of students in a variety of settings,

5. experiences with cooperating teachers who actively demonstrate quality teaching consistent with the type of learner-centered instruction advocated by most teacher preparation institutions (Huling, 1998),
6. extensive collaboration between PK-12 institutions and their higher education partners (Slick, 1995) (NCTAF, 2003),
7. experiences which allow preservice teacher candidates to spend significant amounts of time actively participating in the classroom,
8. experiences which allow preservice teacher candidates to spend significant amounts of time in conference with the supervising teacher in addition to the time spent in the K-12 classroom (Huling, 1998),
9. experiences which provide a formal mechanism for evaluation and written feedback to the teacher candidate, employing detailed rubrics for evaluation.
10. experiences which provide opportunities for preservice teacher candidates to view and participate in non-classroom aspects of teaching such as parent conferences, hall duty, class meetings, advisory groups, special events, fieldtrips, and team meetings. (NCTAF, 2003) (Allsopp & DeMarie, 2006).

Professional Development Schools as a Vehicle for Providing Early Field Experiences

Many of the points listed above present difficult challenges to most teacher education institutions. **These challenges arise primarily as a result of the extensive collaboration that must occur between the field experience site and the teacher education institution in order to have an effective early field experience program.** Professional Development Schools (PDS), which have collaborative teacher preparation as one of their primary purposes, have been developed to address these same persistent challenges. The paragraphs that follow provide a brief summary of the purpose, challenges and barriers of professional development schools.

PDSs were established primarily to provide clinical settings for teacher candidates in training. When done well, the best PDS sites take an integrated approach to three functions: 1) improving teaching and learning for preK-12 students, 2) providing a field experience site for preservice teachers, and 3) professional development for teachers and administrators (NCTAF, 2003 and Ross et. al, 1999). PDSs are designed to be mutually beneficial to the PDS and its college/university partner. The PDS provides a site for extensive teacher education candidates to have their field experiences and, in doing so, agree to model teaching practices consistent with teaching practices espoused by their university partners. In turn, the university provides the PDS with free professional development, including training of all cooperating teachers as well as faculty-wide training on new trends in education or other areas of need for the public school. The intended result is both improved K-12 student learning and improved field experiences for teacher education students.

However, **only a small percentage of the nation's education schools have committed the resources needed to support PDS programs. Successful PDS placement of teacher candidates requires a reallocation of campus-based funds and significant redesign of faculty roles and responsibilities. Teaching in a PDS requires much more time than on-campus teaching,** yet university faculty often are not appropriately rewarded for this effort. Supervising students in the field or working with K-12 faculty

are even more out of alignment with traditional faculty tenure policies and present significant barriers to the success of PDSs. **Currently the reward systems are not conducive to the success of the PDS nor have adequate resources been devoted to support quality teacher preparation in clinical settings via PDS** (Allsoop & Demarie, 2006). Valli et al. (1997) state that “PDS achievements still fall short of expectations” (p. 252). On the basis of a more inclusive search Abdal-Haqq (1998) asserted that “the majority of PDSs appear to serve primarily as more efficient delivery systems for education teachers who continue to teach traditional subject matter in traditional fashion in traditional schools” (p. 70) The issues of time and cost have not effectively been addressed. Many collaborative alliances between PDSs and their partner universities exist on the periphery of both schools and universities but those PDSs appear to be staffed by volunteers who are not well rewarded for their efforts and collaborative relationships are fragile at best (Abdal-Haqq (1998).

While the establishment of a PDS greatly facilitates the delivery of early field experiences to teacher candidates, it is a highly time- and labor-intensive endeavor that requires ongoing commitment, collaboration, and significant resources to maintain. Below are listed a number of the most significant barriers to successful PDSs as supported by the research.

Barriers to successful PDS include:

- **PDSs have been increasingly unable to provide release time for classroom teachers already burdened with inflexible and overloaded schedules.** Abdal-Haqq (1998) supports this statement when he states (p. 49) “In general, there appears to be either a precarious reliance on purchasing time with grant funds or an apologetic and resigned acceptance that PDSs work is an add-on that requires sacrifices of personal and professional time by school and university teachers.”
- **To engage in the type of activity advocated in the PDS agenda, classroom teachers and teacher educators must make major revisions to their instruction and the manner in which they study the effectiveness of that instruction (Ross, et al. 1999).** To date, this has not occurred in the vast majority of existing PDSs.
- **When initiating PDSs, schools and universities have been naïve about the time required. They entered PDS collaborations without knowledge about the need to restructure and the time required (Ross, et al. 1999).**
- **The reward structure in both K-12 schools and universities/colleges run counter to supportive collaboration. Teachers need the time and support to work outside of class with teacher education students and to concentrate on improving their instruction so they may better serve as models of excellent instruction, while teacher education faculty need institutional recognition for working with public schools. Both of these factors seem to be lacking in most existing PDSs (Hausfather, 2000).**
- **Almost no PDSs have permanent budget allocations within school or university budgets; most are supported with grant funds and flounder when funding lapses Valli, et al. (1997).**

- **The focus of a PDS is designed to be on teacher education, when the reality is that public schools must place their focus on their own K-12 students. This disconnect presents challenges difficult, if not impossible to overcome (Levine, 1997; NCATE, 2001; Ross et al. 1999).**
- Other school professionals are essentially absent from the literature reporting the relationships impact of PDSs on the professional development of the PDS. Addal-Haqq (1998) believes this signifies a persistent problem; that the burden of success in PDS work seems to lie solely and squarely on the shoulders of the K-12 teachers – a statement that describes the reality of PDSs better than one would expect. (Ross, et al., 1999)
- **There is little, if any, evidence that teaching practices, and more importantly, K-12 student achievement has improved as a result of the PDS relationship (Ross et al., 1999).**
- Superintendents, working with their Boards of Education and their principals, will have to rethink and redesign teachers’ work in schools if PDS success is to become more than an isolated occurrence. Steps must be taken collaboratively at each university and district level to develop the policies required for structural change (after determining organizational need and instructional capacity) before there can be more than isolated successes. Once institutional commitments are made to provide significant resources and support for structural change, an institutional expectation of success and accompanying accountability can be developed. This requires support and common agreement that includes university presidents, deans and teacher educators, as well as superintendents, principals and public school teachers (Ross, et al, 1999).
- Accomplishing the PDS agenda requires that schools and universities critically examine the core assumptions about the purposes and definitions of work manifested in the organizational structures within both institutions; that is, it needs to alter the fundamental ways in which the organizations are put together. This might require new goals, structures and roles that transform ways of doing things into new ways of solving persistent problems (Ross et al, 1999). **Since both partners in the PDS have different priorities, the critical question arises is whether PDSs can ever hope to be totally effective as they are doomed to never be on the same page.** Colleges cannot impose their own agendas on K-12 schools. Until universities are willing to commit the necessary time and resources to help their partner PDSs improve their instruction, universities cannot expect the PDS to change. **The key to a successful PDS is to have the PDS and their university partner have the same goal. From the teacher education perspective, that goals must be the delivery of a high quality teacher education program.**

Price Laboratory School as PDS

Price Laboratory School (PLS) is already serving in the role of a PDS for UNI’s teacher education program. PLS is ideally suited for this purpose for a number of reasons.

- There is no “disconnect” between the purpose of PLS and UNI’s teacher education program. The goal of both institutions is to have a high quality teacher education program. One of the stated missions of PLS is teacher education and

all PLS faculty are expected to actively engaged in our teacher education mission.

- The PLS faculty have been hired with the expectation that their primary goal is their involvement with teacher education. This requires that their classroom exemplify excellent teaching and innovation. These commitments are not “voluntary”, as is the case with working with UNI field experience students in our public schools; rather it is an expectation for everyone.
- PLS can respond more quickly, effectively and strategically to the need for change and innovation. We are not bound by the normal rules of schools or by restrictions (and requirements for approval) imposed by governing schools boards of a public school.
- UNI’s teacher education program is not obligated to develop and deliver a professional development program to PLS faculty as is typically the case with PDS. This allows UNI’s teacher education program to enjoy the benefits of a PDS without committing the time and resources generally required of PDSs.
- PLS is on the UNI campus and is conveniently located for easy access by both UNI students and teacher education professors.
- The PLS student population is more diverse than many area placements (other than Waterloo Schools) and offers students a realistic experience working with students of a wide range of abilities and backgrounds.

The research supports early field experiences as critical for teacher retention and success. In an effort to deliver more high quality field experiences, Professional Development Schools have been established in many teacher education programs. PDSs were established to meet three goals: improving teaching and learning for K-12 students, providing a site for high quality field experiences, and providing professional development for the K-12 teachers. However, the reality is that in most cases the only one of these three goals was accomplished; providing a site for field experiences. The benefits to public schools have been minimal. The high stakes pressures operating in public schools as a result of NCLB have forced them to keep their focus on student achievement as measured by standardized tests. The fact that teacher education institutions and public schools have different priorities severely decreases the chances of PDSs reaching their potential.

Price Laboratory School is already operating as a successful PDS. The mission of PLS is to serve the teacher education program at UNI, yet UNI does not need to devote additional resources to inservicing the PLS faculty, as is required in a regular PDS situation. PLS provides high quality, highly coordinated early field experiences to UNI teacher education students. The collaboration that occurs between PLS and other teacher education faculty help to ensure that the goals of teacher education are being reached.

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