

Concord University
Department of Education
April 26, 2021
EPPAC Meeting

In Attendance: Andrea Campbell, Kathy Hawks, Jodi Oliveto, Elizabeth Roth, Mike Miller, Jacob Womack, Rafael Castaneda, Jonathan Berkey, Kathy Liptak, Michael Bean, Matthew Harvey, Megan Sauls, Steven Chase Brown, Anita Reynolds

ZOOM Meeting was called to order by Andrea Campbell at 3:00

Minutes approved from Fall 2020 EPPAC meeting. Kathy Hawks motioned to approve minutes; Jonathan Berkey seconded; all in favor.

New Business:

Jodi Oliveto provided a document and highlighted key WVDE updates:

- Staff updates
- Policy 5100 updates became effective 1/15/21
 1. Condensed appendixes to reference a Policy 5100 Resource Tab on the WVDE Office of Educator Development and Support (OEDS)
 2. Permission to place candidates in accredited non-public school for clinical experiences. Non-public schools who have obtained accreditation from one of the WVDE approved accreditation agencies from Policy 2330 are permitted to host a resident student for the entire residency
 3. Residents may be issued an @k12 email address for the Yearlong clinical experience (initiated by county superintendent)
 4. Language was clarified within the section for Teacher-In-Residency (TIR)
 5. CAEP specific language was removed from the body of this policy with specifics found in the 'Policy Resources Tab' on the OEDS webpage
 6. Language added to introduce WV Residency Model (definition, terminology, parameters)
 7. Language added to allow EPPs the choice to select a WVDE approved national accreditor
 8. EPPRB: A non-voting content specific consultative member has been added to the Educator Preparation Program Review Board (EPPRB) to assist with program review to monitor content quality and rigor concerning to state standards. Any new program being submitted to the EPPRB must include the residency model and yearlong residency clinical.
- Policy 5202 updates became effective 1/15/21
 1. Removed redundancies and language found in other policies (5100/5901) and provided reference to these other policies
 2. Exemptions were clarified and moved to the WV Licensure and Testing Directory
 3. Clarifying basic skills test exemptions for the ACT including "super score" usage
 4. Non-US Citizens with proper documentation to work in the US are now eligible for professional certificates (in addition to the Non-US Citizen Permit issued previously)
 5. Extended the GPA decimal point was extended to .00 to clarify the inability of "rounding up"
 6. Added criteria for individuals to serve as substitutes with possession of a Clinical Experience Permit or Long-Term Year Long Residency Permit as per Policy 5100
 7. Clarified language for limitations of eligible coursework for tuition reimbursement
 8. Form 8 series and Form 3 (TIR) are now part of the online application process
 9. All completers applying for licensure during the Spring of 2021 or later must have all required Praxis and/or WVBE assessments completed
 10. Pierpont Community and Technical College credits are no longer eligible to be used for certification purposes as of 2/1/21. COVID19 guidance has been revised for spring 2021. Includes a revision for the TPA if schools are closed. Praxis exams will not be waived for licensure or admission to residency II (student teaching)
- Policy 5901 Updates – Alternative Certification Policy
- WV State Program Review Task Force - Charged to create a sustainable state program approval process to ensure WV EPPs produce highly qualified, effective educators. Task force is comprised of members from WV state EPPs. Goal is to have a process in place which includes the CAEP contract that is due to be revised and signed in July of 2021. Advised to continue with SPA processes until CAPA is fully in place.
- Implementation of the WV Residency Model –As of the Fall 2021 each EPP will have a minimum of one program implementing their residency model with incoming freshman that culminates in a yearlong residency clinical experience. Remaining content areas/programs will follow with all programs having a residency model by the Fall of 2024 for incoming freshman. MAT programs remain on the traditional Student Teaching trajectory; they will not follow the yearlong residency model.
- TIR name is being changed to Clinical Teacher of Record (CTR) due to confusion between "Residency Teacher" and "Teacher in Residency"

Updates on clinical experiences from Dr. Hawks (Director of Clinical Experiences):

- Policy 5100 provides specific number of weeks/hours in residency part1 (14 weeks, 415 hours), in residency part2 (14 weeks, 500 hours) and hours needed prior to residency part1 (125 hours). Our content hours varied drastically in number of hours prior to residency. This was streamlined into leveled clinical experiences. Levels 1-3 are 45 hours; level 4 is Residency Part1; level 5 is Residency Part2. Courses outside of the Professional Education Core that previously required a clinical experience will need to do a Catalog Change.

EDUC210 – Clinical Experience Level I	EDUC305 – Clinical Experience Level II	EDUC306 – Clinical Experience Level III	EDUC450 – Clinical Experience Level IV (in public school 4 full days, on CU campus 1 day per week)	EDUC460 – Clinical Experience Level V (in public school 5 full days per week)
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- Students in residency part1 will remain with the same teacher for residency part1. There are some exceptions to this, such as the mentor changing locations, or CU student obtaining a CTR position
- 22 residency part1 Spring 2021, 36 residency part Fall 2021
- Students' placements are monitored in the early clinical experiences to ensure all content areas and levels required for certification are covered.
- Principals and mentor teachers have provided all positive comments for residency part2 students. This is due to the preparation students receive during residency part1
- Steven Chase Brown (residency Part1 Elementary student) – residency allows students to be well prepared, and allows students to be prepared to teach in WV
- Megan Sauls (residency Part2 Special Education student) – feels wells prepared for all developmental levels due to having early experiences in each level

Praxis II Data

- Shared data specific to content areas during Fall 2020 EPPAC meeting. This included sub-scores/subcategories.
- 20-21 data will be shared during the Fall 2021 EPPAC meeting.
- Alison Conner can provide additional/specific data if needed.

CAEP Updates

- Make sure assessments are aligned with current professional association standards and CAEP standards. This may involve validity and reliability analysis of rubrics
- ELA, Health, Leadership, Social Studies and Special Education are still partnered with CAEP for SPA reviews
- Can have conversations at a later date regarding CAPA vs. SPA report submission.

Teacher Education Program Applicants

- We check coursework, portfolio requirements, multiple GPAs, EDA scores, Praxis Core scores and ACT/SAT scores
- Most concerning is the Praxis Core requirement; specifically Writing & Math. A shift has happened from Math being the main issue, to Writing being the main issue. Students should look into NAVA-Ed and Khan Academy for Praxis Core Math and Elementary Content test aid.

EPaT Updates

- EDUC301 and EDUC305 will no longer be referred to as EPaT.
- EDUC301 and EDUC305 are still required to be taken concurrently and will have the same pre-requisites, but they will no longer be integrated and co-taught.

Meeting adjourned 3:30