I. Dean Perry Schoon

Dan Grube welcomed everyone and announced that Perry would not be attending today’s meeting. Perry was, however, able to join us mid-way through the meeting. He took a few moments to thank everyone for their participation on the PEC and expressed appreciation for our suggestions and counsel.

II. Approval of Minutes

The minutes of both the October 21 and November 18, 2009 meetings were approved.

III. Chair’s Report

A. Graduate Revisioning -Blueprints

Institutions are required to submit “blueprints” of their proposed graduate teaching area programs to the State Board of Education that have been revised to meet the new standards adopted by the Board in January 2009. The blueprints are to include the following components: description to reflect 21st knowledge skills; description of how school partners were involved in the revisioning of the program and how they will be involved in the delivery and evaluation of the program; description of electronic standards for evidence s 1-4; and timeline for implementation that includes a transition plan for currently enrolled/admitted candidates. Dan will be meeting with all program coordinators. Blueprints will soon follow to move forward.

B. SPED License – Content Area Certification

Barbara Schade explained that recent Title II monitoring by the US Department of Education determined that the Praxis 0511 Fundamental Subjects: Content Knowledge test does not satisfy highly qualified (HQ) requirements for special education teachers in middle and high schools who teach, as the teacher of record, core academic subjects. This ruling does not prevent special education teachers from providing curriculum assistance in the core subjects as long as the assistance is in addition to regular instruction with a HQ teacher. Note that special education teachers are still highly qualified in their exceptional children area(s). However in order to serve as the teacher of record in core courses, special education teachers in grades 6-12 must take the Praxis II or demonstrate that they have 24 course hours relevant to each of the core content areas in which they are the teacher of record. For special education teachers grades K-5, there are no additional requirements to deliver instruction.

C. K-6 Content (Math/Science) Graduate Coursework (18 hours)

Dan shared that a proposal to add content area concentrations (an add-on license) to the elementary license is being proposed by the State Board of Education in order to improve instruction in the elementary school in the academic content areas of mathematics and science. Individuals with an elementary (K-6) license would be eligible to have the elementary concentration areas added to their license based on the completion of 18 hours (6 courses) of content-based graduate coursework designed for the elementary teacher in the core content areas of mathematics and/or science. The program of study for each content area must be approved by the NC State Board of Education and offered by approved NC universities. Based on specific masters degree requirements at the universities, some or all of these courses may be applied towards existing degree programs. Dan will provide additional updates when available.

IV. Information

A. Admissions

Barbara shared with Council the most recent admissions to the teacher education program. Since the last reporting in September, there have been 25 undergraduate and 121 certification and advanced degree admissions. She anticipates a larger number of admissions after grades are posted at semesters end for EDCI 231 and BK 250.
B. Curriculum – none
C. Appeals – none
D. Policy and Procedures – none

E. Field Experiences

Gwen Ayuninjam reported that she has completed 2/3rds of the intern placements for next semester. There are 73 Intern I, 145 Intern II, and 80 student teacher candidates so far. Additionally there will be 55 elementary Block placements and 270 field experience placements (and counting) required for spring semester.

F. Assessment – Graduate Portfolios

Renee Corbin went over the very positive scores of the MAT/MAED graduate assessment portfolio and graduate professional core data from TaskStream. The graduate portfolio contains 5 standards: Instructional Expertise, Knowledge of Learners, Research Expertise, Connect Subject/Learner, and Development/Leadership. The graduate professional core consists of the categories or requirements in courses. Seminar instructors encourage students to complete the surveys. Currently, it is a summative assessment. Kathleen Jorissen asked if it can be made more formative for discussion in class. For example, would it be possible to add a formative assessment question assessing K-12 student work? Perry said it would be both helpful to have 60% or higher response rate and useful for data to go back to departments for discussion and to determine need of resources. Currently the date is not sent out to department heads unless there are at least 5 responses.

G. Technology - none

V. New Business - none

VI. Program Share – none

The Council adjourned at 5:00 p.m.

Respectfully submitted,

Barbara Schade
PEC Secretary