

Concord University
Department of Education
August 15, 2019
Department of Education Meeting

Meeting called to order by Andrea Campbell

In Attendance: Andrea Campbell, Michael Bean, Kathy Hawks, Terry Mullins, Anita Reynolds, Nancy Burton, Kathy Tucker, Willy Williams, Lethea Smith, Anita Deck

Updates and Reminders

- August 19th 3:00pm - Fresh Fest
- August 23rd 10-noon – Methods Block Orientation Rm 135
 - Kim Nichols will go over teaching permit to substitute teach and background check process. Robin White will be there to notarize forms
- August 27th 9:30am – University Supervisor Training in Conference Room
- September 26th 2-4pm - Majors and Minors Fair Pais Fellowship Hall
 - We will be given table décor and displays. Please provide any pictures to Sheila Womack for use in displays and décor. We will need to provide 4 year plans, and brochures for students
 - Faculty will need to be present at the table, as well as a few upper class Education majors.
- October 21st 1-3pm – Methods Block and Student Teacher candidates need to attend seminar about TPA/mini TPA

Announcements

- Praxis codes have changed. Double check ETS webpage for correct exam codes. Exam content has not changed, but they have been restructured. (i.e. Praxis Core Math has less Algebra and more Quantitate Analysis)
- Active Shooter training will be offered again for Year-Long Residency Methods Block Students, Year-Long Residency Student Teachers and Staff
- No longer need to go through Foster Sheppard for promotional/advertisement paperwork - flyers, brochures, etc. We are able to do these in-house with approval from the College of Professional Studies' Dean.

New Business

1. Technology upgrades in classrooms

- We have received new computers for all classrooms, smart board bulbs, 2 Apple TVs for Rm100 and Rm136, new Elmos for all classrooms, and a Perinthium Board for Chromebooks in Rm135.
- We have been approved to purchase 2 Macbooks and 2 Chromebooks that will be able to be checked-out by faculty and students.
- Goal is for students to be able to use any form of technology in the public schools.
- Nathaniel Perry will provide training on new technology as needed

2. Background Checks - CastleBranch

- Once all issues with CastleBranch contact have been resolved, Concord will be added to their database system
- Students who are enrolled and/or enrolling in a course that has an early clinical experience will be required to complete a yearly background check through CastleBranch by ordering a background check using their online system. Results will come directly to the Department of Education admin account.
- Year-Long Residency candidates do not complete through CastleBranch, they complete through the state of WV.
- The first check will be \$50.00. Re-checks will be \$25.
- Students must order their background check by the first working day in September during the fall semester or the first working day in February during the spring semester. Results must be received by the last working day in September/February.
- Students are able to begin their placement, but will have their placement put on hold if results are not received, or if they are deemed 'unsatisfactory.' If this is the case an EDA will be completed, and the background check will be reviewed by the ARD Committee. Pending review, student will be able to resume placement.

3.CAEP

- Self-Study, C-PAC (Concord Principal Advisory Council) and C-TEC (Concord Teacher Educator Council) reports were submitted in July. We are currently waiting on feedback.
- Site visit will be April 26-28, 2020
- All members of C-PAC and C-TEC will be present at all CAEP workday meetings.

4.Quality Assurance System

- Had to show Key Assessments used for entire Teacher Education Program
- Need the majority of instruments to be proprietary

5.Pro-Ethica

- Proprietary online ethics training through ETS that takes approximately 4 hours to complete. Students are given scenario based questions to answer throughout the training, and a certificate upon completion. Training must be based with at least a 70%.
- Pilot conducted Summer 2019 for students enrolled in EDUC306 – scored lowest in “Student Relations” section
- Pilot program participants informed us that Pro-Ethica helped with the Praxis PLT exam
- Will be completed by students in EDUC306 at the undergraduate level, and students in EDUC516 in the MAT Program

6.EDA Process

- EDA will be attached to field experiences in LiveText at appropriate Pathways to Teaching points
- EDAs completed outside of the Pathways to Teaching points will be done under the ‘Forms’ tab in LiveText

7.Clinical Experiences

- Early Clinical Experience process reviewed: 1) student submits request form, 2) Department of Education contacts requested school(s), 3) student is placed in LiveText, 4) student required to contact mentor within 1 week of LiveText placement, 5) student required to attach Early Clinical Experience Contract to LiveText placement within 3 weeks of LiveText placement
- Professors need to visit Methods Block students at least twice per semester, and provide feedback using STOT worksheet at each visit, and complete a final STOT via LiveText. Possibility of hiring a Clinical Supervisor for these visits discussed.
- Mentor teacher required to complete WVERT via LiveText for Student Teachers
- Anita Reynolds inquired as to how professors will know when the Methods Block students are teaching. Possibility of doing the final STOT based upon the students’ Mini TPA teaching day discussed.
- Need to have Year Long Residency Induction Dinner

8.PDS

- Received our PDS grant, and we were given more funding than the previous year.
- Focus is on Math.

9.Graduate Program discussion with Dr. Kathy Liptak – tabled until next Department of Education meeting

10. Committee Assignments

- APC: William Williams nominated Andrea Campbell, Kathryn Tucker seconded, nominations closed, all in favor.
- Faculty Executive Board: Anita Reynolds nominated Kathryn Tucker, Nancy Burton seconded, nominations closed, all in favor.
- Personnel Committee Representative 1: Kathryn Tucker nominated Nancy Burton, William Williams seconded, nominations closed, all in favor.
- Personnel Committee Representative 2: Kathryn Tucker nominated Terry Mullins, Kathy Hawks seconded, nominations closed, all in favor.

**Meeting Minutes for University Supervisors
August 27, 2019**

Attendees:

Dr. Rick Druggish
David Cavalier
Katy Montgomery
Tom Chaffins
Charlotte Hutchens
Dr. Kathy Hawks

Business:

The purpose of the meeting was to disseminate information regarding student teacher assessments and data, changes in student teaching, and an explanation of the yearlong residency.

Dr. Hawks welcomed everyone to the meeting and thanked them for their dedication. Each person in attendance was provided a folder with copies of all assessments which are utilized during student teaching and a chart explaining when each assessment was to be administered and who would be administering it.

The following instruments were reviewed and explained:

- STOT
- EDA
- WVERT
- TPACK
- Lesson observation form

Dr. Druggish explained and went over the training for STOT. All supervisors who have not already completed the training will be completing it.

The lesson observation forms were given to the supervisors. Dr. Hawks discussed the pre-observation and post-observations forms. Student teachers should be keeping all lesson plans in a binder.

Dr. Druggish explained the process for the EDA and discussed its purpose and implications.

An explanation of TPACK was provided and supervisors understand that they will complete one TPACK assessment for each student teacher during a lesson when the student teacher is utilizing technology.

The supervisors were encouraged to promote co-teaching with the student teachers and watch for model co-teaching experiences. The co-teaching PowerPoint is available to view on the education website.

Information was shared regarding

- CAEP and their visit April 26-28
- Completing travel logs- must be received by the state within two weeks of last day of travel. Please submit travel forms to Alison Conner as soon as your travel is complete. It is suggested that the travel be submitted monthly. Check with Alison Conner if you have questions.

Appreciation was expressed to university supervisors for their support of Concord and their hard work.

Concord University
Department of Education
August 29, 2019
Department of Education Meeting

Meeting called to order by Andrea Campbell

In Attendance: Andrea Campbell, Michael Bean, Kathy Hawks, Terry Mullins, Anita Reynolds, Kathy Tucker, Willy Williams, Lethea Smith, Anita Deck

Updates and Reminders

- September 4th – Spring 2020 “Wish Lists” due to Andrea Campbell and Kathy Liptak (please include dates & times)
- September 5th 2^{pm} – meeting with Admissions - Input from department on what we want to share while Admissions representatives are out in the field recruiting students.
- September 6th 830-1130am – CAEP Workday with C-PAC and C-TEC partners
- September 6th – Blake Farmer will be taking new directory pictures around lunch time
- September 12th - Jodi Oliveto and Lisa Hedrick from WVDE will be visiting campus
- September 13th – Spring & Summer 2020 schedules due (use trial calendars for Method Block)
- September 26th 2-4pm - Majors and Minors Fair Pais Fellowship Hall
 - We will be given table décor and displays. Please provide any pictures to Sheila Womack for use in displays and décor.
 - Anita Reynolds and Kathy Tucker volunteered to be present
- October 21st 1-3pm – Year-Long Residency candidates need to attend seminar about TPA/mini TPA
- November 1st – University Assessment Reports due

Announcements

- 8/15/19 Department of Education meeting minutes approved.
- Majority of professional organizations have pulled out of SPA reviews, and more may follow
- Emphasize to students planning on applying to the Teacher Education Program that the Praxis Core exams must be attempted in order to apply.

New Business

1. LiveText/Watermark

- All assessments used in coursework must be added to LiveText, and linked to the appropriate standard.
- Key Assessments are needed in LiveText the most for reporting
- Provide Alison Conner with Word Documents and she will add to LiveText, and add to courses

2. CastleBranch

- If student already had a background check completed this year through a school system, and they are completing an early clinical experience in that county, they do not need to complete one through CastleBranch. Documentation of this background check should be provided to Alison Conner
- Students can apply for the CU GAP Fund to cover the cost of the CastleBranch background checks.

3. University Program Assessment Reports

ELEM = Kathy Hawks	SPED = Nancy Burton	SS = Michael Bean
GENSCI = Richard Druggish	MUS = Jacob Womack	WELL = Mike Miller
RDNG = William Williams	EDEL = Michael Bean	ENGL = undecided at this time

4. Transition to Year Long Residency (Methods Block)

- Would like to have an almost finalized schedule prior to advising for Spring & Summer 2020
- 400 hours minimum in public school, with the goal of 4 days in the public school and 1 day on campus (no more blocks of time) to be in place by Fall 2021. Anita Reynolds proposed team teaching the coursework during the one day on campus.
- We can no longer use the term ‘Methods Block.’ This will now be called Year Long Residency Part 1, and student teaching as Year Long Residency Part 2.
- Can possibly accomplish the new Year Long Residency Part 1 requirement by modifying 4 year plans so that content will be taught during the sophomore and/or junior year. This will allow for 6 credit hours of coursework and 6 credit hours of clinical experience in Year Long Residency Part 1.

5. Transition to Year Long Residency (Student Teaching)

- William Williams voiced concern for students who need to work. Kathy Hawks stated that we are expecting parameters from the WVDE regarding candidates substitute teaching during Year Long Residency Part 2 for pay.
- Kathy Hawks voiced concern about substitute agreements - Do we need substitute agreements with all service area counties in order to make placements equitable? We currently do not have any agreements, so this will allow us to write our own using our own guidelines/policies. Proposed policies included: only substitute 1 day per week, can only sub in the mentor's classroom, cannot start substituting until after the first 6 weeks of Year Long Residency Part 2, must be recommended as a substitute by mentor. Submit any additional ideas to Kathy Hawks to add to the next Department of Education Meeting for review.

6. Department of Education Case Study Committee

- In order to address Standard 4 in our Self Study Report, we had to develop and implement case studies to show our graduates have an impact on P-12 learning. Richard Druggish designed the case studies. We now need volunteers to follow already identified candidates for 3 years.
- Volunteers will need to obtain principal evaluations and test scores for each year, and in year 3 candidates will complete a TPA. Data will be collected and summarized using already developed template.

Year 1 Case Studies = Anita Reynolds	Year 2 Case Studies = William Williams	Year 3 Case Studies = Richard Druggish
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7. Graduate Program discussion

- An employer satisfaction survey for each graduate program needs to be developed and taken through the process to be CAEP sufficient. We will work on this during our next CAEP Workday

8. Completer Data Review

- We need to be systematic about reviewing completer data. Richard Druggish has outlined what items are reviewed, and when each item is reviewed. Today's meeting will review TPA, STOT, EDA and WVERT data. We need to identify areas of weakness and strength for each assessment. Advised that disaggregated secondary education should be examined carefully, especially regarding the number of candidates in each area.
- CTEC and CPAC partners at our next CAEP Workday will be able to review this data as well, in order to identify what they think our strength and weaknesses are, and provide input for what we can do to improve. This will also allow us to see if the data aligns with what our partners see in the field.
- Kathy Tucker proposed introducing the STOT rubric in the Pre-Year Long Residency seminars, or during the Year Long Residency Part 1 orientation
- Across all assessments and content areas - diversity and differentiated instruction were points of weakness, and instructional strategies was an area of strength

	<u>Areas of Strength</u>	<u>Areas of Weakness</u>
<u>WVERT</u>	<ul style="list-style-type: none"> • Standard 2 Learner & Learning Environment- as an overall was the strongest • Fall semester secondary scored higher than elementary. This was reversed in the Spring semester 	<ul style="list-style-type: none"> • Standard 1.3 Student uses balanced assessment approach to guide student teaching - was the weakest for all majors • Standard 5 Professional Responsibilities for School and Community - as an overall was the weakest
<u>TPA</u>	<ul style="list-style-type: none"> • TASK 2: Learning Goals – relevant, rigorous and developmentally appropriate 	<ul style="list-style-type: none"> • TASK 3: Balance of Assessments – students need to use multiple modes per goal • TASK 4: Differentiated Instructions & Rationale for Instructional Strategies – students can develop and implement lessons, but lack in rationale
<u>EDA</u>	<ul style="list-style-type: none"> • All content areas: <ul style="list-style-type: none"> • exhibit social/emotional abilities to promote personal and educational goals/stability • demonstrate positive and enthusiastic attitude • display appreciation for cultural and academic diversity 	<ul style="list-style-type: none"> • Biggest concern is demonstrating self-regulated learning behaviors and taking initiative • Collaborating effectively with stakeholders
<u>STOT</u>	<ul style="list-style-type: none"> • Standard 1 Learner Development 	<ul style="list-style-type: none"> • Standard 2 Learning Differences – use knowledge of cultural differences to meet learner needs • Standard 5.3 Application of Content – global awareness, and digital awareness to build global resources • Standard 4.3 – Cultural Relevant Content

Concord University
Department of Education
September 6, 2019
Department of Education Meeting

Meeting called to order by Andrea Campbell

In Attendance: Andrea Campbell, Nancy Burton Michael Bean, Kathy Hawks, Anita Reynolds, Kathy Tucker, Willy Williams, Lethea Smith, Anita Deck

Announcements

- We will be sending a follow-up survey to our CAEP workday attendees to ensure that our meetings are beneficial, and to see if there are areas for improvement.

New Business

1. Catalog Change

- Nancy Burton discovered while working on Special Education SPA that our M.Ed. SPED program is lacking 3 credit hours of reading since WV Policy 5100 changed the required hours from 6 to 9.
- Those M. Ed. SPED candidates who are obtaining their Multi-Categorical certification at the graduate level will need to take RDNG530 Reading Assessment instead of EDUC540 Assessment & Evaluation.
- If a student has already taken EDUC540, they do not need to take RDNG530.
- This will go into effect for the Fall 2020 catalog year.
- Willy Williams motioned to accept the change, Kathy Tucker seconded, all in favor.

2. Meeting with Admissions

- Department of Education faculty met with admission on September 5th. During this meeting, the graduate program's organizational structure was questioned, as was well as who/what office is responsible for graduate program recruitment.
- Admissions informed us that they are not the ones responsible for graduate program recruitment. We will need to determine who is.

**Concord University
Department of Education
September 6, 2019
CAEP Work Day Meeting**

Attendees:

<u>Concord University Dept. of Education Faculty</u>	<u>Concord Teacher Educator Council (CTEC)</u>	<u>Concord Principal Advisory Council (CPAC)</u>
Kathy Tucker William Williams Andrea Campbell Lethea Smith Anita Deck Anita Reynolds Terry Mullins Richard Druggish Kathy Hawks Michael Bean Nancy Burton	Leeann Taylor –Melrose Elementary (teacher) Kayla Blankenship –Princeton Primary (teacher) Erick Burgess –Princeton High (teacher) Michelle Jones –Pikeview Middle (teacher) Angela Neal – Mercer Elementary (teacher) Teresa Inman – Oakvale Elementary (teacher)	Shelly Weiss – Athens Elementary (Principal) Ernie Adkins – Princeton Primary (Principal) Lacosta Hodges – Oakvale Elementary (Principal) Lynn Bayle – Mercer County BOE (SPED Director) Dawn Staten - Mercer County BOE (Title 1 Director) Rebecca Curry – Pikeview Middle (Asst. Principal) <u>Not in attendance:</u> Kelli Stanley – Mercer Elementary (Principal) Tom Adkins – Princeton High (Principal) Deborah Akers – Mercer County Superintendent Edith Bennett – Melrose Elementary (Principal)

Dr. Andrea Campbell welcomed the group and expressed appreciation for their continued participation. Introductions were made and years of service in education were provided – 526 total years of service in education. Dr. Campbell addressed that input from our partners is invaluable, and that they see a side of our students that the Department of Education does not.

Dr. Campbell described how the input from partners from our recent meetings has been put into practice by reviewing where we started, where we were, where we have been, where we are now and where do we need to go:

- During the Spring 2018 PDS meeting, partners did a Gallery Walk in order to provide their input on specific categories. This information is used daily, as well as in our CAEP Self-Study report.
- Data that was reviewed during the Spring 2019 CAEP Workday lead to the assessments/instruments that will be reviewed and discussed today to see where additional improvements can be made.
- Collaboration with partners from recent meetings have led to the following implementations:
 - Need for professionalism lead to the implementation of the Educator Disposition Assessment (EDA), ProEthica Training (online course/training that uses ethical based scenarios and experiences), and Pathways to Teaching seminars.
 - Need for a better way to evaluate early clinical experiences led to the development of leveled clinical experience evaluations, with the STOT being used as a foundation, based on input received from partners during the Spring 2019 CAEP Workday.
 - Need for teachers in WV led to an MOU with WV Careers in Education. Completers of this program will receive course credit for EDUC210 and EDSP265, as well as the portfolio requirement for admission into the Teacher Education Program being waived. This was done in an effort to improve enrollment, incentivize our program, and to aid in the current teacher shortage in WV.
 - We have adopted CastleBranch background checks as part of all early clinical experiences. All candidates are now required to complete yearly background checks in order to participate in early clinical experiences.
- We have moved to the Year-Long Residency model – this includes part 1 (previously referred to as Methods Block) and part 2 (Student Teaching). Policy 5100 outlines that we need a plan for the Year Long Residency to be fully in place by fall 2021. By fall 2021 students in part 1 of the Year Long Residency will be in a public school classroom 4 days per week, and in class 1 day per week. This will lead to increased co-teaching, co-planning and co-constructing.
- We will be visited by WVDE representatives September 12th, and our CAEP site visit will by April 26^{-27th}. Site team members will want to speak with our partners, and possibly visit schools to observe our students.

Concord Faculty, C-TEC and C-PAC attendees were split into 4 groups to patriate in a round table discussion. They were provided with data from assessments that were implemented and developed in response to input from the Spring 2019 CAEP Workday, and with the assessment instrument itself. These assessments included: Educator Disposition Assessment, WVERT, STOT and TPA. Groups were asked to analyze the data, and determine what areas of weakness were evident, and what our student’s strengths were (summarized on following page). Overall data interpretation from CTEC and CPAC partners was in alignment with what was interpreted at recent Department of Education meetings, and a need for data to be summarized in multiple ways (aggregated vs. disaggregated) due to disaggregation by content area causing skewed data arose. The possible skewed data impacted what true weaknesses were prevalent in the data.

West Virginia Evaluation Rubric for Teachers (WVERT)

- Elementary students scored lower during the fall semester, secondary students scored higher during the fall semester
- WVERT is similar to what is used by elementary school teachers, so they may have a better understanding of how it is used, and that emerging is the goal. It was suggested that mentors and supervisors are trained on this tool so that they are aware of this goal.
- Standard 4 & 5 were the lowest. This leads to the question of whether or not students want to be involved in the school community, or if no opportunities for involvement were provided. It was suggested to have student teachers attend more back to school events such as “Meet the Teacher,” and to be present on the first day of school
 - In response to this, it was noted that our student teachers now have the opportunity to start on the 1st day of school, even if Concord University has not started yet. This is not required, but is available.

Student Teacher Observation Tool (STOT)

- Standard 2 Learning Differences was weak. This could be related to academic or cultural differences.
- CPAC partners proposed that background knowledge in special education needs to be taught prior to the Year Long Residency, and that special training may be needed during seminars
- CPAC and CTEP partners informed us that there has been an increase in ESL students not only in our service area, but nationwide. Since some graduate may not stay in WV, they need to be prepared. CPAC partners proposed that Year Long Residency students view an ESL lesson, then have discussions about the lesson. The lesson could be videoed, then watched during class/seminars.
- CPAC and CTEP partners informed us that they are noticing that learning differences no longer refers to just academic differences related to Special Education, but to learning differences that are a result cultural differences. There has been a dramatic increase in trauma (physical and mental/emotional), behavioral, sensory, emotional and neurological issues in public school students that is directly related to our area’s current poverty and addiction culture. This becomes known in at the PreK-K level, and is present in the classrooms from then on. Students who fall into this category do not fit the Special Education classification, and it can be difficult to determine how to help and what intervention needs to occur. This led to discussion of whether or not lower scores on Standard 2 were due to cultural differences that Year Long Residency students they were not prepared to handle.
 - In response to this, it was noted that we are now trying to address this early on in education coursework. We currently offer a course titled “Understanding Difficult Behaviors” which is required in the Special Education program and is an elective in the Elementary Education program. Since students of trauma seem to be increasingly prevalent in regular classrooms, it may be wise to make this course required of all Elementary majors as well.
 - We are now offering trauma sensitive and mandated reporter training in Teacher Education Program seminars. The Executive Director from Child Protect WV will be attending these seminars.
- CPAC and CTEP partners suggested teaching students what resources are available, and what steps to take in different situations.

Teacher Performance Assessment (TPA)

- Scores were not bad overall, but TASK 2.4 was the lowest overall.
- Students scored low on differentiated instruction, instructional strategies, balance of assessments and learning goals. They scored high on planning and implementation, but low on the rationale.
- CPAC and CTEP partners proposed that we give students specific tasks, such as including a rationale in all lesson plans, and having students developing lesson plans using backward design. We could have students use a different assessment for each lesson.
- It was discussed that supervising teachers may want a lesson plan developed a certain way, so the student teacher does have the opportunity to use/explore different strategies and assessments.

Educator Disposition Assessment (EDA)

- Students scored the lowest Item 7 (Collaborates Effectively with Stakeholders) and Item 8 (Demonstrates self-regulated learning behaviors/takes initiative).
 - Proposed that we develop videos that describe what each assessment is used for, and what the obligations of mentors/students/supervisors are at different clinical levels
 - Mentors are an extension of Concord University, and they have the authority to confront students if problems arise in the field. They have the right to let us know early on if there is an issue, so that a plan of action or improvement plan can be implemented. This is used as a teachable moment.
 - Proposed that we send a list of which professors are teaching which course to the schools so they know who to contact. Informed partners that we are enforcing that students complete a contract which will provide contact information, and provide mentors with an outline of obligations at the beginning of each semester. Contact information is also provided within the student’s field experience in LiveText/

Dr. Campbell presented all attendees with the Teacher Education Professional Learning Community webpage. This webpage contains assessment rubrics, meeting minutes, instructions, and the field experience handbook. Students are aware of the handbook, and it includes anything they could need in regards to clinical experiences. Partners expressed a desire to have a listing of faculty on this page, a listing of which courses they teach and their contact information; they also expressed a desire to have instructional videos added here as well.

Dr. Campbell then presented all attendees with the task of providing input to use towards the development of an Employer Satisfaction Survey for our M. Ed. graduates. Partners were asked to align the survey questions to provided programmatic standards, and given the undergraduate instrument as a general guide/example. Consensus was to use the standards or sub-standards as rubric items, either in their entirety or reworded to reduce length. Partners made the point that if the survey itself or the questions are too long, people may not do them. Methods of delivery were discussed. We have tried mailing hard copies, and emailing digital copies – maybe we need to do both to ensure a return.

Dr. Campbell shared her indebtedness to the group and thanked them for their invaluable input, insights and hard work.

Meeting was adjourned.

Concord University
Department of Education
October 4, 2019
Department of Education Meeting

Meeting called to order by Andrea Campbell

In Attendance: Andrea Campbell, Kathy Hawks, Nancy, Burton, Terry Mullins, Anita Reynolds, Kathy Tucker, Willy Williams, Lethea Smith,

Updates and Reminders

- October 7th 4pm – All midterm grades due
- October 10th 2:30pm – Dr. Harris from AMA presentation in main auditorium (special events schedule this day)
- October 11th- Transfer & Readmit advising available times/days due to Dr. Campbell
 - Readmit & Transfer Advising: 11/4-11/8, 11/11-11/15, 11/18-11/22, 1/6-1/10
- October 17th 9am-3pm – Department of Education Drop-In Marsh Hall Rm139
- October 21st 1-3pm – Year-Long Residency candidates need to attend seminar about TPA/mini TPA
- October 21st 9am-3pm – Department of Education Drop-In EBHEC Beckley
- October 23rd 9am-3pm – Department of Education Drop-In Marsh Hall Rm139
- October 28th 8am – Spring 2020 Course Registration begins
- November 1st – University Assessment Reports due (template on intra-net)
- November 1st – TEP Portfolio reviews due
- November 1st – TPAs due
- November 15th 4pm – TPA reviews due to student. If you have a student teacher, you will review their TPA
- January 1st – Spring 2020 syllabi due to Dr. Campbell

Announcements

- Dr. Reynolds and Dr. Tucker represented the Department of Education at the Majors and Minors Fair.
- TEP Portfolios will be sent to faculty on Monday, October 7th for scoring. Each “group” will review 6-7 portfolios.
- Nancy Burton informed faculty that Summers County and Monroe County have numerous science and special education position openings. Students should contact her for more information.
- Working on an Early Intervention minor, and possibly a Special Education minor.
- At the request of Dr. Reynolds, a list of simply attainable minors for Elementary and Special Education majors will be developed by Alison Conner to use for advising purposes. This will be sent to faculty this week.

New Business

1. Teacher Education Program

- 31 applicants for admission
- Dr. Campbell suggested that volunteer hours must be within the last 10 years

2. CAEP Workday 9/6

- Dr. Hawks informed faculty the participation survey from the 9/6 CAEP Workday was positive. 13/22 attendees participated in the survey.

3. CastleBranch Background Checks

- Background check results were due 9/30. Some students have not completed this yet – were identified in the meeting. These students are not to report to their field experience until they order a background check, and results are received by the Department of Education.

4. Pre-Admission to Teacher Education Program Seminars

- 2 seminars were held on campus, 1 seminar was held at EBHEC. The seminars have a great turn-out, and students had multiple questions and provided positive feedback regarding the seminars.
- Child Protect held Mandated Reporter Training in each seminar. This was training somewhat shocking to students.
- 2 TEP applicants missed the seminars. Dr. Campbell will meet with these students individually. Dr. Burton proposed a video of the seminars be created to use for these instances.

5. CAEP Conference in Washington D.C.

- Kathy Hawks, Andrea Campbell, Michael Bean, Richard Druggish and Kathy Liptak attended the conference.
- Another team member has been added. Our team is supposed to be comprised of individuals from similar institutions. The original team consists of 2 members from Illinois, and 1 from Citadel
- Many states are unsettled with their CAEP partnership. At the last TEEAC meeting, partners wanted to know other options.
- The state department asked to know how much was spent by institutions over the last 7 years. We spent approximately \$90,000 (excluding this conference), which does not include Human Resources. Our upcoming CAEP accreditation visit will cost approximately \$20,000.
- The state department of education will be going on “listening tours” regarding assorted topics in late October. . Southern WV is not on the list of tour stops. The closes tour stops will be in Mingo or Greenbrier county.

- Dr. Reynolds expressed concerns about how institutions are held to a standard of reliability, but CAEP site teams vary greatly. This concern was expressed by other at the CAEP conference, and CAEP’s response was that all site team members go through training.
- Dr. Campbell and Dr. Bean’s assignment from last year’s CAEP training was lost.
- WV state department policy states that we have to be accredited by a national agency, so WV partnered with CAEP. Some states are looking into EQUIP for accreditation.
- We have not received a formative feedback report.

6. Advising

- Dr. Reynolds raised concerns regarding transfer/re-admit advising dates: courses are already full, or students do not show up to appointment. Dr. Williams will bring this concern to the Faculty Executive Board
- Dr. Williams proposed a Professional Advisor for education majors, especially transfer/re-admit students.
- Dr. Campbell raised the question if drop-in advising was beneficial. Consensus was that drop-in advising seems to be working, and that students should also have the option to meet with advisors individually outside of drop-in advising
- Financial Aid can’t cover courses that aren’t part of an officially declared major and/or minor. This caused students to drop ECSE electives during the Fall 2019 semester

7. WVU Tech Beckley / STEM / Math

- Working on WVU Teach - will have a program for STEM majors. Funded by grants and scholarships that can only accommodate 25 students per year
- Concord’s math department is trying to rebuild their program.
- ETs & WV state department are doing an in-depth review of the Praxis II Math exam, and its content.
- Dr. Deck proposed creating a STEM minor that would collaborate across the university – would allow us to “compete” with WVU Teach
- Underwood Smith Scholarship: They will select 25 students nationwide to receive a \$10,000 per year scholarship for those in the field of elementary education, special education, math or science. This can be combined with other scholarships. Students must agree to stay and teach in WV for 5 years after graduation. Since Concord no longer has a math education program, our students are missing out on this opportunity. The rebuilding of the math department programs will open this opportunity for more education majors.
- According to the US Department of Education, math isn’t a top 5 high need area in WV
- Dr. Williams suggested focusing a recruitment program on non-traditional/second career students, and developing an online program for these individuals that will allow us to go beyond Beckley.

8. Catalog Change

- Students in SPED503 are either in the MED or MAT program. Since one of the SPA assessments for Special Education comes from this course, it needs to only include the MED students. This has resulted in the need for 2 separate courses:
 - MED students will take SPED503, and will write IEPs
 - MAT students will take the new course, SPED501 Special Education in Contemporary Society, and will identify parts of the IEP

9. CAEP Work

- Response rate on the advanced program Employer Satisfaction Survey & Graduate Satisfaction Survey are very low – not CAEP sufficient. This has led to revisions and updates of both surveys.
- Groups of faculty were assigned to each advanced program to review the Employer Satisfaction Surveys that were co-constructed with CTEC and CPAC partners at the 9/6 CAEP Workday. Finalized surveys will be piloted this semester.
 - EDEL (Reynolds & Mullins), RDNG (Hawks, Williams & Smith), SPED (Tucker, Burton & Campbell)
 - Change title to “Concord University Survey of Employer Satisfaction for Advanced Program in _____”
 - Remove “Employment Status” section
 - Finalized surveys will be piloted this semester
- Groups of faculty were assigned to each advanced program to review the Graduate Satisfaction Surveys. Finalized surveys will be piloted this semester.
 - Use the co-constructed Employer Satisfaction Survey as a baseline, and change noun/verb agreement to match that of a graduate instead of an employer. This will allow both surveys for individual advanced programs to follow the same set of national standards

10. Syllabi

- Use checklist to make sure all information is included in syllabi to meet CAEP & HEPC standards. Objectives need to be measurable.

Objective	Conceptual Framework	CAEP Standard	InTASC Standard	WV Professional Teaching Standard	ISTE Standard	Professional Association Standard

- Dr. Burton and Dr. Williams raised concerns about objectives, specifically Levels of Blooms, not being the correct levels (lower vs. higher objectives). Be sure to use a variety of objectives to align with what is being taught in each course.

11. TPA Inter-Rater Reliability Training

- All faculty reviewed and scored the same sample TPA.
- Each task was reviewed, and individuals had the opportunity to provide reasoning behind their scoring. Discussion followed.
- Department of Education faculty were in agreement.

Concord University
Department of Education
October 24, 2019
Department of Education Meeting

Meeting called to order by Andrea Campbell

In Attendance: Andrea Campbell, Kathy Hawks, Nancy Burton, Terry Mullins, Anita Reynolds, Kathy Tucker, Lethea Smith, Michael Bean, Anita Deck

Updates and Reminders

- November 1st – University Assessment Reports due (template on intra-net)
- November 1st – TEP Portfolio reviews due
- November 1st – TPAs due
- Readmit & Transfer Advising: 11/4-11/8, 11/11-11/15, 11/18-11/22, 1/6-1/10
- November 7th – Department of Education meeting
- November 7th – BOG Policies 39, 64 and 70 feedback due
- November 14th 3:30pm – Pre-Admission to Year Long Residency Seminars (Seminars #3 & #4)
- November 15th 4pm – TPA reviews due to student. If you have a student teacher, you will review their TPA
- January 1st – Spring 2020 syllabi due to Dr. Campbell

Announcements

- 10/4/19 Department of Education Meeting minutes approved
- PAS now due in December instead of during the spring semester (calendar year vs. academic year)
- Andrea Campbell proposed that Dr. Richard Druggish receive Emeritus status, and a letter draft was presented. Nancy Burton motioned to accept, Kathy Hawks seconded, all in favor.
- All faculty must have peer observations completed on themselves by the end of the Fall 2019 semester.
- TPAs were sent to faculty. If you score a student as “Unsatisfactory,” you are responsible for getting the student’s score to the “Emerging” level at minimum.
- November 1st CAEP Workday has been canceled. Since we have not received our Formative Feedback Report, we do not need to have a department-wide CAEP Workday.

New Business

1. BOG Policies 39, 64 and 80

- Faculty were asked to provide feedback on each policy by 11/7/19, to be reviewed at the next Department of Education meeting through a “gallery walk.” This feedback will then be given to the Provost.
- After receiving tenure, faculty must go through post-tenure review every 6 years. Faculty were provided a Post-Tenure review Schedule which outlined who would be reviewed, and during which year.
- Nancy Burton reviewed what was stated during the 10/3/19 BOG meeting
 - Changes were made to the tenured faculty evaluation, specifically the required portfolio artifacts. Evaluations can be submitted electronically (preferred). Tenured faculty evaluations no longer need the following as Required Portfolio Artifacts since they are included in the PAS: personnel evaluations for the last 5 years, student evaluations from the previous 2 years, evidence of teaching effectiveness, and evidence of scholarly and/or creative activities
 - Adjunct evaluations are to be completed at the end of each year.
 - Faculty can choose who observes them for the classroom teaching evaluations by peers, with approval from the Department Chair. All faculty in the department must be observed by the end of the Fall 2019 semester. Peer evaluators are to use the provided Classroom Visitation Form. Eventually, Blackboard will be able to be used for peer reviews for online only faculty.
- Kathy Tucker suggested further clarification regarding Academic Year vs. Calendar Year in reference to peer reviews and faculty evaluation schedules, and that a uniform peer review tool be developed for campus-wide use.
- Kathy Hawks noted that the final authority regarding these policies is with the President and Provost. The BOG does not have the final decision. All 3 policies were presented at once, and seemed to be quickly “pushed-through.”
- Kathy Hawks raised the question: what is the title “Distinguished Professor” that is referenced in Policy 39? This was not explained in meetings; does it involve an increase in pay?
- Nancy Burton noted discrepancies between Policies 64 and 70

2. Syllabi

- Praxis PLT standards need to be added to Professional Education Core course syllabi. Praxis II Content standards need to be added to content area course syllabi. These standards can be found on ETS in the Study Companion PDFs
- Add a column in the current table for “Assignments, Assessment and Course Activity Alignment.”

3. Minor in Early Childhood Intervention

- Andrea Campbell presented a minor proposal in Early Childhood Intervention which would be open to non-education majors, instead of a minor in Early Childhood Special Education which would have been for education majors. This minor will allow the current Early Childhood Special Education elective courses to be covered by Financial Aid, as well as increase course enrollment not only in these courses, but also in the Social Work and Social Science courses that are part of this minor.
- Department of Education reviewed the proposal and the following suggestions were made: 1) The word “preschool” be removed from item A.1, 2) a statement be added to the description regarding what this minor would lead to in regards to careers (birth-3 provider, Heads Start, intervention, family service coordinator)
- Nancy Burton motioned to approve the proposal, Kathy Tucker seconded, all in favor.

4. Current Certifications

- We were asked to complete a table of our available certifications by the WV Department of Education, and note if/when programs became dormant.
- Current programs were discussed, and what certifications our programs lead to. It was noted that our current M. Ed. in Educational Leadership leads to licensure in “Principal PK-Adult” and “Supervision of Instruction PK-Adult”

5. Catalog Change Social Studies 5-Adult

- Geography department proposed that Social Studies 5-Adult majors be given the choice between GEOG321, GEOG300, GEOG301 or GEOG319 since these courses are on a specific rotation
- This option will not jeopardize the Geography section of the Praxis II Social Studies content exam.
- Nancy Burton motioned to accept the change, Lethea Smith seconded, all in favor.

6. Beckley Advising and Course Offerings

- Another session of Beckley advising will be held October 29, 2019 to accommodate those students who were not able to meet with an Education faculty member at the previous Beckley Drop-In Advising session.
- There are limited course offerings in Beckley
- May need to add a Beckley section of EDSP415 depending upon student need.

Concord University
Department of Education
November 7, 2019
Department of Education Meeting

Meeting called to order by Andrea Campbell

In Attendance: Andrea Campbell, Kathy Hawks, Terry Mullins, Anita Reynolds, Kathy Tucker, Lethea Smith, Michael Bean, Anita Deck, William Williams

Updates and Reminders

- November 7th – BOG Policies 39, 64 and 70 feedback due
- November 14th 4:00pm – Faculty Assembly meeting
- November 14th 3:30pm – Pre-Admission to Year Long Residency Seminars (Seminars #3 & #4)
- November 15th 4pm – TPA reviews due to student. If you have a student teacher, you will review their TPA
- November 18th 3:30pm – EPPAC Meeting
- December 4th 11:30am-1:30pm – Block luncheon
- January 1st – Spring 2020 syllabi due to Dr. Campbell

Announcements

- 10/24/19 Department of Education Meeting minutes approved
- New technology & room updates: Promethium Board will be installed in Rm135, Rm135 is being painted and will possibly be receiving new tables, Apple TV in Rm100 & Rm136, wide angle cameras for Zoom & Kaptivo rooms, 2 Chromebooks are being ordered, 2 MacBooks are available to be checked out.
- PAS are due in December this year
- QM – if your course was up for review you would have been notified if there was an issue – no news is good news
- Faculty is required to attend meeting 1/8-1/10
- Student Government requested that faculty leave doors open during office hours

New Business

1. BOG Policies 39, 64 and 80

- Faculty raised the following concerns to be presented to the Provost:

BOG Policy 39	Promotion from Professor to Distinguished Professor left out of other policies
BOG Policy 64	<ul style="list-style-type: none"> • What is the consequence if faculty evaluations and portfolio review is not “up-to-par”? • Post Tenure Review: “Tenured faculty shall complete a post-tenure review process each 6 years beginning 6 years from awarding of tenure” – this is opposite of the list provided by Provost’s Office • States poste-tenure review will include review of: 1) teaching, 2) scholarship or creative endeavors and 3) service – these items are reasonable, but policy 70 requires much more • #1 & #2 under “Review Process” – Who decides the ‘or’?
BOG Policy 70	<ul style="list-style-type: none"> • If evaluations were not satisfactory before tenure, why did faculty receive tenure to begin with? – Should only use evaluations since receiving tenure • Content for Post-Tenure review seems illogical • PAS vs. CV is redundant • Student evaluations for each class for all years since appointment for tenure track - can we only do 2 years instead? This information is redundant with annual Mini Portfolio • QM should count for course evaluations • Should be able to submit a binder or electronically
General Concerns	<ul style="list-style-type: none"> • Need clarification when items are due, and if they are to be completed following the Fiscal or Academic Year calendar. • What exactly is included in the portfolio? • Could these 3 policies be combined into 1?

2. Block & Student Teaching

- PDS would like Induction ceremonies, so we will be hosting a luncheon for current block students, mentors, principals and superintendents
- Kathy Hawks met with Rick Ball on 11/8 to discuss substitution permits in Mercer County, and our students receiving compensation.

3. EPPAC

- Need new student, secondary science teacher and additional community representatives for 2019-2020
 - Elementary Student – Steven Brown proposed
 - Secondary Student – Matthew Harvey proposed
 - Special Education – Megan Sauls proposed
 - Secondary Science Teacher – Ashleigh Freeman proposed
 - Add additional community representative – Shiloh Woodard from Child Protect proposed

4. TPA & WVRT

- If something is missing students should email item directly to reviewer, or wait until TPA is graded and they will need to resubmit. Resubmissions must be reported
- Will use STOT to evaluate block students, beginning this semester with elementary majors, and will use for all block students beginning Spring 2020.
- WVERT will be used by mentors to evaluate block students. Students will then develop a plan based upon this evaluation, that will be submitted as an attachment to their block field experience in LiveText.

5. CAEP

- Need a disposition assessment for the MED program
- Watermark has an Educational Leadership disposition assessment (EDLDA), but the dispositions apply to all MED programs. The process will mirror the initial licensure programs. Faculty will need to complete an online training, and submit their completion certificate to Alison Conner. There is a cost associated with this instrument, but it is already reliable and valid, making it CAEP sufficient.
- William Williams motioned to accepted the EDLDA, Anita Deck seconded, all in favor
- The EDLDA will be added to the following courses as course assignments in LiveText:
 - Educational Leadership & Supervision: EDEL500 & EDEL560
 - Reading Specialist: RDNG510 & RDNG570
 - Special Education: SPED503 & SPED560

Concord University
Department of Education
November 20, 2019
Department of Education Meeting

Meeting called to order by Andrea Campbell

In Attendance: Andrea Campbell, Kathy Hawks, Anita Reynolds, Kathy Tucker, Lethea Smith, Michael Bean, Anita Deck, Nancy Burton

Updates and Reminders

- November 25-29 – Thanksgiving Break
- December 4th 11:30am-1:30pm – Block luncheon
- December 9-13 – Final Exams
- December 14 at 11:00 am – Commencement
- PAS due to Andrea and Dr. Liptak on or before December 31
- **NO DECEMBER 6 CAEP workday**

Announcements

- 11/07/2019 Department of Education Meeting minutes approved

New Business

1. Special Education minor

- Kathy Tucker presented proposed special education minor. Kathy Hawks motioned that the proposed minor be accepted. Anita Deck seconded. All in favor.

2. Faculty Annual Evaluation

- Nancy Burton presented information about the evaluation process. Specific requirements for tenured faculty submissions were provided. Portfolio requirements and checklist were provided for tenure track faculty.

3. Bluefield State

- Andrea Campbell read a statement by President Capehart of Bluefield State. The statement explains the justification for the institution's filing a "State of Exigency." The statement was submitted as information indicative of the state of affairs in higher education.
- Concord University is still facing drops in enrollment. Several classes for the spring 2020 term are in jeopardy. The Department faculty have been asked to look at courses to determine how we might address these issues and still offer our programs. Andrea requested that we discuss options and make suggestions for possible solutions.

4. Catalog forms for year-long residency

- Andrea presented catalog forms and documents required for submission. She requested that we each look over the documents and be prepared to discuss the proposed year-long residency at the next meeting on December 5, 2019.

5. Education Week

6. NCTQ

- Andrea presented NCTQ ratings. Faculty present discussed options of addressing the NCTQ findings or not. Dr. Tucker made a motion that we "don't do diddly squat/shit!" Andrea seconded. **ALL IN FAVOR!**

7. Transfer/Readmit Advising

- A sign-up sheet was distributed so faculty could volunteer for transfer/readmit advising.

8. Director of Clinical Experiences – Dr. Kathy Hawks

- All mileage reports must be submitted monthly
- Beginning in January, student teachers in Mercer County will be allowed to substitute for full substitute pay. Student teachers will be allowed 15 days during the student teaching semester for substituting.

NEXT DEPARTMENT MEETING: DECEMBER 5TH 2:00-4:00

Concord University
Department of Education
December 5, 2019
Department of Education Meeting

Meeting called to order by Andrea Campbell

In Attendance: Andrea Campbell, Kathy Hawks, Anita Reynolds, Lethea Smith, Michael Bean, Anita Deck, Nancy Burton, Terry Mullins, Willy Williams

Updates and Reminders

- December 6 – EDLDA training for all faculty teaching a graduate program course
- December 9-13 – Final Exams
- December 14 at 11:00 am – Commencement
- December 17 at noon – Final grades due
- December 31 - PAS due to Andrea and Dr. Liptak
- **NO DECEMBER 6 CAEP workday**

Announcements

- 11/20/2019 Department of Education Meeting minutes approved
- Early Intervention Minor is approved for Spring 2020 and can now be declared
- Special Education Minor is still going through the approval process, with hopes it will be approved before Summer/Fall 2020 advising.
- Students can not declare a BA & BS double major since the degrees need to be finished simultaneously. So far, only English/English Education majors are affected.

New Business

1. Cayce Will (CIO) Presentation – would like a list of what we would like to be able to do in the classroom, and then he will determine the technology/systems needed to make it happen

- Andrea Campbell: We need appropriate technology to allow for the Beckley campus, and beyond. Our main goal is that when students graduate, that they will be familiar with all types of current technology being used in their field.
- Anita Reynolds: We currently use Zoom and V-Con classrooms to reach Beckley students. The issue is that they can barely see us and we can barely see them, and that we are restricted in our teaching styles due to inadequate technology to make an interactive classroom. We need to be able to teach the way we expect our students to teach (moving around, and not standing in one place); we need fully interactive classrooms. Cayce Wills suggested a motion tracking wide-angle camera, clip on microphones and a larger screen to see distance classrooms.
- Kathy Hawks: Our computer lab computers take an extremely long time to “boot-up” and connect to the internet. Cayce Wills informed us that he would like to analyze computer lab usage across campus, and possible consolidate labs in order to gain newer equipment. Meaning, instead of having 10 somewhat working labs, we could have 5 really nice and up-to-date labs.
- Willy Williams: Blackboard needs to be able to meet minimum technology. Many students’ systems don’t have the minimum requirements needed to access Blackboard, as well as other CU systems.
- Anita Deck: We need to be able to manipulate different documents that come from different platforms – possibly through the use of Adobe Connect

2. Financial Aid

- Financial Aid Office sent students letters if they are enrolled in courses that are not covered in their degree plan. This increases the need to implement the Early Intervention & Special Education minors which will allow students to enroll in the EDSP elective courses, as well as increase class size.
- The “fix” is to temporarily declare a minor and/or double major to take the course. Student’s don’t need to finish the declared minor/major, they just need it to take the course(s)

3. Catalog & Program Changes

- EDUC450 Year Long Residency Part1: Clinical Experience IV (6 credit hours). This course will begin in the 2020-2021 catalog, and will first be offered Fall 2023. Fall 2019 Elementary Year Long Residency Part 1 students (Methods Block) started to implement the EDUC450 course outline, and received positive feedback with regards to self-completing the STOT vs supervisor completing STOT, Professional Goals Development and Mini TPA. Willy Williams motioned to accept the new course (EDUC450) proposal. Lethea Smith seconded. All in favor.
- Changes to the Elementary Education program were reviewed. Kathy Hawks motioned to accept the changes. Nancy Burton seconded. All in favor.

4. Enrollment

- Beckley courses need 5 students to remain open
- Data/charts of decreasing enrollment patterns over the last 10 years were presented and reviewed.
- Dr. Williams proposed an education minor to improve course enrollment, or to add EDUC210/EDSP303 to the General Education Program.

5. Online Elementary Education Program

- Need to consider offering a fully online program for non-traditional students. The would require an application process, and would need to offered/piloted as a cohort. It would require specific guidelines such as committing to not working during the last year, a 2-hour drive to placement location, etc.
- We will need faculty who are willing to teach completely online, and would need seats reserved in online courses for education majors.
- Andrea Campbell will develop a pla/program proposal for later review.
- Need to look at grades/gpa vs. type of students (traditional vs. non-traditional) in online courses to see if there is a positive correlation.
- Dr. Williams raised the question if there are any grants available for non-traditional students for online programs.

5. Clinical Experiences

- Principals asked if Year Long Residency Part2 students would be able to substitute outside of their field. Dr. Hawks asked Rick Ball about this. They would prefer an out-of-field student teacher substitute than a 5202 substitute – so basically, yes.
- Nancy Burton: Mentors were expecting a presentation at the Year Long Residency induction luncheon, not a networking situation – they really enjoyed it, and we received positive reviews from all.
- Kathy Hawks – McDowell County MOU for Substitute Teaching:
 - McDowell County asked about the Year Long Residency impacting the TIR Program – it will not impact it.
 - Students will be allowed to substitute within their own school, and can be outside of their placement classroom. If outside of their placement classroom, students must receive 24-hour's notice.
 - Students can substitute 15 days per year. Their substitution must be approved by CU, the school principal and mentor even if they have already received BOE approval. Students can only substitute within their school. Students can turn down a substitute job.
 - Dr. Burton raised the question of whether or not students will be paid if they are substituting in their own classroom.