

Minutes for Professional Education Council
November 6, 2019
4:00 p.m. Killian Room 102

Present	
Patricia Bricker	Derek Becker
Lee Nickles	Kelly Tracy
Rachel Wike	Derek Becker
Amanda Chapman	John West
Jenny Stewart	
Becca Carter	Kim Davis (Zoom)
Tori Golden	Beth McDonough (Zoom)
Erica Hayes	Erin Tapley (Zoom)
Carmen Huffman	C.Y Yang (Zoom)
Marissa Ray	Karena Cooper-Duffy (Zoom)
Sarah Meltzer	Traci Rice (Zoom)
Lori Unruh	Jess Weiler (Zoom)
Angie Dills	Axelle Faughn (Zoom)
Tom Watterson	Michael Boatright (Zoom)
Myra Watson	Heidi VonDohlen (Zoom)
Frank Forcino	Elizabeth Graves (Zoom)
Absent with Proxy	
Caesar Campana (Proxy: Tori Golden)	
Eleonor Petrone (Proxy: Michael Boatwright)	
Absent without Proxy	
Alberto-Centeno-Pulido	
Carrie Rogers	
Elizabeth McRae	
Paul Worley	
Rebecca Lasher	
Molly Callaway	
Chip Cody	
Ian Jeffress	
Joy Bowers-Campbell	
Kim Davis	
Brandon Schwab	

Agenda for Professional Education Council
November 6, 2019
4:00 p.m. Killian Room 102

- I. Welcome and Introductions
- II. Approval of Minutes from October 9, 2019
 - A. Minutes approved unanimously
- III. Update from P-12 Partners and School Relations
 - A. Becca/Cullowhee Valley: working with an author to do memoirs, program will be school wide. Also working with NCCAT on math basics. Bonnie Bolado will be working throughout the year with K-3 with math coaching.
 - B. Angie: JCPS Partnered with WCU for prepared training and had 25 participants. Upcoming Friday Institute training for PD, coaching model will focus on standards and planning. JCPS have been chosen for a second-year pilot for DPI, Specifically Designer Cohort MTSS. Angie Dills has also been chosen for DPI advisory board. A lot of upcoming changes for public school curriculum, any feedback you would like share with the DPI consultant let Angie Dills know.
- IV. Chair's Report (see attachments)
 - A. Undergraduate Professional Education Sequence Core Course Committee
 - 1. It has been quite a few years since the PES Core Courses have been reviewed and revised. It is time.
 - 2. Patricia and Kim have done some preliminary work to help us get started
 - 3. Patricia established a committee to work on this. We asked for volunteers and then also solicited people from EDCI and Psych since they were not originally represented. The group includes: Adrienne Stuckey, Lisa Bloom, Marissa Ray, Frank Forcino, Ellen Sigler, Erin Myers, Sarah Meltzer and Pam Buskey (tag teaming), Kelly Tracy, Kelly Kelley, and Cathy Grist. Our first meeting is on November 7th. Others may join us.
 - 4. The agenda for our first meeting is to use the preliminary work and each of our own knowledge bases and perspectives to consider how we would like to redesign. We know:
 - a. Some of our current PES courses have a wide range of topics that makes it hard to meet all the course objectives well.
 - b. There are some overlaps and gaps and perhaps also some no longer necessary objectives.
 - c. We have 9 credit hours to work with and these credit hours could be broken up in different ways (3,3,3 or 2,2,2, 1, 1, 1 or many other options).
 - d. We could redesign current courses and/or create new ones.

- e. We know that embedding content into courses helps with program management and allocation of resources. That said, we could also build in some modules or professional development throughout the teacher education programs (not just in Intern II) to cover needs.

B. MAT Revisions

1. We need to collaborate to move forward successfully.
2. The SPED MAT is doing well.
3. We must revise our other MAT programs in order for them to be viable. We are also at a point that it makes sense to consider which areas we want to have MATs in. Keep the ones we have or just some of them? Add others? If so, which
4. Need to be do-able for working professionals (whether they be people with residency licenses or changing careers).
5. Program coordinators met earlier this semester. We will meet again in November.
6. Hope to have proposals ready this semester with approval to begin in fall 2020.
7. Since these are MATs, we can require content degrees/courses for admission.
8. Initial licensure (first phase) is and can continue to be common education courses across all disciplines with tracks/modules within courses to meet the diverse needs. Ideally, we will revisit these courses to make sure the content is current and what is needed, in a manner similar to what we are doing with undergrad core courses.
9. Second phase (once initially licensed) needs to be online, not face to face. These can be education courses; they do not need to be content courses. They could be courses we already have. Ex: STEM courses for math and science.
10. Begun conversations with Brandon about changing them to online; requires system approval. May take some time.
11. Anyone that would like to be included in discussion/meeting please let Patricia know.

C. Forthcoming Survey of Future NC Teachers

1. All 2020 graduating /licensing teacher candidates, both undergraduate and graduate, new and returning teachers will be receiving survey from the Friday Institute to get their opinion on the teaching profession and advanced teaching roles.

V. Information

- A. Curriculum – Patricia Bricker
- B. Admissions and Licensure – Rachel Wike
- C. Appeals – Patricia Bricker
- D. Policy and Procedures – Patricia Bricker
- E. Field Experiences – Amanda Chapman
- F. Assessment, Technology, and Tk20 – Lee Nickles
- G. Recruitment and Retention – Jenny Stewart

H. CAEP –Lori Unruh and Patricia Bricker

VI. Continuing Business

A. Teacher Education GPA Requirement for WCU Licensure-Only or MAT

Candidates:

1. Current Practice: WCU GPA must be 2.75 or higher
 - a. At the undergraduate level, if less than 2.75 GPA at WCU, then we do not admit to teacher education at the undergraduate level. Candidates can take WCU classes to raise their GPA, but they need to be classes that do not require teacher education admission.
 - b. At the graduate level, if less than 2.75 GPA at WCU, then the student can enroll as a non-degree student or the program can choose to admit conditionally, and a new GPA is established after the first semester. After the first semester of classes, the graduate GPA needs to be 2.75.
2. If no WCU GPA, most recent accredited institution GPA is 2.75 or higher.
 - a. If most recent institution GPA does not meet teacher education admission requirements, licensure only or MAT candidates are encouraged to enroll as non-degree students to establish a WCU GPA; a program may also choose to admit conditionally in these situations (one course = new GPA).
3. Other Institutions: For admissions to Residency programs,
 - a. ECU uses only bachelor's degree GPA (and does not consider post-bac coursework or master's GPA). ECU requires 1 class to establish ECU GPA to reach 2.7.
 - b. UNCC is similar but requires 2 classes to establish UNCC GPA to be eligible for Residency Program.
4. Proposed Practice:
 - a. GPA from most recent conferred degree (Bachelor's level and above, from an accredited institution) is 2.75 or higher.
 - b. If this GPA criteria is not met, candidates may enroll as non-degree students establish a WCU GPA of 2.75 or above on at least 6 credit hours. Then the student will meet our GPA requirement for teacher education admission.
 - c. If student previously attended WCU and at least 2 years have passed, we will allow them to reset their WCU GPA calculation for teacher education admissions purposes only. We will implement a system to track these people for reporting purposes and to report their GPA using this method.
 - d. Individual programs can have more stringent guidelines. These are guidelines for teacher education admissions.
 - e. We need to decide and be clear about which courses students are able to take in this situation.
5. We will continue this discussion with a follow up meeting in preparation for a future vote.

VII. New Business

A. Recruitment

1. Update on 2015 Teacher Recruitment Plan, Data, and Teacher Recruitment Task Force work
 - a. Teacher Recruitment Plan created in 2015, students who have been admitted in Teacher Ed program. Focused on high needs areas MAT and MAeds: Math, Science, Inclusive ED, Special Education, Middle Grades, Social Science Education and TESOL minors
 - b. Goal #1: Increase the number of prospective teachers
 - a. Results of Total Teacher Ed Admission:
 - i. 2014-2015: 357
 - ii. 2015-2016: 409
 - iii. 2016-2017: 390
 - iv. 2017-2018: 345
 - v. 2018-2019: 422
 - b. See attachment for more information
 - c. Goal # 2: Track and increase the individualized recruitment efforts between prospective candidates and WCU faculty, staff, students, and alumni.
 - d. Goal # 3: Increase minority representation among teacher education candidates by 10% over the next five years.
 - a. See attached for further details
 - e. Goal #4: Increase the initial passing rates on exams required for admission and licensure
 - a. Praxis Core first attempt pass rate:
 - i. 2015-2016: Reading 87.5%, Writing 60%, Math 45%
 - ii. 2016-2017: Reading 91.3%, Writing 67.39%, Math 65.59%
 - iii. 2017-2018: Reading 89.43%, Writing 55.37%, Math 52.76
 - iv. 2018-2019: Reading 80.65%, Writing 49.46% Math 50.54
 - b. Praxis Core highest score pass rate:
 - i. 2015-2016: Reading 95%, Writing 72.5%, Math 60%
 - ii. 2016-2017: Reading 97.83%, Writing 73.91%, Math 72.04%
 - iii. 2017-2018: Reading 97.85%, Writing 66.12%, Math 62.99%
 - iv. 2018-2019: Reading 95.70%, Writing 65.59%, Math 65.59%
 - c. Pass Rates for Licensure Exams:
 - i. See attachment for more information

d. TEP Data may be inaccurate

2. Discussion

a. Where are the priorities in recruitment? How we should do this?

a. Focus on high need areas, diversity student population, low % of native students in teacher ed at WCU. Develop a pipeline for Native American students' entry into WCU.

b. Retention issue: faculty diversity and supporting diverse students.

c. Increase programs online because online programs have more diverse students.

d. Praxis Core/Licensure testing pass rates still need focus/increased.

e. Increase admissions to all teacher ed programs.

f. System in place to track students after graduation.

i. Track % of graduates that are getting jobs after graduation, and who decided teaching wasn't for them.

ii. Increase communication with graduates after graduation.

iii. Track how many graduates are moving out of state to teach.

iv. Track graduates who are still looking for jobs.

h. Need to see recruitment as all of our jobs.

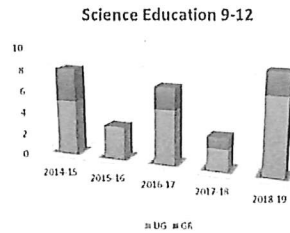
VIII. Meeting adjourned at 5:05pm.

Teacher Recruitment Plan: Western Carolina University

Created: November 2015
Status Update: November 2019

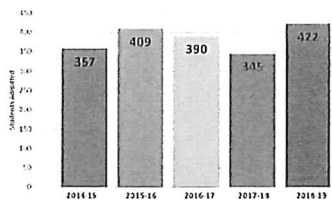
Goal 1: Increase the number of prospective teachers.

Science Education (9-12) Admissions



Goal 1: Increase the number of prospective teachers.

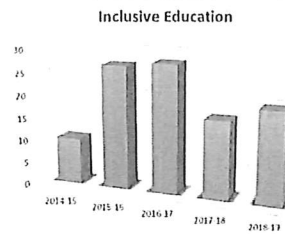
Total Teacher Education Admissions*



*This is one view. Enrollment data can be considered from multiple perspectives such as numbers of declared majors, teacher education admissions, interns, graduates, and program completers.

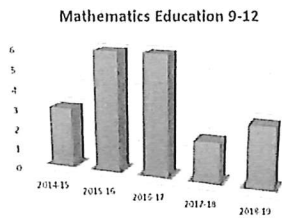
Goal 1: Increase the number of prospective teachers.

Inclusive Education Admissions



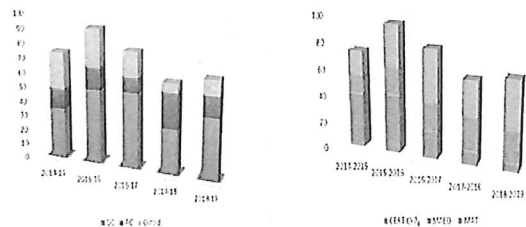
Goal 1: Increase the number of prospective teachers.

Mathematics Education (9-12) Admissions



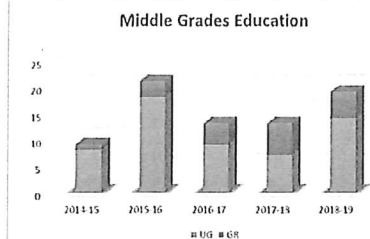
Goal 1: Increase the number of prospective teachers.

Special Education Admissions



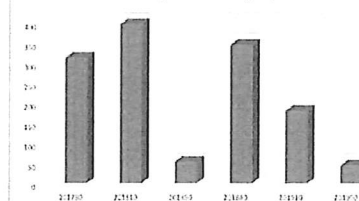
Goal 1: Increase the number of prospective teachers.

Middle Grades Education Admissions



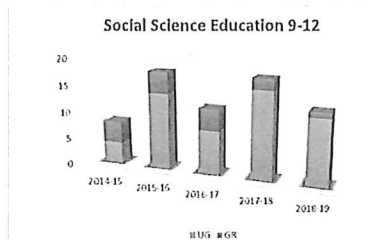
Goal 2: Track and increase the individualized recruitment efforts between prospective candidates and WCU faculty, staff, students, and alumni.

Inquiries All TEP Programs



Goal 1: Increase the number of prospective teachers.

Social Sciences Education (9-12) Admissions

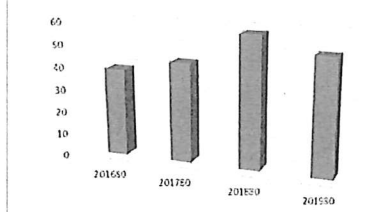


Goal 3: Increase minority representation among teacher education candidates by 10% over the next five years.

Ethnicity	2014-2015		2017-2018	
	Student Count	Percent	Student Count	Percent
Amer Indian/Alaskan Native	4	0.4%	7	0.7%
Asian or Pacific Islander	11	1.2%	6	0.6%
Black, Not of Hispanic Origin	52	5.5%	48	5.0%
Did Not / Refused to Disclose	25	2.6%	16	1.7%
Hispanic Americans	0	0.0%	2	0.2%
International / Other	3	0.3%	1	0.1%
Multiracial	26	2.7%	28	2.9%
White, Not of Hispanic Origin	808	84.8%	845	88.7%
Total	929	97.5%	953	100.0%

Goal 1: Increase the number of prospective teachers.

Declared TESOL Minors



Goal 4: Increase the initial passing rates on exams required for admission and licensure.

First Attempt Pass Rate

Praxis Core-Test	2015-2016	2016-2017	2017-2018	2018-2019
Reading	87.5%	91.3%	89.43%	80.65%
Writing	60%	67.39%	55.37%	49.46%
Math	45%	65.59%	52.76%	50.54%

Highest Score Pass Rate

Praxis Core-Test	2015-2016	2016-2017	2017-2018	2018-2019
Reading	95%	97.83%	97.85%	95.70%
Writing	72.5%	73.91%	66.12%	65.59%
Math	60%	72.04%	62.99%	65.59%

Pass Rates for Licensure Exams

Specialty Area	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Art	*	60%	90%	100%	100%
Elementary (Found. Of Reading)	89%	89%	97%	83%	75%
English	91%	100%	100%	100%	100%
Health & PE	86%	95%	93%	100%	100%
MG - Language Arts	80%	*	*	-	*
MG Math	*	*	*	100%	*
MG Science	-	-	*	*	*
MG Social Studies	-	-	*	*	100%
Math	75%	*	*	*	*
Music	69%	80%	80%	89%	100%
Science	100	*	*	*	*
Social Studies	*	*	*	100%	*
SPED: Adapted Curr.	-	*	100%	100%	100%
SPED: General Curr.	100%	100%	100%	100%	100%

* Five or less students—percentage hidden for privacy - No students in this year in this specialty area

Teacher Recruitment Task Force Spring 2019

Members: Dan Grube, David Kinner, Jenny Stewart, Dean Martin, Holly Pinter, Frank Forcino, Darrius Stanley, Kelly Tracy, Benjamin Francis-Fallon, Nathan Borchelt, Michael Schallock, Patricia Bricker, Marissa Ray, Erin Callahan, Axelle Faughn

Purpose: Enhance our teacher recruitment efforts through collaboration, with priority given to high needs areas (math, science, middle grades, special education, English Learners, recruitment and retention of diverse candidates; also, social science education due to low number of completers over the past 5 years)

Tasks Undertaken

- reviewing the recruitment plan created in 2015
- sharing progress since the plan was created and efforts currently underway
- charting a path for moving forward

Looking at the goals from the 2015 plan and the data we reviewed, we now suggest prioritizing:

- High Needs Areas and Diversity (two of the four goals from the 2015 plan)
 - Increase numbers in high needs areas
 - Increase number of diverse candidates and completers AND faculty
 - Also, increase overall numbers
- A universal message, integrated teacher education recruitment, and collaborative efforts that include faculty (ideally as part of statewide efforts)
- Bringing positive attention to teaching
- Consideration of the entire pathway from initial recruitment through teacher education admissions, retention, completion, and licensure
 - Note the importance of retention efforts, especially for diverse candidates
- Holistic perspective (curriculum, co-curriculars, learning communities, overall community)

Strategies Brainstormed

- A fulltime person who focuses on recruitment & retention
- Target high school recruitment in urban and diverse areas
- High school guidance marketing
- STEM:
 - Investigate UTeach
 - Communicate the value of teaching to incoming freshman (those in other sciences & math who may think it is not for them)
 - Hire additional science education and biology faculty who buy into teacher education
 - Summer learning community course for EDC1 191 Science & Math
 - Streamline double majors (4-year total) Science
 - Consider ways math and science can work together
- Increase partnership with alumni
- Collaboration with other programs (such as Ed Leadership, Environmental Science)

- Pursue more learning community and co-curricular opportunities with an education focus (Alaska trip?)
- Implement and enhance existing supports related to barriers:
 - Praxis
 - GPA
 - Math
- Broadly market TESOL as a secondary minor
- Advising
 - Connect students earlier to advisors & faculty
 - Use group advising opportunities to connect students with faculty and resources (community building)
- Teaching fellows
- Admissions
 - Have annual admissions meeting about under-enrolled programs
 - Admissions cross training – August
 - Admissions processes: targeting distribution