

Minutes for Professional Education Council
September 26, 2022
4:00-5:00 p.m.
Blue Ridge Conference Room

Attendance:

Hayley Navarro	Leah Odom
Kelly Tracy	Jeananne Nichols
Elizabeth Turnmire	Joy Bowers-Campbell
Jenny Stewart	Adrienne Stuckey
Rachel Wike	CY Wang
Holly Miller	Emily Virtue
Travis Bennett	Holly Pinter
Patricia Bricker	Lee Nickles
Frank Forcino	Mary Ella Engel
Carrie Rogers	Tom Watterson
Sarah Pedonti	Amanda Chapman
Angela Lunsford	Pam Buskey
Carman Huffman	Heidi Von Dohlen
Erin Callahan	

1. Welcome and Introductions
 - A. Welcome from PEC Chair, Patricia Bricker
 - B. PEC Plans for 2022-2023: For PEC meetings this year, we are going to alternate between face to face and zoom meetings.
2. Approval of Minutes from April 20, 2022: Motion to approve minutes, second, and approved.
3. WCU Teacher and Professional Education Report: Any questions or feedback? Instead of using most of our meeting time to present information, we will be sending WCU Teacher and Professional Education Reports in advance of the meeting and ask that you please read them beforehand and bring feedback and questions to our meeting. For this first meeting, Patricia provided a general overview and highlights of the report. We ask that everyone look at the document and share with others. No questions or concerns at this time. Patricia advised people to look at the teacher education admission data.
4. Curriculum – Patricia Bricker
 - A. None at this time
5. Dialogue The group discussed the following questions at their tables. Detailed notes are included in this document after the minutes end. Highlights from sharing out include:
 - A. Introductions: What is something about the constituency you represent that you would like your PEC colleagues to know?
 - People learned a lot about each other and found this to be fun!

- B. How would you describe the state of teacher and professional education in NC?
- Pathway to licensure work at the state level has great potential impact on teacher licensure and EPPs.
 - We all need to be thinking about how to recruit and retain teachers and how we can support them.
 - Covid-related issues: Student behavior and academics have been impacted. How do we address this?
 - Resiliency. Losing people because they are exhausted.
 - LETRS. This has so many hours. How do you convince teachers to buy into this?
 - Morale is a big issue.
- C. How would you describe the state of our EPP?
- Our graduates are extremely well prepared.
 - There is a struggle with attention. Attention between content and pedagogy with the many restrictions we are under for credit hours and admission requirements. How do we do this and create good students?
 - LETRS. How do we could we prepare teachers for phonics at the undergraduate level so that they are prepared?
 - Principle Fellows Programs.
 - Opportunities for collaboration, TEP and graduate and undergraduate levels. Need to seek out opportunities for change.
 - Want to stay a step ahead to prevent being blindsided.
 - Concerns about resources, people money, mental health, etc.
- D. What opportunities exist for us as an EPP?
- We need to think innovatively about teacher prep. Maybe create different models that would better serve the people that we would be able to recruit.
 - Helping teachers become political activists for themselves. Understand the bigger picture to make connections to know what we should and should not do.
 - Has pedagogy changed over the past 20 years? Yes.
 - Good impact on local community. More opportunities for partnerships.

Meeting adjourned: 4:58pm

Notes from Discussion Groups

1. What is something about the constituency you represent that you would like your PEC colleagues to know?

School-based SLP: Caseload is a huge issue. Many different children at a time with all different needs, schedules, goals, etc. Tough to know where to pull children out and when. Feel there are multiple opportunities for collaboration between CSD and STL. More opportunities to integrate literacy into CSD. The arts are important source for students navigating a disordered world. Paths for personal expression are often misunderstood or unseen because of the performative nature of the arts. Music does not make you smarter, but it does play a role in Social-Emotional Learning and self-actualization. Representing student concerns regarding specific course requirements or curriculum requirements. For example, if a course has already been substituted... giving the option to take the substituted course anyway. Student voice in advising. Trying to keep the big picture in mind while keeping all perspectives in focus. Recruitment and retention are everyone's job.

Emily Virtue - Ed Leadership - everyone in their program is working in current positions. This can be a lot for them in terms and time and balancing these demands. Likes PEC work because they can stay abreast of K-12 issues. Adrienne - Inclusive Ed program (Dual undergrad major) - proxy for Karena Cooper-Duffy. Passionate candidates. Hard majors, packed, and no electives. Amanda - OFE - partnership perspective, PD Development for residential programs. Sarah Pedonti - Cathy Grist proxy - BK program - very large program. Recruiting the most teachers. Fully online program. Most are non-traditional, affordability, and fully online. Can work while in the program. Holly Miller - Secondary Social Science Major (Intern I) - A lot of content- history content and knowledge is a little intimidating. Hear a lot of about K-12 schools are dealing with developmental delays.

Travis is new to position and representing FPA, role is to make sure to meet guidelines for accrediting bodies in ART and Music, also aligning with teacher education requirements. Meshing both is important. Mary Ella in similar situation - unique collaboration with Social Sciences (2 degrees), offers two distinct methods courses paired with master secondary grades teachers -- bridges gap with university and public school partners. Tom's HPE program is unique in that students can teach in both PE and Health (more marketable). Also involved in Lab school, where they get experiences they wouldn't normally get - lots of resources where activities are limitless. Carmen does all of this for Arts and Sciences, sees role as assisting PDs and programs in secondary ed, often meet separately due to unique issues. Lee is assessment and instructional tech for CEAP. Lots of data, sometimes a struggle to distribute - some useful and some not. Some concern about instructional tech getting neglected.

Pam: EDCI PC C.Y. Wang: Communication Science and Disorder (Speech Pathology, Social Work) Elizabeth Turnmire: Grad Student MAED Elementary Ed, graduate of WCU BEd Elementary Ed program, all coursework has been very applicable to classroom Heidi VonDohlen: Program Director, Masters in School Admin (MSA and Principal Fellows), 15 full scholarship interns, \$4.1 million grant over 6 years, used to have a Post Masters Certificate but that has changed due to legislative issues in NC (may reopen) Erin Callahan: Linguist in English department, used to be an ESL teacher, lived in Mexico, many of her students are second career people committed to advocate for the population/they are passionate/who I fight

2. How would you describe the state of teacher and professional education in NC?

Speech is too spread out. Very few programs doing tracks. The scope of practice has grown, but the length of the program has not increased so we are trying to shove more info into the same amount of time. They don't turn into a truly effective SLP until they get into their settings. Its tricky. Respect for the profession should come from all sides, but instead is highly politicized across the state. No incentive to earn a master's degree in the state except to become a school specialist (STEM, math, etc.). Teachers are spread so thin in schools... asked to be social workers, counselors, etc. Lack of respect in the class room from students and parents. Overly mandated by legislation. There are new pathways to licensure coming to NC, yet the data shows that teachers coming through traditional EPPs are the most successful.

LETRS training - the toll PD takes on teachers - you need buy-in. Intense training for reading decoding. Neuroscience related. Evidence-based but balanced with teachers' mental - especially coming out of the pandemic, is that really what we need to be doing right now? Training does seem to be quite extreme. Teacher shortage and morale are issues! Education is so politically driven - short-sighted. Fear of entering a teacher ed. program at this time. Esp. politics surrounding history and how to teach history. Teacher pay, behavioral issues in the classroom, and schools constantly having to manage societal issues - simply cannot take on the issues to fix everything. Pathways to licensure are another area of concern.

Educator prep seems different from institution to institution - WCU does a good job preparing our students but variation from program to program as seen by other student teachers. Education as a profession is sometimes seen as an unfriendly climate. Concern that hours in program continue to decrease (which is good) but hard to continue quality preparation. Feel that we prepare students to TEACH (anything) and sometimes depth of content might suffer. EdTPA takes a large chunk of time that could be used for other preparation. Difficult to prepare in multiple disciplines (history, geography, etc.) in short timeframe. Challenge to satisfy students who love content AND want to teach when students want to delve deeper in content (short timeframe again). Seeing trend of BSEd candidates who return to earn MS degree - why? Are they reluctant to go into the classroom? Or is the goal to teach at community college? Would love to see Master's pay reinstated! Concern that students think they want to teach but don't get into a classroom early enough - change majors in Intern I for example. Would alternative training opportunity be to include shadowing/apprenticeship from Day One. Internship is just overwhelming - not enough practice prior to Intern I. HPE finds that being in schools (vs peer teaching) gives a more realistic view. Also provides opportunity for K-12 areas to experiment with grade levels. Are the early field experiences enough "training?" Would love to see admission to TE an easier process by eliminating barrier of Praxis Core. Cost is HUGE!

Pathways to Licensure-- How do we recruit and retain teachers? How do we support them? Graduate and UG students? Conditions and demands today: Covid-related issues (students exhibit behaviors that are typical of younger students; age doesn't match behavioral expectations), students who just don't "really feel like doing that" today--hasn't always been that way. There's a lot of fatigue. Cumulative effect of stress--local, national, global. Teachers planning to leave the field. Imbalance that creates stress--poor salaries. How does the government spend money. People critical of schools--book banning, inclusive schools

3. How would you describe the state of our Educator Preparation Program (EPP)?

Administration program - putting students in systems where they are the only ones working on social justice issues. The link between evidence-based practices that are being taught translating that into their placements Stable college of education - programs may ebb and flow, but we are dedicated, faculty and staff. Placements can be an issue - residential programs can realistically only grow to a certain capacity due to placement limitations. Leadership levels are always a step ahead. We do not get blind-sighted. We have transparent leadership. Good bones. All the expectations are back to normal, but none of the resources are the same (students, capacity, resources). Now we are in recovery and being pushed, but maybe we don't have the capacity to do these things and meet the needs. Concern about resources (people, money, etc.). There have not been enough conversations about "tasks" - committee work - we need to focus on WHAT will actually move the needle - is it really the "tasky" work? Some mentioned being inundated with committee work... We are great a collaborating across different programs - we work well together as a college. We are often supported to do new things and work with people willing to try new things.

Overly mandated. "I've learned so much." Get pushback from community members when sharing their career goals. Motivation is really what is needed. Teaching lessons is what provides the motivation. Professors are great at motivation. Work in progress. Proud of some of our work in DEI in recruitment and curriculum, but we have a lot of work to do. Music Ed at WCU might be down further on the list for some students... 4th-ish school in the system. There are some things that we wish the students were getting that they are not. After reviewing data, there are some holes that have been identified. Helping our students to have the most robust music education program is the goal.

Where is phonics being taught? Teaching phonics--LETRS type of training needed in college... great for upper grades teachers... (from a current grad student/teacher), level of depth... Heggerty... All principal fellows have to do LETRS for administrators (3 day training) How much can you fit into a teacher prep program?

4. What opportunities exist for us as an Educator Preparation Program (EPP)?

Making our teachers political advocates for themselves. Grassroots change. How do we think about the profession when so much is political? Relationships to GA, school board... Principals to help teachers know... Understanding the system. (Teachers are rule followers at their heart. They are more likely to just say OK.) How do we advocate in appropriate ways? How has pedagogy changed over the past 20 years? Influence of technology and changing world.

Lots of opportunities for collaboration amongst EPP and professional programs at the UG and GR levels. Opportunities to change the narrative surrounding the profession... which in turn changes the reality of the field. Resiliency - we are losing SLPs and teachers after just a few years in the field.

Strong ties with the local community already - real impact on this region (real strength for our college). BK - Dogwood Health Trust is funding local communities to develop pre-Ks. How are we elevating our early childhood people to implement positive change? This opens more opportunities for partnership endeavors, etc. More opportunities for culturally responsive teaching practices.