



Professional Education Council

Colleges of Education, Liberal Arts and Sciences, and Arts + Architecture

Meeting Minutes (3-10-2015)

Location: Cone Room 112

Members Present: Melba Spooner, Lee Gray, Paiola Pilonieta, Jennifer Hathaway, Tina Heafner, Spencer Salas, Jeff Barto, Kathy Asala, Lil Brannon, Vic Cifarelli, Beth Murray, Kathy Elling, Joyce Frazier, Tesh Ramey, Victor Mack, Kelli Ussery, Amanda Macon, Emily Stephenson-Green, and Laura Hart.

Non-Present Members: Banita Brown, Kelly Anderson, Janet Baxter, Deana Murphy, Wendy Wood, Amy Good, Jeanneine Jones, Sejal Parikh Foxx, Delores Lee, Jamie Strickland, Andy Bobyarchick, Pilar Blitvich, Shep McKinley, Pedram Leilabady, Jennifer Warner, Delane Ingalls Vanada, David Gall, Jane Dalton, Fred Spano, Ann Dils, Andrew Cook, Ellen McIntyre, and Jayaraman Raja.

Agenda Item	Discussion and Work Session
Introductions	Lee Gray called the meeting to order and welcomed everyone. He acknowledged and congratulated Amanda Macon in her new title as Dr. Amanda Macon.
Review/Approval of Fall 2014 Minutes	Minutes were approved by consensus.
EdTPA- Preliminary Data	Laura Hart presented a handout summarizing the Fall 2014 edTPA results. The passing criteria are a total rubric of 35 and 31 for World Languages with no scores of 1. Some of the candidates were able to meet this criteria considering one rubric was not scored for various reasons. She announced that the passing criteria had changed beginning Spring 2015. All students must have numerical scores on all rubrics with no condition codes and no scores lower than 2 to pass. Laura also informed committee members that the cost to retake the test is \$100 per task. However, edTPA is not slated to be required for a licensure recommendation until fall 2015. The TPALs will be meeting in April to discuss pushing this back to spring 2016. Therefore, students do not have to currently pay for any part of edTPA submission.

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	<p>Once passing edTPA is required for licensure, students will have to pay for revisions/resubmissions if they don't pass on the first try. She also stated that approximately 20% of the students who completed edTPA in fall 2014 had never been introduced to edTPA prior to student teaching. However, she's confident that moving forward with implementation, students are now more familiar with the concepts because the practice pieces are fully implemented in all courses at this time. We also have additional resources for students and faculty. This will help increase students' scores.</p>
<p>Student Teaching Support Sessions/Models</p>	<p>Laura Hart presented the Student Teaching Models for edTPA support in place for spring 2015 to demonstrate how faculty will support the edTPA candidates. These tasks will be distributed between University Supervisors and edTPA Faculty Support. Each special area is structured differently.</p> <p>Elementary and Birth to Kindergarten:</p> <ul style="list-style-type: none"> • University Supervisor is involved in all aspects of student teaching, give/enter the grades, supervision visits, attends edTPA sessions when possible, and still holds seminar apart from edTPA. • edTPA Faculty Support is involved in all activities of edTPA, will conduct three to four big support sessions a semester. <p>Special Education and Special Elementary:</p> <ul style="list-style-type: none"> • University Supervisor participates in supervision visits, give/enter the grades, and attends whatever sessions they wish. No seminars are held by supervisors. • edTPA Faculty Support is involved in all aspects of edTPA, support is embedded throughout and seminars are conducted. <p>Middle, Secondary and K-12 Undergrads:</p> <ul style="list-style-type: none"> • University Supervisor gives/enter grades, 4150 instructor enters 4150 grade, attends whatever sessions they wish. No seminars are held by supervisors. • edTPA Faculty Support is involved in all aspects of edTPA and is embedded throughout. Seminars are conducted. <p>Middle, Secondary and K-12 Grad Certs</p> <ul style="list-style-type: none"> • University Supervisor gives the grade,

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	<p>supervision visits, and attends whatever sessions they wish. No seminars are held by supervisors.</p> <ul style="list-style-type: none"> • edTPA Faculty Support all aspects of edTPA and embedded throughout. Seminars are conducted.
Streamlined Graduate Certificate	<p>Amanda Macon shared with committee members the current graduation and licensure requirements for undergraduates which started with good intentions to raise the program standards but resulted in grade inflation and licensing of borderline candidates. She introduced the new changes in the requirements. Going forward, SPCD, ELED, MDSK will separate program completion from licensure completion. The grade policy will be changed to allow C in student teaching as a grade that may be given but keep the requirements to complete their programs.</p>
MAT in Middle/Secondary Education	<p>Amanda informed committee members about the changes for GCT/MAT for Middle /Secondary. The background requirements are changed to mirror the NCDPI lateral entry requirements: relevant degree and 24 hours as defined by NCDPI. www.pathwaytoteaching.com. Requirements must be met for admission to GCT. Candidates may enter as post bac to complete requirements.</p>
Recommendations from the UNC BOG Subcommittee on Teacher and School Leader Quality.	<p>Amanda Macon presented the UNC Board of Governors Subcommittee recommendations to the state legislature. A handout was given out explaining the details of the following recommendations:</p> <ul style="list-style-type: none"> • Ensure greater public accountability through development of a UNC teacher quality dashboard • Create a structure for better assuring effective communication and collaboration about educator preparation among UNC Colleges of Education and Arts & Sciences • Strengthen and align partnership between colleges of education and PK-12 schools to achieve meaningful and mutually beneficial collaboration • Improve teacher preparation by expanding high, quality, clinical practices. Use research-based evidence to guide

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	<p>measurable improvement in teacher preparation programs. Link candidate performance with valid and reliable performance assessments that are data and evidence based (note: edTPA would help meet this for us)</p> <ul style="list-style-type: none"> • Improve the selection process and criteria for entry into principal preparation programs and scale practices in evidence-based models for school leadership preparation and development • Strengthen recruitment and selection criteria for prospective teacher candidates • Improve support for early-career teachers by adopting and expanding statewide the North Carolina New Teacher Support Program (NC NTSP)
Meeting Adjourned	The meeting ended abruptly due to the fire alarm being pulled accidentally. Everyone had to evacuate the building. Meeting adjourned at 10:30 am.