

**Educator Preparation Provider Advisory Committee (EPPAC)**  
**Concord University**  
**Minutes**  
**May 6, 2019**

Welcome, Introductions and Call to Order – Meeting called to order by Dr. Druggish at 3:35pm

**Member Present:** Weena Aboulhosn, Andrea Campbell, Richard Druggish, Kathy Hawks, Mike Miller, Barbara Pettus, Jennifer Phillippe, Sandra Puckett, Anita Reynolds, and Matthew Thomas

**Reports & Announcements**

- Richard Druggish is no longer Department of Education Chair or Director of Clinical Experiences. Andrea Campbell is now Department Chair, and Kathy Hawks is now Director of Clinical Experiences. Richard Druggish will be part-time starting Fall 2019 to aid in the CAEP Accreditation process.
- November 11, 2018 minutes approved upon corrected spelling of Jennifer Phillippe’s last name.
- EPPAC bylaws have been changed so that only undergraduate programs that are reported will be included in EPPAC.
- Program Areas:
  - Business – No member present
  - Elementary Education – see New Business “Year Long Residency Model & Method Blocks” section
  - Fine Arts – No member present
  - Humanities – No member present
  - Natural Science – None
  - Social Studies – No member present
  - Special Education – No member present
  - Wellness – Mike Miller shared that the Wellness licensure program has been approved by the state. It combines the Physical Education & Health programs. It will certify students in PE PreK-Adult and Health PreK-Adult (previously only 5-Adult), and will require students to only take one Praxis Content Knowledge exam.
- Kimberly Nichols is now Concord University’s Certification Officer. She took over this position from Susie Lusk, Registrar
- Public School representative, Weena Aboulhosn, shared that the Methods Block placement works out well for Student Teaching
- Community representative, Sandra Puckett, shared multiple activities happening in Mercer County listed below. Richard Druggish and Matthew Thomas suggested speaking with Sara Beasley and the Student Activities supervisor about adding the events/opportunities below to Concord’s activity listing.
  - Every 3<sup>rd</sup> Saturday there will be a Cruise-In
  - There are many new stores/activities in the downtown area including: Hammer & Stain, Sophisticated Hound Brewery, a bee keeping space, a new coffee shop with live music, and historical events in the Grassroots District
  - There will be opportunities for students to help paint the building on Mercer Street, and be involved in the community.

**New Business – shared by Kathy Hawks, Richard Druggish and Andrea Campbell**

**1. Year Long Residency Model & Method Block**

- By 2021, it is mandatory for all Higher Education Institutions to move in the direction of the Yearlong Residency Model, which includes a Methods Block semester followed by Student Teaching the next semester. Concord University’s Teacher Education Program has been providing an Elementary Methods Block for at least the last 4 years. Through trial and error with regards to scheduling of the Methods Block, the Department of Education was able to develop a Secondary Methods Block and Special Education Methods Block. The first Secondary Methods block was attempted during the Fall 2017 semester, and followed the same schedule as the Elementary Methods Block. The first Special Education Methods Block will be offered Fall 2019.
- The Department of Education was able to implement the Year Long Residency Model for the first time during the Fall 2018 semester through the Elementary Methods Block, and then Student Teaching during the Spring 2019 semester. The Year Long Residency Model will be implemented for the Secondary Education and Special Education programs during the Fall 2019 semester, with student teaching during the Spring 2020 semester.
- The Methods Block placements will utilize long periods of time in the public school system to allow students to become part of the school culture. It will also allow students adequate time to execute what is needed for their Mini TPA. Students will complete their Methods Block clinical experience in the same classroom as their Student Teaching Experience, which will allow for an easy transition from into their Student Teaching semester.
- Question raised regarding Fall vs. Spring course offerings - Currently all Methods Blocks (Elementary, Secondary and Special Education) will be offered during the Fall and Spring semesters. However, declining enrollment has caused a possible need of a cohort model, with only Methods Blocks being offered during the Fall semester in the future.

- The Methods Block schedule will follow Concord University's calendar, and the Student Teaching schedule will follow the public school calendar(s)
- Starting Fall 2019, Methods Block students will have the option to substitute teach on a Student Teaching/Substitute if they are part of the Year Long Residency and if approved by the state. Students are supposed to be paid as a substitute teacher. Concord University will limit the number of allowed substitute days to 1 day per week, so that they are not out of their Methods Block placement for long periods of time. Students will only be allowed to substitute teach within their Methods Block placement school, and ideally only within their area of discipline. Concord is currently still waiting on directives from the state on how to proceed.
- Methods Block students will complete a Mini TPA that will use the WV TPA rubric, with "Emerging" being the goal during the Methods Block. The Mini TPA is comprised to 9 tasks described in the ND Common Metrics Student Teacher Observation Tool (STOT). This will help students prepare for the full TPA that will be completed using the same classroom during their Student Teaching Experience, and ideally will show growth.
- All Methods Blocks will have a minimum of 400 field experience hours beginning during the Spring 2020 semester, and will need to follow the same schedule. Ideally, this schedule would 4 days in the classroom and 1 day of coursework.
- Starting Fall 2019, all Methods Blocks will have 5 common days on campus for seminars to address some items that are currently addressed during the Student Teaching seminars

## **2.SPA reports**

- The Elementary, Physical Education and General Science SPAs were submitted again in hopes of passing. The Special Education and Music programs will be included within the Department of Education's CAEP Self-Study report during August 2019.

## **3.Educator Disposition Assessment (EDA)**

- The EDA is an assessment of professional dispositions and behaviors. Our partner public school's expressed a need for more professionalism from our students, and the EDA was one way to ensure and develop this.
- The EDA will be used at 3 key points during the Teacher Education program: 1) at admission into the program, 2) during the Methods Block, and 3) during Student Teaching. It will also be used outside of these three points if a disposition/behavior of our students needs to be addressed and/or improved upon.

## **4.Leveled Clinical Experiences**

- Each Professional Education Core course that requires a field experience, now has a level of field experience (listed below) that will presented to public schools during the experience request process. A copy of the appropriate level's STOT (see New Business item #5 below) evaluation will be presented as well. Kathy Hawks will be providing EPACC members copies of the evaluations for the levels below for feedback.
  - Level 1: EDUC210
  - Level 2: EDUC305L
  - Level 3: EDUC306
  - Final Level: Methods Block & Student Teaching

## **5.ND Common Metrics-Student Teaching Observation Tool (STOT)**

- Based upon the 10 national standards of effective practice for new teachers (InTASC), and will replace the currently used Field Experience Final Evaluation that is aligned with the WV Professional Teaching Standards. The currently used evaluation did not align with what was expected of students at different levels (i.e. EDUC210 is an observation placement with minimal requirements).
- All levels of clinical experiences listed above will be evaluated using a "scaled-down" version of the STOT to reflect what is expected of a student at each level. The InTASC standard's rating descriptions develop with the levels of placements, allowing the Department of Education to monitor a student's progress/growth throughout their time in the Teacher Education Program.

## **6.Professional Seminars**

- Students will need to attend 5 Professional Seminar throughout their time in the Teacher Education Program, and will be attended at specific points. These seminars will address current needs across WV.
  - 1) Teacher Education Program Admission Seminar – take prior to admission into the Teacher Education Program
  - 2) Professionalism – take prior to admission into the Teacher Education Program, and as needed after admission
  - 3) Lesson Plan Templates – take prior to year-long residency & during Methods Block
  - 4) Methods in Technology – take prior to year-long residency & during Methods Block
  - 5) Ethics, Trauma Sensitivity and Addiction – take prior to year-long residency & during Methods Block