

**NCATE RETREAT**  
Friday, August 28, 2009  
9:00 a.m. to Noon  
Legislative Chamber  
Minutes

Laura Brown, David Coffey, Jennifer Cook, Becky Cox, Betty Cox, Kristy Crawford, Texas Culver, Ken Douglas, Robert Erk, Ginny Esch, Kathy Evans, Staci Fuqua, Karen Greenockle, Jenny Hahn, Mary Lee Hall, Robert Hartshorn, Beverly Hearn, Mark Hewitt, Patricia Hewitt, Suzanne Maness, Sandy Murray, Tammie Patterson, Dan Pigg, Michael Poore, Beth Quick, Diane Shaw, Michael Spaulding, Joyce Swan, Gwen Tomlin, Cherry Watts, Cris Whitlow

**Welcome and Introductions ..... Mary Lee Hall  
Beth Quick**

**NCATE update (change in visit)..... Michael Poore**

A handout with dates and timeline was provided to attendees. We were allowed to delay our accreditation visit for one year. The new president at NCATE wanted to change how visits were done. UT Martin will be a pilot for this new process. The IR must be submitted six months prior to the visit, and the review team has the opportunity to read it prior to the visit. We then have the opportunity to make clarifications or add information as requested before they arrive. The visit is shorter, and there are fewer members on the team. There will be an orientation in Washington, DC, in September, and those who are attending that orientation will meet with unit and debrief them about new process.

**This is only a test!..... Michael Poore**

Michael gave those attending a test to let the unit see what they already knew about the program and what they didn't. Test questions are duplicated here with comments, suggestions and requests, as needed. Questions 1-7, 9-15, and 18-19 are all just factual information; therefore, the answers will not be listed in the minutes, other than providing some comments or notes.

- 1. What are the requirements for admission to the UTM Teacher Education program?**  
Background checks are now required on entrance to the program not at student teaching.
- 2. What are the major ideas (represented by the keys) in the UTM Conceptual Framework for initial licensure?**
- 3. What are the major ideas (represented by keys) in the UTM Conceptual Framework for initial licensure at the graduate level?**
- 4. What are the major ideas (represented by keys) in the UTM Conceptual Framework for advanced program?**  
Be familiar with the keys, the Conceptual Framework.

Why is the Conceptual Framework different? Needs some growth.

- 5. Is the testing requirement different for admission to teacher education for MSIL students? Explain your answer.**  
Can use GRE.

6. **Identify the beginning, middle, and exit assessment points for teacher education candidates.**  
 Beginning: admission to student teaching  
 Middle: portfolio, GPA, Field Experience Assessments, dispositions  
 Exit: portfolio final check, exit interview, CT and university supervisor evaluations – These also show how we are doing in our program.  
 Know for your own area; need to all be advised to get requirements early. Some areas do not have to take 211 or 302 and what we keep up with; we aren't seeing these students. Michael Poore, Jennifer Cook, and Jenny Hahn will go to other areas (music, art, etc.) to give talk to intro courses on what they need.
7. **What post-graduation assessments are conducted? How often do these occur?**  
 post-grad assessments. Employer & alumni surveys, every 2 years.
8. **How would you explain to a public school teacher the mechanisms UTM uses to assess candidates' knowledge, skills, and abilities before they enter field/clinical experiences?**  
 Have been admitted, been advised, have been taught what is expected of them, CT observation, coursework to that point, portfolio. Depends on field level one, two, or three. Make sure CT s know what we are doing and that the students know what they are doing. They need to know we aren't just sending them on through.  
  
 This is important because we have to be able to tell people what we do.  
  
 Once admitted to TEP and have met the requirements, they are always admitted.
9. **What condition(s) must be met for a student to be eligible to appeal admission to the teacher education program?**  
 Only condition that is appealable -- Must take PPST and fail it twice.
10. **How does NCATE define the term "unit" for accreditation? Who comprises the "unit" at UTM?**  
 NCATE defines unit as different parts not just Educational Studies. NCATE looks at licensure areas only.
11. **What is the difference (according to NCATE) between initial and advanced teacher education programs?**
12. **What are the admissions requirements for Educational Leadership licensure?**  
 New requirements
13. **What are the admissions requirements for School Counseling licensure?**  
 These are in addition to getting in program. Resume, reference letter, essay, on-campus residency.
14. **What is the difference between a license and an endorsement?**  
 The license is issued first. The endorsement is added to existing license,
15. **What is a transitional license?**  
 The transitional license was the "alternative" or "interim." They have time to actually get a license, but they must complete it. It can't be renewed for them to be rehired.

- 16. **What methods of assessment or documentation do you use to verify candidates are highly effective teachers or school professionals.**  
Dispositions, ratings, field experience forms, micro-teach in class  
Michael needs feedback on this for the IR. Please email how you know your students are going to do a good job.
- 17. **How does your program use collected data to inform programmatic or curricular changes?**  
Again please let Michael know how you do this.  
Music is SPA accredited nationally. NCATE won't really look at.  
This is specific to programs, and those areas must be able to answer this and answer "why did we change this?"
- 18. **When should students take the required Praxis exams?**  
When students complete their content coursework, they should take their content knowledge test. When the general education curriculum is completed, El. Ed.: Content Knowledge should be taken (if required for the candidate). They should take the PLT prior to student teaching. When they finish specialty courses that feed into a test, take it!  
A new challenge is the changed testing schedule; students can only take two tests per test date. The registration fee is good for one year. We should emphasize that the students should pay attention to test dates and deadlines especially for fall date.  
The PLT needs to be taken and passed before they graduate. Just because they have a degree doesn't mean they will be hired by a school system. They must have a license.
- 19. **What is the difference between Praxis I and Praxis II exams?**
- 20. **What types of information or data would help you improve your program or strengthen your teaching?**  
Again, please let Michael Poore know this. He'll do his best to get it to you.

**Target is our target!..... Michael Poore**

We will do this at a later meeting when we know more from the orientation. We do know that we must meet the target level. We must show our plan for meeting the target. Michael will be meeting with Standards Chairs and will meet with areas to see that we are covering these and how. Please respond to requests for information from Beth Quick and Michael. That will make the visit easier.

It was noted that many of the books we use (13) are out of print. Faculty were asked to check theirs. This is something that the team might check and question.

**Lunch and adjournment**