

Youngstown State University  
Beeghly College of Education  
McKay Auditorium  
April 19, 2018, 3:30 p.m.

### **Professional Education Council Meeting Minutes**

**Attendance:** Matthew Bowen, Darnelle Clark, Donna Czeck, Melanie DeBord, Timothy Filipovich, Betty Greene, Charles Howell, Chuck Jeffords, Michael Kerensky, Marcia Matanin, Laura McBride, Pam McCurdy, Jan Nelson, Anita O'Mellan, Jake Protivnak, Hunter Thomas, Gary Walker, and Amy Williams.

#### **Call to Order**

Dr. Protivnak welcomed everyone and called the meeting to order at 3:33 p.m.

#### **Minutes**

Mr. Filipovich motioned to approve the minutes of the February 22, 2018 meeting, as presented, and Mr. Bowen seconded the motion. The minutes were approved unanimously.

#### **Information: New Graduate Database for Tracking Qualifications and Performance of Graduate Students**

Dr. Protivnak referred to the handout regarding a new database to track graduate students. He noted that Dr. Howell has shared a lot of information with the PEC members regarding undergraduate test data, and it has been really helpful for teacher candidates. Since the college has not been maintaining data on students in the graduate programs, our data tracking will now include them using the performance measures outlined in the handout. The overview of the database also covers the programs that will be included and the qualification measures for the graduate student database.

#### **Request for Feedback: Draft of Uniform Standards of Dress and Grooming for Field Placements**

Dr. Matanin stated that in reviewing material on regarding expectations for dress, it was found that there were different expectations for different programs. They were similar but had variations. She requested input from the PEC members regarding the draft of the Teacher Candidate Dress Code. She emphasized the need to set minimum parameters and not deviate from them. Mr. Filipovich stated that the districts are moving further and further away from being restrictive and felt that we need to be careful not to have teacher candidates shy away from the field due to dress requirements. He said that compared to other areas, we are behind, and regionally, we are conservative. Some suggestions were made to revise the verbiage, including changing "must" to "should," being less gender specific, and changing "code" to "guidelines." A question was raised about spirit days at some of the schools. With the current dress code, teacher candidates may not participate.

Dr. Protivnak felt that it was important for student teachers to participate in spirit days. It was suggested that participation could take place without wearing jeans. Dr. Howell suggested that students be responsible for following the district's policy for dress. The importance of sending the message to the school students that the student teachers are authority figures was stressed. Dr. Matanin added that the document will be renamed "Dress for Success," and Dr. Howell said that the topic will be discussed further at the Dean's Dozen meeting on Friday.

**Request for Feedback: Communication and Social Skills: Rubrics for Early Field Experiences and Upper-Division Interview**

Dr. Howell reported that the College is looking closely at candidate performance in student field experiences. Rubrics for early field experiences, like the one in the handout, are utilized to score the candidates. Analysis of the data appears on the back of the page, and academic factors predict grades as well as student interaction, but less strongly. He added that they are very encouraged by this and are looking for other resources that are non-academic (e.g., Grit Scale).

The second handout, "Upper Division Interview Score Sheet: Notes on 'Look-Fors,'" lists candidates' factors that are scored to determine future success. Dr. Howell noted that at this point we don't know if this tool works or not.

**Discussion: Candidate Social Skills and Mental Health: An Evolving Challenge**

In an effort to predict a candidate's success in the program, we are taking a comprehensive look at their social skills. These factors are not a basis for excluding candidates with a strong academic record from the program. Of 80 student teachers this semester, 13 were pulled from their placements. This is a 16% failure rate which indicates that something is going on beyond skill development and seems to be related to social skills. 40% of students who achieve an A in FOUN 1501 will not make it to Upper Division. Of the students who receive a B in the class, 90% are not cut out to be a teacher.

In response to what happens to those 13 students who were pulled from their student teaching assignments, Dr. Howell stated that some will get another opportunity to complete their program requirements. Some will graduate without licensure and will pursue alternate career paths.

**Adjournment**

Dr. Howell thanked the PEC members for their participation and guidance over the past year. With no further business to come before the Council, the meeting adjourned at 4:40 p.m.

Respectfully submitted,  
Christine Bidwell