Attendees
Alwell, Morgan, Ametsbichler, Liz; Atkins, Trent; Combe, Jennifer; Ellis, Erin; Evans, Roberta D.; Gray, Lori; Harper-Whalen, Susan; Hirstein, Jim; Luckowski, Jean; Macaluso, Dave; Marra, Nancy; Matt, John; McCaw, Bill; McNulty, Jenny; Miller, Tucker; Murphy, Kristi; Nichols, Lindsey; Rott, David; Schertz, Matthew; Sharbono, Kathy; Tucker, Stephen; Zielaski, Daniel; Stolle, Darrell; and Closson, Jenn.

The PEC meeting was called to order at 4:00 by Dean Bobbie Evans. Dean Evans welcomed the attendees. Following the welcome attendees introduced themselves. Dean Evans noted that during the semester there have been two successful national accreditations within the College and PEU. Last week the Department of Health and Human Performance was visited by examiners from CAATE-Commission on Accreditation of Athletic Training Education and earlier in the semester Counseling experiences a successful onsite visit from CACREP-Council for Accreditation of Counseling and Related Educational Programs. Dean Evans summarized her opening comments by noting the importance for all programs within the PEU to calibrate the compass for the upcoming NCXATE/CAEP and Montana accreditation visit April 14-16, 2013. For this visit, the cross-pollination of programs is critical.

Conceptual Framework
Darrell Stolle

Following Dean Evans’ comments Darrell Stolle provided qualitative data from the work group in the last PEC meeting regarding the Unit’s Conceptual Framework. Highlighted was information provided by the participants regarding “what could be added, changed, and eliminated.” Themes pertaining to eliminations were the references to learning styles and terminology, especially the flowery jargon. For the next steps Darrell noted “inclusiveness” as being critical, providing opportunities for feedback throughout the process and finally soliciting volunteers for a sub-committee to investigate the revision of the Unit’s Conceptual Framework into two frameworks (one for initial programs and one for the advanced and other school professionals program). The following individuals volunteered for this subcommittee: Daniel Zielaski, Matthew Schertz, Jim Hirstein, and Jenn Closson.

Darrell Proposed seven steps that could be taken as the sub-committee worked to define common and unique components for two conceptual frameworks (Refer to the PEC Conceptual Framework PPT). Darrell noted his hopes that each conceptual framework would have a graphic model.
**Secondary Praxis Adoption**
Kristi Murphy

Kristi described the process of licensure for candidates recommended for Licensure by Montana’s accredited educator preparation programs. As of spring 2013, there will be multiple measures examined to determine initial licensure. These multiple measures are (1) content coursework GPA, (2) assessment of content knowledge demonstrated during student teaching, and (3) a passing score on the Praxis II content knowledge test. The Praxis II test is taken in the candidate’s last semester. The handout Kristi provided note that currently there are 17 areas that have approved Praxis II tests approved by Montana. These areas are: Art; Biology; Elementary Education; Earth Science; Economics; Geography; English Language, Lit, Comp; French; History; German; Government; Physics; Mathematics; Physical Science; Spanish; Reading; and Chemistry. Participants were encouraged to share this information with their colleagues and contact Kristi if there are any questions. Provided in Kristi’s handout were: (1) Requirements for Candidate Recommended for Licensure by Montana Accredited Educator Preparation Programs, (2) Montana Assessment for Candidate Knowledge Verification: Teacher Candidates Implementation: Spring 2013, and (3) Required Praxis II Tests Implementation: Spring 2013.

**Communication in Anticipation of the Board of Examiners’ Site Visit**
Dean Evans, Susan Harper-Whalen, Trent Atkins, and Bill McCaw

Dean Evans began this section of the meeting noting that “it takes a village” to prepare for the Board of Examiners upcoming visit. After a brief explanation of the site visit and implications for programs in the PEU and across campus, a focus was given to the responsibilities of the PEU faculty during the site visit.

Susan Harper-Whalen provided an overview of the PEU and the relationships across the various colleges and professional schools. In her comments, Susan noted three key groups: professional partners, programs preparing candidates (including administrators of programs preparing candidates and faculty—including adjunct and field supervisors) and candidates in the PEU (noting the importance of advisors of these candidates).

There will be a minimum of 13 examiners from NCATE and Montana. Montana has some unique requirements such as Indian Education for All (IEFA). During the onsite visits, there will be planned interviews that will involve selected members from across the PEU. PEC members are encouraged to remember that that they are the spokesperson for their department/program, the PEU, and our efforts towards continued improvement. PEC members are viewed as leaders representing their specific and general areas. The Board of Examiners will be making their decision on accreditation as well as more micro decisions pertaining to specific programs. An example was provided where a program in Montana was shut down and information (or lack of) from interviews were a major contributor to this decision. Dean Evans noted that a program can pass national accreditation and not pass the state accreditation. Implications across the university were shared. It is important that everyone in the PEU is made aware of this information. This includes clinical supervisors across all programs. It was noted that this information can be accessed on the PEC website and that this website will be updated with more resources as the visit approaches.

Trent Atkins addresses predictable areas of inquiry that will be addressed in the site visit. Trent handed out a very informative multipage packet noting various resources (Core Concepts for Accreditation Visit, Sample BoE Questions, list of all Key Members of the Professional Education Unit). In addition, Trent addressed Core Concepts for the Accreditation Visit. These core concepts are:
1. Show a Commitment to preparing candidates
2. Clinical Experience, especially for the advanced programs
3. The Unit’s Conceptual Framework
4. Demonstrate knowledge and teaching of Indian Education for All
5. Demonstrate knowledge and teaching on the ideas of fairness and that all students can learn
6. Demonstrate knowledge and teaching of technology
7. Knowledge of Professional Education Unit
8. Knowledge of Professional Education Council

Bill McCaw presented an overview of the PEU website noting the areas of the Professional Education Council (PEC) where meeting agenda, minutes, and artifacts can be accessed. Also noted were the links to the Conceptual Framework (both the abbreviated version noting the three Key themes and the full Conceptual Framework). Bill concluded by asking “What additional information would be helpful on the PEU/PEC website as you employ this resource to communicate with your colleagues? Lori Gray asked for information pertaining to specific questions of inquiry to be provided to the PEC members.

In closing, Dean Evans asked everyone to keep in mind the upcoming visit and to be ready to make recommendations for the planned interviews.

Meeting was adjourned by Dean Evans at approximately 5:00 PM.

Future Meetings: Monday, January 28, 2013
Monday, February 25, 2013

Handouts
- Meeting Agenda
- Requirements for Candidate Recommended for Licensure by Montana’s Accredited Educator Preparation Programs (Montana OPI document)
- Core Concepts for Accreditation

Attachments/Artifacts
- Attendance
- PEC Conceptual Framework PPT