

**Concord University**  
**EPPAC & TEPLC Partner Meeting**  
**May 7, 2025**

Meeting called to order by Andrea Campbell

Introductions.

Agenda Reviewed.

**WVDE Updates: Theresa Bailey**

- Educators Rising wants to start chapters at the university level to partner with high school chapters
- ETS: Discovered students have difficulty passing tests, and it can be a financial burden to re-take the exams. ETS created Praxis Bridge program (\$50) for students who come within 1 standard error of measure of the minimum score. Students will complete a series of modules & quizzes, in lieu of the praxis exam
- Elementary Praxis Changes: New program, Praxis Steps, will be launching Spring 2026. Praxis Steps exams will have a modular approach. Students who do not pass a specific “step” (exam category) will have the option to retake just that part at a reduced cost, instead of the entire exam
- Partner Agreements/MOUs: WV5100 outlines what needs to be included in a MOU. Theresa provided a template of what needs to be included in a MOU to meet accreditation standards. The template was a result of program reviews.
  - EPP must provide a liaison for each partnering county BOE
  - County BOEs need to provide residency candidates access to county technology systems and committees/meetings (following privacy laws)
  - County BOEs will include EPP faculty in Professional Development trainings
  - Changes in county leadership will result in an updated MOU

**CU Updates: Andrea Campbell**

- Andrea Campbell reviewed program changes made in response to the Fall 2024 EPPAC meeting
- Residency I schedule has been changed. Students will be at their clinical 3 days per week (Monday-Wednesday), Thursday will be utilized for university coursework, and Fridays are open to students to use as they wish (substituting, lesson planning, working, Praxis prep, etc.)
- Special Education program is now being offered in-person and fully online. Para-educators & non-traditional students have a need for this program to be offered online. We currently have 2 students enrolled for Fall 2025, and 2 pending applicants
- CAPA submission deadline is June 6<sup>th</sup>. CAPA is replacing SPA for program reviews
- Praxis II – all majors can retake individual subtests, not just elementary majors (explained by Theresa). Elementary majors will no longer be able to take a “combo test”; they must register for each subject area separately
- Anticipated completers for Fall 2025 & Spring 2026 provided to partners for collaboration, in hopes to connect candidates to schools as soon as possible

**Data Review**

- Meeting attendees broke into groups to review Spring Quality Assurance data needed for accreditation (see data sheets). Summaries of data below provided to each group. Discussion & completion in Impact Grid completed.
  - Teacher Education Program portfolio (revised portfolio beginning Spring 2024)
  - Praxis II for program completers
  - TPAC (EDUC301 & Residency)
  - Clinical Evaluations: Level I, II & III

**LAWSHE**

- M.Ed. Educational Leadership & Supervision assessments presented to partners for LAWSHEE review & collaboration.
  - Strategic Plan
  - Content Knowledge Exam

**MOU/HR Review**

- Current MOUs reviewed with county supervisors & HR personnel

Lunch Served.

Please Sign In 😊

Spring 2025 EPPAC

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*Emma Furches*  
*Kaden Dickerson*

## POWER/IMPACT GRID FOR DATA ANALYSIS

HIGH	<p>GOOD - BUILD UPON</p> <p>In Q10 we discuss this with students but giving students an opportunity,</p> <p>Opportunity = letting the students apply the "dispositions" in our classes.</p> <p>Special Education <u>Students</u> Candidates are doing well.</p> <p>Disposition 8 and 9 <del>they</del> Candidates did well.</p>	<p>WEAKNESSES - NEEDS ADDRESSED</p> <p>Receptive to feedback. Sometimes students don't apply it.</p> <p>Also, Reflective practice.</p>
LOW	<p>NUETRAL ZONE - MONITOR</p> <p>Talking the the students and provide a good example of a TEP, for students.</p> <p>Even having a student come in and speak to the class on "how" to be successful with your TEP.</p>	<p>ACTION STEPS - HOW TO ADDRESS WEAKNESSES</p> <p>Dispositions that were "basic"</p> <p>We can incorporate that into our classes to meet the standard.</p> <p>Also, provide a visual example.</p> <p>We can have a teacher from one of the Counties speak to a class (210) about the dispositions or even a past graduate.</p>

LOW-----HIGH

STAKEHOLDERS PARTICIPATING: Dr. Berkley, Dr. Atkins, Dr. Toman, Mr. Coon, Mr. Burgess, and Mr. Blankenship

Praxis

EPPAC Mike Miller  
5/10/25

POWER/IMPACT GRID FOR DATA ANALYSIS

HIGH ----- LOW	<p>GOOD - BUILD UPON</p> <ul style="list-style-type: none"> <li>- 1st time pass rate</li> <li>- High % <del>ALL</del> WITHIN OR ABOVE across all programs.</li> <li>- 100% pass rate SPED</li> <li>- <del>ALL</del> <del>the</del> scores increased each year</li> </ul>	<p>WEAKNESSES - NEEDS ADDRESSED</p> <ul style="list-style-type: none"> <li>- 38% WELLNESS PASS FIRST TIME</li> <li>- MUSIC/WELLNESS (ARTS) W/IN OR BELOW</li> </ul>
	<p>NUETRAL ZONE - MONITOR</p>	<p>ACTION STEPS - HOW TO ADDRESS WEAKNESSES</p> <ul style="list-style-type: none"> <li>- KHAN</li> <li>- PRAXIS STUDY GUIDES</li> <li>- <del>THE</del> BREAK DOWN TEACHING OF READING INTO COMPONENTS THAT THEY'RE TESTED ON.</li> </ul>

LOW-----HIGH

STAKEHOLDERS PARTICIPATING:

DARLA, WILLIE, MIKE, TERESA, MICHELLE, REBECCA, DENECE

# TPACK

EPPAC Anita Deck  
5/6/25

## POWER/IMPACT GRID FOR DATA ANALYSIS

HIGH ----- LOW	GOOD - BUILD UPON	WEAKNESSES - NEEDS ADDRESSED
	<p>Promising - not a huge gap - between reality and ideal</p> <ul style="list-style-type: none"> <li>- Effective use of technology</li> <li>- Teaching of how to effectively integrate tech</li> </ul>	<ul style="list-style-type: none"> <li>- Emphasize that they don't always have to use technology (using tech for the sake of using it)</li> </ul>
LOW ----- HIGH	NEUTRAL ZONE - MONITOR	ACTION STEPS - HOW TO ADDRESS WEAKNESSES
		<ul style="list-style-type: none"> <li>- Look at grade level use?</li> <li>- What's available to students in the classroom?</li> <li>- Need to emphasize more interactive activities</li> <li>- Can we marry movement and tech?</li> </ul> <p>→ Is it being used in K-2 as opposed to 3-5?</p>

STAKEHOLDERS PARTICIPATING:

Jenny Collins, Phillip, Kristy Tickfuss, Kevin Bennington

POWER/IMPACT GRID FOR DATA ANALYSIS

<p>HIGH</p> <p>-----</p> <p>LOW</p>	<p>GOOD - BUILD UPON</p> <p>Student behavior - SPED</p> <p>Legal Resp. - SPED</p> <p>Commitment - SPED</p> <hr/> <p>Secondary</p> <p>Fairness - All students</p> <p>Respectful env.</p> <p>Subject matter</p>	<p>WEAKNESSES - NEEDS ADDRESSED</p> <p>Prior knowledge - SEC</p> <p>Socioeconomic - SEC - ELEM</p> <p>Integrates culturally relevant cont. SEC - ELEM</p> <p>Mult. Modes of Assessment - SEC ELEM</p> <p>Feedback - SEC</p> <p>Collaboration - SEC</p> <p>Student behavior SEC ENG</p>
	<p>NUETRAL ZONE - MONITOR</p>	<p>ACTION STEPS - HOW TO ADDRESS WEAKNESSES</p> <ul style="list-style-type: none"> <li>- Trauma Sensitive Training</li> <li>- Trauma Informed Decision Making</li> <li>- Ruby Payne</li> <li>- Embedded in each course</li> </ul>
<p>LOW</p>	<p>Angie Neal, Angie Meadows, Tracie Wood, Debbie Cantley, Emma Furches, Kaden Dickerson, Brenda Epling</p>	

HIGH

# Memorandum of Understanding

## *between [Educational Preparation Provider (EPP)] and [County Board of Education and Participating School(s)]*

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### **Purpose**

This Memorandum of Understanding (MOU) outlines the roles, responsibilities, and expectations of the partnership between [Educational Preparation Provider (EPP)] and [County Board of Education and Participating School(s)] to ensure high-quality clinical experiences for pre-service teachers that lead to their professional development and positive impacts on pre-k-12 student learning and development.

This document serves as the formal written agreement between [EPP] and [County Board of Education/School(s)] and shall be filed with the West Virginia Department of Education (WVDE).

### **Defined Roles and Responsibilities**

1. The [EPP] will coordinate and provide oversight for pre-service teacher placement, performance-based assessments, and supervision.
2. The [County Board of Education/School(s)] will support the placement of pre-service teachers and provide access to appropriate learning environments.
3. Clinical experiences will include placements at multiple grade levels and subject areas, as outlined in the approved program, and will span a duration sufficient to ensure that candidates demonstrate their developing effectiveness.
4. The [EPP] and [County Board of Education/School(s)] will collaborate on joint professional learning opportunities designed to improve the preparation of pre-service teachers and strengthen instructional practices.
5. The partnership will be evaluated periodically to assess shared accountability.
6. Scheduled planning meetings and feedback sessions will be held between the [EPP], school(s), and county leadership to ensure continuous improvement of the partnership.

### **Responsibilities**

#### **Educational Preparation Provider (EPP)**

- The [EPP] will provide a liaison to coordinate with the partnering county board of education and school(s).
- The [EPP] will outline and offer services and assistance to support the partnership, including supervision of pre-service teachers, guidance on performance-based assessments, and professional development initiatives.

#### **County Board of Education and School(s)**

- The county board of education or school(s) will provide:
  - » Access to appropriate placement sites for pre-service teachers.
  - » Access to technology and eligible systems necessary for effective teaching and learning.
  - » Opportunities for pre-service teachers to engage in professional activities such as student instruction, committee memberships, and meetings, as permitted by privacy laws and county regulations.

- » Feasible support for onsite meetings and/or instruction of pre-service teachers, including methods courses and co-teaching collaborations with a college supervisor.
- » The county board of education or school(s) will include [EPP] faculty and staff in professional learning opportunities that enhance their ability to prepare future teachers.

## Duration and Termination

This MOU will remain in effect for [duration, e.g., three years], with an option for renewal upon mutual agreement. Either party may terminate the agreement with [number] days' written notice, if termination does not disrupt the completion of clinical experiences for currently placed pre-service teachers.

## Signatures

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Dean of Educational Preparation Programs, [EPP]

Date

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Director of Education Preparation Programs, [EPP]

Date

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Superintendent, [County Board of Education]

Date

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Placement Coordinator, [County Board of Education]

Date

# Considerations for Crafting a Memorandum of Understanding (MOU)



## *Ensuring Alignment with Institutional, State, and County Policies*

When crafting a Memorandum of Understanding (MOU) between Educator Preparation Providers (EPPs) and County Boards of Education, it is essential to view the document as a collaborative road map. The MOU should outline clear expectations, roles, and shared goals to foster a strong partnership centered on preparing high-quality teacher candidates. By establishing mutual accountability and a framework for ongoing communication, the agreement ensures that both parties work together to continuously refine and enhance the preparation of future educators. A robust MOU also creates opportunities for data-driven decision-making, joint professional development, and structured feedback, all of which contribute to the continuous improvement of the partnership and the overall quality of teacher candidates. Ultimately, the MOU serves as a foundation for a dynamic, evolving relationship that prioritizes the needs of schools, residents, and the communities they serve.

## Considerations for Defining Roles and Responsibilities for EPPs and County School Systems based on WVBE Policy 5100

### **1. The [EPP] will coordinate and provide oversight for pre-service teacher placement, performance-based assessments, and supervision.**

Questions for the EPP to consider:

- What does this look like?
- Who is the point of contact?
- What are the standards you will be using to evaluate performance?
- What are the EPP expectations?
- How will the EPP inform the candidates? Mentors? County partner?
- Who will be responsible for determining coordination and oversight for pre-service teacher placement? Performance-based assessments? And supervision?

### **2. The [County Board of Education/School(s)] will support the placement of pre-service teachers and provide access to appropriate learning environments.**

Questions for the County Board of Education and Schools to consider:

- What does an appropriate learning environment look like?
- Does the appropriate learning environment align with what the EPP considers and appropriate learning environment?
- How will learning environments be evaluated?
- Who will be responsible for determining the appropriate learning environment?

### **3. Clinical experiences will include placements at multiple grade levels and subject areas, as outlined in the approved program, and will span a duration sufficient to ensure that candidates demonstrate their developing effectiveness.**

- What is the duration and who is responsible for determining the candidate's demonstration of developing effectiveness?
- What performance tasks are expected at each stage? Who is responsible for developing the performance tasks?
- Who will be responsible for administering and evaluating candidates' performance?

**4. The [EPP] and [County Board of Education/School(s)] will collaborate on joint professional learning opportunities designed to improve the preparation of pre-service teachers and strengthen instructional practices.**

- Who are the points of contact?
- How will a schedule of events be coordinated?
- How will the EPP contribute to professional learning?
- How will the county contribute to professional learning?
- Where will the joint learning sessions be conducted?
- How will each entity ensure attendance and participation?

**5. The partnership will be evaluated periodically to assess shared accountability.**

- When will the partnership meet to discuss progress and continuous improvement plans?
- Who will be responsible for arranging the meetings?
- What will this look like?
- Who will attend these meetings?
- How will the decisions/determinations of the meeting be shared with stakeholders?

**6. Scheduled planning meetings and feedback sessions will be held between the [EPP], school(s), and county leadership to ensure continuous improvement of the partnership.**

- When will the planning meetings occur?
- Who will attend the planning meetings?
- Who will be responsible for organizing the meetings?
- How will the information be shared with those not in attendance?

**Considerations for how the responsibilities will be divided among the participants**

**1. The [EPP] will provide a liaison to coordinate with the partnering county board of education and school(s).**

- Who is this individual?
- What is their role at the EPP?
- What is their full name and contact information?
- What does their scheduled contact and interaction with the county partner, schools, candidates look like?

**2. The [EPP] will outline and offer services and assistance to support the partnership, including supervision of pre-service teachers, guidance on performance-based assessments, and professional development initiatives.**

- What are the training details for the candidate at each level of field experience?
- What are the evaluation tools or assignment descriptions for the candidate at each level of field experience?
- What supports are in place for candidates who are unable to successfully complete each level of field experience?
- What training does the EPP offer to support candidates and/or mentors when there are questions or concerns about completion of field experiences?
- The county board of education or school(s) will provide:
  - » Access to appropriate placement sites for pre-service teachers.
    - What are the expectations of the candidate while at their placement?
    - What is the process for selection of candidate/mentor?
    - What are the county expectations for candidates/employees?
      - ◊ Dress code
      - ◊ Social media
      - ◊ Interaction with students

- » b. Access to technology and eligible systems necessary for effective teaching and learning.
  - Outline technology use within the placement setting
  - How does the candidate obtain access to technology within the placement to develop lessons, etc.
  - At what level will the candidate have access to local technology?
- Opportunities for pre-service teachers to engage in professional activities such as student instruction, committee memberships, and meetings, as permitted by privacy laws and county regulations.
  - » Specify what activities/events the candidate will be expected to attend/participate in during the placement.
  - » Specify what activities/events the candidate will not have access to during the placement.
  - » What meetings will the candidate be expected to attend during the placement?
  - » What interactions will the candidates have with parents/guardians, and other stakeholders at the placement.
  - » What are the expectations for dress, behavior/conduct and involvement during activities, events, meetings, etc.
- Feasible support for onsite meetings and/or instruction of pre-service teachers, including methods courses and co-teaching collaborations with a college supervisor.
  - » How will the county provide support to the EPP supervisor to conduct observations during the placement?
  - » What technology will the EPP supervisor have access to during supervisory visits?
  - » Will the mentor teacher have time to debrief the EPP supervisor and the candidate?
- The county board of education or school(s) will include [EPP] faculty and staff in professional learning opportunities that enhance their ability to prepare future teachers.
  - » What professional learning opportunities will be appropriate to share with EPP partners?
  - » How will the county board share the professional learning plan with the EPP to ascertain where the EPP can assist in delivery of certain aspects of the learning plan.

### **3. Considerations regarding duration and/or termination of agreement:**

This MOU will remain in effect for [ time frame ] with an option for renewal upon mutual agreement. Either party may terminate the agreement with [number] days' written notice, if termination does not disrupt the completion of clinical experiences for currently placed pre-service teachers.

- How will the partnership determine the length of the MOU?
- How often will the partnership meet to discuss renewal/revision of the MOU?
- Who will be involved in the renewal/revision meetings?
- Who will have access to the MOU? Will it be shared with all parties involved? (i.e., county personnel involved in placement, EPP personnel involved in supervision, candidates, etc.)