

SUED Meeting Minutes
November 4, 2010
Ohio Resource Center
Columbus, Ohio

Present: Renée A. Middleton (Ohio University)-Chair, Mark Shermis (University of Akron), Regina Sapona (University of Cincinnati), Dan Mahony (Kent State University), Charlotte Harris (Wright State University), Karen Herrington (University of Akron), Mary Lou DiPillo (Youngstown State University), Paul Madden (Shawnee State University), Becky Pissanos (Bowling Green State University), Teresa McGowan (Miami University), Jane Zaharias (Cleveland State University), John Ryan (The Ohio State University), Carine Feyten (Miami University), Barbara Trube (Ohio University)

Others in attendance: Tom Bordenkircher (Ohio Board of Regents)

Call to Order: Chair Renée Middleton called the meeting to order.

Executive Session (Dean's Only)

a. Approval of Minutes

Minutes from October 13, 2010 were approved with no additions and spelling correction (change w to s in Pissanos; remove e from Mahony). Dan Mahony moved to approve with corrections, Paul Madden, seconded; minutes were approved unanimously.

b. SUED Executive Committee Meeting with Marilyn Troyer: RTTT (Michael Sawyers)

Dean Middleton stated that SUED Deans should be proactive and not reactive, RTTT will affect our work and we can add value to the work. Our role in Higher Education is to assist ODE where possible. Through Race to the Top, States are being required by the federal government to advance reforms around four specific areas:

- [Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;](#)
- [Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;](#)
- [Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most;](#) and
- [Turning around our lowest-achieving schools.](#)

SUED Executive Committee and OAPCTE leadership (Dr. Mif Orbach and Linda Billman) will meet with Deputy Superintendent Marilyn Troyer to offer our assistance. Our meeting with Deputy Superintendent Marilyn Troyer is set for December 1, 2010. The Ohio RTTT Application identifies the issues that our state sees as important in moving goals and opportunities forward in P-12 education and beyond. Some are structural and some are programmatic (e.g. Woodrow Wilson).

Dean Middleton will ask the SUED and OAPCTE leadership to examine the RTTT application and come back to this body to discuss key components and state priorities. Sawyer's name is included as he is appointed to work with Marilyn Troyer as the point person from Ohio's RTTT initiatives. There's a race to the top assessment site that has USDOE correspondence about proposals and gives all of the states submissions. It is good to look at the proposals that were funded as they have implication for initiatives for the future coming out of the USDOE.

c. SUED Website

The Website (<http://www.ohioteachered.org/SUED/>) is up and password protected. SUED is made up of 13 public institutions. We meet on a monthly basis. Renée requested that members send her any information they have on the history of SUED.

d. Selected Legislative Action Month: Wright State University(November)

Discussion was had and members concurred they should ask graduates to send letters about the importance of public education in their preparation and development of teachers. Each university dean will also send information on the distinguished graduate of the year. Akron's information is posted now. The Wright State distinguished graduate will follow.

e. Agenda for Upcoming Meetings

On Dec. 2nd we have an opportunity to meet with the Chancellor. Our goal will be to seek guidance from him related to our strategic action initiatives.

Discussion was had related to various STEM schools and initiatives.

STEM hub offices are located in Akron, Cleveland, Cincinnati, and Columbus. SE Ohio has put forth a grant to the Ohio Board of Regents and the Battelle Foundation. 7 cities have been designated as hubs by the Ohio Department of Development: 3Cs, Dayton, Toledo, Akron, and Youngstown. Each hub has a particular research focus.

The University of Cincinnati: The Southwest Ohio STEM hub is coordinated through a partnership with STRIVE, Cincinnati Public Schools, the University of Cincinnati, and business and community partners. Fiscal agents for the STEM Hub are: Knowledgeworks Foundation and the University of Cincinnati. The STEM Innovation Laboratory and Classroom functions as a regional rapid prototyping, clinical immersion, and professional development site. Additional funds have been provided by Proctor and Gamble and Duke Energy. The hub is also a partner with the Woodrow Wilson STEM Fellows implementation, the Council of Chief State School Officers, the Council of State School Officers Next Generation Learners, and NSF i-TEST project (a technology integration and utilization project in high school built around the science curriculum).

The University of Akron - Akron is a joint venture between Akron CC, National Inventors Hall of Fame, the Veteran's Association, Business Partners, Akron Public Schools and Middle School and a High School with a PDS relationship. The curriculum is based on the Problem-Based Learning (PBL) and there are internships with kids at high schools.

Cleveland State University - Cleveland State is a collaborative effort with COE and COS that support stem HS and Cleveland and collaboration with grants such as the teacher partnership grant to revamp the entire curriculum based on the new U-TEACH model from UT Austin. Cleveland State has recruited 90 students to CSU-TEACH (a number of them are freshman and sophomores recruited out of the college of science that has a field component and gives them a chance to try out teaching at the HS level. There are about 670 students right now and we're hoping they will choose to minor. We now have courses that integrate content with foundations (i.e. ed psyc as it applies to math and science teaching and learning.)

Wright State University – WSU is the fiscal agent for Dayton STEM hub and there are other institutions and Wright State is involved. In the Dayton region the fiscal agent needs to be one of the educational entities that carry out the grant.

Youngstown State University – YSU was designated on September 1, 2010 as the fiscal agent for the Ohio Hub of Innovation and Opportunity (OHIO). Our technology focus is advanced materials and software.

Questions for Tom Bordenkircher: Reforming Education Preparation Programs

In relation to the UTEACH program and other types of innovative curricula, how can we effectively be creative and not allow the TAGs to interfere with creativity and innovation? Paula Compton felt this would impact the future. Some innovative programs do not compromise the TAGs but place the TAGs on the side. There was an alignment between that TAG and what was being offered. Programs are trying add something innovative to prepare math and science teachers for Ohio.

Tom shared that the Chancellor asked to attend to establish in what context would he see the foci changing given the present political realities? A long term dialogue and have a conversation. Renee suggested that SUED's strategic action plan was on target and that we needed to move forward within the current political realities. We should be more willing to be proactive about our agenda, and not reactive. The how and sequence might shift but the foci are right on. With Race to

the Top, the alignment is there and the notion that there's a very nice alignment with the initiatives exists. We are functioning and know the roles and responsibilities that head us in the right direction.

Tom's OBR Update

CAEP (NCATE and TEAC) will formally release their report in the coming days. Tom shared that he is on a team of experts who will meet once a month in Washington, DC providing information to the USDOE in a document for their approval of CAEP as the new accrediting body. If everything goes well we'll have transition to CAEP in Jan. 2013. Tom will be speaking at the AACTE meeting. In Ohio the private universities are onboard and we have a good relationship.

Several questions were posed to Tom Bordenkircher by SUED membership. There are many unknowns and things are constantly changing, here is what we know to date. Again, things could change.

QUESTION - How does this trickle down to the SPAs?

ANSWER - The vote was unanimous and SPAs will no longer be required for national recognition. It is a change for the state to say "we don't have to be SPA approved. It's not going to keep us from being CAEP accredited."

QUESTION- what do we do in transition as CAEP is developed and what will we do after?

ANSWER - In Ohio, the choices are about when to turn programs in -- are you going to do an NCATE option or a CAEP option?

QUESTION - What are the consequences for the choices we make?

ANSWER - Tom shared that we don't have anything in code that says anything about being penalized.

QUESTION - What is the evidence?

ANSWER - Three standards look like what we already have. Biggest change is the data derived. Ohio is ahead of other states because this state chose to do the SPA option. Instead of the current assessment 5 it will become the TPA and 3 will become the TPA. We designed it so it's all coming together. If Ohio pilots the TPA in the spring and it is implemented in the fall, we'll work it out in the fall. In the future we can pick the SPA's and if we don't pick a SPA we go through the standards board for OBR. The standards board has a process for examining specialty areas. With the development of TPA, we're not going to have five years of data. NCATE is now saying two applications of the assignments. It will be hard for a lot of us, for the next year there will be changes. "This will be a tough couple of years, because the details will change."

Donna Hanby has been donating a lot of time, thanks to Wright State, what we'll learn is where does this go from here? We have an institution that will help with that, and I'll talk with Wright State to expand Donna's role and work with Stanford University. All of our licensure areas are covered through TPA. Stanford is interested to say Ohio is on board.

Field and Clinical Experience

Tom shared with the members the report commissioned by NCATE on "***Transforming Teacher Education Through Clinical Practice: A National Strategy to prepare effective Teachers***" is forthcoming. The report is embargoed until November 16, 2010. Tom shared that State Superintendent, Deb DeLisle, is in support of the general theme of the report. As institutions we will have an opportunity to say how and if we wish to participate.

The attorneys said the privates should be onboard. Melissa and volunteers are working on a draft Code and when it is complete we can send it out for review, but not for dissemination. Program committees, use money from Race to the Top in December to support paying substitute costs and mileage. What we'll do for endorsements and programs that come for continuous review, is yet to be determined.

QUESTION - In state programs, what has to be submitted and when does it have to be submitted?

ANSWER - Legally, in new design, it's going pretty well but legally can't require until after Jan 2011 and you have time to prepare for spring 2011. New programs for next fall, submit the new form. The new program approval is taking 4 to 6 months.

Regarding changes, if there is $\geq 50\%$ change, program will need to be submitted. Anything \leq to 50% will not need to be submitted. If the delivery is different, it will go through RACGS. Stand alone graduate certificates that are more than 21

hours will be required to be submitted to RACGS. Any new online programs (regardless of credit hours) should submit a letter of intent to OBR and they will also need to be submitted to the Higher Learning Commission (HLC).

Opportunity to share

10:30 am – 12:00 pm Strategic Planning: Theory of Action – Deans (Mahony and Middleton)

* Reviewing “If” Statements

* Establishing Strategic Action Groups

Action Items: General Discussion. Following a review of “if” statements, revisions were made to the document. Three Strategic Action Activities (SAA) were identified to achieve a specific Strategic Action Outcome (SAO).

SAA 1: We will establish a role in teacher education programs in all licensure pathways.

- Identify and participate in and collaborate with all relevant group/advocacy agencies/policy makers who influence teacher education.
- Create/use talking points to support a consistent message for quality educator preparation.

SAA 2: We will support the development of a statewide metric system for quality assurance, accountability, and continuous improvement that will be applied fairly, uniformly, and with transparency.

- Insist that all entities be a part of the statewide metric system.
- Review process, include criteria, and make public.
- Post results and information on the OBR website.
- Have a statewide database to provide empirical evidence of high quality teacher preparation in Ohio.
- Support and participate in initiatives to ensure preparation programs for teachers align with state standards and assessments.

SAA 3: We will have a unified and stronger relationship with schools and their professional organizations (NEA, AFT, etc.) and with our colleagues in Arts and Sciences.

- Identify key groups (Teachers, Parents, Administrators, School Boards, Teacher Unions, etc.)
- Invite representatives to SUED meetings to identify ways to collaborate. Representatives from SUED should also go to meetings of other groups (i.e. reciprocal relationship).
- Share SUED minutes and other materials.
- Identify liaisons from SUED for other groups.
- Help school districts with mentoring to ensure ability to work through the teacher unions (OEA, AFT).
- Sponsor a statewide summit and/or summer break programs.

SAO: These three target goals are efforts designed to achieve the following as essential Strategic Action Outcomes (SAO). We will play a key role in efforts in closing the achievement gap within P-12 and between higher education expectations.

- Ensure alignment between student performance on national and state core standards
- Seek feedback from local colleges and universities on high schools as to how their students perform on placement tests and introductory courses.
- Explore what is underway and has already been done.
- Promote collecting and sharing of data on students and candidate performance among P-12 and postsecondary entities.

Discussion resulted in the following comments:

Messaging is important; we have to insure “messaging” will resonate with all groups...establish our focus on children... Improve teacher preparation in order to improve P-12 education; Clarify – inclusive has implications for post secondary, enabling condition, workforce preparation, etc.

Looking at achievement gaps we work toward closing the gap within P-12 and within higher education.

12:00 – Working Lunch

Next steps:

- 1) Revisit and clarify action strategies, at the next meeting, talk about strategies for three “ifs” and then discussions of strategies that are common to all three.
- 2) Each member/institution is to think about which Strategic Action Group (SAG) they will join. Time commitment is essential; many hands make the work light and our goals on behalf of children and young adults achievable. Every dean ought to be on one of the groups.
- 3) Create a Blueprint for SUED’s engagement statewide with a focus on messaging.

SAG 1: Licensure Pathways	SAG 2: Metrics	SAG 3: Relationship with Schools, Teacher Unions and A&S
Becky Pissano, Bowling Green State University	Larry Johnson, Cincinnati	Renée Middleton, Ohio University
Dick Hurwitz, Cleveland State	Regina Sapona, Cincinnati	Paul Madden, Shawnee State University
Cheryl Achterberg, Ohio State	Karen Harrington, Akron	Carine Feyten, Miami
Ginny Keil, Toledo (primary)	Mark Shermis, Akron	Charlotte Harris, Wright State
	Teresa McGowan, Miami	Mary Ellen Bargerhuff, Wright State
	Sandy Stroot, Ohio State	Brad Colwell, Bowling Green
	Nancy Barbour, Kent	Tom Brady, Toledo
	Donna Hanby, Wright State	
	Mary Lou DiPillo, Youngstown State	
	Ginny Keil, The University of Toledo (secondary)	

1:00 pm – Meeting Adjourned

Future Meeting Dates:

- Dec 2, 2010
- Jan 6, 2011
- Feb 3, 2011
- Feb 24, 2010 (at AACTE Annual Meeting)
- Apr 7, 2011
- May 5, 2011
- Jun 2, 2011

Selected Month for Legislative Action:

- January - Ohio University
- February - Miami University
- March - Cleveland State University
- April - University of Cincinnati
- May - Ohio State University
- June - Bowling Green State University
- July - Youngstown State University
- August - Shawnee State University
- September - Kent State University
- October - Akron University
- November - Wright State University**
- December - University of Toledo and Central State University