MINUTES
STATE BOARD OF EDUCATION
COUNCIL OF HIGHER EDUCATION

333 Market Street, Honors Suite, Harrisburg, PA
March 13, 2013

The meeting was called to order by Dr. Francis Michelini at 1:05 pm.

Attending:

Erin Agnew	Constance Davis (via phone)	Colleen Sheehan (via phone)
James Agras (via phone)	Sandra Dungee Glenn	Ed Sheehan (via phone)
James Barker	Paul Fererra	Karen Farmer White
Kevin Bates	Kirk Hallett	A. Lee Williams
Wendy Beetlestone	Francis Michelini	Larry Wittig
Emily Clark	Jonathan Peri	

APPROVAL OF MINUTES

The minutes of the January 9, 2013 meeting of the Council of Higher Education were approved on a **Williams/Dungee Glenn** motion.

COMMITTEE REPORT

TEACHER AND SCHOOL LEADER EFFECTIVENESS

Sandra Dungee Glenn reported on the March 13, 2013 meeting of the Teacher and School Leader Effectiveness Committee. Ms. Glenn reported that the meeting focused on the alignment of teacher and administrator preparation programs with desired educator effectiveness outcomes. She reported that the Department has been doing work around teacher and leader preparation, certification, evaluation, and reviewing colleges and universities with education programs to align to the outcomes desired. Recommendations and revisions are being made in the areas of school safety, teaching with technology, use of the SAS system, and professional development. One of the areas discussed at length was student teaching; the Department will be receiving federal dollars to create a grant partnership with school district to create new models for the student teaching experience. Ms. Glenn said the Committee requested that the Department identify different approaches to the internship and residency student teaching experiences, both at the state and national levels that may be considered. Ms. Glenn also reported that invitations have been extended for the May meeting for two guest speakers to share their insights and experiences on school leader preparation.

REPORT OF THE DEPUTY SECRETARY
HIGHER EDUCATION

Ms. L. Jill Hans, Deputy Secretary for Postsecondary/Higher Education provided a report focused on the Department's initiatives to strengthen educator preparation programs and to raise the effectiveness of teacher candidates. Below is an overview of the Department efforts highlighted by Ms. Hans.

- The Bureau of School Leadership and Teacher Quality has undertaken several initiatives affecting the Commonwealth's preservice teachers with the goal of raising the quality of educator candidates who graduate better prepared to deliver instruction effectively. These actions have been considered and undertaken in consultation and close collaboration with the Office of Elementary and Secondary Education to ensure continuity for classroom students.
- Changes previously were made by the Board to Chapter 49 that resulted in the creation of several new certificates and the elimination of other certificates. The effect is that new certificates are more focused in content as well as elevating the level of rigor within the content. The deadline for issuing expiring certificates is August 31, 2013. The Bureau has been working with the field to ensure that all candidates in the expiring certificate programs have plans to complete their programs by the deadline or convert to a new program area. Programs offering the new certificates already are being offered.
- Along with the changes noted above, additional new requirements in Chapter 49 were implemented to focus on a teacher's ability to teach a diverse student body by mandating preservice training in working with students with disabilities and English Language learners.
- A revised "basic skills" test was created and implemented in April 2012. The revised assessment reflects the higher level of academics expect in educator preparation programs. The assessment was created by facilitating input of both the K-12 instructional community and higher education faculty. In addition, the assessment is aligned with Pennsylvania Common Core Standards.
- The Department is implementing a new Educator Program Approval Process in which programs will report data on annual and seven year cycles. Data reported will include accountability measures of candidate data, complaints made regarding the programs, goals and strategies outlined by the programs, program design, advising and monitoring, field experiences and student teaching. Feedback will be provided to the programs with counseling and intervention for program improvement. In addition to the initial program review, which occurs when an institution files an application with the Department to begin offering a program, an annual review will occur to collect this data. The annual review will provide for the creation of information trends and the trends will be used to identify early warning signs where intervention may be required. If warning signs are noted, the Department may take action to do a more thorough, major review which results in an assessment of the program and an improvement plan.
- Program guidelines currently address the inclusion of Standards Aligned Systems resources, educator effectiveness principles and the use of technology to teach in an

online and/or hybrid environment within the educator preparation program. The Bureau of School Leadership and Teacher Quality will provide clarifying language to strengthen these requirements.

- The Office of Postsecondary and Higher Education (OPHE) will provide focused professional development to educator preparation program faculty in the following areas: Standards Aligned System resources available within PDE; Educator Effectiveness Principles; Using Technology to teach in an online and/or hybrid environment; and School Safety.
- OPHE currently is working on an initiative to manage federal grant dollars that offer opportunities for higher education institutions to partner with LEAs. The focus of these opportunities will be to foster and facilitate collaboration among educator preparation program faculty and local education agency cooperating teachers and principals to increase the quality of clinical experiences resulting in more qualified graduates prepared to be effective teachers on entry into the profession.
- The above initiatives are consistent with several national studies and specifically with the CCSSO Task Force Report entitled *Our Responsibility, Our Promise*, as well as a study done by the National Association of State Boards of Education (NASBE) – Gearing Up, Creating a Systemic Approach to Teacher Effectiveness. These studies call for increased accountability of educator preparation programs through data collection, analysis and reporting as well as an increased level of selectivity applied to students entering preparation programs. In addition, there is agreement in national studies that educators entering the profession must be prepared to teach a diverse student population.

Upon discussion with Ms. Hans, Kevin Bates responded as a student who has recently taken the new basic skills test, providing the feedback that the test is "tough but fair" and that the online test preparation materials give an accurate representation of the test itself.

PUBLIC COMMENT

There was no public comment.

ACTION ITEMS

There were no action items.

ANNOUNCEMENTS

There were no announcements.

ADJOURNMENT

There being no further items of business, the meeting was adjourned at 1:25 p.m.

Karen Molchanow

Karen Molchanow
Executive Director