

Youngstown State University  
Beeghly College of Education  
McKay Auditorium  
November 17, 2016, 3:30 p.m.

## **Professional Education Council Meeting Minutes**

**Attendance:** James Andrews, Christine Bidwell, Matthew Bowen, Leah Brown, Kim Davis, Mary Lou DiPillo, Timothy Filipovich, Stacy Graber, Betty Greene, Charles Howell, Michael Kerensky, Lesley Koch, Sung Hee Lee, Marcia Matanin, Laura McBride, Jan Nelson, Anita O'Mellan, Kristen Osiniak, Jake Protivnak, Chuck Vergon, and Amy Williams.

### **Call to Order**

Dr. Vergon welcomed everyone and called the meeting to order at 3:37 p.m.

### **Minutes**

It was pointed out that the spelling of VARI-EPP should be corrected to two p's. Jim Andrews motioned to approve the minutes of the October 13, 2016 meeting, as corrected, and Mike Kerensky seconded the motion. The minutes were unanimously approved.

### **Update on PEC Binders**

Dr. DiPillo noted that the new binders that were made for each of PEC members will be helpful to keep meeting materials all in one place. The first tab is for CAEP Standards, and we are nearing our site visit for accreditation in April. As we get closer to that time, the PEC members will receive some preparation to acquaint them with what the CAEP representatives may ask. At this time, BCOE's advanced programs are not under review, however, as we move forward, there is a need to be prepared to address them. Dr. DiPillo reviewed the page which outlines the Ohio Standards for the Teaching Profession, as well as the BCOE Conceptual Framework, which emphasizes the importance of reflection.

### **Excellence in Education – YSU's Award-Winning Educators**

Dr. Vergon reported that he recently attended a recognition luncheon sponsored by the East Ohio Education Partnership which celebrated accomplishments across four counties. School building administrators who earned an A were recognized, and Dr. Vergon stated that he wanted the PEC members to know that our students are out there and achieving a high level of success.

### **New High School Graduation Standards**

Mr. Bowen relayed that there have been a lot of changes in legislation recently regarding graduation standards. Current high school juniors will be affected by the new requirements. Although the requirement of 20 credits has not changed, students will need a minimum of 18 points to graduate. Points are earned through exams in math, English, and Science and Social Studies combined, as well as points for College-Credit Plus, and various industry credentials. At this time, it is very confusing. Students can earn points for CPR or Microsoft certification, as well as a remediation-free score on their ACT assessment. The high schools now have to offer industry credentials to get students on track for graduation, and it is alarming how many juniors are currently not on track.

Ms. Davis noted that she participated in a conversation at a state Board meeting that centered around the fact that not all students are college bound. There is still a need for trade skills, and pathways need to be identified for students that are attainable for them.

A resolution has been proposed to phase the new legislation in allowing school districts and legislators time to figure out a successful outcome for the most students. Mr. Bowen reiterated that the new standards boil down to: 1) passing the state test, 2) ACT score, and 3) achieving industry credentials, or a combination of all three. Many educators don't believe in tracking students. The new formula requires some kind of balance to encourage students to pursue college; some lower ACT scorers make excellent college students. Tracking students into trades based on their scores could have a terrific impact on enrollment in area colleges.

On a federal level, when a disabled child is exempt, he earns a certificate and not a diploma. All levels of education are trying to figure this out on a shoestring budget. Mr. Filipovich conveyed that the educational systems need time to develop the curriculum and put it in place for students to be successful on their exams. He felt that credit should be given for community service, attendance, discipline records, etc. Factors need to be identified that will mirror what industry and business want in their employees. At some point in time, this will be shared with students and their parents, but more time is needed to put it into effect. An article from the Columbus Dispatch was disseminated that announced the difficulties school administrators are encountering to meet the tougher state benchmarks.

Dr. Vergon thanked Ms. Davis and Mr. Bowen for their presentation. He added that there is a need to talk more in the future about meeting needs for math and the sciences.

### **Factors Influencing Student Persistence and Success: Admission to Upper Division**

Dr. Howell reviewed data on BCOE students who are enrolled in Foundations 1501, to help us understand who some prospective teachers will be, based on ACT scores and performance before admittance to upper division. Students who were counseled out of the program based on grade point averages were much lower in 2016 compared to 2010-2014.

### **Inter-rater Reliability Statistics for Student Teaching Evaluation**

Dr. Howell relayed that Table 1, Value-Added Scores, can be reviewed at your leisure. He noted that a trend emerges for edTPA scores; as they get higher, we see more effective teachers. In Table 2, there is a little bit of a trend related to socioeconomic status; the higher ACT scores are achieved in the richer school districts. He asked if this was something we should be concerned about, and are school districts recognizing candidates that they are comfortable with? Ms. Greene spoke about the number of students who earned lower ACT scores but have empathy for students like them. Those candidates often go back to school systems that they are familiar with.

### **Value-Added Data Analysis, Including Benchmark Data from Other Institutions**

Handouts reviewing Value-Added Data Analysis were briefly reviewed. The data team investigated whether more effective teachers were disproportionately employed in schools with lower levels of need (based on demographic characteristics and average yearly gains in student test scores). Schools with higher levels of poverty employed, on average, teachers with lower value-added ratings. The correlation, however, did not quite reach the level of significance. Teacher effectiveness, in short, does not appear to be clearly related to the ethnicity or socioeconomic status of students, but it does appear to be related to the value-added ratings of schools.

### **Candidate Performance and RESA Outcomes**

Table 1 related to RESA outcomes and candidate performance measures was reviewed and discussed. We don't want our students to fail RESA. The outcomes may be a reflection of the support and structure they receive. Dr. Howell noted that these candidates have not yet taken their edTPA exams.

### **Next Meeting Dates**

Monday, March 13, 3:30 – 5:00 pm (McKay Auditorium)

Monday, April 3, 3:30 – 5:00 p.m. (McKay Auditorium) - The April 3 meeting date is tentative, but it is an especially important PEC meeting and will be based on our accreditation visit with representatives from CAEP (Council for Accreditation of Educator Preparation). We will confirm the date, as we get closer to April.

### **Adjournment**

With no further business to come before the Council, the meeting was adjourned at 5:03 p.m.

Respectfully submitted,  
Christine Bidwell