

**PROFESSIONAL EDUCATION COUNCIL**  
**MINUTES**  
**Special Meeting April 6, 2009**  
**Killian 104**

Members Present: Beaudet, Corbin, Corzine, Ebert, Grist, Grube, Hunt, Jacobs, Jaqua, Lawrence, Nichols, Nickles, Norris, Roberts, Schade, Steiner, Unruh, West

The meeting was called to order at 4:05 p.m.

Dan explained the purpose of this special meeting is to share with the Council the PES classes and proposed common evidences that can be utilized by all the TE programs as a result of the re-visioning process. He shared a PowerPoint presentation ReVisioning Teacher Education-The Professional Education Core & Common Evidences for discussion and official action before going to the Leadership Council.

The presentation covered a timeline, process to date, PES proposed courses, and Professional Education Sequence Ad-Hoc Committees Core 21<sup>st</sup> century standards of Teacher Leadership & Classroom Management; Assessment; and Differentiation and Diversity. Evidences would include 1) transcripts (required by DPI), a “depth of content knowledge” assignment to be developed by each program area, 3) the Teacher Work Sample – Planning, 4) the Certification of Capacity form (required by DPI), 5) the Teacher Work Sample – Implementation and Evaluation, and 6) a leadership and collaboration reflective essay. Evidence 3, 5 & 6 were proposed as common evidences to be used by each program. The PES courses will be further developed with common objectives and assignments for NCATE purposes. The PES will be monitored by a committee from year to year.

The following proposed courses align to standards:

PES 1: Teacher Leadership in a Diverse Society (replacing EDCI 213) would be a study of profession of teaching and teacher leadership through historical and current societal influences, including technology, as agents for reform in diverse 21<sup>st</sup> century schools. Field experience required.

PES 2: Understanding and assessing learner needs for responsive instruction would explore cultural and developmental needs of 21<sup>st</sup> century learners and the assessment techniques learners utilize in the development of responsive instruction. Field experience required.

PES 3: Designing classrooms as responsive learning communities would cover classroom design and management strategies for individual differences and exceptionalities that focus on ways teachers use ongoing assessments to create responsive classroom learning communities.

PES 4: Method course identified by program

The new programs would begin in 2011 with DPI’s first review in 2013. The ReVisioning structure is being driven for licensing by DPI, who only want evidence ready for license. However, NCATE wants to see growth. Therefore, the Professional Education Sequence courses and unit assessments that will lead to evidences needed by DPI will also satisfy NCATE’s needs.

There was further discussion about the Community College 2+2 program and how flexible we could be with PES courses fitting in at community colleges (PES 1 equivalency). There is also a concern about course availability when only offered in even or odd years like in the math curriculum. Discussion of a common 2.75 GPA across all teacher education programs was referred for another PEC meeting to give program coordinators time for discussion with their department.

Dan asked for a motion to approve proposed PES courses and common evidences. Motion and second to approve. Motion passed.

The Council adjourned at 5:00 p.m.

Respectfully submitted,  
*Barbara Schade*  
PEC Secretary