**Department of Education**

**April 26, 2019**

**CAEP Workday & Department of Education Meeting**

Meeting called to order by Andrea Campbell

**In Attendance:** Andrea Campbell, Richard Druggish, Michael Bean, Kathy Hawks, Terry Mullins, Anita Reynolds, Nancy Burton, Kathy Tucker, Willy Williams, Lethea Smith

**Announcements**

* Anita Deck was offered the faculty position, and she accepted. She will begin Fall 2019.
* All faculty must complete STOT training prior to Fall 2019 mini TPA & WV TPA completion

**New Business**

1. **Mini TPA**

* Will be completed during EDUC416 and Special Education Methods Block, and will allow students to “practice” for the TPA that is completed during Student Teaching. The general idea is to “narrow-down” the full TPA. This will help students to understand assessment, and lesson design.
* The Mini TPA will use the WV TPA rubric, with “Emerging” being the goal during the Methods Block. Comprised to 9 tasks described in the ND Common Metrics Student Teacher Observation Tool (STOT).
* Assignment template, description/requirements and rubric will be put into LiveText and made available to students.
* Assignment of letter grades vs. points were discussed. Students tend to interpret “Emerging” as a “C” and/or not passing. Students tend to be less interested in the feedback, and more interested in the grade/rating itself

1. **Methods Block, Year Long Residency & Student Teaching**

* The schedule needed to change to allow students enough time in the classroom, in order to execute what is needed for an entire unit, comprised of 3-5 lessons, for completion of the mini TPA.
* Two full days per week will not allow students adequate time to meet the needs of the Mini TPA.
* Starting Spring 2020, all Methods Blocks meet a minimum of 400 hours of “in the field” experience, and will need to need to establish common on-campus times for all Methods Blocks for approximately 5 days during the semester for workshops/seminars/trainings
* Methods Block students will be allowed to substitute teach in the state of WV – THIS IS OPTIONAL
  + This will only be allowed within their placement school, and for a designated number of days per week (1 day per week proposed) to ensure that they aren’t subbing more than going to their block placement. Students will be allowed to “bank days,” so that if they do not substitute one week they can substitute more days another week.
  + Students who choose to participate will be issued a Student Teaching/Substitute Permit. This will allow them to be paid, and allow students to obtain any additional legal benefits offered by the county of employment. Concord University will not be liable for students while they are substituting.
  + Dr. Burton proposed that students should only be allowed to substitute for ½ or full days, not hourly, and only within their content area
* Admission to Student Teaching will be changed to Admission to Year Long Residency
* ‘Teacher Snapshot’ be sent to schools with Methods Block/Year Lon Residency requests in order to ensure students are placed with the most compatible mentor. This will also be included as the cover page of student’s TEP portfolios beginning Fall 2019, and they will revise for residency requests if needed.

1. **SIM School Presentation/Demonstration**

* Open-ended virtual space for unscripted instructional scenarios with virtually completes individuals that is available 24/7
* Allows for reports to instructors, and is auto-mapped to InTASC standards. It can be customized to any standard
* Can be used to simulate diverse learning situations and classrooms that may not be available to students in schools within their geographic location
* If Concord University participates in SPARK Study, we will have access to all virtual classroom and modules, and we will receive a discounted rate. We can also receive a 10% additional discount if seminars are attended by faculty.
* Will cost approximately $30-$40 per students after discounts, and can possibly be added as a course lab fee

1. **Field Experience Evaluation / Clinical Experiences**

* Established multiple levels of clinical experiences, and built evaluations upon level expectations. All evaluations follow the same set of InTASC standards, which will allow for analysis of growth as students progress through the various levels.
* Courses that have a field/clinical experience will also have a 0 credit hour lab course for the experience. Students will be required register for the regular course, and the clinical experience lab (i.e. EDUC305 & EDUC305L) listed below. The lab courses will need to be added to the Academic Catalog.
  + Clinical Experience Level I – EDUC210
  + Clinical Experience Level II – EDUC305
  + Clinical Experience Level III – EDUC306, EDSP415 (elementary majors)
  + ND Common Metrics STOT – Methods Block EDUC416 & Student Teaching
* Courses outside of the Professional Education Core (i.e. EDUC304, EDUC315, EDSP courses, etc) will designate the appropriate Clinical Experience Level as needed, or design course specific field experience evaluations.
* Not Applicable (N/A) suggested as an additional rating category
* Professors will send a letter to mentor teachers describing the field experience requirements of the course. Adding the evaluation to the Field Experience Contract for students to present to their mentors was discussed.

1. **Teacher Education Program Admission**

* Reduce the number of volunteer hours from 100 to 75.
* Add a ‘Teacher Snapshot’ to the cover page section of portfolio. Students will be given a general template that includes strengths, weaknesses, goals, favorite things, etc. This will also be sent to schools with Year Long Residency requests. Student will need to revise their snapshot for residence requests.
* Will need to “tweak” portfolio rubric wording to reflect inter-rater reliability results, and require “proof” of effective written communication
* Will need to add a section for seminar certificates (see seminar information below).

1. **Professional Seminars**

* Students will need to attend multiple Professional Seminar throughout their time in the Teacher Education Program. Seminars will be attended at specific points. Seminar certificates 1-2 will be required to be included in TEP portfolio.
  1. Teacher Education Program Admission Seminar – take during EDUC210-/EDSP303, or EPaT as needed for transfers
  2. Professionalism – take during EDUC201-/EDSP303, or EPaT as needed for transfers
  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
* Seminars 3-5 do not need to be taken in this order
* We will need to develop our own TEP policy and assessment regarding Seminar 5
* Send additional seminar ideas to Andrea Campbel ASAP