

## PDS Luncheon

November 29, 2018

### In attendance:

**Concord University Faculty / Staff:** Dr. Peter Viscusi – Provost and Vice President for Academic Affairs, Dr. Kathy Liptak – Associate Provost, Dr. Kathy Hawks, Dr. Michael Bean, Dr. Andrea Campbell, Dr. Anita Reynolds, Dr. Terry Mullins, Dr. Rick Druggish, Dr. Willy Williams, Mrs. Lethea Smith, Dr. Kathy Tucker, Alison Conner, Kim Nichols,

**PDS School Representatives:** Dr. Deborah Akers – Mercer County Board of Education, Superintendent; Earnie Adkins – Princeton Primary; Tom Adkins Princeton Senior High School; Jennifer Perdue – Princeton Senior High School; Kayla Blankenship – Princeton Primary; Courtney Gracon – Mercer County Board of Education; Rebecca Curry – PikeView Middle School; Jada Reeves – Bradley Elementary; Edie Ann Bennett – Melrose Elementary; Leeann Taylor – Melrose Elementary; Julie Midkiff – Bradley Elementary; Amanda Meadows – Bradley Elementary; Kelli Stanley – Mercer Elementary; Barbara Pettus – Princeton Primary; Angie Neal – Mercer Elementary

Dr. Kathy Hawks welcomed everyone to the Fall 2018 PDS Luncheon and began by announcing nine Inquiry Grant Project winners for the 2017-2018 year: Julie Midkiff, Barbara Pettus, Jada Reeves (winner of two projects), Stacie Ruble, Tracy Casey, Teresa Inman, Amanda Meadows, Crystal Brooks, and Weena Aboulhosn. Dr. Hawks elaborated on each project. Each winner will receive \$500 per project to use in their school for the enhancement of student learning.

Dr. Hawks recognized Jada Reeves as the “2018 WV Teacher of the Year”.

Dr. Hawks reminded everyone that applications are due on December 1<sup>st</sup> for 2018-2019 Inquiry Projects.

Part of the PDS Grant provides \$1000 to each school that is a PDS partner. This money is to be used in their school in any way that enhances students’ education. Dr. Hawks distributed checks for \$500. Another check for \$500 will be awarded in the spring.

### **Dr. Druggish provided updates:**

The fall Educational Personnel Preparation Advisory Committee (EPPAC) meeting was held on November 27<sup>th</sup> with Education faculty, secondary program representatives, student representatives and our liaison with the State Dept. The WVDE presented changes to criteria necessary for mentor teachers of student teachers.

1. Three years of teaching experience has been increased to five years.
2. The mentor must hold “accomplished” or higher on WV Educator Evaluations for the past two years.
3. Mentors must participate in mentor teacher training if they are not National Board Certified.

The training module was released in October through WV Learns. Dr. Druggish explained the training that includes a PowerPoint presentation, videos, and an 18 question quiz. Mentors must answer all 18 questions correctly. If a question is answered incorrectly, the mentor must retake the quiz. Dr. Druggish emphasized that the training is not difficult or time consuming. He asked that Principals encourage their teachers to take the training.

Dr. Hawks asked Dr. Akers, Mercer County Superintendent, if the mentor teacher training could be offered as an optional session for professional development. She agreed that it could be offered in August as professional development. She added that Mercer County has curriculum development on January 2<sup>nd</sup> and teachers could use that time to complete training as well.

The WVDE is promoting the co-teaching model for student teaching and would like for all WV teacher education programs to follow the co-teaching model. Concord has been using this model for several years. Several of Concord's faculty and PDS faculty have completed training on the co-teaching model.

Concord's elementary students have been participating in a year-long residency for the past four years. These students work with a mentor teacher in a classroom for two full days each week during the semester prior to student teaching, and are on campus for methods classes two days per week. The students have the option to continue in that classroom for their student teaching internship. This allows for a seamless transition and the students are familiar enough to begin co-teaching.

The WVDE is now adopting this movement and seeking institution to begin piloting a year-long residency. Concord has volunteered to participate and will begin year-long residency for secondary programs in the fall of 2019.

Concord has made changes to all of our programs getting them down to 120 hours. Some were up to 138 hours. We have deferred a few programs due to low enrollment hope to bring them back. We do still have the general science program and we hope to be building the program with the intention of preparing students to be able to pass the biology Praxis exam. This will allow them to add the certification to their teaching license. Our elementary program contains 12 hours of math and we think this will prepare the students to be able to pass the math 5-9 Praxis exam. The deferred programs: biology, chemistry, and math are being supporting at the MAT level. We hope that this will allow us to continue to meet the school systems need for teachers.

Concord has created the only stand-alone special education program in the State. Students are certified in multi-categorical special education at the K-Adult level upon completion. At that time they can take two additional graduate-level courses to add the autism endorsement.

#### **Collaboration Exercise:**

The group divided into four groups for a collaboration exercise. The purpose of this exercise is to co-construct assessments and rubrics to better prepare Concord students for the classroom. Each group visited 5 tables that presented a topic/question. Everyone is asked to write down any ideas on the chart paper relating to the topic and then move to the next table. Each member of each group visited the tables for a second time and voted the top two suggestions by noting the answer with a blue sticker for 1<sup>st</sup> place, and a red sticker for 2<sup>nd</sup> place. The topics were:

- Essential Lesson Plan Components
- Ideal Technology
- Pre-professional Snapshot
- Essential Characteristics of an Observer
- Essential Characteristics of a New Teacher

After the exercise some participants elaborated on their suggestions based on their perspective.

Dr. Druggish and Dr. Hawks expressed the need for feedback from the mentors and principals whether positive or negative to keep us informed of a student's actions.

Meeting adjourned 1:30