The third meeting of the Council for Teacher Education for the 2001-2002 academic year was held Monday, November 12, 2001 at 3:15 p.m. in Speight 202. Members present: Parmalee P. Hawk (Chair), Rick Barnes, Carol Brown, Kermit Buckner, Melva Burke, Joe Ciechalski, Dawn Clark, John Coleman, Vivian Covington, Lilla Holsey, NanYoung Kim for Nancy House, Carolyn Ledford, Courtney Moser, Al Muller, Marcela Ruiz-Funes, Rose Sinicrope, Jan Stennette, Scott Watson, Sarah Williams, and visitor, Lynn Davis. Brent Angell, Michael Brown, Ann Bullock, Linda High, Rhonda Kenny, Tony Laker, Michael Rastatter, and Sandy Triebenbacher were absent.

Hawk welcomed the Pitt County Schools representative John Coleman, Principal of South Greenville School.

**Order of Business**

**Agenda I - Approval of Minutes**

A motion was made by Sinicrope and seconded by Muller to approve the minutes from the October 8, 2001 meeting. Minutes were approved. (It was later noted that the date for the training of University Supervisors in the use of evaluation rubrics for the Senior Portfolio should be “May 1, 2002”, not 2001).

**Agenda II - Announcements**

The following announcements were made by the Chair.

The new MAT degree program was not reviewed during the last NCATE/SDPI visit. State program reviewers will be here November 16, 2001 to review the program. No coordinators in the respective teaching areas are scheduled for interviews; however, Hawk suggested that they be available from 9-12 on Friday, November 16.

A sheet was distributed listing new PRAXIS requirements for the areas of art, elementary, English, French, math, music, science, social studies, and Spanish. Effective July 2002, individuals must meet the required score for each portion of the exam.

At this time, teacher education program completers may be issued a provisional license without PRAXIS scores or with low scores. Individuals must attempt the test(s) during the first year of teaching. They may get a one year extension. It is suggested that individuals take the PRAXIS during the second semester of Senior II. Muller and Stennette stated that Teaching Fellows were instructed to take the PRAXIS early in their Senior II semester. Muller felt that students needed more of the internship experience prior to taking the tests. He asked if this was a local or state requirement. Hawk will look into this matter.

The current PRAXIS I: Computer-Based Tests (CBT) will be replaced by the new Computerized PPST in January 2002. Changes will reflect the ability to review and change answers. The Writing test will contain a single essay topic. Calculators are not needed for the Math test. The Teaching and Learning Division of ETS will distribute a combined Computerized PPST Registration Bulletin and Test at a Glance publication soon. This will be available at the Testing Center, Brewster D 102.

Project ACT, an accelerated summer program will have two cadres this summer; elementary and secondary. NCTeach is funded through General Administration. Ann Bullock will become the director of both programs in February.

**Agenda III – New Business**

In 1985, the State Department of Pubic Instruction held a meeting to discuss a new policy called Lateral Entry. At that time one-half of one percent of new hires were lateral entry teachers. Today, one-half of new hires in Fall 2001 came via an alternative route. The bulk of teachers are not coming via traditional routes, but increasingly by alternative routes.

Burke explained the different alternative routes. A lateral entry (LE) teacher is hired in a position related to their undergraduate degree and must affiliate with an IHE. Special education teachers may be hired LE with degrees in psychology, sociology, child development or therapeutic recreation. There are 870 LE teachers affiliated with and monitored through the Office of Teacher Ed. An individual plan of study is done for each teacher. These are non-degree licensure only students who come in with a four-year degree, take the necessary courses for a
license, with the exception of the internship, and are hired by a school system as a LE teacher. “Irregular Certification” students are individuals who have a four-year degree, receive a plan of study from their specific area department, and enter the university as a non-degree student seeking licensure in a specific area. These students are advised through the specific department. There is an increased number of “add-ons”. These requests go directly to the department.

Lateral Entry teachers are able to go into the MAT degree. The Third Lateral Entry Symposium will be held Friday, November 16, 2001. Approximately 160 lateral entry teachers and personnel directors will be in attendance. Lateral entry teachers are in a teach and learn situation. The majority of these teachers have commitment and drive. Their plan of study is a competency-based evaluation, not course-based.

Ledford asked what impact the Regional Centers for Alternative Licensure teachers would have at ECU. Hawk replied very little.

Butner stated that superintendents can now be hired with no license. They need a four-year degree and proven leadership and management abilities other than in education.

Barnes asked if alternative routes were available in other states. Hawk replied that they were; however, fewer exist in the unionized states.

**Agenda IV - Committee Reports:**

**Curriculum:** Watson reported that the committee met and approved course revisions in the BS program in Dance Education.

Two course proposals SPAN 6400 and 6600 were withdrawn until additional syllabus information is received.

A proposal from the Department of EXSS for deletion of the MAT program in Physical Education was tabled to allow time for reconsideration or modifications of the request.

**Evaluation:** C. Brown reported that a team will be formed to plan and develop the training program for supervisors on the evaluation rubric for senior portfolios. Copies of the Portfolio Verification Form, Portfolio Feedback Form, and Checklist were distributed. The forms only allow for the university supervisor's signature. SACS requires two different signatures on verification forms. Presently, the clinical teachers will not be trained in the rubrics and will not evaluate by the rubric; this may change. After the instructor evaluates the student in EDTC 4001, the student will print the checksheet and include in their portfolio.

**Policy:** None

**Admission and Retention:** None

Lynn Davis distributed a copy of the webpage for assessment and accountability initiatives which contains revisions to the conceptual framework. On this page, [http://www.soe.ecu.edu/ncate_dpi/default.htm](http://www.soe.ecu.edu/ncate_dpi/default.htm), you may join the discussion or send suggestions to her.

There being no further business, the meeting adjourned at 4:20 p.m. The next meeting will be held December 10, 2001 at 3:15 in Speight 202.

Respectfully submitted,

Sherry Tripp