

## Program Articulation Committee – PreK-4 Certification

### Kick-off Meeting

#### Notes

April 30, 2010

11:45AM-2:30PM

#### Co-Chairs:

Lee Williams-PASSHE -SRU

Becky Gorton-CC -NCCC

**Recorder:** Jacque Black, CCBC

**TAOC Representative:** Jim Moran, PASSHE

### FRAMEWORK

Meeting started by selecting co-chairs and recorder. We proceeded with concretely identifying the objectives for today. Lee reviewed what the ECEAWPA (Early Childhood Education Articulation of Western PA) has done in the past year. Becky talked about the differences between the early childhood articulation projects and the goals of this group.

**4 year issue:** SPA is NAEYC and some schools are utilizing ACEI.

#### Gen Ed. Issues:

**Other issues** that we have: all of the “ish” stuff. ECEAWPA has appendices to our joint articulation that addresses all of the differences between institutions.

**Issue/Recommendation/Barrier:** Jim Moran shared that the prefix of the course does not matter, but the CONTENT is what matters. Is this truly legislation or was it just a conversation. This is one thing that needs clarification. Do the two math courses have to have a MAT prefix? Has Chapter 354 been revised? Chapter 354.23 [www.pabulletin.com/secure/data/vol30/30-41/1719.html](http://www.pabulletin.com/secure/data/vol30/30-41/1719.html) Please access this page for information. Make sure that 2 year institutions understand what Chapter 354 is.

- What about history course? Same issue...is it needed
- What about pre-req's that are in place at the 4 year level?

#### Portfolios:

Jacque passed around the transfer check sheet that ECEAWPA is going to be using for portfolios. This document will have 2 versions: application check sheet (will come with students' applications) and final check sheet (will be sent after students completes all work at 2 year, with final transcripts).

Contents: by standards mapped to artifacts that match competencies

Thoughts:

- Have the PF check sheet used for the Key Assessments.
- Think about the role of the rubric as the common assessment piece as opposed to the assignment.
- Clover mentioned would we like to develop a concrete conceptual framework? How are we going to communicate this to the state?

**Idea for Resources:** put the final “white paper” OCDEL/PASSHE document on D2L. Find and post it.

**Idea/Survey:** Find out what institutions are using for portfolio assessment. What electronic system? Or Content management system?

**“Credits” Conversation:**

30 of the last 45 must be at the degree granting institution and 24 must be in the major.

**Resource Needed:** Jim will get the current policy for graduation policies from the Board of Governors’. Will also get new policy and all other related documents for our perusal.

**Challenge/Barrier:** schools that have block scheduling and professional development programs. 4 year schools ability to serve the non-traditional students. (Working professional students)

- Ideas: make block scheduling optional, can do it as non-block
- Think about going to NAEYC and ask them to work with us, with NCATE to allow for an option within a program in order to serve the full population of students.
- Pre-K through 4 must be competent to teach ALL grades.
- How do we fulfill the needs of the career lattice?

**List of Perceived Barriers to the Vision:**

- Lee will put a wiki on D2L where we can upload our thoughts.
- Should we (4 year schools) be NCATE accredited?

**Summary**

1. List of barriers to the vision
2. What portfolios exist now? What rubrics?
3. What content/instruction management systems are used/could be used?
4. Framework/vision NAEYC-OCDEL/PASSHE white paper

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5. 354/BOG: myths/realities
6. Courses

**Next Steps:**

1. D2L
2. Remember to report on the process of how we did this.
3. **Create conceptual framework:** Clover, Becky, Lou Ann (using existing documents i.e., White paper)
4. **Everyone upload documents related to P2P.** (portfolio contents, etc).
5. **Lee will move everything to the D2L site from SRU (ECEAWPA) Bb site.**
6. **Everyone will look at this information and see what works and what does not. Responses must be made by May 20.**
7. **Those who attend the Higher Ed. Conference will talk there and respond on D2L by May 28.**