

**PTEAC Minutes**  
**Thursday, November 5, 2009**  
**106 STU**  
**3:00-5:00 PM**

Members Present: Armstrong, Bloem, Cimitile, Collins, Cooley, Evans, Golden, Helzer, Lancaster, Llerandi-Roman, Mader, Matthews, McCrea, Miller, Owens, Scholten, Subramony, Tutt

**I. Welcome (Collins) 3:00 p.m.**

Dean Collins asked for members of PTEAC to introduce themselves to our guest Mr. Gary Scholten. Following these introductions, Mr. Scholten introduced himself as a long standing member of the Zeeland Public Schools Board, who currently works to represent all school boards across the state of Michigan, and also serves on Professional Standards Commission for Teachers (PSCT). Further, Mr. Scholten is passionate about what it takes to prepare effective teachers and wants Michigan school districts to be able to hire the absolute best and brightest teachers, especially in inner city schools. Mr. Scholten expressed concern that Michigan is a teacher donor state, and wants to understand how tax dollars invested in teacher preparation can promote the preparation of the most effective teachers staying within the state for employment following graduation. Mr. Scholten brought an interest in what we are about and what we can do within the state and nationally in terms of creating effective teachers.

PTEAC members spoke of teacher preparation programs and experiences which addressed Mr. Scholten's interest and concerns:

- Dean Collins spoke about the Graduate Teacher Certification (GTC) program, specifically how this cohort program is focused on preparing teachers within urban settings.
- Dean Collins spoke about the close collaboration with Superintendent Kevin O'Neill and the Coopersville Public Schools District which is working to enhance knowledge of technology, and is training teachers on effective teaching with technology practices in the classroom.
- Linda McCrea spoke of the past success of an elementary teacher preparation cohort with Holland Public Schools.
- Gary Scholten asked about the role of teacher induction into the schools upon employment and how the university can work to identify where the student teachers can be placed in order to best meet the needs of the buildings they are placed in. Specifically, Mr. Scholten was interested in knowing what the university could accomplish in bolstering entire buildings.
- Dorothy Armstrong explained why we strive to create partnerships with local school districts and the mentor teachers. Student assistants and teachers are not placed in schools with a sink or swim mentality. The goal is to have teachers who are able to give back to the profession through mentoring future teachers and guiding them throughout the process. This involves participation with parent-teacher conferences, whole year placements in a single building, and ongoing partnerships with a number of districts and buildings.
- Dick Cooley spoke about his work with the College of Education (COE) on two No Child Left Behind (NCLB) grants which allowed work with schools within GRPS that were behind on their annual year progress (AYP). Faculty, teachers, and future teachers worked collaboratively to focus content and improve pedagogical practices.
- Pablo Llerandi-Roman addressed integrating research in pedagogy and teaching science within Biology and Geology classes. Informal partnerships designed to teach inner city students in a diverse multicultural environment have been created. Work continues to increase science educational professionals with diverse backgrounds.

- Gary Scholten inquired about the challenge for teaching institutions to create teachers to be agents of change upon the induction phase of their careers.
- Pablo Llerandi-Roman evidenced research used to create future teachers who are agents of change and stated that partnerships are key in this effort.
- Paula Lancaster followed with the Special Education Internship Program as an exemplary program of ongoing partnerships which work with certified teachers to enhance their practice and teach them how to advocate for change within their classroom, building, and district.
- Dean Collins asked about Gary's concern on the lack of diverse newly certified teacher dispositions.
- Kevin Tutt stated that it has been difficult to create a wide scatter plot of diverse teachers when excellence in teaching is defined narrowly and it could mean a monetary difference for the teacher. While advocating for identifying excellence in teaching, it would be more appropriate to use a liberal means of defining this excellence. The example of difference in content areas was given.
- Gary Scholten agreed that a national rubric designed to define excellence in teaching doesn't necessarily identify correctly, but the belief exists that there is an expected skill set that all teachers should possess upon certification.
- Concern was expressed on how this skill set is measured. Is it measured by teacher? By student? Both? Again, the difference in content matters.

Dean Collins offered a brief update on happenings with MACTE and DARTEP:

- Federal policy has moved toward more centralization
- State Senator Kuiper's bill on alternative routes to certification in Michigan is challenging how Michigan will fit into the larger national context
- Seeking national and state speakers for DARTEP
- More information on dates and speakers forthcoming

## **II. Woodrow Wilson Foundation Meeting (Collins)**

Dean Collins stated that the state framework on standards directly relates to the work of Art Levine with the Woodrow Wilson Foundation. Recently, Dean Antczak, Dean Collins Provost Davis, and Vice President McLogan had an opportunity to meet with Art Levine to discuss the possibility of GVSU participating in a grant funded STEM project which would use a clinical perspective in teacher preparation and involve a commitment from participants to remain in inner city settings for three years following graduation. Dr. Levine's first question was on the potential for collaboration between COE and the College of Liberal Arts and Sciences (CLAS). PTEAC and the work on the comprehensive major proposal served as one representation of these collaborative efforts. Upon asking what our biggest challenge would be, Dean Antczak spoke to the economic conditions within the state of Michigan, as well as the regulations imposed upon the state. Following this meeting with GVSU administration, Dr. Levine met with Kevin O'Neill, Superintendent of Coopersville Public Schools, and Bernard Taylor, Superintendent of Grand Rapids Public Schools. Tomorrow, Dr. Levine will meet with Governor Granholm and it will be announced that this project has received full funding from the Kellogg Foundation.

The intent of this opportunity is to affect change through deliberate teacher preparation in Michigan cities such as Grand Rapids, Kalamazoo, Benton Harbor, Flint, and Detroit. This is a community approach to education, and would work toward changing the culture in buildings and districts. Data and examples of curriculum have been submitted to the Woodrow Wilson Foundation. A decision will be made in December regarding which universities will be chosen to participate in this program. The program will be slated to start in 2011.

## **III. Education/Special Education Major: Prospectus Revisions (Mader)**

Cindy Mader stated that the Education Major prospectus is a fine example of collaboration between COE, CLAS, and the Provost's Office. Specific thanks was given to Maria Cimitile for her assistance and guidance in the proposal process. Notable aspects of the revisions include an abbreviated history, and a few reorganized aspects. A sample transcript was included and discussed. The substance of the prospectus has not changed. COE Curriculum Committee met today and is holding final approval until PTEAC can formally endorse this prospectus.

Dean Collins requested feedback in order to compose a letter of support for this prospectus from PTEAC. Consensus noted.

#### **IV. Oral Language Certification Tests (Golden)**

John Golden expressed concern about the perception that the COE has imposed a requirement that the oral proficiency interview (OPI) must be passed by foreign language majors and minors prior to Teacher Assisting. The OPI examination is currently conducted over the phone by individuals who are native speakers contracted by the state. OPI emphasizes technical proficiency with the foreign language.

Linda McCrea addressed the concerns and stated that foreign language majors are required to have passed the OPI prior to teacher assisting. Foreign language minors are allowed to teacher assist without passing the OPI, but either need to have passed the OPI prior to their student teaching experience, or petition the state to remove the minor from their certificate.

Maria Cimitile requested that written language on this policy be sent to Jann Joseph and that it would be appropriate for CLAS advising and all faculty to be notified of this requirement. Linda stated that Associate Dean Caryn King is working on drafting this document to be distributed. Moreover, Modern Languages has brought on four certified OPI test administrators and have begun discussing adding an OPI course for modern language majors and minors at the 400 level.

Cindy Mader noted that this requirement is a state decision, likely driven by a national mandate.

On an unrelated note, Linda McCrea formally thanked all involved departments and faculty on the recent successful Elementary Minor proposal.

#### **V. CLAS & COE Coordination of Class Schedules (Cooley)**

Dick Cooley expressed concern about ongoing issues with coordination of scheduling courses between CLAS and COE. Students often need to enroll in both a student teaching seminar that ends at 6:00 on the Pew Campus, and a content course that begins at 6:00 on the Allendale Campus. Linda McCrea responded that the student teaching seminar has historically been offered on Wednesdays during the 4:00-5:50 time block for many years, and asked if the content course could be scheduled on Mondays or Tuesdays or if it could remain on Wednesdays but be offered on the Pew Campus.

Maria Cimitile suggested that the academic department coordinators who work with the scheduling of these courses (Ann Homrich in COE and Pamela Kellogg in CLAS) should coordinate their work, and formally request priority on meeting these seminar and CLAS classroom needs. This idea was supported by Dean Collins, Linda McCrea, and Dick Cooley.

#### **VI. Coordination of Content Classes with Overseas Teaching Opportunities (Cooley)**

Dick Cooley expressed concerns about a lack of coordination between content requirements and overseas teaching programs. Students are entering study abroad teaching

experiences without all of their content requirements met. Sandy Miller spoke to the difference between study abroad and Cross-cultural Overseas Student Teaching (COST), and would like to work to direct students to courses that would be helpful for them before their study abroad experience. Pat Bloem pointed to Padnos International Center (PIC) as the missing link. It would be helpful to provide PIC with a list of coursework that would be helpful for these students prior to their study abroad experience. Dorothy Armstrong, Paula Lancaster, and Sandy Miller all inquired about preparing this information and providing it to PIC.

On an unrelated note, Dick Cooley spoke about sabbatical research which involved former graduates from the University of Michigan working on a longitudinal study on teacher preparation.

**Adjourned 4:08 p.m.**