

Concord University
NOYCE & EPPAC Partner Meeting
December 1, 2024

Meeting called to order by Andrea Campbell.

Introductions.

Meeting Objective:

NOYCE Grant Overview & Updates

- Andrea Campbell provided background information regarding Noyce Grant. This grant is a capacity building grant for NSF, focused on Concord University's Master of Arts in Teaching (MAT) candidates with STEM degrees at the undergraduate level. The NOYCE grant is responding to a high need for STEM teachers in high need districts.
- We are at the end of the capacity building phase, and we have submitted a full proposal, hopping to be fully funded for track 2. This includes a \$10,000 per year award for program completers. The first cohort will begin in Fall 2024, and will complete the MAT program within 12 months. Their entire MAT program is fully funded through the grant.
- The MAT program now has a flat rate cost of \$15,840 for students who are continuously enrolled

WV Department of Education Updates – Traci Tuttle (EPPAC)

- Traci Tuttle reviewed staffing updates & changes
- Current/New K12 initiatives: 1) Read, Ready, Write, 2) The Science of Reading (CU faculty attended training) and 3) Math 4 Life (new math standards will be introduced in 2024, and higher ed will have trainings on new standards)
- Policy 5202:
 - Licensure testing changes were approved in November 2023. These included Praxis CASE (CORE) no longer being required, unless needed for a specific pathway. Candidates still must meet Basic Skills in Reading, Writing and Math. They are still allowed to use Praxis CASE for this requirement
 - Special Education Praxis II exam is being updated
 - Elementary majors will once again be required to pass the Praxis Teaching of Reading exam
 - Praxis Principles of Learning & Teaching (PLT) exam will no longer be required
- Policy 5100:
 - Revision to special education content, and what is to be included in courses
 - Science of reading must be included in coursework
 - Secondary education content has revised language, and must align to content standards. Specific courses may no longer be needed
- Substitute Waiver has been approved. Residency II students will be permitted to sub 5 days in their classroom per month, and 5 days in their building per month (10 days total per month). They will be paid at the BA level. Residency I students and MAT Student Teachers (MAT program) can not substitute, unless approved by individual county.
- \$2000 ESSER stipend for Residency II candidates (not for CTR) is ending at the end of this academic year
- CAPA will be replacing SPAs for program review at the state level, if institutions opt to do so
- All education majors can apply for a restricted substitute permit once with obtain 60 credit hours

CU Updates in Response to Policy Changes

- SIBME – online platform for clinical observation
 - Implemented fall 2023 for use in supervision of residency I, residency II and MAT student teachers by CU faculty
 - Huddles are created with faculty, mentor teacher and student. Observations are recorded, data is collected and reviewed by all parties for collaboration.
 - Allows for feedback and wrap around support, as well as documentation of supervision
- Teacher Education Program (TEP) admission changes
 - Praxis Core is no longer required. However, students will be required to meet Basic Skills Competency Criteria in Reading, Writing & Math prior to Residency I admission. Students can meet basic skills through ACT scores, SAT scores, course grades (B or better in ENGL101, ENGL102 & MATH101+) or Praxis CASE (aka Core) exams.
 - Students can be provisionally admitted into the TEP program without meeting basic skills, and be allowed to progress in education coursework, as long as all other admission requirements have been met
 - WVDE has partnered with study.com to help with praxis core, and praxis II exams. Free vouchers are available to students. They have found a 92% success rate from students who utilized the study materials

CU Updates in Response to Policy Changes - Contintued

• Praxis II

- no longer required for residency II admission. If a student fails Praxis II exam twice, they can apply for a waiver to progress into Residency II if they have at least a 3.0 content area GPA and no Educator Disposition Assessment issues.
- Students can register with ETS for free praxis exams, and can take them up to 10 times

Lunch served.

Attendees broke out into groups to collaborate in data review and program suggestions (see below)

PRAXIS II PASS RATE & DATA REVIEW

Andrea Campbell, , Alison Conner, Traci Tuttle, Alice Hawethorne-Allen, Jonathan Berkey, Darla Wise

- Content area GPAs align with Praxis II pass rate
- Major issue facing teacher education is the lowering of standards
- Utilize non-traditional and 1st generation student data as a demographic for CAEP since ethnicity is not varied
- Elementary majors can now choose between Multi-Subject exam and the Content Knowledge exam. Data was provided for each subtest, in each exam
 - Science – higher pass rate for CK exam Students who completed BIOL110 at CU scored higher on MS exam. Students who transferred in a biology exam to use in lieu of BIOL110, scored higher on CK exam. There has been a slight increase in Life Science sub-score since the introduction of BIOL110
 - Math – higher pass rate for MS exam
 - Social Studies – higher pass rate for MS exam. On the CK exam, students scored highest in economics, even though economics is not part of the elementary content area coursework. On MS exam, students score low on world history; this could be due to no world history coursework in content area
 - Reading & Language Arts – higher pass rate for MS exam. Students score significantly lower on language section of CK exam than other sections
- Special Education Praxis II has 100% pass rate. Students score lowest on planning & the learning environment
- Secondary Praxis II scores over last 5 academic years – all areas have observed a slight decrease in sub-scores
 - English has highest overall pass rate
 - Music sub-scores have been on a steady decline, and students tend to score below the national average
 - General Science sub-scores have slightly increased. Earth & Space science remains lowest score over time
 - Social Studies world history & geography are consistently lower than other sub-test areas
 - Wellness majors consistently score lower on PE content knowledge than health knowledge

ADMISSION TO TEACHER EDUCATION PROGRAM (TEP)

Samantha Gordon, Rosemary Mitchell, Julie Miller, Grace Ritchie, Arielle Garrett

- Review TEP admission data from last 3 academic years.
 - Approximately 71% admission rate (full or provisional).
 - In-person elementary & special education majors have lowest overall GPA at program admission. Cohort GPA has always been at least 3.00
 - 98% of all applicants are white, 85% are female and 62% are low income
 - Until fall 2023, applicants used Praxis Core exams most frequently to meet basic skill criteria, however some students were never able to satisfy basic skills criteria through any avenue
- Clarify to students during advising when they should apply to TEP, and the latest semester they can do so.
- Add directions regarding reflecting on experience you have already had
- Bold/underlined text in rubric is helpful since it is overall stressful

CLINICAL EXPERIENCE AGREEMENTS

Kathy Hawks, Kristy East, Adam Coon, Dave Warvel, Denece Dial, Ingrid Barky

- Review clinical experience agreements & MOUs
- Ensure clinical experiences are mutually beneficial for P12 schools, community partners and EPPS
- Make sure that there is shared responsibility for continuous improvement of candidate preparation. Make sure all partners are active participants in the on-going collaborative process to improve candidate preparation

RECRUITMENT GOALS (INITIAL & ADVANCED PROGRAMS)

Michael Bean, William Williams, Lynn Bayle, Amy Pitzer, Kevin Bennington

- **Demographic data** for education majors and non-education majors was shared and discussed
 - Education majors have a higher percentage of female students compared to non-education majors, but CU has a higher percentage of female students in general. Percentage of male education majors has gradually decreased over the last 3 academic years
 - Education majors have a higher percentage of low-income students than other majors, and a higher rate than the entire CU population. Socio-economic status is based upon Pell Grant recipients.
 - Education majors are predominantly white (92-94%), but there has been a 2% increase in non-white education majors over the last 3 academic years. The percentage of non-white students at CU has slightly decreased over the last 3 years, but education majors have increased.
 - There has been a steady decline in education majors, and enrollment at CU, over that past 7 years
- **Tuition:** Discussed governor's new tuition plan for out of state students, and how it is now close to in-state tuition. Talked about tuition incentives in state, such as loan forgiveness at state and federal level.
- Question asked if we have data for the population around CU that we advertise to and recruit from. – We use algorithms for social media to advertise to groups that match CU's recruitment plans
- Discuss advertising in various areas including Beckley, New River Valley and sporting events. Amy said numbers don't hold to advertise in some of those locations, and we have to be mindful of NCAA advertising regulation.
- Amy mentioned that WV has 94% white population so it is difficult to have ads that show diversity. Willy mentioned that for the Education Department to keep accreditation we must have minority population that represents the United States representative population.
- Amy suggests that CU has modernized programs.
- Special Ed director says that CU reputation is as good as it's been in the past 20-25 years
- Kevin suggested bringing high school students onto campus; the Fine Art Department has done similar things to bring in students. Allow high school students to come to campus and get into the classroom. Make personal connections.
- We should push our small size and faculty and student interactions. We need to advertise that.

WVTPA STAKEHOLDER DATA REVIEW

Anita Deck, Brenda Epling, Mike Miller, Jordan Stadvick, Michelle Jones

- Review TPA data for each content area. What generalizations can be made? Any indication of things that need to be a priority? Any indications of things that should be highlighted as a strength?
- Elementary education scores are consistent from year to year
- All majors seem well prepared overall; scores are where they 'should be'. Scores on Task 6 are generally highest overall
- Suggested to have students score themselves using TPA rubric, then have reviewer score the TPA. Compare scores and discuss mis-alignment
- Lowest area overall is 'Classroom & Behavior Management' (5.2)
- There is little to no diversity in regard to ethnicity in CU's service area, this is also seen within the TEP at CU. Suggested to recruit in ethnically diverse locations, and provide education scholarships for minorities
- Having residency candidates in the classroom for 2 semesters is made easy. Communication between CU and mentors is excellent.

DANIELSON STAKEHOLDER DATA REVIEW

Melissa Goodson, Kelli Stanley, Lacosta Hodges, Teresa Inman, Kayla Blankenship, Krissy Zickafoose, Rebecca Curry

- Review Danielson FFT data for each content area & demographic. What generalizations can be made? Any indication of things that need to be a priority? Any indications of things that should be highlighted as a strength?
- Wellness & English majors score lower on Domain 1
- Overall, students perform lowest on Domain 3 & 4 (specifically 3D, 4C & 4E) in residency I and residency II, and highest on Domain 2.
- There is growth from Residency I to Residency II across all domains
- MAT candidates score lowest on domain 4, but score higher than undergraduate candidates in all domains.
- Elementary majors score lower than special education & secondary education majors on all domains in Residency I & Residency II
- Male students score better overall on all domains
- Low Income students score higher on domains 2-4 compared to non-low-income students. Non-low-income students score higher overall on domain 1