

**TEACHER EDUCATION COUNCIL
MINUTES
February 8, 2006**

Members Present: Roberson, Butts, Calovini, Frank, Hardin, Harris, Hayes, Hill, Luck, Maurer, Nicodemus, Noel, Peterson, Sexton, Shutt, Snyder, Wallace, and Witherspoon

Guest: Dr. Anne Wall

Members Absent: Feinberg, Denton, Pinder, Speck, and Wooten

I. Welcome and approval of minutes

Roberson called meeting to order, after review of minutes from Jan 12, 2006, with no revisions, they were accepted.

II. Course proposals

MATH 5940 Mathematics Education Research Paper approved as a new course.
MATH 5080 Mathematics in a Technological World approved as a new course.
MAED 5100 approved to be changed to MATH 5100- Research in Mathematics Education.

MAED 5070 approved to be changed to MATH 5070- Methods, Materials and strategies in Teaching. All courses that have prefixes MAED will be changed to MATH. MAED 4400 still needs to be changed.

Roberson spoke before the presentations about the upcoming NCATE visit which is exactly one year away. He indicated that the Teacher Education Council will shift its focus slightly to look specifically at accreditation issues, in addition to the usual program and course change tasks.

III. MAT/ELS and PREK-3 STATUS REPORT

Presentation by Dr. Carlette Hardin and Dr. Phil Roberson. Dr. Hardin emphasized that changes were made last year that will hopefully lead to TBR approval of the MAT program because NCATE frowns on courses in which licensed and unlicensed teachers are in class together; therefore, a separate set of courses has been created for the two populations. Dr. Hardin noted that we are in the middle of implementing an interim masters program that allows a person to be certified to teach in 7-12 and K-12 in 30 credit hours (The C&I "Teaching and Learning" program for initial licensure).

Dr. Hardin addressed the issue that this was not an easy task to complete, these students would be doing in 30 hours what undergraduates do in four years. In addition, many of the students in the program already have their own classroom on alternative licenses. The MAT is still awaiting approval by TBR. Dr. Nicodemus asked if they did not want the Masters degree if they could just complete the program in 24 hours. Dr. Hardin said yes they can.

Dr. Roberson introduced Dr. Luck to present on NCATE's overview of candidate performance.

IV. Assessment System/Milestone Update:

This presentation by Don Luck discussed how we are currently are collecting data and how we plan to in the future. Dr. Luck stated that Standard 1 and Standard 2 are somewhat intertwined and 31% of reviewed institutions (2005) are failing at least one standard with 85% of those failing Standard 2. The purpose of the assessment is to improve the candidate performance, and not to just to "pass NCATE." Dr. Luck stressed "data driven decision making" and that standards must be comprehensive, integrative, reflect the conceptual framework, have assessment points (milestones), reflect professional and state standards, and show proof that they are non-biased.

Dr. Luck said we must provide information regarding applicant qualifications (GPA), Candidate Proficiencies (Live Text), Graduate Competence, Unit Operations, and Program Quality (grades on the Praxis, student surveys.) He also stated that data must be from applicants, candidates, recent graduates, faculty and other professionals. This data will come from SIS, Live Text, Scantrons, Paper/Hand entering, etc. Overall, Dr. Luck suggested that NCATE does not expect a school to "get it right" the first time; rather, they just want to see positive changes made over time based upon performance data.

V. Live Text Update:

This presentation by Anne Wall was created to let the members know of the changes that have taken place with Live Text since Christmas break. Together, she showed the members how to go through Live Text and specifically showed the Professional Education Portfolio. Dr. Wall first showed Milestone 1 which should meet the expectations for EDUC 2100. For each milestone the student surpasses, they must complete a form online. A question was asked about where transfer students fall into this procedure. Dr. Wall explained that this accommodates transfer students and their education advisor should be able to help them. Dr. Roberson also responded by saying that the milestones are discussed in every course and the education department provides six hours of Live Text Training every week.

VI. Conceptual Framework.

Dr. Roberson passed out the Conceptual Framework for the 2005-2006 school years. It contains the current Vision and Mission of Austin Peay State University, the Vision and the Mission of the APSU Teacher Education Unit. It also breaks down the domains into planning, teaching strategies, assessment and evaluation, learning environment, professional growth, and communication. These have already been used to measure student teacher performance. The conceptual framework also contains key elements that are knowledge, competency (skills), and dispositions and each have referenced the standards linked to them. The next template for the course syllabi should contain this conceptual framework; this provides consistency in the language.

VII. Practice Praxis II Testing by Faculty

Dr. Roberson said that the School of Education Faculty had recently approved a policy that states whatever the minimum score is that one needs to get into a graduate program, that will weigh on their GPA. Also the School of Education Faculty unanimously approved that students who take the Praxis II Competency test must be taken at least once before the students are allowed to student teach. The Teacher Education Council approved the revised policy and a copy will be provided to each member.

Meeting adjourned at 5:00 P.M.

Respectfully,

Phil Roberson

Phil Roberson, Director
School of Education