The sixth meeting of the Council for Teacher Education for the 2004-2005 academic year was held Monday, February 7, 2005 at 3:15 p.m. in Speight 202. Members present: Vivian Covington (Chair), Rick Barnes, Carol Brown, Melva Burke, Joe Ciechalski, Dawn Clark, Dana Espinosa, Bethann Fine, Gwendolyn Guy, Linda High, Ivan Wallace for Lilla Holsey, Linda James, Rhonda Kenny, Phil Phillips for Nanyoung Kim, Carolyn Ledford, Al Muller, Pitt County Representative Julie Cary, Mary Lisa Pories, Ron Preston, Sandy Triebenbacher, Sarah Williams, student representatives Kerri Flinchbaugh and Kelly Kiser, and visitors Lynne Davis and Marilyn Sheerer. Absent were Bill Grobe, Marcela Ruiz-Funes, Betty Smith, and Christy Walcott.

Order of Business

Agenda I - Approval of Minutes

A motion was made by Joe Ciechalski and seconded by Carolyn Ledford to approve the minutes from the January 10, 2004 meeting.

Agenda II - Announcements

Vivian Covington, Chair, made the following announcements:

New student representatives; Kerri Flinchbaugh, an English major and Kelly Kiser, a middle grades major were introduced. Dean Sheerer, who is the official chair of CTE was also introduced. The Director of Teacher Education serves at the acts in her pleasure of the Dean. Danyell Harmon from the Office of Teacher Education recorded the minutes for Sherry Tripp.

A corrected ASIP 2000 Computer Challenge Exam flyer was distributed. The correct dates for the exam are Thursday, March 24th and Monday, March 28th. The previous notice included Friday, March 25th, which is a holiday.

An update from DPI was distributed. Items discussed for informational purposes were as follows. Please share with your faculty members. Requiring uniform background checks for teacher education students at a cost up to $91 and the number of times it will be required during a program were discussed. How would this affect community college students taking EDU 216? NCSU uses 3 different processes for 3 different systems. Our interns are normally placed within 17 counties. Of those counties, Johnston County is the only one requiring a background check and they are covering the costs. Perhaps OP or DPI could develop one form, approved by LEAs to be used by IHEs. Our Upper Division form includes the two statements by applicant regarding revocation and convictions taken from the licensure form. UNC-W’s application includes five questions. This part of their application is used at various levels from admission, practicum, and internship. When to initiate the background check, how often, and who pays are issues to be considered.

Internship should be 10 continuous weeks. If it is a split internship, it should be 10 continuous weeks, then 5 weeks. This also applies to dual licensure; it is 10 in the primary area and 5 in the other. This would apply to those getting licensed in special education and elementary.
Gov. Easley is pushing for all More at Four teachers to be licensed in B-K. They are trying to administer the ILT and CEU process. A new test for B-K or a test for kindergarten to be used for B-K majors only is being considered.

The State Board accepted the report on Select Committee on Lateral Entry. All items have to go before the Legislature and many are tied to significant funding.

- Community colleges are pushing for non-course credit and other credit bearing courses to help certify lateral entry teachers. Universities need to be more flexible and accommodating.

- Prior to hiring, lateral entry teachers need five weeks of training.

- A new Regional Alternative Licensing Center (RALC) in the Winston-Salem area is proposed.

- A Critical Response Protocol is being designed to assist LEAs, with extreme and high needs, in getting individuals licensed quickly.

- Universities are to be supportive of lateral entry teachers. Legislators and others think the RALCs are great and support the community colleges playing a significant role in teacher education taking over.

The deletion of PRAXIS II was removed from the Teacher Retention Renewal Proposal by a 17-1 vote. All students must still take PRAXIS II in the areas currently required. The General Assembly and the Office of the Governor are still debating over reciprocity.

Temporary permits will no longer be issued after July 1, 2006 except for physical education and workforce development areas. Even if PRAXIS II is eliminated, elementary and special ed majors will have to take the tests. School systems are becoming more leery of hiring anyone without tests. Students should take the tests before graduating. Ron Preston raised the question of requiring students to take the tests prior to interning or making it a graduation requirement. These options need to be discussed at a future meeting.

Both Educational Testing Service (ETS) and National Evaluation Systems (NES) are developing a new elementary test. Faculty may be contacted to assist in this. ETS is moving toward all computer-based PRAXIS I tests (C-PPST). In January 2006, they will begin reducing the number of paper and pencil test opportunities. Where computers are limited, the written tests will still be administered.

The Teacher Retention and Renewal Task Force Report went to SBE for the first reading this month. Some items in report included:

- Encouraging the establishment of advanced level programs in teacher leadership and elementary grades level content areas (elementary science specialist, etc.) at universities,

- A statewide audit of administrator standards and programs are coming under scrutiny to see how they address teacher effectiveness, evaluation and retention. CEUs for administrators in these areas may be required. LEAs will need help from universities with providing these CEUs.

- Expanding student teaching to a full year with pay or a paid residency program during the first year of teaching in which the teacher works under a master teacher is being considered.
By June 2005, DPI should prepare a feasibility study for the SBE around "What would our programs look like if we dropped 12-15 hours for another semester of student teaching?" We need to also think about how we would change our programs. A study at George Mason showed that retention was higher with a full year of student teaching versus a semester.

- DPI has a proposal ready using SAT scores in lieu of PRAXIS I to present to the SBE when asked by the legislature. Another suggestion is to use a compensatory model, total score of the present single score for each test (522). If a score is less than 522 and not a minimum on one test, a case could be built for a student using GPA, particular course grades, etc. Options are needed for PRAXIS II as well.

- SBE is also focusing on outcomes for LEAs and what are their retention strategies.

- SBE would like for beginning teacher salaries to be increased to $36,000 between 2005-2009, increase pay for teachers with a BS degree plus 15 hours and a Masters plus 15 hours, and increase salary for Masters from 10% to 12%, to equal national board certification.

The Center for School Leadership Development will work with high performing principals in a leadership program for future superintendents.

Diversity standards were revised to include in Standard 1, Indicator #4- “teachers understand and utilize anger management and conflict resolution strategies as appropriate in the classroom”. Kathy Sullivan of DPI stated that each standard should be met without meeting every indicator.

The Domestic Violence Training Bill was approved by the SBE to include the words “courses” and “administrators”, which was believed to be an oversight. DPI expects IHEs to have courses that address this issue and meet the competencies. Courses should be reviewed to ensure that we address the issues around this item.

Technology portfolio is discontinued for license; however, technology standards must be met and ECU will keep the portfolio as evidence.

LEAs have 18 months remaining to use their own “module-based programs” for Academically Gifted licensure. ECU has an approved program in AI/G as an add-on license area.

Changes may be made in special education licensure, which currently covers grades K-12 to be highly qualified. It is possible that SPED-General Curriculum could include the current pedagogy test plus the general ed test for a SPED K-8 license. The current pedagogy test plus a new high school standard course of study test in English, history, math and science would be required for a SPED 9-12 license. Students completing the high school testing of the general curriculum would be highly qualified for K-12. A SPED 9-12 license would not qualify someone to teach a core course in a regular classroom. SPED-Adapted Curriculum will remain as is, K-12, with current tests.

A report from the Professional Development Initiative Work Group went to the SBE this month. There are four recommended areas to enhance North Carolina’s system of professional development (PD) - for K-12 teachers: 1) PD Online Resource Center, 2) Statewide PD Standards, 3) Funding for PD, and 4) PD Data Collection.
Program approval training will be May 16-18, 2005 at AtlanticCarolina Beach. Special education and ESL teachers are needed. If you are interested in attending, let Vivian know and she will forward your name to DPI.

The question was raised about training on anger management and domestic violence. On March 10, Peter Romary, a lawyer, will speak on these issues at the Clinical Teacher Conference. Anyone is welcome to attend. Dean Sheerer announced that the Chancellor had received a letter from Marc Basnight stating that these issues need to be addressed in teacher education classes.

The Government Accountability Office has been called to investigate the large grant from the US Department of Education to the American Board for Certification of Teacher Excellence (ABCTE). Only four states currently recognize the ABCTE; Florida, Idaho, New Hampshire and Pennsylvania. Florida automatically certifies people who pass the test. The other states require individuals with passing scores to meet additional requirements. Only 13 prospective teachers have gone through the program with just six having found teaching positions. Another 109 applicants have yet to complete the testing.

A sheet with the Academic Integrity Statement and Students with Special Learning Needs Statement was distributed. This is useful for syllabi and if you have students with special needs in your classes. This will be sent electronically to CTE members.

Included in the packet of information was a copy of the Federal NETS plan. Seven major action steps and recommendations, which have implications in teacher education, were listed. We need to insure that students can work with software and hardware. Technology is a teaching and a personal tool. We need to provide support and know where to seek support.

Carol Brown announced that she is working with Joyner Library to conduct focus groups with pre-service teachers about a new online resource developed through a large state grant. The target is 4th and 8th grade teachers in social studies. Teachers in other content areas should be interviewed also. Feedback is needed to determine if resources can be used in other areas. The resource is www.lib.ecu.edu/ncc/historyfiction/. The meeting is February 22. The pre-service teachers will earn a $75 stipend. If you know of any teachers interested in this contact her at 1624.

Agenda III - Old Business

The catalog copy of courses needing the upper division prerequisite was approved by the University Curriculum Committee in January. Members were reminded to submit their catalog changes in the professional studies prior to the deadline.

If you have any feedback on the service learning course Dr. John Carter discussed at the last meeting, please contact him at 1606.

Agenda IV – New Business

Lynne Davis reported that the Principal's Survey Data report for undergraduates has been tabled until March.

Dean Sheerer thanked everyone for their work toward the next accreditation visit. The College of Ed used lapsed salary money to support faculty last year with the report folio.
writing and this will continue this summer. This money is supporting all teacher education faculty. She spoke on target enrollment, private school placements and placements out of the network.

- Molly Broad announced that the university system is committed in the next five years to increase the number of teachers by 62%. Targeted enrollment from all IHEs projected from traditional programs, LE, and alternative licensure programs were combined to reach the percentage. ECU needs to produce 100 more teachers. Not just the COE, but all teacher education programs have to produce more teachers. How to do this is to put more emphasize on every strategy you can thing of. Partnership East (PE) did create a vehicle for growing teachers in those local areas where people live. Science and math are taking programs off campus. What are rewards or sanctions? Growth has been shown in alternative licensure and we want to put these co-horted alternative licensure programs at the PE sites. The MAT is one of the best things we have to grow that and we have to build that one. What that means is that more faculty is needed. Some complaints are that positions need to be labeled as teacher education. Teaching Fellows is still a key vehicle to growing numbers. Music education uses the TF program to recruit very good musicians. People need to know that these are powerful scholarships to attract people into your colleges, which will help with numbers. With no more temporary licenses issued, that could relate to our numbers. The IHE Report uses the number of license completers employed versus the number of program completers. Students need to take the PRAXIS II and become licensed.

- There is no real policy on private school placement. We are a public university and it is the primary focus and goal to place interns in public schools. Exceptions are made, but rarely.

- For the most part placements should not go outside the network. In some instances, students are placed outside the network. This requires additional training for the clinical teacher. Qualified adjunct supervisors are used for placements outside the network.

- IHEs need to collaborate with community colleges to build a workforce to meet the needs of the state. If we show growth, we will get more resources. Resources will be attached to production. Preston stated that economy affects the numbers in teacher education; the lower the economy, the more teachers we have. There are approximately 325 Senior II students this semester and 180 students in Senior I, which shows an increase.

**Agenda V – Standing Committee Reports**

**Curriculum:** Linda James reported that the committee met today and approved the following.

Three courses in CDFR were revised: CDFR 3210 was unbanked and revised to address need for knowledge of various models of early childhood education. It also was a name change; CDFR 3306 was renumbered from 4306 to 3306 and revised to reflect the diverse needs of students for preparation for a variety of professional careers; CDFR 4321 was renumbered from 3321 to 4321 so that it would be at 4000 level for continuity of 3 curriculum courses.

BS in B-K catalogue changes reflect changes for NCATE and added detailed requirements for program offered online – 2+X2 students must meet requirements for transfer courses.

A new course, FACS 6323, for grad students completing the MAT with an emphasis in FACS was approved. It includes an internship to meet NCATE standards.
Catalogue changes in the BS in FACS were made to meet NCATE standards.

Catalogue changes and course additions made by the Mathematics Department in the College of Arts and Sciences were approved. The catalogue changes and course addition will impact the BS in Mathematics Education degree in the College of Education. The changes were supported by the Mathematics Education faculty.

**Evaluation:** Lynne Davis reported for Bill Grobe. The committee met to review items discussed at the December meeting. Exit surveys for undergraduates were discussed and the two-page vitae required by DPI.

**Admission and Retention:** No report

**Policy:** No report.

**Agenda VI – Ad Hoc Committee Reports**

**Dispositions:** Lynne Davis reported for Al Muller. Feedback from the meeting with the clinical teachers regarding the use of disposition forms was discussed and they are working on changes based on recommendations.

**Portfolio:** Lynne Davis reported that there have been three training sessions with the 76 portfolio component volunteers. A meeting will be held 2/8/05 to review the scores from the fall.

**Graduate:** Carol Brown reported that the vote on Exit Survey forms and Follow-Up forms will be in March. The Exit Survey will be completed online. Follow-Up surveys on graduates from three years ago will be mailed. An Employer survey may be included.

**Professional Studies:** Melva Burke reported that they are working on revising the Senior I Agreement Form. Upon approval of the Introduction to Diversity course, the course will be brought before the committee to discuss its use as a professional studies courses or an elective.

There being no further business, the meeting adjourned at 4:30 p.m. The next meeting will be held March 7, 2005 at 3:15 in Speight 202.

Respectfully submitted,

Sherry S. Tripp