

Professional Education Committee

November 2, 2009

Second Meeting for 2009-2010

4:00-5:30 p.m.

Peters Hall A041 Conference Room

AGENDA

In Attendance:

Nicole Munson, Christopher white, Bob McCracken, Sharon Gilbert, Ron Kolenbrander, Alona Smolova, Jennifer Mabry, Karen Francl, Donna Dunn, Sandy Moore, Pat Shoemaker.

1. Review of the minutes and action items from October 5, 2009.
 - Last meeting, we reviewed how well we are addressing the diversity standard.
 - Visit will occur fall 2011. Joint visit between VA BOE and NCATE.
 - The NCATE accreditation process changed: We will post our Institutional Report and exhibits for an off campus visit April 30, 2010- Sept. 2010. The off-campus review team will review and send us a report. We can change and update the Institutional Report and our exhibits. The on-campus visit is fall 2011.
 - NCATE is beginning to closely replicate the SACS accreditation process, with a compliance process and a plan for on-going improvement (Quality Enhancement Plan).
 - We will be in the continuous improvement option pilot with an orientation tomorrow at 2:00 p.m. Webinar in EIL, Nov. 3rd.
2. Old Business
 - a. NCATE Self-Study: Standard Field Experiences and Clinical Practice
 - Dean Shoemaker distributed Standard 3: Field Experiences... and the Description of Field Experiences.
 - May need to revisit the Conceptual Framework which has the INTASC standards embedded.
 - SWVA Clinical faculty consortium with four universities and + 100 schools with Lead Clinical faculty and a faculty team in teacher preparation.
 - Dean Shoemaker walked us through the different components (e.g., Ed Leadership School Improvement plans).
 - When requests come in for placements, CTs should be checked to see if they have gone through clinical faculty training.
 - Central office is supposed to keep list of teachers who have been trained, VT has a master list since they are the fiscal agent.
 - School psych people may or may not have been trained. Needs to be documented with the orientation that Psych does to prepare mentors for the role. CEUs must be completed to mentor an intern.
 - VA BOE: Dean Shoemaker distributed these standards.

- Diversity experiences for our students are always problematic. **Question:** Do we look at this from a geographic and census data? (e.g., children being raised by grandparents).
- In each program, we need to trace the opportunities for experiences with diverse student populations. We have to talk regionally and discuss the types of diversity in our region – here it's about 7 – 9% racial population.
- We must let NCATE know – with the new tables they just ask for race and ethnicity. We must report more.
- Look at the Conceptual Framework: Poverty, stresses in families, what role we have as school counselors, etc in working with individuals and families and the communities in which we work.

3. New Business

a. Review of current membership

- Need: One from ESHE, one from COED, and three from STEL because of size with UG and Graduate representatives + Sandy Moore.
- Each of the other colleges is represented except for COBE because we no longer have a business education program since Clarence White's retirement.
- We might propose to reduce the field representatives from four to two. PEC is the only IG committee to have membership outside of the university but it makes sense given the nature of the committee.
- **Action: Director of College Assessment – proposed to become part of the committee. So moved. Seconded. All in favor – 100%.**
- Perhaps drop the one vacant slot from STEL.
- **A proposal for membership changes will be presented at the next meeting. This will be included in the end-of-year report for the PEC committee.**

Reporting out from groups reviewing Standard 3: Field Experiences and Clinical Practice:

- Ron – we need to highlight relationships we develop with school faculty and with schools. Question – how formalized does that need to be?
- Bob—talked about diversity viewed from multiple perspectives other than just race/ethnicity.
- With ed leadership students, they're part time – so their assignment will be in the schools where they are. For music education, band director in the fall very different from a band director in the spring; different from an elementary music teacher.
- We do all of these things but making sure it's visible to someone who doesn't know us: what types of evidence do we provide?
- We struggle in K – 12 programs to provide experience at all levels: elementary, middle, secondary. Each is unique. Can we structure experiences to include all three?
- EC/ECSE – what can we do to promote having cooperating professionals understand what we're doing so they feel confident using best practices, to be a good supervisor and mentor, to have difficult conversations with students—this is what you are doing well, and this is what you need to do to improve.

SWVA PEC Clinical Development Workshops address this, and we have required that all school faculty members must complete this beginning Fall 2008. We are working with school central offices on making assignments to teachers who have completed Clinical Faculty Professional Development Workshops I and II. We need to review how this process is working at all levels.

- There are many processes in place for ensuring that cooperating professionals are prepared for their roles: university supervisor orientation, handbooks, etc. **We need more information on how these occur across programs.**
- Cooperating professionals seem to rate interns higher than university faculty. Where shared expectations exist (partner schools) there's typically a much closer match on the evaluations (e.g., a study comparing university and school faculty evaluations of interns in partner schools and non-partner school settings). But there are many questions here.
- Do we give Continuing ed credit to school faculty? No. School system can award points and we developed an agreement on this across school divisions through SWVA PEC.
- A lot of what's on the table is being done: we need to be sure it is formalized and captured.
- **We need to reconstitute the science advisory committee.** Social studies has been operating well over the past few years, but the science advisory has been sporadic.
- Could we set up opportunities for CEHD and CSAT/CHBS faculty to observe and conference with candidates during student teaching?
- **ACTIONS:** Need to formalize processes and documentation.

4. Other Business

5. Next meeting: Nov. 16.