

**PROFESSIONAL EDUCATION COUNCIL
MINUTES
April 17, 2017 (Overflow Meeting)
UC Cardinal Room**

Members Present: Bricker, Brown/J, Carpenter, Centeno-Pulido, Clapp, Cooper-Duffy, Flood, Forcino, Grist, Grube, Helton, Jaqua, Kinner, Mathews, McDonough, McGee, Meltzer, Nickles, Scales, Schwab, Springer, Unruh, West, Wike, Winter

I. Welcome and Introductions

Kim Winter welcomed everyone and thanked them for attending. Kim informed all members that this is our overflow meeting. We have a few updates and curriculum to review.

II. Dean Dale Carpenter

Dr. Carpenter informed the PEC members that this group is a service activity and we could not do the things we do without your participation in this PEC committee. Dale informed the group that he truly appreciates their participation and commitment.

III. Approval of Minutes

Kim asked if there are any corrections or questions regarding the minutes from our April 3, 2017 meeting. Kathy Jaqua moved to approve and John West motioned to second. The April 3, 2017 meeting minutes were unanimously approved.

IV. Update from P-12Partners

Kim asked if there was anything anyone would like to share regarding announcements or updates. Amanda Clapp gave updates on Science Olympiad Team is going to state. They are ranked third in the state and the only WNC team ever to represent at state. The middle school team at Fairview is getting ready to go to national competition if it exists for middle school. It is all very impressive. The motivated students choose to stay after school for hours to work on building crazy things or studying for tests and parents of these students have been very supportive. Patricia Bricker said they opened up the Science Olympiad meetings to our middle grades majors and some elementary education majors to see what is going on with the teams. Alberto shared that in the future we are probably going to change the number of credits required for BSED Spanish bringing it down from 127 credits to 120 credits. Kim shared that she has not seen any proposals yet so will probably be in next academic calendar year. Also, Alberto had a meeting with Roya Scales and hoping to make some changes with the Secondary Academic Concentration (SAC) in Spanish for Elementary Education majors. Jordyn Brown shared that had a farmer visit today and the farmer brought animals and the kids were able to pet the animals. We have been teaching them a lot about the difference between local and store bought animals. Kim did not have a formal update about Catamount School in the Chair's report so she shared that they continue to have forums and there is a Facebook page you can follow. There are multiple outlets to see/view/follow for updates on the Catamount School. Send Kim an email if you need any additional information or updates. We started to have kids/parents come to the forums and the kids have participated in the forums. Kim shared that we are at about 19 or 20 applications. We have interest and things are rolling right along.

V. Chair's Report

- A. Educator Preparation Program (EPP) Approvals – We had 53 proposals but there is still no template for School Social Work, School Psychologist and School Counselor. I just received an update from Lori Unrue. They actually have a very rough template that she and others may have given some feedback on. The good news is that they are working on those three areas. We do have feedback from nine of the programs. Some feedback came back yesterday on Easter Sunday. Kim briefly shared via the overhead the proposal system via the NC public schools online site. Feedback appears once you submit the proposal and there are two reviewers for every single proposal. You can view the feedback from the reviewers. Kim will send an email to the program coordinators so you will have a copy of the narratives that we presented and a table of the feedback from the reviewers. Their goal was to have these proposals voted and approved by July 1, 2017. It gets complicated with some programs (Inclusive Education).
1. UG Initial Special Education: General Curriculum
 2. UG Initial Middle Grades Language Arts
 3. UG Initial Secondary Ed Comprehensive Science
 4. G Initial Special Education: General Curriculum
 5. G Initial Special Education: Adapted Curriculum
 6. G Initial Special Education: Adapted Curriculum Add-On
 7. G Advanced Elementary Ed

8. G Advanced MSA School Administrator Principal
 9. G Advanced Principal Add-On
- *Still no templates for School Social Work, School Counselor, or School Psychologist

B. Legislative Update

Much is going on, but below are a few highlights of interest:

HB 149: Students W/ Dyslexia and Dyscalculia

This bill aims to provide teachers with extra resources to help students who have dyslexia and dyscalculia. The State Board of Education would be required to provide professional development to teachers, educating them on the signs of dyslexia and dyscalculia. Additionally, the State Board of Education would be required to provide electronic information to parents on the signs of dyslexia and dyscalculia and how to seek help for their child. HB 149 passed the House Tuesday and will now head to the Senate.

HB 532: Modify UNC Laboratory Schools

**Replaces Board of Trustees with Chancellor as administrative head of school, in most instances*

In 2016, the General Assembly created the UNC Laboratory Schools Program (lab schools), wherein UNC constituent institutions partner with LEAs with 25% or higher low-performing schools to provide an “enhanced education program” for students living in those LEAs, as well as training and experience for teachers and administrators in high-needs schools. HB 532 expands the number of partner universities from eight to nine (or more), while establishing a subcommittee of the UNC Board of Governors specifically dealing with lab schools. It also provides a waiver process for LEAs that do not meet the 25% low-performing threshold if the LEA can demonstrate that the lab school would primarily serve students who did not meet growth. More details can be found in the [bill summary](#). House Bill 532 passed both the House Education – Universities Committee and the full House on Tuesday. It now heads to the Senate.

SB 448: Professors in the Classroom

Senate Bill 448 allows local school districts to contract with faculty members at institutions of higher education to serve as adjunct instructors of core subjects in grades K-12. Preservice training conducted by an LEA or educator preparation program is required for adjunct instructors who do not have a teaching license. Adjunct instructors would be able to serve in this role for no more than 20 hours a week or for no more than a year on a full-time basis. The bill passed the Senate Education/Higher Education Committee on Tuesday, and is now awaiting action by the Senate Committee on Rules and Operations.

SB 462: UNC/UTEACH Program

The UTEACH program, originally developed at the University of Texas at Austin, is a teacher education program designed to attract STEM teachers to secondary classrooms. Per the bill, UTEACH is a “course of study that combines the requirements for rigorous STEM degrees and for secondary teaching certification without adding time or cost to four-year degrees.” Senate Bill 462 directs the University of North Carolina System President (or designee) and Board of Governors to study the UTEACH program and determine the feasibility of implementing such a program in its system. It passed the Senate Education/Higher Education Committee on Tuesday and will now proceed to the Senate Committee on Rules and Operations

SB 517: North Carolina New Teacher Support Act

Under this legislation, teachers who are highly-qualified graduates of teacher education programs in North Carolina would be incentivized for teaching in low-performing schools or in STEM and special education. Highly-qualified graduates (defined as graduating from an NC-based teacher education program with a 3.75 GPA or higher and a score of 48 or higher on the edTPA assessment, or an equivalent score on a comparable assessment) would be paid at the 3-year experience level if they teach in a low-performing school and at the 2-year level if they teach STEM or special education. SB 517 also allocates funds to expand the North Carolina New Teacher Support Program, including new sites at Appalachian State University and UNC-Wilmington. It also directs the State Board of Education to reimburse initial licensure fees for graduates of approved North Carolina teacher

education programs. The bill passed the Senate Education/Higher Education Committee on Tuesday, and will next be heard by the Senate Committee on Appropriations/Base Budget.

SB 598: Future Teachers of North Carolina

Senate Bill 598 establishes the Future Teachers of North Carolina (FTNC) program for high school students interested in pursuing a career in teaching. Administered by the University of North Carolina General Administration, FTNC would be a collaborative effort among UNC constituent institutions to develop courses to be taught in high schools to prospective future teachers. These courses, per the bill, shall “include both content on pedagogy and the profession of teaching and field experiences for high school students.” Students receiving a “B” or higher in an FTNC course will receive dual credit from their partner UNC constituent institution and their high school. Senate Bill 598 was approved by the Senate Education/Higher Education Committee on Tuesday, and now heads to the Senate Committee on Appropriations/Base Budget.

- C. SUTEP Grant Sharing Day (see attachment) – this was sent via email to all. Kim will send a reminder again. This is the third year where we have provided funding to partnership activities. This is our day where people all come together and share what they are doing. We will have a nice group of classroom teachers, pre-service teachers, faculty and actually some of the students.

School University Teacher Education Partnership (SUTEP)

Partnership: Frameworks for Working Together

**Friday, April 28
9:00 – 11:00 am**

Killian 102

Refreshments Provided

**Come learn about projects, research, and study
abroad trips!**

- D. Reporting Season – It is still reporting season. The EPP proposals are done, CAEP is done, Title II is pretty close to being done. IHE report is up next.

VI. Information

- A. Admissions – Rachel Wike – No report

- B. Curriculum – Kim Winter – There are three things for curriculum. The first involves a Birth to Kindergarten course change for BK 473. Basically it is course title and activity label changes because of the legislature requiring field experiences throughout a program including an early internship or an Intern I. Kim asked if there were any questions, discussion or concerns regarding the BK change. Do we have a motion to accept this change? Alberto Centeno-Pulido motioned and Chena Flood second the motion. All were in favor. There are two PSC changes. The first one is for PSC 405. This is a course deletion and the second is changing the pre-requisite for PSC 406. There were no questions. Do we have a motion to accept these changes? Alberto Centeno-Pulido motioned and Karen Cooper-Duffy second the motion. All were in favor.
- C. Appeals – Kim Winter – No Report
- D. Policy and Procedures – Kim Winter – No Report
- E. Field Experiences – Chena Flood – No Report
- F. New Teacher Support – Chena Flood – No Report
- G. Assessment – Lee Nickles – No Report
- H. Technology & TK20 – Lee Nickles – No Report
- I. edTPA – Lee Nickles – edTPA scores update (see attachment at end of minutes) – We have about 117 of our interns that we received their scores back from Pearson. The overall pass rate is 71%. Lee reviewed over an overhead and announced that he will be handing this information (Stats by Handbook) out to the program coordinators. This handbook breaks down how many students, how many are emerging (didn't pass) and how many are proficient or advanced. Lee reviewed the histogram of the tasks 1, 2 and 3 scores. Lee stated to keep in mind that the cutscore for tasks 1 and 2 are 13 and task 3 is 11. Our students must make the 13, 13 and 11 scores to pass the whole thing. Kim shared information discussed while at the edTPA conference a couple weeks ago. Discussion took place regarding scoring, re-scoring and the review process (a different person reviewing when changes are made) and scores could go down points in other areas with new reviewer. Only have to re-score the task that they failed. Kim shared that we are now scoring our own way but this will be a learning experience and we need to think about this process moving forward. Lee announced that we will get the last of our scores on Thursday.
- J. Recruitment – Preston Springer – No Report
- K. Advising (Secondary/K12 Secondary Advising) – Rachel Wike - No Report

VII. New Business

Diverse Field Experience – Initial License – This is the criteria we came up with at the last meeting. The chart shows what qualifies as diverse field experience. Kim will share info too. Chena and Lee looked at the schools to see if this will work to see if will have enough schools to put the students in. Lee reviewed over both the diverse placement narrative and the School Diversity Analysis report via the overhead. There was much discussion amongst the committee members regarding the fifteen hours required and how it can be obtained by diversified experiences to meet the legislative requirements. We will need feedback, planning, structure and implementation.

Required	Placements in diverse settings have student populations of color greater than or equal to 20%.			
<i>In addition to student race/ethnicity, the following attributes must be met:</i>				
Either	5% or more of the student population identified as ELs	Or	60% or more of the student population identified as low SES	
One of the following:	Low-performing school	Or	Urban or suburban school setting	Or Alternative Class Type (e.g., early college, charter, magnet, AIG, Advanced Placement, child care center)

School Diversity Analysis

Total Schools	213	
Schools qualified as Tier 1	132	62.0%
Schools qualified as Tier 2	70	32.9%
Schools qualified as Tier 3	115	54.0%
Schools qualified as Tier 2 & 3 combo	149	70.0%
Schools that qualify on all three tiers		
Tier 1, 2, 3	28	13.1%
Tier 1, 2 & 3 Combo	104	48.8%

Tier 1 = Population of color equal or greater than 20%

Tier 2 = 5% ELL OR 60% low SES

Tier 3 = Low performing OR Urban/suburban OR Alternative Type

Tier 2 & 3 Combo = if a school meets any one of the 5 criteria

Note: charters, early college, Cherokee Central, & JC School of Alt are considered Alternative Type

School Diversity Analysis

SECONDARY ONLY

Total Schools	58	
Schools qualified as Tier 1	39	67.2%
Schools qualified as Tier 2	7	12.1%
Schools qualified as Tier 3	32	55.2%
Schools qualified as Tier 2 & 3 combo	36	62.1%
Schools that qualify on all three tiers		
Tier 1, 2, 3	3	5.2%
Tier 1, 2 & 3 Combo	27	46.6%

Tier 1 = Population of color equal or greater than 20%

Tier 2 = 5% ELL OR 60% low SES

Tier 3 = Low performing OR Urban/suburban OR Alternative Type

Tier 2 & 3 Combo = if a school meets any one of the 5 criteria

Note: charters, early college, Cherokee Central, & JC School of Alt are considered Alternative Type

School Diversity Analysis

Total Schools	213	
Schools that Qualify on Attribute		
Tier 1: Pop of color 20%	132	62.0%
Tier 2		
ESL	6	2.8%
Low SES	66	31.0%
Low Performing	7	3.3%
Urban/Suburban	92	43.2%
Alternative Type	23	10.8%
At least two of the 5 Tier 2 Attributes	45	21.1%
Schools that Qualify on Tier 1 and 2	34	16.0%