

Youngstown State University
Beeghly College of Education
McKay Auditorium
December 5, 2017, 3:30 p.m.

Professional Education Council Meeting Minutes

Attendance: Matthew Bowen, Leah Brown, Darnelle Clark, Lauren Cummins, Donna Czeck, Mary Lou DiPillo, Stacy Graber, Betty Greene, Charles Howell, Denise Hunt, Chuck Jeffords, Therese Kightlinger, Lesley Koch, Marcia Matanin, Pam McCurdy, Jan Nelson, Anita O'Mellan, Jake Protivnak, Hunter Thomas, and Amy Williams.

Call to Order

Dr. Protivnak welcomed everyone and called the meeting to order at 3:34 p.m.

Minutes

Dr. Cummins motioned to approve the minutes of the October 19, 2017 meeting, as presented, and Donna Czeck seconded the motion. The minutes were unanimously approved.

CAEP Accreditation Letter

Dr. Howell reported that several BCOE staff participated in a fifteen minute conference call on a Saturday morning in October with the CAEP Accreditation Council representatives, and comprehensive responses were given to their questions. The accreditation letter that was received recently noted one area for improvement. Dr. Howell is very pleased with the results which have accredited the College for their educator preparation programs until 2024. Efforts have already begun to ensure that the required standards are met and maintained.

Analysis of edTPA Data for Fall 2017

Dr. Matanin reviewed the handout on edTPA data for Fall 2017. She noted that scores have declined slightly. Despite ample professional development provided to teacher candidates, the only area showing an upward trend is in K-12 performing arts. Conversations with students are needed about the importance of preparing for the edTPA. Some consideration could be given to the option of a graded seminar vs. credit/no-credit for the course. Dr. Howell asked if it would be beneficial to provide where a student's score falls in relation to others (by employer request and student's approval) when seeking an employment opportunity. Mr. Bowen suggested that we provide a tri-fold brochure about the edTPA for the employer and explain what they should be looking for. This may provide student motivation to prepare for the exam and could also include comparisons with national averages. It would helpful if the schools had this in the first round of interviews. Administration in the schools need to be aware of this information, and the student should include it in their portfolio.

Discussion of Professional Interviews and Preparation of Teacher Candidates

Dr. Howell stated that this area is important to faculty so that they can best prepare students for interviews. He introduced Justin Edwards, a Career Management Coordinator, from Career and Academic Advising.

The following items are of major importance in a cover letter and the resume:

- Good grammar, proficient writing
- Consistency
- Prior work experience (no job hopping, start and finish a job)
- Early opportunities working with children; shows commitment to education and is a great way to demonstrate that they want to be an educator.

Mr. Edwards related that students come in for resume creation and learn how to use an objective statement on the resume. He stressed that resumes should be customized for the application that is being submitted. He recommends that the student focus on the current objective and tailor it specifically for the school where the student is applying. This indicates an awareness of the open position.

Discussion about helpful interview questions included:

- Give an example of developing positive relationships with students, teachers, and staff.
- Give an example of a time when you differentiated for a student with special needs.
- Responses in the interview should include an outcome
- Candidates should make themselves visible and know the importance of networking (volunteering, coaching).
- Give an example of something you did in a professional setting that did not go well and you would like to do over (demonstrates reflection and honesty). An incomplete or non-answer is not rated positively.
- How would you handle a belligerent parent? Responses should reveal strategies for developing a positive relationship with the parent.
- Candidates may be given a content standard and are asked to teach a 30 minute lesson to a group of children (these scenarios have changed district decisions on who should be hired).
- Teacher candidates should be aware that they may be observed while student teaching by the principal, assistant principal, and superintendent with no advance warning.
- Candidates may be asked to convince the interviewer(s) that they are the best person for that job.
- Where do you see yourself in the next 3 – 5 – 10 years? (What plans have you made?) This shows preparedness.

References should be listed on a separate document. Mr. Bowen pointed out that references can make an impact when narrowing down the candidates, especially when there is an immediate need in a high demand area (e.g., secondary science, special education). In addition, information is shared about the top candidates between districts who were not hired. When the candidate is notified that they did not get the job, it matters how they respond to the bad news.

Retention Data: Teacher Candidates Not Progressing to Junior Level

Dr. Howell reported that a lot of teacher candidates switch majors in their first two years of

college. A student's grade in the Introduction to Education course is a strong predictor of success (an "A" results in a 60% chance of being admitted to upper-division). Dr. Howell reviewed the handout titled "Persistence by FOUN 1501 Grade" and the three hypotheses listed.

The cost of retaking exams is often an issue with students (cost and anxiety). Students may be motivated to do the best they can, because they can't afford to pay the exam fee a second time. Mr. Bowen proposed that the College pay the exam fee for the second time only when the student successfully completes a free one-hour course that prepares them for the exam. Dr. Howell agreed that further discussion on this topic is needed.

Mr. Bowen stressed that there is currently a huge job demand in education and a need to keep people in the field and develop them. There are some excellent teachers who know how to relate to students and how to motivate them, many of whom have performed poorly on scholastic and assessment exams.

Action Step: Send Mr. Edwards exam data.

Next Meeting Dates

Thursday, February 22, and Thursday, April 19, are the meeting dates that are scheduled for the remainder of the year. All of the meetings will be held from 3:30 – 5:00 p.m. in McKay Auditorium.

Adjournment

With no further business to come before the Council, the meeting adjourned at 4:52 p.m.

Respectfully submitted,
Christine Bidwell