

**Professional Education Council**

**Minutes**

**September 23, 2021**

**3:30pm – 5:00pm**

Present: Jeri Kraver, Jared Stallones, Nancy Glen, Jennifer Parrish, Kim Creasy, Jason Robinson, Ken Clavir, Jaimie McMullen, Amanda Rutter, Connie Stewart, Charlie Warren

Absent: Kim Mahovsky, Meagan Crews, Michelle Holmes, Maggie Berg

Guest: Soren Jensen, Angie McDowell

1. **Welcome: Jeri Kraver, Chair**
* Jeri welcomed everyone to the first meeting of the year. This will be the only in person meeting this academic year, the remainder will be virtually. Meeting invitations will be sent.
* Committee members did introductions for new members and the new CEBS Dean.
* Jeri also thanked Jaimie for her service as chair last year.
* Key tasks for this year: See Appendix A for full details.
	+ Setting up for upcoming 2023 reauthorization visit. Data will be reviewed a little at each meeting, not all at once.
	+ Reviewing CDE’s EPP report to determine if any program improvements are needed.
	+ Programs will be strongly encouraged to use a standardized syllabus. This ensures consistent content.
	+ Data collection, CEBS will review and start working on consistent assessment across programs. They don’t have to be the same, but consistency is important. A CEBS committee may be created to help with assessments.
* Curriculum process will remain the same as last year where when reviewed by PEC you will be verifying that the courses on the matrices are still meeting the standards.
* Jared Stallones, CEBS Dean/Head of PEC, gave an introduction of himself and his history in the field of education. Some thoughts from Dean Stallones:
	+ Variations in pedagogy and assessments are necessary, but there are some common elements. We need to pull together common elements to improve programs, it will make reading reports easier for state representatives. This is for consistency.
	+ University-wide committees are usually created out of crisis. There was usually a major problem that needed fixing and upper administration created a committee. They do not always continue once the problem is fixed. These committees are very beneficial to work with each other and be able to share what is working and what is not. Use as many minds as you can. This is probably how PEC started and it should continue.
	+ Go beyond the accreditation and build some structures that can be used on an on-going basis.
		- Are we planning to go for national accreditation? Conversation has not been started, but this committee will be involved in the discussion.
		- Can individual programs pursue national accreditation? Unsure how they would react to that. Their current accreditation is expiring soon.
		- PVA is requesting additional communication between the colleges. He is currently communicating with her and looks forward to PEC members providing him additional insight.
1. **New Business:**
	* Vote for new vice chair nominee, Kim Mahovsky. Jaimie motioned to nominate Kim Mahovsky for vice chair of PEC for the 2021-2022 academic year. Kim C. seconded.
		+ Discussion: elementary education faculty with math background. Master’s degree in Literacy education. Teaches elementary math, literacy, math LAC’s, special education.
		+ Vote: 8 approved, 0 opposed, 0 abstained. Nomination confirmed.
	* Nominations for advisory members:
		+ Elementary partner school rep: Angie McDowell, nominated by Jeri, Principal at Centennial Elementary, former Special Education teacher. 16th year in administration. Nomination was approved by Dean Stallones at the meeting.
		+ Secondary partner school: we need a nominee from members, so please think about this and talk to your program areas.
		+ Undergraduate student rep: Soren Jensen, nominated by Kim M., has completed 5 years of undergraduate work. Started as a Music major, changed to elementary with a minor in music. Nomination was approved by Dean Stallones at the meeting.
		+ Graduate student rep: Lisa Paulson, nominated by Jaimie, nomination approved by Dean Stallones at the meeting.
	* APC discussing S/U grades for their courses. Jeri brought up concerns at the beginning of discussion in APC because of program gpa requirements. Students with LAC’s would be unable to take the S/U option because of the gpa requirements. Nancy M. mentioned, at the APC meeting, that because some programs have different requirements it could lead to UNC requiring a 2.0 gpa for all programs. Jeri is asking everyone to reach out to their program areas and bring the discussion back to PEC next meeting. Questions/Concerns:
		+ Is there also a cap to the number of S/U grades a student can take?
			1. Ken C. – most universities have a cap, and this is being discussed. Also, may be using that grading for elective courses only. This could pose problems for students who change majors regularly.
			2. This does cause issues with those who have LAC’s that are now part of their major and students must complete them. Not having a letter grade could be a problem.
			3. Historically, gpa requirement is looked at as grade inflation. Teacher preparation programs across the country use gpa requirements to help ensure the students completing the programs are strong candidates.
			4. Having the S/U grading could create many more issues for programs.
			5. Kim C. – requirement is 2.75 prior to practicum to ensure they meet the 3.0 required for student teaching. This is to ensure quality candidates completing the program.
			6. Angie –those students she hires from UNC are excellent and she feels that the gpa requirements could be a helping with that.
			7. Charlie – for many states that are handling licensure transfers are requiring gpa information be provided. Seems that allowing more S/U, may not give the full picture of the actual gpa to these states.
		+ PEC members agreed that Jeri would not be misrepresenting PEC by letting APC know that there were concerns with allowing the S/U.
		+ Jaimie philosophically agrees with the S/U grading, but there are concerns if they were for program courses.
			1. Amanda wants to know if there is a way to flag S/U grading for program areas.
				1. Ken C. – there is a way, but there are issues because some programs use S/U grading in their courses already. There is more paperwork for the advisor regarding course substitutions.
	* LAC and IS/MS designation. Current requirement is to take one of each in the designated areas. This allows students to double-dip. If they don’t, they must take extra credits.
		+ During LAC review, UNC standards for IS/MS have changed drastically. Courses submitted for IS/MS were not good. They used very weak arguments to get the designation. There is a 5-year plan for LAC to get all IS/MS designated courses re-reviewed. Current IS/MS designated courses will have to resubmit their requests to be an IS/MS designated course. If a course applies for IS/MS status now, they will go through the new process.
		+ Jeri wants to know any education programs who use IS/MS in their programs, have them revise and resubmit their syllabi and be among the first to submit. This will help regarding accreditation and show compliance and consistency within programs.
			1. Jeri is asking if a communication could be sent to education programs: please consider resubmitting in the current curriculum cycle or the one following. Members agreed this is okay.
			2. For curriculum changes, PEC can review for this only on those programs that have these courses as meeting specific standards on the matrices.
				1. Ginny suggests have a written curriculum review document, so all members know what they are looking for now and in the future.
		+ LAC is looking for a consistent syllabus across campus.
2. **Reports:**
* Charlie: CDE went through a couple of big changes
	+ The new COOL system was implemented in April. Student accounts from the former eLicensing system were moved to the new system and during this transition, 3,000 applications were lost along with 2,500 fingerprint submissions.
	+ CDE recently failed another FBI audit. They can only hold fingerprint checks for 30-days, which they were not doing. If students don’t complete all 3 steps of the process within 30 days, they are going to have to do the fingerprints again, including payment. If students are having issues, have them contact Charlie directly.
	+ CDE is currently processing 8,000 applications. They are working on July applications now.
	+ CDE extended the licenses of professional teachers from 5 years to 7 years.
		- Was there a specific reason for this change? Nothing specific
	+ New Praxis changes for ECE, ELED and SPED students. These have been communicated to students impacted. They are looking at changing additional tests, so keep an eye on that.
	+ Canvas licensure course is available for all students in student teaching. Charlie is changing the process and has already sent an invitation to all students, just needs them to accept the invites.
	+ K-12 Educator job fair is at the end of October.
* Ken: Curriculum help links are available: Training help sheets:
	+ <https://www.unco.edu/registrar/faculty-staff/help-sheets.aspx>
	+ <https://www.unco.edu/registrar/pdf/2021-curriculum-catalog-workshop.pdf>
	+ New changes coming to new course and revised course forms. They are adding in the frequency of when classes are offered. Provost office is looking at this and it will be integrated into the catalog, so students have an idea of when courses are available.
* Ginny: CEBS Dean is the official head of the PEC. Ginny sits on the council on behalf of the Dean. Anything Ginny communicates is coming from the Dean.
	+ 2023 reauthorization site visit. Timeline given to coordinators:
		- 2021-2022: programs prepare for data collection. Align curriculum with matrices. Any changes should be done this semester. Fine-tuning LiveText use for aggregating data.
		- 2022-2023: officially collecting data from LiveText, which began in 2021-2022. Institutional report will begin. This will require input from all program areas. CEBS drafts the report but will reach out to programs for their input.
		- 2023: site visit
	+ CEBS office is reviewing how and when data is collected. The nature of the data is to ensure consistency. We’ve already talked about disposition. We want to collect lesson planning, which we are not collecting right now. We need to see that they can plan at the instructional level. We are doing lesson observations and final completer surveys as well. This will require an assessment team to help to update assessments.
		- CDE is going to start using exit data and require an exit survey to all teacher candidates who will apply for licensure. This is based 100% on teacher quality standards. It will be published publicly. They won’t publish it until 2 years later. By the time we get results for possible program revision, it may be too late.
		- Ginny would like to update the lesson observation and the PDQ to match the teacher quality standards. This will help to notify programs right away if improvements are needed.
	+ ELL workshops will be continued for quality implementation. First workshop has been arranged and notification will go out to everyone. It will go to UNC Today and to current Teacher Education Faculty.
		- Ginny wants members to go back to their departments to make sure everyone who needs to get this type of communication will be included. If you need the link to the Teacher Education Faculty application information, email Cheryl (Cheryl.sparks@unco.edu).
			* Can we update the TEF application to better match the universities current position? Yes.
	+ STE will meet with all advisors who are working with teacher candidates because there are many students who are still struggling to meet timelines for the PTEP process.
	+ Praxis issues: STE budgeted for tutoring funding to help initial licensure students across campus if they have failed the Praxis test at least once. There is a process getting set-up and communication should be coming out soon. Programs can work with Cheryl to get students set-up with assistance.
		- Connie mentioned that some students are delaying graduation because they can’t afford to take the test again until they have the funding.
		- Jaimie: had a recent grad do a Zoom with current students to try to help them. Had a student who has failed for the 4th time.
			* Charlie said to have the student reach out to him and he can get more detailed information from CDE on what areas they are not passing.
		- Kim: he and Amanda have been participating in an equity and inclusion workshop. They finish this semester, but more will be wanted.
		- Amanda: funding for Praxis. Students can apply through ETS, if they meet financial qualifications, for 1 free test.
			* Amanda did raise some concern with the state about the new reading test because ECE students now will pay $312 for taking the test for the first time.

Jaimie motions to adjourn the meeting, Kim C. seconded. All approved.

*Minutes submitted by Cheryl Sparks.*

Appendix A:

Business for PEC for academic year 2021-2022.

**REAUTHORIZATION**

The reauthorization process for all teacher prep programs (elementary, ECE, Special Ed., Secondary, K-12) begins in earnest the semester.

* 2021-22: Programs Prepare for Data Collection
* 2022-23: Data is collected, and the Institutional Report written.
* 2023: CDE Site Visit

The key tasks for 2021-22 include:

* **Reviewing curriculum** in the 21-22 catalog and the updated version of CDE standards matrix. We spent last year reviewing these matrices, but that does not mean they were perfect. And we know that CDE will be focusing on Evidence/Outcomes ([https://www.cde.state.co.us/educatortalent/educatorpreparation\_standards\_matrices](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cde.state.co.us%2Feducatortalent%2Feducatorpreparation_standards_matrices&data=04%7C01%7CJeraldine.Kraver%40unco.edu%7Cc6374caafd664b12fb3e08d97d543e4b%7Cb4dce27cd088445499652b59a23ea171%7C0%7C0%7C637678623036520316%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=jRPsmJDd%2BL8Rl2JUnkCvAEhxxLDRsfDXd3unNOz6qB8%3D&reserved=0)). Therefore, PEC and STE will suggest to all programs that they **review the assessment portions of their matrix** to ensure
	+ ALL standards be addressed with outcome-based assessments.
	+ Evidence/Outcomes and assessments must be reflected in the designated syllabi
	+ If multiple courses are used to address the same standard, identify where the standard is introduced, developed, or reinforced.
* Review the **CDE EPP** report if data available: [http://www.cde.state.co.us/code/eppreport](https://nam02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.cde.state.co.us%2Fcode%2Feppreport&data=04%7C01%7CJeraldine.Kraver%40unco.edu%7Cc6374caafd664b12fb3e08d97d543e4b%7Cb4dce27cd088445499652b59a23ea171%7C0%7C0%7C637678623036530269%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=sQWFvQxhGq4HySajaVUdClJmh5QomHiFZeE0rF839P4%3D&reserved=0)  and look to address any discrepancies/short-comings through program or course revision. Review the deadlines for curriculum revisions for the Fall 2022 catalog.
* Course revisions should include syllabi that adhere to the formatting guidelines designed to ensure consistent content and the presentation of that content across all courses.

**Also, for 2021-22, DATA COLLECTION**

CEBS is reviewing how and when data is collected and the nature of that data in order to ensure consistency across programs. PEC will be asked to consider how we can ensure the same data is being collected as part of each programs assessments. This process DOES not mean one-size fits all assessments of TCs, but it does look to include some shared items across programs.

1. PDQ (aka Disposition)

2. Lesson Planning

3. Unit Planning

4. Observation Rubrics

5. SR Completer Evaluation

Assessments must be aligned with and tied explicitly to standards so that data can be aggregated by standard. This project might require a separate CEBS task force.