Member Present: Allan, Binkley, Butcher, Carpenter, Carter, Corbin, Fernandez, Freeman, Grube, Hinson, Holt, McCreary, McRae, Schade, Schallock, Williford
Guest: Freeman Owle

The meeting was called to order at 4:00 p.m.

The minutes of the November 30, 2004 meeting were approved.

Dale Carpenter introduced our guest, Mr. Freeman Owle, Cherokee Elder in Residence, who talked about his role at WCU, his work in the classroom, and his storytelling of Cherokee legends and mountain heritage. He expressed a keen interest in having those present invite him into their classes. He also announced two upcoming receptions, one for faculty in teacher education at Noon and one for students in teacher education and faculty in SUTEP schools at 4:00 pm, to be held on Thursday, February 17 in KL 104. Mr. Owle can be reached through Terry McLaughlin, Cherokee Studies, or by cell phone 828.399.0831.

Curriculum
The curriculum items for this meeting were discussed with the whole group with the following items being approved:

- New Courses:
  EDL 615 International School Leadership
  ECL 714 Role of School Leaders in Special Education
  SPED 400 Creative Thinking and Problem-Solving
  SPED 470 Introduction to Gifted Education
  SPED 570 Introduction to Gifted Education
  SPED 475 Methods and Models of Gifted Education
  SPED 575 Methods and Models of Gifted Education
  SPED 480 Curriculum Differentiation for Gifted Learners
  SPED 580 Curriculum Differentiation for Gifted Learners

DPI requested the development of the above listed SPED courses, offering a four course sequence, that could be taught on-line, and hopefully offered in the summer. Contact Sharon Dole for details.

Dale then asked Libby McRae to explain the Proposed Diversity Log component of the teacher work sample (copies made available) to address the diversity issue in teacher ed and allow flexibility for observation hours. An overall concern would be creating experiences that would be substantial and not just the professor “preaching from the pulpit.”
PEC Minutes cont.
Page 2.

Additional considerations discussed included a common definition of diversity, suggestion of activities, course tie-ins, advice on the log, examples from duties to address diversity in the classroom [advising, administering, suggestions], and how to administer for significant student experience. Please email Libby McRae (mcrae@) or Russ Binkley (rbinkley@) with your reactions.

Information

Dale began a discussion of DPI Standards and the things we need to define and reflect on to show others the standards have been met. Every program must be able to articulate how they have met four sets of standards [core, diversity, technology, and specialty areas]. There are difference indicators, or evidence of knowing the program, for each standard.

Core Standard 1: Teachers know the content they teach. Assessment through syllabi, Praxis scores, GPA; assessments on particular assignments that show teachers know content, summary of evaluations, teaching video tapes, rubric for evaluating student work samples, exit criteria?
Core Standard 2: Teachers know how to teach students. Assessment through evaluation, unit plan, Praxis scores?
Core Standard 3: How would you show teachers are successful teaching a diverse populations of students. Use diversity log, teacher work sample, consumer survey?
Standard 4: Teachers are leaders: Evidence of standards met through number of students going on for masters, participation in pre-professional organizations on campus [leading other teachers, promoting staff development], membership in professional organizations. Percentage graduates attaining National Board Certification?

The meeting was adjourned at 5:10 P.M.

Respectfully submitted,

Barbara L. Schade, Secretary