

Minutes for Professional Education Council  
October 26, 2022 from 4:00-5:00 p.m.  
Zoom <https://wcu.zoom.us/j/6381383576>

Attendance:

Terry Rose	Rachel Wike	Lee Nickles
Frank Forcino	Jazmyne Baylor	Karena Cooper-Duffy
Elizabeth Turnmire	Pam Buskey	Hayley Navarro
Nathan Borchelt	Carmen Huffman	Amanda Chapman
Erin Tapley	Jeannanne Nichols	Kelly Tracy
Adrienne Stuckey	Travis Bennett	Patricia Bricker
Kim Davis	CY Wang	Emily Virtue
Jenny Stewart	Joy Bowers-Campbell	Mary Ella Engel
Eleanor Petrone	Ethan Schilling	Heidi Von Dohlen
April Mayes	Kim Davis	Holly Miller

- I. Welcome and Announcements  
Trenda Mason is leaving her position as administrative assistant as of November 4<sup>th</sup>. Be expecting a change in meeting invites (cancellation of current meetings and someone will be re-send new calendar invites).
- II. Approval of Minutes from September 26, 2022, Motion made to approve, second and passes.
- III. WCU Teacher and Professional Education Report: Any questions or feedback?  
People are finding the report helpful. No other questions about this report.
- IV. Curriculum – Patricia Bricker  
One of PEC’s roles is to approve new professional education courses and programs and revisions of professional education courses and programs. We have the follow items to review and vote upon at this meeting. (Note: The links are to proposals in Curriculog.).
  - A. [Doctor of Psychology in Health Service Psychology](#)  
Changing five courses from 700-level to 800-level so that course credit shows up as doctoral credit versus graduate credit (Campbell, 2022). Motion made to approve all of these course changes, second and passes.
  - B. [PSY – 810 – Advanced Social Psychology](#)
  - C. [PSY – 823 – Professional Consultation in Health Service Psychology](#)
  - D. [PSY – 844 – Advanced Cognitive Psychology](#)
  - E. [PSY – 855 – Advanced History and Systems of Psychology](#)
  - F. [PSY – 873 – Ethics in Health Services Psychology](#)
  - G. [Public School Leadership Post Master’s Certificate \(PMC\)](#) Motion made to approve changes, second and passes.

Being reactivated due to changing state requirements. Last year we deactivated this PMC based upon the North Carolina Department of Public Instruction starting to enforce NC State Law G.S. 115-284 which required principal licensure pathways to include earning a Master's in School Administration (MSA). However, in July 2022 the state gave a waiver through Fall 2024 for G.S. 115C-284. Discussions within the Professional Educator Preparation and Standards Commission (PEPSC) and NC State Board of Education are recommending that PMC programs that lead to principal licensure continue. To stay competitive with others and to prepare qualified educators to be principals for our region, we need to reactivate our program. We would like to reopen admissions as soon as possible and for accepted students to begin in courses in Fall 2023.

V. NC Pathways to Excellence for Teaching Professionals Draft Model

- A. Highlights *Patricia explains the highlights before group does breakout rooms to discuss this draft model.*
1. Context: 2022 NC Education Innovation Lab--NC Pathways to Excellence for Teaching Professionals Session, <https://youtu.be/-Y2a6d6hggQ> (Watch from 5:32 to about 12:32)
  2. [NC Pathways to Excellence for Teaching Professionals update](#) (April 2022 Presentation to State Board of Education)
  3. [NCACTE Recommendations for NC Licensure Proposal August 8, 2022](#)
  4. [NCACTE Licensure Proposal Questions to PEPSC October 1, 2022](#)
  5. [PEPSC Meeting Document from October 13, 2022](#)
- B. Discussion (Breakout Groups and Share)
1. What opportunities do you see?
  2. What concerns do you have? *What would micro credentials mean for faculty workload? Would the normal set of courses need to be taught in addition to micro credentials?*
  3. What questions do you have? *What do our PSUs need from us at WCU?*
  4. What suggestions do you have for next steps? *Going to need more online classes. More accessibility for core courses. Would online classes be enough, or what direction do we need to go?*

*This is an invitation to think creatively. At next meeting we hope to dig into what is happening at community colleges.*

*Meeting adjourned at 4:59pm*

Padlet link: <https://padlet.com/bricker3/ptfitfxh5witkhgt>



# PEC 10.26.2022--Pathways to Excellence

PATRICIA BRICKER OCT 26, 2022 12:43PM UTC

## What opportunities do you see?

### Opportunities

Maybe better salaries  
 Help teachers level up  
 Can we be a place for microdentals and then into our BA?  
 Could help with teacher shortage, but....

### Opportunity for business to make a lot of money.

### Discuss teacher pay/salary

### Salary & Retention

This attention to higher salary demonstrates a desire to retain high quality teachers.

## What concerns do you have?

### Happy that someone is looking at teacher pay, very concerned about how it's being done

### Group 6

Quality concerns  
 Maybe too easy pathways  
 The evidence clearly indicates that EPPs better prepare teacher  
 Just another indication of the lowering of the value of the education profession  
 WHO really benefits from this? Businesses? Definitely not our students. (Evidence - already having "packaged" micro-credentialing)

This is essentially a way for the state to make the majority of the teachers in the profession in the bottom pay grade bracket.

Truly think this is a subtle push for the privatization of education.

Essentially destroy the public system and then you have to privatize.

### Not high quality teachers

Hard enough to prepare good teachers at EPPS and this? WT\*

EPPS are accountable to state and federal entities, will these microcred places be?

### Group 3

Will students that belong to marginalized communities have teachers who are not "high quality"?

What will determine the teacher's efficacy across content, grade, etc. ? How will this be measured?

### Vagueness about Professional & Advanced Credential Level Responsibilities

This plan provides no guidance about which levels will be required to supervise, mentor, and "teach" teachers at entry levels OR how the required mentorship time will be ensured in the weekly schedule for whoever that falls on. Will License IV teachers be required to serve as teacher of record for more than one class? Will Advanced Teachers be responsible for the test scores and student achievement of Apprentice and License 1 & 2 Teachers? Even more...will those test scores impact the Advanced Teachers' ability to maintain 3+ of 5 years of required highly effective instruction and remain in the Advanced Teacher role??

### Equity and Access to High Quality Instructors in Lower-Performing Schools

The License 4 & Advanced Teachers must demonstrate 3+ of 5 years of effective or highly effective teaching (to maintain that level??? that part's not even clear...). If their highly effective teaching evaluation is also tied to the performance of the Entry Level Certification teachers they are mentoring, this is likely to

further de-incentivize highly effective, veteran teachers from being willing to work at lower performing schools.

## **What questions do you have?**

### **Apprentice Teacher - 2 year prep or 4 year prep?**

### **Who would be the idea candidate?**

### **Will community colleges ( now approved as EPP) be providing a 4 year degree or will this be an associates?**

### **Group 3**

How can WCU micro-credential folks?

### **PD Incentive Money**

How could the teachers use PD Incentive Money, and would that be something WCU would be able to charge for microcredentials and the teachers could pay from that amount? Also who would be certifying microcredentials? And is it ultimately targeting opportunities for mainly private companies that will dominate and certify their microcredentials?

### **Evaluation of Expertise to Move "Up" Levels**

School administrator quality could vary widely in their ability to effectively evaluate teachers, which is what it looks like teachers' mobility between levels depends on.

### **Where are level one teachers going to teach? Are Level 3 and above expected to support them?**

### **What are the Apprentice teachers doing? There are many things they cannot do since they are the teacher of record. Will this relationship burn out or drive more senior teachers to leave the field if required to do this?**

## **So many questions...**

Will they actually fund these salaries because they don't support public ed anyway?!?!?

Who is going to administer the licensure process? Is it DPI? Or affiliate with EPP?

What impact does this have on graduate programs in education? Is it way to get master's pay back?

Will there be inequities in mentor teachers? Context matters?

### **Group 6**

Who is going to "mentor" these 30k teachers? Especially in school with high turn over?

There is no incentive for these teachers to "supervise" these individuals at this level.

How are EPPs going to compete with this plan to accommodate interns?

### **Microcredentials to Courses**

Have we (WCU) thought through how to stack microcredentials into course credit that would then apply to a bachelor's? That could serve as a stream of students into our programs

## **What suggestions do you have for next steps at WCU?**

### **Group 6**

Need to really start looking at how we can offer quality online programs. We need to be more accessible to entice people to go the EPP route vs. the easier entry route.

More self-paced asynchronous PD (micro-credential) offerings

### **UGH!**

Wait and See

Keep on top of it....stay in touch with our PSUs and know what they are planning to do so we can serve the region.

More questions: WHY US? WHY NC? Is there a precedent?

## **Increase online course offerings**

### **Group 3**

Recruitment. Recruitment. RECRUITMENT!

Starting with the teachers (WCU Alumni teachers, CEAP, School of Teaching & Learning)

Advocate for profession

Look how instructors' pedagogy and how they are preparing students/future teachers.

**Undergrad courses in teacher prep may need to go online to meet the need for all of the 1 level of folks teaching in the schools.**

### **Apprentice Teachers & Our Programs**

Is there a future in redesigning our programs to be attractive for Apprentice Teachers (who have either Associate's or 60 hours) to continue toward their BA with us while working?

\*\*\*\*\*