The University of Texas of the Permian Basin

School of Education
NCATE Community Meeting

April 29, 2004

AGENDA

9:00 am – Mac Boring Room

Welcome - Dr. Watts

Introduction to NCATE Process - Dr. Ienatsch

The NCATE Process - Becky Oekerman

9:30 – 11:30 Part 1 of Discussion

Group A: Regents Room, MB 207

Group B: 4th Floor Conference Room, MB 461

11:30 -12:30 Lunch on the grounds – pick up lunch in cafeteria and find a place somewhere on the grounds to eat.

12:30 – 2:30 Part 2 of Discussion

2:30 - 3:00 Closing in Mac Boring Room
The School of Education of

UTPB

The University of Texas of the Permian Basin and

Community Meeting
April 29, 2004
Faculty, 2003-2004

Full-Time

Mrs. Yolanda Acosta, Lecturer in Bilingual Education
Mrs. Donna Cox, Lecturer in Reading
Mr. Richard Evans, Lecturer in Special Education
Dr. Carl Hoffmeyer, Assistant Professor in Educational Leadership
Dr. Jeannine Hurst, Assistant Professor in Reading
Dr. Roy Hurst, Associate Professor in Science Education
Dr. Peter Ienatsch, Professor in Reading and Dean
Dr. Steve Jenkins, Assistant Professor in Educational Leadership
Dr. Rachel Juarez-Torres, Assistant Professor in Professional Education
Dr. Warren Koepp, Assistant Professor in Mathematics Education
Dr. Jim McElhone, Lecturer in Foundations of Education
Mrs. Ruth Ann McQuitty, Lecturer in Early Childhood Education
Dr. Al Milliren, Professor in Counseling Education
Dr. Becky Oekerman, Associate Professor in Early Childhood Education
Mrs. Yolanda Ramirez, Lecturer in Bilingual Education
Dr. Karen Smith, Assistant Professor in Special Education
Mrs. Lorraine Spickermann, Lecturer in Early Childhood Education
Dr. Karen Swisher, Assistant Professor in Reading

Part-Time

Mrs. Jan Artley
Mrs. Jane Becker
Mrs. Laurie Benavides
Dr. Roy Benavides
Dr. Art Brownell
Mrs. Linda Braden
Mr. Rudy Carrasco
Dr. Fern Clemmer
Dr. Carolyn Cropper
Mr. Don Dulin
Dr. Leon Dulin
Mr. Edward Gallegos

Mrs. Debi Hurt
Mrs. Linda Justice
Dr. Mark King
Dr. Sam Manning
Miss Denise McKown
Dr. Robert Nicks
Mr. Gilbert Sanchez
Mrs. Patricia Stevens
Mrs. Keri St. John
Dr. George Thatcher
Mrs. Donna Wallace
Mr. Dale Williams
Initial Educator Certifications Offered by UTPB:

Early Childhood – 4th Grade
- Generalist
- Bilingual Generalist

4th – 8th Grade
- Generalist
- Bilingual Generalist
- Math
- Science

English/Reading
- Math/Science
- English/Reading
- Social Studies
- English/Reading/Social Studies

4th – 8th Grade
- Generalist
- Bilingual Generalist
- Math
- Science

Math/Science
- English/Reading
- Social Studies

8th – 12th Grade
- English/Reading
- History
- Social Studies
- Mathematics
- Science

Life Science
- Physical Science
- Journalism
- Speech
- Spanish

8th – 12th Grade
- English/Reading
- History
- Social Studies
- Mathematics
- Science

8th – 12th Grade
- English/Reading
- History
- Social Studies
- Mathematics
- Science

8th – 12th Grade
- English/Reading
- History
- Social Studies
- Mathematics
- Science

8th – 12th Grade
- English/Reading
- History
- Social Studies
- Mathematics
- Science

Early Childhood – 12th Grade
- Art
- Physical Education
- Special Education

Professional Certifications:
- Educational Diagnostician
- Principal
- School Counselor
- Superintendent

Supplemental Certificates:
- Bilingual Education
- English as a Second Language
- Special Education

Master’s Degrees:
- Bilingual Education/ESL
- Counseling
- Early Childhood Education
- Educational Leadership
- Professional Education
- Reading
- Special Education
Summary of responses from attendees to questions posed for discussion:

Overall, prospective teachers should:

1. have a thorough knowledge of child and adolescent development
2. understand diversity and how it can impact student learning
3. be knowledgeable about the philosophy/theories behind the teaching profession
4. be technological competent
5. have the ability to communicate with members of the professional community (PK-12 students, fellow teachers, parents, administrators, community members)
6. be thoroughly knowledge about the content they are to teach
7. be versed in the best teaching practices appropriate for the age child they are to teach
8. be given numerous, varied opportunities to interact with PK-12 students
9. be knowledge in various forms of assessing student progress
10. reflect on their practice to improve their teaching effectiveness

Actual responses were:

1. **What is a teacher?**
   Role model, a facilitator of the lifelong process of learning, an encourager, a person who plants the seeds for the lifelong process of learning. A motivator. A person who tries to put things together so they make sense to the learner so that joy and enthusiasm for learning are developed in the learner. Teachers prepare children for the path of life not making the path easier. Someone who has the knowledge base and is able to make it understandable to the learner. They trigger a process of learning- of how to approach problems. A teacher has the license to educate.

2. **What are the roles and responsibilities?**
   - Transfer knowledge
   - Teach me how to learn
   - Model how to learn
   - Be responsible to needs of parents, principal and child.
   - Has a responsibility to the content curriculum to see the patterns and plan a more than adequate way of presenting so students have the best opportunity to learn rather than a rote recitation of the content.
   - Foster lifelong learning.
   - Beyond basic knowledge to having the ability to analyze and synthesize facts and knowledge.
   - To get students to the point where they can continue the learning process – of learning how to learn.
To create a safe environment for the students for contemplation, consideration and reflection.
Teachers are responsible for the physical safety of students and the psychological safety of students in the school environment.
Find help for students when they recognize that the child has needs that the teacher cannot meet.
Have the children prepared for the goal of testing no matter what it’s called.
Teachers are accountable to each child for modeling a traditional life of morals and mores to give the child a foundation from which to operate, even if they don’t get it at home. Even if they have no positive role models at home.
A responsibility to the profession to be lifelong learners themselves and to support each other. One to provide a comprehensive education rather than only “what is on the test” – arts and music and other areas of the arts.
Life skills – conflict resolution, personal accountability, social responsibility.
Teachers have a commitment to education if it’s not a calling, don’t do it. if your heart is not in it the children get short-changed. Teachers have a responsibility to be professionally trained in teaching methods.
The profession has a responsibility to promote the licensure process that separates an educator from a practitioner. With the license come responsibilities. Without a licensure process, it is not a profession.

2. What should be the most important aims of an education for prospective teachers?
1. content married to practice
2. best teaching practices including classroom management skills (and mainstreamed spcl ed)
3. multiple field experiences with different teachers in different schools before graduation to put ideas that they’ve learned into practice to reconcile the university methods classes with what they see in the district
4. an understanding of the non-curriculum duties of teachers

3. What should prospective teachers know?
   See above and they should know that it is really what they want to do, and what teaching really is.

4. What should they be able to do (skills)?
   Apply the knowledge that they have.
   Be good communicators at the level of the students.
   Be able to plan, deliver and assess an effective lesson.
   Be flexible to change it to deliver the lesson more than one way.
   Demonstrate good classroom management skills during the lesson, changing as needed to proactively address classroom management problems.
   Be more than a mechanic who gets the curriculum across. They should be able to inspire learners as we said in Q1.
Be realistic.

5. What values, attitudes, and beliefs should prospective teachers exhibit?
- Every child can learn. It is up to me (the teacher) to find the ways that this child learns. Let no child fail. Make them succeed. Give the child hope and self-efficacy.
- There are different levels of ignorance and there is nothing wrong with ignorance. A primary value that a teacher must have is to not prejudge students. Teachers should know/admit their own ignorance and reflect upon what it means to be a world-wide society with different cultures and different people within different cultures.
- Compassion and unconditional positive regard and acceptance for every child.
- Value that they are role models and accept that.
- Ethical values
- Ownership of the children's learning in the school.
- A belief that teaching is a profession as is the medical profession, and a valuing of that.

6. How should prospective teachers be taught to present the content
- Use a mixture of all styles. Model the teaching styles for the university students then have the university students model the styles in their teaching before they leave.
- Grind the content into the students so that their first year of teaching they will know what they need to know when they begin to teach.
- Teach them to play the game and see through the game – analysis of the game components and knowledge of alternatives in order to integrate other areas into the game.
- Teach them to present it in an organized manner.
- Be flexible no matter what your planning was, based upon the needs of the students.
- Teach them to capitalize on the teachable moments.
- To present it so that students listen to them in every teaching style.

Vernon Stokes' last pearl of wisdom – a teacher has to make professional decisions about what a child needs to know and what they don't need to know and leave out the unnecessary information. what do they have to have to make it out in the world. A teacher needs to prioritize content.

7. What type of a classroom climate should a teacher create?
- open safe communication, challenging and respectful
- safe, supportive, engaging, non-threatening
- student-to-student interaction as well as student-teacher interaction
- nonverbal communication is important
- the teacher needs to communicate a love of learning as well.
- physical climate: primary is different than secondary
- physical environment should be pleasing to teacher and students
- it should have a “good feeling”  
- student work displayed, trophy case  
- personalized rather than institutional looking  
- student centered  
- noncluttered  
- visual cues built into the environment as to what will occur  
- functional academic climate  
- for preprofessional teachers we should videotape many different classrooms with different set ups so that they can see a wide variety of options – in room arrangements, colors, etc.  
- room arrangements should not be static but flexible according to the function desired via the learning experiences – the teaching styles used. Teachers need to diagnose student needs too.  
- Bare walls do not set an environment that is inviting. The transition from the hallway into the classroom is a buffer zone so students need visual, auditory cues to focus on in the classroom.  
- to help student teachers transition, have them observe the setup and tear down of a classroom with “centers” at the beginning of the year and the end of the year so that they experience this.  
- also setting up their discipline plan within their classroom culture.

8. What type of relationship should teachers have with their students?  
- a teacher relationship rather than a buddy relationship  
- it changes with the grade level; at the elementary level teachers interact proactively before they lose the children. They feel responsibility for their own classes. They tutor.  
- caring relationship that is always professional  
- always an academic role model with scholarly behaviors  
- new teachers should dress professionally, maintain professional body language (carriage),  
- maintain professional language skills with students.  
- develop a rapport with the students rather than a friendship.  
- collaborate with the child in their education – work together as a team with them in their education.

9. What type of a relationship should teachers have with family members or community members?  
- Respectful with parents – to and from parents – respect should flow both ways.  
- Very professional, and empathetic to potential family problems  
- Teach pre-professionals how to respond to a hostile parent without antagonizing –how to be proactive and get support and practice on dealing with the situation before it happens (from a mentor teacher or administrator)– without getting involved in the emotional issues while dealing with the intellectual issue. And have an administrator step in and defuse the situation between the parent and the teacher. Have a part of a course or a course that addresses this concern. How are you going to handle parent-teacher conferences and
classroom management? Also, teaching them about the ARD and the roles of the teacher in that.
- Professional communication with parents that is private, confidential, professional, intellectually accurate in English communication rules.
- Make appointments with parents – respect their time commitments.
- Know when to apologize if you’re wrong.
- Groom consciously positive contacts with parents, administrators, peers, etc.
- Work with parents as partners in the education of their child rather than an adversary.
- LISTEN to people talking to you.
- New teachers need to remember everything in Question 1.

10. **Is there anything else you think is important for prospective teachers to know?**
- Have patience when talking with students and parents and listening to them.
- Know how to sit, listen, and diffuse a situation where someone is angry and confrontational.
- The life of a teacher is a structured life that has outcomes that society expects, but the profession of teacher has social and emotional rewards.
- The teacher needs to know their own emotional issues so that they do not react to the angry behavior of parents and students, but can stay emotionally centered so that they can respond to the emotional pain of the anger of the parent/student.
- How to take care of themselves emotionally and physically during student teaching and during the first year of teaching.
- Don’t quit after the first year. You just wrote your lesson plans. Teach your second year and it will be easier than the first year.
- They need to know how to handle transitions during the school day – openings and closings in classes. – anticipation, transition, repetition.
- Time and resource management skills.
- Stress and frustration management skills.
- Teaching is a full time job and the first two years are painfully difficult. The planning, tutorials, grading papers in such a way that they are learning tools for the students takes time.
- Early observation (in freshman, sophomore years) of the long hours and written work of a teacher.
- How to be a reflective practitioner…
- How to design a resume or a vita. Roy covers it in student teaching seminar.
- Skills in interviewing – dress, oral language, body language
- Knowledge of the TEKS and where they come from.
- Being able to take advanced courses in undergraduate school if the teacher candidate is gifted and talented and ready for them.
- Make sure that what you’re teaching is educationally functional rather than educationally fluff.
- Train the pre-professional teachers to be familiar with the programs that are being used in the districts – the ones that are mandated in the district.
- Make sure that they know how to use curriculum mapping or other educational tool.
- Know the socioeconomic class of the school that you would like to teach in.
- Keep your sense of humor.

**Draw a picture which represents the information you have generated:**

Graphic representation of this morning’s discussion: a spiral of lifelong education from entrance to the university to entrance into the teaching profession.