

**Concord University**  
**Department of Education**  
**Thursday, August 10, 2023**  
**Department of Education Meeting**

Meeting called to order by Andrea Campbell

**In Attendance:** Michael Bean, Andrea Campbell, Anita Deck, Brenda Epling, Melissa Goodson, Samantha Gordon, Kathy Hawks, William Williams

**Reminders:**

- 8/11/23 – SIBME training and advising
- 8/18/23 by 4:00
  - all schedule changes finalized and non-attendees dropped
  - clinical experience request forms due to Alison Conner
- 9/1/23
  - MAT workday – courses and course objectives
  - CastleBranch background checks must be ordered
- 9/29/23 TEP admission materials due via LiveText by 4pm
- 11/1/23 – Program assessment reports due

**Updates/Announcements**

- MAT flat rate - \$15,840.00. This includes all fees and is the 2<sup>nd</sup> cheapest in WV

**New Business**

**1.Changes from State Department**

- Praxis Core Academic Skills for Educators (CASE) exam no longer required for program admission, but candidates must meet 'Pre-Professional Skills' assessment prior to residency. Praxis CASE, SAT scores, ACT scores, Praxis II exams or course grades are among valid assessments. See WVDE Licensure Testing Directory for specific qualification.
- Students wishing to use course grades to meet Pre-Professional Skills requirements must meet the following:
  - Receive at least a B (not B-) in ENGL101 & ENGL102 (each course must be at least 3 hours) – Exempt from Praxis Core Reading & Writing
  - Receive at least a B (not B-) in MATH101 or above (course must be at least 2 hours) – Exempt from Praxis Core Math
  - AP course credit is considered a grade of 'B'
  - 'P' course credit is considered a grade of 'B'
  - Some courses transfer in as B-, or 2.68 credit hours --- these courses do not count.
- Teaching of Reading exam is returning for all elementary majors who are not currently in Residency I or Residency II
- Praxis Principles of Learning & Teaching (PLT) exam no longer required due to WV TPA being approved
- Previously, students could not enter Residency II without a passing praxis II score, but this has changed. Students who meet all other residency admission requirements, but fail the Praxis II exam twice can apply for a 'Restricted Clinical Permit,' complete Residency II and graduate (would be considered a completer).
  - They can then be hired. However, they must pass the Praxis II exam within one year of permit administration. If they do not pass praxis II, they must complete the edTPA. If they pass praxis II within the year, or complete the edTPA they can receive a regular teaching license
  - Candidates who wish to apply for the Restricted Clinical Permit must complete our application.
  - Restricted Permits require an overall GPA of 3.0 and review of any dispositional concerns.
  - Permit candidates can not participate in a CTR position

**2.SIBME**

- We will be using SIBME for Residency I and Residency II supervision
- Residency candidates must receive 3 visits during Residency I, and 3 visits during Residency II. At least one per semester must be through SIMBE

**Concord University**  
**Department of Education**  
**Wednesday, September 13, 2023**  
**Department of Education Meeting**

Meeting called to order by Andrea Campbell

**In Attendance:** Michael Bean, Andrea Campbell, Anita Deck, Melissa Goodson, Samantha Gordon, Kathy Hawks, William Williams

**Reminders:**

- 9/20/23 – majors & minors fair (Willy, Michael & Andrea attending)
- 9/29/23 TEP admission materials due via LiveText by 4pm
- 10/4/23 – midterm reports due
- 10/13/23 – completer data interview worksheets due
- 10/16/23-10/27/23 – advising for spring 2024
- 11/1/23 – Program assessment reports due - CTL

**Updates/Announcements**

- MAT flat rate - \$15,840.00. This includes all fees and is the 2<sup>nd</sup> cheapest in WV
- We can no longer email current students via their @k12 email. They can only be contacted through their @mycu email.

**New Business**

**1. Elections**

- APC – Melissa Goodson (taking over for Samantha Gordon)
- FEB – Samantha Gordon (secretary), William Williams (department representative)
- Online Education Committee - Brenda Epling
- Personnel Committee – William Williams & Michael Bean
- Scholarship Committee – Anita Deck

**2. Enrollment review: Review of enrollment over the past 8 years.**

- Online elementary program is increasing at a rapid rate. Currently 43% of declared elementary majors are online
- Campus-wide 35% reduction in enrollment since Fall 2016. Education enrollment is down 46% since Fall 2016. Non-education enrollment is down 32% since Fall 2016

**3. Completer data**

- WVDE is now sharing data regarding where graduates/teachers are currently employed. This will help with gathering employer and completer data.
- Completer data needs to be representative of each major (elementary, secondary, special education, graduate) during the data cycle. This does not need to be semesterly.
- Faculty will need to contact program completers and their respective administrators. Faculty will then complete the 'Completer Interview Worksheet' with WVERT scores by October 13, 2023

**4. Review of Dr. Hawks' position draft**

- Draft of Dr. Hawks' was reviewed and approved. It will be sent to our College Dean (Kevin Bennington), then to the Provost and finally to HR

**5. Inter-Rater Reliability Training (IRR)**

- Andrea Campbell & Melissa Goodson completed 'trainer of the trainer' WVTPA IRR training. They will be completing IRR training with department faculty during the next department meeting (10/25/23). A sample WVTPA will be sent, with a review rubric to be completed

**6. Admission to Teacher Education portfolio update → implement spring 2024**

- Current portfolio requirements/rubric are not CAEP sufficient. New portfolio will need to be implemented spring 2024 so we have enough data cycles. It will need to be presented to TEPLC partners for feedback during next partner meeting.
- Portfolio must document that candidates have, or are developing, necessary dispositions to be a P12 educator.
- Portfolio rubric needs to align to InTASC, Danielson & EDA standards

**7. Spring 2024 schedules**

- Andrea Campbell reviewed schedules individually with faculty prior to this meeting.
- Goal for faculty load is a base 12 hours of full courses and/or supervision
- EDUC315 isn't needed spring 2024. It will be offered in-person fall 2024, and online spring 2025
- Full course: graduate, 300 level & 400 level courses need 6 enrolled / 100 level & 200 level courses need 8 enrolled

**8. Catalog changes**

- TEP: remove Praxis Core exams, and replace with Basic Skills Competency
- Residency: remove Praxis PLT, add full TEP admission and Praxis II waiver information
- Samantha Gordon motioned to approve both catalog changes → Anita Deck seconded → all in favor

**Concord University**  
**Department of Education**  
**Wednesday, October 25, 2023**  
**Department of Education Meeting**

Meeting called to order by Andrea Campbell

**In Attendance:** Michael Bean, Andrea Campbell, Anita Deck, Melissa Goodson, Samantha Gordon, William Williams

**Reminders:**

- 10/16/23-10/27/23 - Advising
- 11/1/23 – Program assessment reports due - CTL
- 12/1/23 – Combined partner meeting & lunch (TEAC, NOYCE, EPAC, TEPLC)(
- 12/4/23 – Clinical Experience hours & evaluations due via LiveText

**Updates/Announcements**

- 9/13/23 minute approval tabled until next meeting
- MAT flat rate - \$15,840.00. This includes all fees and is the 2<sup>nd</sup> cheapest in WV
- RBA Rule Change – 3 years removed from high school graduating class rather than 4 years
- New instructional design coach has been hired, and is scheduled to start this week

**New Business**

**1.Amanda Sauchuck – University Assessment**

- Amanda Sauchuck presented the new CAPS system for university assessment data to be used for annual and 5-year program reviews
- CAPS will allow you to disaggregate data by program (major/minor), enrollment, graduation rates, grades and retention rates
- If a program has a retention rate below CU's sophomore retention rate e(71%), an annual improvement plan will be required

**2.MAT Course Objectives**

- Dr. Campbell will combine/compile updated course descriptions/objectives for review at next meeting
- We need to determine how to better prepare MAT candidates for WVTPA. Undergraduate students complete the mini-TPA, but MAT candidates do not have any prep. Dr. Williams suggested videos on Blackboard with scheduled releases.

**3.Shrink major size**

- Provost has asked departments to look at each major to determine if major hours could be reduced to accommodate electives or minor credit. This is difficult for education since our content requirement is dictated by accrediting agencies.

**3.WVTPA Inter-Rater Reliability (IRR)**

- WVTPA IRR data was reviewed for each rubric item and scorer. Rubric items that were not in at least 80% agreement were revisited, discussed and re-scored if necessary

**Concord University**  
**Department of Education & NOYCE Workgroup Meeting**  
**Wednesday, November 11, 2023**

Meeting called to order by Andrea Campbell

**In Attendance:** Michael Bean, Andrea Campbell, Anita Deck, Brenda Epling, Melissa Goodson, Samantha Gordon, William Williams

**Reminders, Updates & Announcements:**

- 12/1/23 – NOYCE, EPPAC & TEPLC partner meeting
- WV Policy 5100 is reducing MAT program entrance content hours from 48 to 36 hours. This will go into effect 12/11/23. This will help more students obtain entrance into the MAT program, especially those who have an RBA

**New Business**

**1. Reviewed December 1, 2023 NOYCE, EPPAC & TEPLC workgroup meeting agenda**

**2. Para-professionals**

- Our students do not have training on how to work with a para professional, and how to best utilize their knowledge and assistance in their classrooms
- By the end of the 2024-2025 academic year, all WV K-2<sup>nd</sup> classrooms will have at least one par-professional in the room
- We need to introduce our students to the para-professional's role and responsibilities (what can they legally do at each grade level), and the leadership skills out students will need to have to work with a para-professional. This will need to be incorporated into EDUC304 (focus is on lower grade levels), and will progress into the 400 level methods courses in regard to what a para could/should do in a lesson plan.

**3. MAT Course Objectives**

- Dr. Campbell provided faculty with updated MAT course descriptions, standards (InTASC) and course objectives based upon what was discussed during previous NOYCE meeting
- Several 'blanket issues' across the MAT program were addressed:
  1. "C or better" statement needs to be added to all MAT course descriptions in the CU catalog. This will be done for the new catalog for 2024-25
  2. Prep for the WVTPA
    - undergraduate students obtain this information in EDUC416 with the mini TPA, MAT students aren't informed of the TPA until student teaching
    - Since MAT program doesn't have a yearlong residency, the WVTPA tasks need to be reviewed/incorporated throughout the program into specific courses, allowing them to all be covered prior to student teaching
    - ZOOM videos with TPA narrative, document and examples added to blackboard in MAT courses
  3. INTASC Standards --- In the document provided, standards highlighted in green are not covered in any MAT course, so they will need to be incorporated into at least one course
  4. Clinical experiences --- MAT program currently has five 25-hour clinical experiences prior to student teaching, one of which being in a special education setting. This needs to change to mimic the undergraduate program (three 45-hour clinical experiences), and to allow TPA tasks to be aligned to coursework with clinical experiences to draw from. Catalog change forms to add '45-hours of clinical experience in content area' will be submitted for 2024-25.

**REVISED MAT PLAN OF STUDY – INCORPORATES TPA TASKS & CLINICAL ORDER**

	FALL	SPRING	SUMMER	FALL	SPRING	SUMMER	FALL	SPRING
<b>FALL START</b>	EDUC505 (3) EDUC530 (3)	<b>EDUC516</b> (3) <b>T7</b> <b>SPED501</b> (3) <b>T1</b> RDNG520 (3)	<i>Summer I</i> ----- <i>Summer II</i> EDUC520 (3) EDUC540 (3)	SPED509 (3) <b>T2/3</b> <b>EDUC555</b> (3) <b>T4/5/6</b> EDUC510 (3)* *Can take Summer I	EDUC556 (6)			
<b>SPRING START</b>		<b>SPED501</b> (3) <b>T1</b> EDUC520 (3)	<i>Summer I</i> EDUC510 (3) EDUC530 (3) <i>Summer II</i> -----	EDUC505 (3) <b>SPED509</b> (3) <b>T2/3</b> <b>EDUC555</b> (3) <b>T4/5/6</b>	<b>EDUC516</b> (3) <b>T7</b> RDNG520 (3) EDUC540 (3) * *Can take Summer II	<i>Summer I</i> ----- <i>Summer II</i> -----	EDUC556 (6)	
<b>SUMMER START</b>			<i>Summer I</i> ----- <i>Summer II</i> EDUC520 (3) EDUC540 (3)	EDUC505 (3) EDUC530 (3) EDUC510 (3) * *Can take Summer I	<b>EDUC516</b> (3) <b>T7</b> <b>SPED501</b> (3) <b>T1</b> RDNG520 (3)	<i>Summer I</i> ----- <i>Summer II</i> -----	SPED509 (3) <b>T2/3</b> <b>EDUC555</b> (3) <b>T4/5/6</b>	EDUC556 (6)

- **EDUC516, EDUUC55, SPED501** each require a 45-hour clinical experience (SPED501 in special education setting)
- T1 (SPED501) must come before T2-6 (EDUC516, EDUC555, SPED509). T7 (EDUC516) can be taken anytime
- EDUC555 clinical experience includes technology component, requiring EDUC530 to be completed prior to EDUC555

**Concord University**  
**NOYCE & EPPAC Partner**  
**Meeting December 1, 2023**

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 1<sup>st</sup> 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 I
- 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