M. Perl called the meeting to order at 1:30 PM. Notes from the September 13, 2006 meeting were reviewed. No changes were made. K. Taylor has not been contacted to provide location for possible service hours.

**Review updated subcommittees:** Members were given the PCC subcommittee information for the NCATE 2004-2009 cycle. Members were asked if there were any questions or concerns with this document. A. Knackendoffel was thinking that M. Kaff is supposed to be working with Standard 3. She would check on this and report back to J. Wissman. M. Devin may be replacing T. Miller. M. Perl will check on this possible change. It was noted that there are some subcommittees that are not filled, such as in Adult and Continuing Education. S. Benton asked if perhaps there may be a way to combine some of the committees. Brief discussion ensued.

The NCATE Unit Standards Revision Document was passed out and reviewed. M. Perl noted that there didn’t seem to be many changes, but members need to review the information. Changes appear to be mainly in the area of Advanced Programs and in Standard 4.

**Report from NCATE Training Workshop in Washington, DC.**

T. Salsberry, L. Scharmann, G. Shroyer, J. Wissman, and S. Yahnke

(See Document Provided: NCATE/AACTE Institutional Training, September 26, 2006)

G. Shroyer reported that those in attendance divided to attend as many sessions as possible and met to combine their information for this report. The report is organized according to the Conceptual Framework and NCATE standards. The format provides for issues to be addressed as well as recommendations to be made. **PLEASE REFER TO PROVIDED HANDOUT**

- **Conceptual Framework:** The mission statement that we currently have for the Conceptual Framework probably needs to be revised. We need to be relating the knowledge base to
our slogan. We need to differentiate at the initial and advanced levels. We need to reference how to conceptually frame the two programs.

- **Standard 1 Candidate Knowledge, Skills, and Dispositions:** There are a few things that need to be done. Most importantly, we need to give attention to the advanced degree programs. They are now expecting everything we have done with undergraduate programs to be done with the graduate programs. We need to be addressing knowledge, skills, and dispositions.

- **Standard 2 Assessment:** We appear to be doing well with undergraduate program, but need to focus on the advanced programs.

- **Standard 3 Field Experiences:** Focus needs to be placed with field experiences at the advanced program level. They have to have documented field experiences just as undergraduate level. We need to be documenting teacher’s impact on student learning and diversity issues. We need to document if our students are getting diverse experiences. A. Knackendoffel asked if undergraduate field experiences students had in a diverse setting could be used to document their advanced program diversity requirement. G. Shroyer said they didn’t clearly say that could be done, yet documentation would need to be in place-data would need to be collected. M. Hancock asked if our advanced program candidates could submit the KPA as documentation. That is possible, but those programs that work with “other school personnel” still need to demonstrate the impact on student learning, according to their role in the school. Somewhere in their program they will need a diverse experience. This could be provided as an ongoing dialogue with others, peer coaching, etc. For our undergraduates we need to take care in documenting their various experiences. M. Perl stated that they plan to enter this in the database now to document it. T. Salsberry noted that for administratorsthe SPA includes elementary, middle-level, and high school as part of diversity. M. Perl said they used to be a meeting at the Department of Education to prove to each of the SPAs (Specialized Professional Associations) that our standards reflected their standards. M. Perl will clarify that with Martha Gage this Friday, October 13th at the Unit Head meeting. T. Salsberry said that the standards are okay, but in the EDADL program the specificity is not at the level the SPA is referring to. G. Shroyer stated that at the initial level we need to make sure that everyone is aware of our program and our assessment approach. We have been continually offering sessions such as the one on Danielson’s Model for the Clinical Instructors, but now we see a need for more training in schools for cooperating teachers who may be in a district that is not using Danielson.

- **Standard 4 Diversity:** We need to continue the process K. Murry started. We need to let our students know what the expectation is. We need to develop a tracking system continuing what we have talked about, such as placing questions within the exit survey.

- **Standard 5 Faculty:** We need to continue what we are already doing, such as the faculty questionnaire. We need to find a way to get the faculty in other colleges to provide information as well. We need a system for working with all teachers, even those not in PDS sites. We need to look at clinical instructor information/experience. M. Perl stated that the information has been collected prior to other NCATE reviews. We also may need to be asking what their (cooperating teachers and clinical instructor's) licensure areas are. M. Perl suggested that the request for this information could be sent out of his office. If students are in advanced programs, we need to know that information as well. T. Salsberry commented on the variety of placements her program would need to draw information from, such as superintendents and public agencies. It was questioned if this documentation needed for every experience (as some are done in conjunction with course assignments) or just with organized practicum. M. Perl stated that it would appear to just pertain to a practicum. M. Perl commented that we need to know about the person our students are assigned to. J. Hughey noted that we talked about faculty reporting information regarding their experiences in diversity. She noted that in the
Emporia study they did a survey. This survey was done anonymously. They did have many returned, but not all. She gave us a copy of the survey. It was discussed that this survey might be found to be offensive by some. J. Hughey noted that the important information to receive is how this information influences your classroom and your teaching? How does your background influence your teaching? T. Salsberry suggested an open-ended question format instead. You could survey and ask questions about experiential learning. G. Shroyer clarified that she thinks we need both the quantitative information, as well as the qualitative information. We need to focus on diversity of the faculty, diversity of our students, and diversity of our experiences.

A. Knackndoffel said that documentation of faculty attending our diversity seminars can serve this purpose. L. Scharmann noted that the design of the experience will need to meet their acceptable level on the rubric (aiming for target). He noted the difference of polycom experiences –vs- personal contact. J. Hughey asked what direction she should be taking with this. G. Shroyer mentioned that perhaps the quantitative and the qualitative data could be collected separately.

S. Yahnke stated that if more information from the meeting is wanted we can access the website and download the information, some which appeared quite helpful for use in classes. K. Murry asked if there was much mentioned on the lawsuit on the diversity dispositions. G. Shroyer stated that there only seems to be a problem when things are not well documented. As with all your assessments, you need solid policies and documentation. We need to make sure that we have a system to document the information about dispositions systematically. G. Shroyer said we do have the dispositions listed in the portfolio at this time. We will be collecting information regarding this. M. Perl suggested that students could sign-off early in the program, as to what is expected of them and then they would be given ongoing information. M. Perl stated that there is the qualitative aspects list that comes out requesting information regarding dispositions of students. G. Shroyer said that faculty were not always looking at each disposition as they completed this information and perhaps the list of dispositions should accompany the note from M. Perl’s office to review with faculty the eight dispositions to attend to.

**PCC Goals:** This information will be provided to KSDE in March of 2008. NCATE will expect to see three years of data. M. Hancock noted that we have data from three years; it is just becoming more specific. M. Perl noted that J. Wissman would like us to discuss these at the November 8th meeting. The information provided today will help us set these goals. G. Shroyer asked members to look through their standard carefully. She stated that they have tried to use the target as well as the language that is needed. M. Perl noted while at Washburn, Martha mentioned that Benedictine College is on the website as a model showing how they took each standard and element and included a phrase stating how the data was documented. We can link to the document. We can look for this on the NCATE web site and see their IR. We may be able to follow this model, if we choose to. T. Salsberry suggested that members look at their individual areas and report back. The goals for 06-07 would be to set our goals and decide about the electronic format. G. Shroyer suggested looking at the acceptable and target levels and then we can also identify what is our current practice. What are we doing to meet this? M. Perl states we have an example from five years ago to refer to as well. Meeting was adjourned.

**Future Meetings:**
- October 20- Enhancing Instruction for All Learners: Through the Eyes of Our Students
- October 25- Advance Team Meeting
- October 27- TEAC
- November 8
- November 10- **Campus Teacher Education Meeting** CANCELLED
- November 17- Enhancing Instruction for All Learners: Building Bridges
- December 13
- January 10
- February 14
- March 14
- April 11
- May 9