**Concord University**

**Department of Education**

**September 6, 2019**

**CAEP Work Day Meeting**

**Attendees:**

|  |  |  |
| --- | --- | --- |
| **Concord University Dept. of Education Faculty** Kathy TuckerWilliam WilliamsAndrea CampbellLethea SmithAnita DeckAnita ReynoldsTerry MullinsRichard DruggishKathy HawksMichael BeanNancy Burton | **Concord Teacher Educator Council (CTEC)**Leeann Taylor –Melrose Elementary (teacher)Kayla Blankenship –Princeton Primary (teacher)Erick Burgess –Princeton High (teacher)Michelle Jones –Pikeview Middle (teacher)Angela Neal – Mercer Elementary (teacher)Teresa Inman – Oakvale Elementary (teacher) | **Concord Principal Advisory Council (CPAC)**Shelly Weiss – Athens Elementary (Principal)Ernie Adkins – Princeton Primary (Principal)Lacosta Hodges – Oakvale Elementary (Principal)Lynn Boyle – Mercer County BOE (SPED Director)Dawn Staten - Mercer County BOE (Title 1 Director)Rebecca Curry – Pikeview Middle (Asst. Principal)Not in attendance:Kelli Stanley – Mercer Elementary (Principal)Tom Adkins – Princeton High (Principal)Deborah Akers – Mercer County Superintendent Edith Bennett – Melrose Elementary (Principal) |

Dr. Andrea Campbell welcomed the group and expressed appreciation for their continued participation. Introductions were made and years of service in education were provided – 526 total years of service in education. Dr. Campbell addressed that input from our partners is invaluable, and that they see a side of our students that the Department of Education does not.

Dr. Campbell described how the input from partners from our recent meetings has been put into practice by reviewing where we started, where we were, where we have been, where we are now and where do we need to go:

* During the Spring 2018 PDS meeting, partners did a Gallery Walk in order to provide their input on specific categories. This information is used daily, as well as in our CAEP Self-Study report.
* Data that was reviewed during the Spring 2019 CAEP Workday lead to the assessments/instruments that will be reviewed and discussed today to see where additional improvements can be made.
* Collaboration with partners from recent meetings have led to the following implementations:
	+ Need for professionalism lead to the implementation of the Educator Disposition Assessment (EDA), ProEthica Training (online course/training that uses ethical based scenarios and experiences), and Pathways to Teaching seminars.
	+ Need for a better way to evaluate early clinical experiences led to the development of leveled clinical experience evaluations, with the STOT being used as a foundation, based on input received from partners during the Spring 2019 CAEP Workday.
	+ Need for teachers in WV led to an MOU with WV Careers in Education. Completers of this program will receive course credit for EDUC210 and EDSP265, as well as the portfolio requirement for admission into the Teacher Education Program being waived. This was done in an effort to improve enrollment, incentivize our program, and to aid in the current teacher shortage in WV.
	+ We have adopted CastleBranch background checks as part of all early clinical experiences. All candidates are now required to complete yearly background checks in order to participate in early clinical experiences.
* We have moved to the Year-Long Residency model – this includes part 1 (previously referred to as Methods Block) and part 2 (Student Teaching). Policy 5100 outlines that we need a plan for the Year Long Residency to be fully in place by fall 2021. By fall 2021 students in part 1 of the Year Long Residency will be in a public school classroom 4 days per week, and in class 1 day per week. This will lead to increased co-teaching, co-planning and co-constructing.
* We will be visited by WVDE representatives September 12th, and our CAEP site visit will by April 26-27th . Site team members will want to speak with our partners, and possibly visit schools to observe our students.

Concord Faculty, C-TEC and C-PAC attendees were split into 4 groups to patriate in a round table discussion. They were provided with data from assessments that were implemented and developed in response to input from the Spring 2019 CAEP Workday, and with the assessment instrument itself. These assessments included: Educator Disposition Assessment, WVERT, STOT and TPA. Groups were asked to analyze the data, and determine what areas of weakness were evident, and what our student’s strengths were (summarized on following page). Overall data interpretation from CTEC and CPAC partners was in alignment with what was interpreted at recent Department of Education meetings, and a need for data to be summarized in multiple ways (aggregated vs. disaggregated) due to disaggregation by content area causing skewed data arose. The possible skewed data impacted what true weaknesses were prevalent in the data.

**West Virginia Evaluation Rubric for Teachers (WVERT)**

* Elementary students scored lower during the fall semester, secondary students scored higher during the fall semester
* WVERT is similar to what is used by elementary school teachers, so they may have a better understanding of how it is used, and that emerging is the goal. It was suggested that mentors and supervisors are trained on this tool so that they are aware of this goal.
* Standard 4 & 5 were the lowest. This leads to the question of whether or not students want to be involved in the school community, or if no opportunities for involvement were provided. It was suggested to have student teachers attend more back to school events such as “Meet the Teacher,” and to be present on the first day of school
	+ In response to this, it was noted that our student teachers now have the opportunity to start on the 1st day of school, even if Concord University has not started yet. This is not required, but is available.

**Student Teacher Observation Tool (STOT)**

* Standard 2 Learning Differences was weak. This could be related to academic or cultural differences.
* CPAC partners proposed that background knowledge in special education needs to be taught prior to the Year Long Residency, and that special training may be needed during seminars
* CPAC and CTEP partners informed us that there has been an increase in ESL students not only in our service area, but nationwide. Since some graduate may not stay in WV, they need to be prepared. CPAC partners proposed that Year Long Residency students view an ESL lesson, then have discussions about the lesson. The lesson could be videoed, then watched during class/seminars.
* CPAC and CTEP partners informed us that they are noticing that learning differences no longer refers to just academic differences related to Special Education, but to learning differences that are a result cultural differences. There has been a dramatic increase in trauma (physical and mental/emotional), behavioral, sensory, emotional and neurological issues in public school students that is directly related to our area’s current poverty and addiction culture. This becomes known in at the PreK-K level, and is present in the classrooms from then on. Students who fall into this category do not fit the Special Education classification, and it can be difficult to determine how to help and what intervention needs to occur. This led to discussion of whether or not lower scores on Standard 2 were due to cultural differences that Year Long Residency students they were not prepared to handle.
	+ In response to this, it was noted that we are now trying to address this early on in education coursework. We currently offer a course titled “Understanding Difficult Behaviors” which is required in the Special Education program and is an elective in the Elementary Education program. Since students of trauma seem to be increasingly prevalent in regular classrooms, it may be wise to make this course required of all Elementary majors as well.
	+ We are now offering trauma sensitive and mandated reporter training in Teacher Education Program seminars. The Executive Director from Child Protect WV will be attending these seminars.
* CPAC and CTEP partners suggested teaching students what resources are available, and what steps to take in different situations.

**Teacher Performance Assessment (TPA)**

* Scores were not bad overall, but TASK 2.4 was the lowest overall.
* Students scored low on differentiated instruction, instructional strategies, balance of assessments and learning goals. They scored high on planning and implementation, but low on the rationale.
* CPAC and CTEP partners proposed that we give students specific tasks, such as including a rationale in all lesson plans, and having students developing lesson plans using backward design. We could have students use a different assessment for each lesson.
* It was discussed that supervising teachers may want a lesson plan developed a certain way, so the student teacher does have the opportunity to use/explore different strategies and assessments.

**Educator Disposition Assessment (EDA)**

* Students scored the lowest Item 7 (Collaborates Effectively with Stakeholders) and Item 8 (Demonstrates self-regulated learning behaviors/takes initiative).
	+ Proposed that we develop videos that describe what each assessment is used for, and what the obligations of mentors/students/supervisors are at different clinical levels
	+ Mentors are an extension of Concord University, and they have the authority to confront students if problems arise in the field. They have the right to let us know early on if there is an issue, so that a plan of action or improvement plan can be implemented. This is used as a teachable moment.
	+ Proposed that we send a list of which professors are teaching which course to the schools so they know who to contact. Informed partners that we are enforcing that students complete a contract which will provide contact information, and provide mentors with an outline of obligations at the beginning of each semester. Contact information is also provided within the student’s field experience in LiveText/

Dr. Campbell presented all attendees with the Teacher Education Professional Learning Community webpage. This webpage contains assessment rubrics, meeting minutes, instructions, and the field experience handbook. Students are aware of the handbook, and it includes anything they could need in regards to clinical experiences. Partners expressed a desire to have a listing of faculty on this page, a listing of which courses they teach and their contact information; they also expressed a desire to have instructional videos added here as well.

Dr. Campbell then presented all attendees with the task of providing input to use towards the development of an Employer Satisfaction Survey for our M. Ed. graduates. Partners were asked to align the survey questions to provided programmatic standards, and given the undergraduate instrument as a general guide/example. Consensus was to use the standards or sub-standards as rubric items, either in their entirety or reworded to reduce length. Partners made the point that if the survey itself or the questions are too long, people may not do them. Methods of delivery were discussed. We have tried mailing hard copies, and emailing digital copies – maybe we need to do both to ensure a return.

Dr. Campbell shared her indebtedness to the group and thanked them for their invaluable input, insights and hard work.

Meeting was adjourned.