

Youngstown State University
Beeghly College of Education
McKay Auditorium
October 8, 2015, 3:30 p.m.

Professional Education Council Meeting Minutes

Attendance: James Andrews, Jane Beese, Christine Bidwell, Matthew Bowen, Michael Crist, Lauren Cummins, Donna Czeck, Melanie DeBord, Mary Lou DiPillo, Joanne Franks, Stacy Graber, Charles Howell, Jane Kestner, Therese Kightlinger, Pam McCurdy, Joseph Mosca, Marissa Mraz, Jan Nelson, Anita O'Mellan, Jake Protivnak, Debbie Quinn, Gary Walker

Call to Order

The meeting was called to order at 3:37 p.m. Dr. Howell thanked everyone for coming.

Minutes

James Andrews motioned to approve the minutes of the January 29, 2015 meeting, and Dr. Michael Crist seconded the motion. The minutes were unanimously approved as presented.

Program Updates from Departments

Counseling, Special Education, and School Psychology – Dr. Protivnak reported that three faculty members resigned last year, Dr. Melinda Wolford in School Psychology and Dr. Kyoung Mi Choi and Dr. Cassandra Pusateri in Counseling. Dr. Audrey Ellenwood in School Psychology also retired. Two new faculty members in School Psychology joined the department in August, Dr. Carrie Jackson and Dr. Kathleen Aspiranti. Dr. Protivnak will be attending the national Association for Education Counselor Education and Supervision Conference in Philadelphia and hopes to identify a good selection of potential candidates for the Counseling program there.

Youngstown State University's master's program in Counseling has received the national 2015 Outstanding Counselor Education Program Award. The recognition from the Association for Counselor Education and Supervision honors a counselor education program that exemplifies the importance of excellence through standards and innovation. The award will be presented at the ACES Awards Luncheon on October 10 in Philadelphia.

The award is the latest honor for the program, which last year was recognized as a national model by the Council for Accreditation of Counseling and Related Educational Programs. The program also recently received the Innovative Counselor Education Program Award from the North Central Association for Counselor Education and Supervision and also was listed among the top 25 most affordable programs in the Midwest by "Best Counseling Degrees."

Educational Foundations, Research, Technology and Leadership – Dr. Jane Beese reported that her department was working with two new doctoral cohorts, including one off campus, and for the first time two are running simultaneously. They are currently recruiting in Trumbull County and the city of Youngstown for a principal cohort. Work is underway on a leadership academy grant and recruiting for their licensure program. It has been challenging to get individuals to sign up for the principal program.

Teacher Education – Dr. Lauren Cummins noted that upper division interviews were held today at Lakeland Community College, and an articulation agreement is underway for the early childhood program. She added that she taught early childhood courses at Lakewood previously.

Old Business

No old business was brought before the Council.

New Business

Continuing Relationship with Youngstown City Schools (Update) – Dr. Howell stressed that the University’s partnerships with all schools are important. The Youngstown City Schools hire a lot of our teachers, and our teacher candidates are exposed to a diverse population. In the early summer a group of local leaders, including President Tressel, testified at a legislative hearing in favor of the Youngstown Plan, which will change governance of the district and could impact its future viability. The Beeghly College of Education was not consulted about the Youngstown Plan and was not informed that the President planned to support it. Now that the Youngstown Plan has been approved by the legislature, the College must pursue its partnership with the district under new circumstances.

In August, Dr. Howell and Ms. Greene, a member of the Teacher Education faculty, met with Stephen Stohla, Interim Superintendent, to outline the work that we are currently doing with the district and to indicate our desire to collaborate with teachers, administrators, and families in whatever ways would be most helpful. That meeting was followed by a conference with union officials representing both teachers and support staff in the district, at which Dean Howell asserted the principle of collaborative leadership and democratic governance, acknowledged the breach of that principle that had occurred in the formulation of the Youngstown Plan, and reiterated the College’s aspiration to continue to collaborate with teachers, administrators, and families.

Following the conference with union officials, Senate Minority Leader Joe Schiavoni and District 58 Representative Michele Lepore-Hagan convened a meeting of local stakeholders in Youngstown, including representatives of Youngstown City Schools employees, the chair of the local parent advocacy group, an official of the Mahoning County Court, and others. BCOE leaders addressed this group, outlined their ongoing commitment to the district, and pledged to work with those present to promote the public good of the city and region, restore inclusive governance to Youngstown schools, and enhance educational opportunities for all of Youngstown’s citizens.

The response from all of the meetings—with Mr. Stohla, with the union officials, and with the broader group of stakeholders—has been positive. Project PASS has made an amazing impact this past spring and summer. Dr. Howell is very optimistic about our relationship with Youngstown City Schools going forward.

Introduction of New Student Teaching Rubric

The new student teaching rubric was previously rated on a 1 to 4 scale on each of OSTP’S 40 standard elements. This rubric has fewer items (21) aligned with OTES, it is very explicit, and is not qualitative. Training has been held for supervisors of student teachers and focus groups with principals. Dr. Howell asked about the importance of supervisors and faculty being OTES

qualified. He said the practice was very beneficial. There are video clips on the test; the candidate must match ratings to pass the test. It encourages you to look for evidence and teaches the difference between evidence and a bias. Therese Kightlinger held a one-day training in 2010; it is hard to get people to do it.

Matt Bowen suggested that university supervisors take the three-day training and then pass the assessment. Additional modules can then be taken to identify the parts of the assessment that the candidate did not pass. Dr. Howell added funding will be available next spring to support a second evaluation for a sample of our teacher candidates, thereby helping us assess the interrater reliability of the new instrument.

Evaluation Rubric for Early Field Experience (Discussion)

During a student's freshman year 15 hours are designated to tutoring. They are not supervised very closely; however, there is some interaction from the teacher. The teacher will use the new rubric to score candidates utilizing 6 factors. We will monitor candidate performance closely to ascertain whether this instrument is predictive of future success in the teacher education program. In the mean time, it is hoped that the rubric will cause some of the more obvious cases in which a student is ill-suited to move forward in the program. The rubric has been kept simple for teachers to use in light of the amount of work they have to do.

Data on Teacher Candidate Selectivity (Analysis and Discussion)

The College of Education is developing a data system for accreditation purposes. One priority for this system is to measure the diversity of teacher candidates, and their quality as measured by academic preparedness. A handout distributed by Dr. Howell showed that very few students of color progress to upper-division and advanced coursework, compared to Caucasian students. We need to do a better job in tracking candidates of color to ascertain where the roadblocks lie. Meanwhile, mean ACT scores show that while entering freshmen fall below the threshold set by our accreditation agency, the 50th percentile, mean composite scores of students admitted to upper division clearly do meet this standard.

Dr. Paylo is concerned about the number of individuals going into the teaching profession, and as a result, the number of College Credit Plus opportunities is being increased. He also recommends offering the Foundations in Education course earlier. He feels students need earlier exposure to careers in teaching, and this is something to explore with the superintendents. Dr. Howell said there is a 5-10% decline each year everywhere in the number of students pursuing a teaching career. The pool of candidates must increase to increase quality, but there are many obstacles: for example, an increase in the proportion of charter schools, which typically pay lower salaries; public discontent with the teaching profession; and an increase in the number of required field experience hours, which makes our teacher preparation programs more challenging.

Dr. DiPillo noted that some high schools have offered FOUN 1501 already. This can be done with a standard syllabus. Dr. Howell said that FOUN 1501 has not been offered through CCP. There is some motivation in the districts to do it (lack of applicant pool for future teachers), and he feels that it is an excellent idea. Future teacher organizations help students get an idea of

what they are getting into. Ms. Mraz added that YSEA helped form a chapter of Future Educators of America in a local high school, and as President, she is willing to do it again. Dr. Howell noted that YSU's YSEA is the most active chapter in the State of Ohio.

Distribution of edTPA and ACT Scores

Dr. Howell reviewed the handout on edTPA and ACT Scores, commenting on the data. Despite claims by accreditation agencies that academic preparation is vital to successful teacher performance, there does not appear to be any relationship whatsoever between ACT scores (a measure of academic achievement) and edTPA scores (a measure of teaching performance). Further analysis is needed to determine what factors are good predictors of teacher success. He appreciates the suggestions that were made about FOUN 1501 and will discuss those with the faculty. He felt that it was an interesting discussion, although somewhat inconclusive.

Next Meeting

The next meeting is scheduled on Thursday, November 12 at 3:30 p.m. in McKay Auditorium, BCOE.

Adjournment

Dr. Howell thanked those in attendance for coming and thanked them for their input. With no further business to come before the Council, the meeting was adjourned at 4:37 p.m.

Respectfully submitted,
Christine Bidwell