Educator Preparation Provider Advisory Committee
EPPAC
Concord University
Minutes
May 1, 2017

Welcome, Introductions and Call to Order

Dr. Druggish called the meeting to order at 3:35.
Members Present: Dr. Barnes, Dr. Brichford, Dr. Burton, C. Cox, Dr. Darlington, T. Dixon, Dr. Druggish, Dr. Hudson, Dr. Hawks, Dr. Liptak, Dr. Mullins, S. Puckett, Dr. Redimiller, Dr. Reynolds, Dr. Robinett, B. Thompson and L. Bragg (via phone)

Approval of Minutes 11/30/16

The minutes of the 11/30/16 meeting were approved.

WVDE Liaison

Linda Bragg (WV Department of Education, Office of Educator Effectiveness & Licensure Liaison) presented the attached information.

Reports and Announcements

Academic Divisions:

Business: None
Fine Arts: None
Humanities: None
Natural Sciences: None
Social Sciences: None

Registrar: C. Cox reminded members of the deadline for submitting grades for spring 2017.
Teacher Candidates: None
Public Schools: None
Community Representative: S. Puckett announced upcoming concerts of East River
Faculty Senate: Dr. Liptak shared upcoming changes in the Faculty Senate to the new Faculty Executive Board.
Coordinator of Clinical Experiences: Dr. Druggish announced that we have 32 undergraduate applicants and 4 MAT applicants for fall 2017 student teaching. The breakdown by majors is: 3 Business 5-Adult; 18 Elementary K-6; 1 English + 1 MAT; 2 PE/Health; 2 PreK Special Needs; 5 Social Studies + 2 MAT and 1 Spanish + 1 MAT.
Director of Teacher Education: Dr. Druggish shared that the following SPA reports had been submitted by March 15, 2017: health 5-Adult; elementary education; mild/moderate K-6 and 5-Adult; pre-school special needs PreK-K; educational leadership/supervision PreK-adult; reading specialist; physical education 5-adult and PreK-adult; social studies, English language arts; mathematics 5-9; mathematics 5-adult; and general science, biology and chemistry 5-9 & 5-adult.
CAEP Coordinator: Dr. Liptak shared that SPA reports have been submitted and that all SPA reports must be approved by the April 2020 visit.
Others : None

New Items for Presentation:

Business Education Program: At the request of the Department of Business, the business education 5-Adult program will be placed in dormant standing. All candidates admitted into the teacher education program and are currently seeking the business 5-adult certification will complete the program by spring 2019. No new business 5-adult candidates will be admitted after fall 2017. This has been approved through all levels within the University.

Changes to EDUC 210 and EDUC 310: The Department of Education presented catalog changes for EDUC 210 and EDUC 310 which now list these courses as 3 credit hours. These catalog changes have been approved through all levels of the University.

Social Studies Education Program: The social studies 5-Adult program will pilot the secondary methods block beginning fall 2017. Nine social studies 5-adult majors will participate in the secondary block experience by taking coursework on Tuesdays and Thursday and by completing the block residency on Mondays and Wednesdays. These nine candidates will then student teach in the spring 2018 semester, continuing in their block placement, resulting in a year-long residency in the social studies classroom.

Teacher Performance Assessment: Student teachers during the spring 2017 semester completed the second version of the West Virginia Teacher Performance Assessment. One candidate was not successful, but will complete the TPA requirements through an extended placement during the month of May.

Spring 2017 WVDE Updates & Guidance
Office of Educator Effectiveness & Licensure

Policies 5100 & 5202—

- **Both policies are expected to open in May or June.** If you have suggestions pertaining to a particular section of policy 5100, please email the section to me in the format/language you are suggesting (not just the idea), preferably in strike-through/underline format so that misinterpretations and misunderstandings can be eliminated.

- **In May 2016, the SAT was redesigned. With that change, the scores also changed. Listed below are the date progressions and scores that are allowed in lieu of Praxis CORE/CASE:**

    - 1035 on the Scholastic Achievement Test (SAT) –Oldest test
    - 1125 on the re-centered SAT (effective April 1995 through March 2005)
    - 1170 on the revised SAT using the combined Critical Reading and Math score (effective March 2005 until May 2016) OR
    - *1240 on the New SAT using the combined Evidence-Based Reading and Writing + Math (Effective May 2016—Present)*

The *ACT Enhanced* continues to be 26 or higher for exemption (effective November 1989). Prior to 1989, a score of 25 on the ACT is required for exemption.

We will include this testing information in the revisions of 5202 and 5100 as well as in the next revision of the testing directory.

- **REMINDER:** Effective July 11, 2016, the following sections were placed into policy providing definitive timelines for passing the WVBE- required Praxis exams for content:

10.4. f. Content test requirement as a requirement of program completion: Effective January 1, 2017, candidates shall obtain passing scores on grade-level appropriate, WVBE-adopted Praxis II content test(s) as described in the WV Licensure Testing Directory on the WVDE website as a requirement of program completion.

10.4. g. Content test requirement as a requirement for clinical experience: Effective July 1, 2017, candidates shall obtain passing scores on grade-level appropriate, WVBE-adopted Praxis II content test(s) as described in the West Virginia Licensure Testing Directory of this policy in order to complete the student teaching/clinical experience component of the WVBE-approved program.

Praxis Changes--

- The WVBE has adopted the following Praxis assessments:
    - **Algebra I (5162) assessment for the "General, Integrated Mathematics" endorsement at a current cut score of 157. Effective now.**
    - **Deaf and Hard of Hearing (5272) for the "Deaf and Hard of Hearing" endorsement at a current cut score of 160. (Effective date September 1, 2017 so that EPPs may begin the transition).**

- *Reminder that the Braille Assessment (0633) became effective July 1, 2016 for the "Visual Impairment" endorsement at the current score of 169.*

Teacher in Residence (TIR) –

- The West Virginia Board of Education (WVBE) is encouraging every EPP to obtain TIR agreements with each school district in West Virginia.
- Regarding the TIR credential issued by the Office of Educator Effectiveness & Licensure:
  - A TIR permit must be issued by the WVDE **before** Placement: The Office of Educator Effectiveness & Licensure must issue the TIR a credential **before** placement in the public school classroom as a TIR.
  - If the clinical experience will be completed in the TIR placement, it is not necessary to obtain a clinical placement permit. Instead, just a teacher-in-residence permit is needed.
  - A background check is required with the TIR application. The background check completed for a clinical placement permit **cannot be used** for the TIR permit; however, the TIR background check can be used for the Initial Professional Teaching License.
  - The OEEL requires the job posting documentation with each TIR application.
  - Suggestion: Because some counties (rather than the IHE) end up submitting the TIR applications, it is recommended that the IHE develop a checklist to be attached to help assure that all components are submitted to move the application forward. Doing so would help eliminate delays in the issuance of the TIR permit.

Special Education Programs—

- *Policy 5100 no longer requires candidates enrolled in a special education program to hold qualify for or simultaneously complete a core/subject area content (such as math, English, general science, elementary education, etc.).* Instead, policy 5100 has added reading requirements. *Requiring core/subject area coursework is now at the discretion of the EPP.* Therefore, EPPs with the core content requirement still in the curriculum may recommend their candidates for licensure "at which time they have met to the satisfaction of institutional officials for all content requirements for the special education endorsement.
- GUIDANCE REGARDING REVISING AND REFILING PROGRAMS TO MEET THE NEW POLICY REQUIREMENTS: The WVDE will provide guidance soon about how to refile the special education programs to reflect the new reading requirements and to obtain the decision of each EPP about whether to continue to address core/subject area content along with preparation for the special education endorsement.

General ETS-Praxis Information

About Scoring/Score Reporting Time

One overarching reason it takes several weeks to score Praxis tests is the large volume of different tests administered during a computer-delivered testing window and the careful, complex process.

The Scoring Process and Quality Control

The scoring process begins when upon receipt of the test file, and then the multiple-choice scores are verified independently. A test must undergo equating if a new test form was introduced. (Equating is a statistical process used to ensure that scores for new forms of the test are comparable with scores from previously used forms). Some tests require a reading to score

constructed response questions. Preparation tasks and conducting a reading takes time (tasks such as sorting responses, hiring readers, and training them).

Availability of Test Scores

As noted on the ETS website, test scores from a particular window are available 10 – 16 business days after the testing window closes, regardless of the specific testing date within that window. This is because before reporting official test scores, the ETS stat analysis team must be able to gather enough data to conduct the analyses necessary to equate and report the test results. Full analyses cannot be done until the window closes and all test-taker data for each test title have been received.

About the 21-day Waiting Period before a Test May Be Retaken

The 21-day waiting period is a way of ensuring the security of the test and minimizing the possibility of a test-taker earning a score on the test due to having had prior experience with that same test version during a previous administration. By taking the test back-to-back, it is likely that a test taker would receive the same version of the test and might know what specific questions to expect. Knowing what questions to expect could give a test-taker an unfair advantage over all other test takers, who have not had prior experience with that version of the test and therefore, were not privy to the same information.

The Praxis tests are intended to help state agencies and professional organizations ensure that beginning teachers have an adequate level of knowledge, and these organizations rely on ETS to report valid test scores. To ensure the validity of test scores (and fairness to all test-takers), Praxis cannot report scores, unless they are absolutely certain that those scores accurately reflect the knowledge and abilities of the test-taker. Any testing condition (such as overexposure to the test questions) that might either positively or negatively affect the performance of any test-taker to the extent that it would contribute to either inflated or lowered test scores, invalidates those test scores.

Information about Testing Windows

This link lists the dates for the 2016-2017 testing year through August 2017. The dates are also listed below:

- 2/13/17-3/25/17
- 3/13/17-3/25/17
- 5/8/17-5/20/17
- 6/12/17-6/24/17
- 7/10/17-7/22/17
- 8/14/17-8/26/17

Guidance about Program Review as Part of the Accreditation Process—
Initial licensure programs are reviewed with the CAEP Initial Program Standards, regardless of whether they are undergraduate or graduate.

1. Program Review through Specialized Professional Associations (SPA):

SPA Reports are used as evidence in meeting CAEP Standard 1 (and other areas covered by CAEP, such as diversity and technology). Site visitors use the recognition reports as evidence that indicate whether programs of study are of high quality, have achieved recognition or approval status, and produce successful candidates. Program review occurs prior to the self-study in preparation for the onsite visit.

Per the CAEP Agreement with the West Virginia Board of Education (WVBE), every licensure program of study for which there is a SPA is reviewed by a SPA, including low-enrollment programs.

Programs for which there is a SPA, but may be limited in scope and/or programs that are not a direct match for the SPA requirements in that specialty area (i.e.add-on programs, some post-baccalaureate and MAT programs, etc.) will require the following process:

A. Consultation with a SPA representative regarding the specific configuration of the program.
B. Obtain documentation (in writing) from the SPA representative stating why the program cannot be reviewed via SPA method.
C. Prepare the program for review via the Program Review with Feedback Option (see information below).

EPPs should find the drop-down menu in the AIMS platform for the appropriate place for populating evidence/program reports.

Questions about SPA timelines, SPA reporting and other communication should also be directed to the SPA contact or to CAEP Associates.

Program Review Regarding Low Enrollment or Suspended Admission of Candidates (Dormancy)--

West Virginia requires submission to the Specialized Professional Associations (SPA) even for programs with low enrollment so that all aspects of the program can be reviewed by the SPA. We often hear that CAEP associates have suggested that EPPs request a waiver from the state or CAEP says that the SPA "will not review." WV's position is to submit to SPA unless the EPP receives an official communication from the SPA stating that the SPA will not review it.

SPA reports will not only reveal conditions caused by low enrollment, but also report about other program circumstances as well. The dilemma arises when low enrollment remains an issue, and the conditions cannot be met because enrollment is too low to produce the necessary data. Because the state is also interested in SPA *conclusions and revelations* about other aspects of the programs, the following guidance is offered: If the reported conditions are only about low enrollment and no other areas of the program of study are identified with conditions, then the educator preparation provider (EPP) may resubmit via the Program Review with Feedback process because the conditions cannot be met.

**Please note--SPA reports that reflect conditions in areas other than lack of data must be resubmitted to the SPA regardless of enrollment. Also, if a program of study has a CAEP-accepted national organization that reviews, the same state position is taken.

Further guidance for your consideration: If program(s) are not currently enrolling candidates and currently have no candidates in the pipeline for completion of those particular programs, then a SPA submission will not be required. Instead, because those programs are listed as part of the EPP, the EPP will be required to submit through the Review with Feedback process. When the institution decides to open the programs for enrollment once again, a SPA report must be submitted immediately after the data collection of the first implementation of the assessments.

Decision to Eliminate the Program:

If the educator preparation provider (EPP) decides to eliminate programs that are no longer admitting candidates and there are no candidates in the pipeline for completion, SPA submissions are not required. If elimination is decided, the Office of Educator Effectiveness and Licensure will need official correspondence from the EPP stating the decision to eliminate the program(s). If the EPP, at a later time, decides to offer the program of study again, it must resubmit a program proposal to the West Virginia Educator Preparation Program Review Board

(EPPRB) for review and seeking approval. Upon EPPRB and West Virginia Board of Education approval, the EPP will follow CAEP's direction in submitting a SPA report as appropriate.

2. Program Review with Feedback (PRw/F):

PRw/F programs are reviewed with the state standards provided in Policy 5100, Appendix E. The data entered there becomes part of the Institutional Self-Study Report (mostly as evidence to meet CAEP Standard 1 or Advanced Level Programs Standard A1). The evidence becomes part of the self-study process. EPPs submit the self-study report nine months before the scheduled site visit.

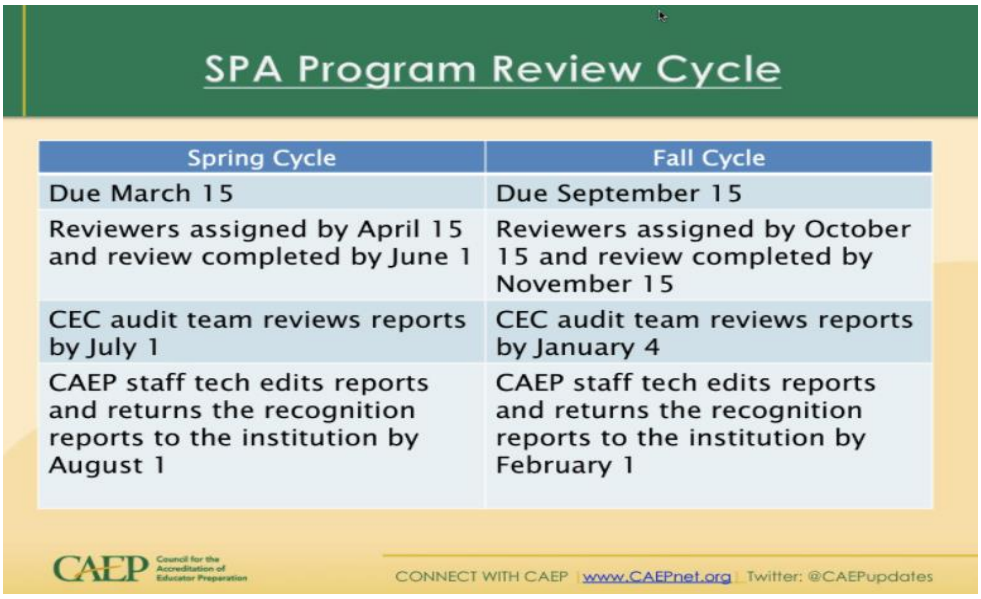
The Program Review with Feedback process provides feedback to the state, institutions, and site visiting team on program-level data without delivering a program evaluation/recognition report. Information (disaggregated data) from the Program Review with Feedback (PRw/F) option is used as part of the accreditation decision-making process at the institution level and does not lead to national recognition of those programs of study. In AIMS, EPPs should find the drop-down menu in the AIMS platform for the appropriate place for populating evidence/program reports.

In preparation for a CAEP review, EPPS should submit evidence specific to how these "specialty license areas" use their data for continuous improvement. Consider the following thought process:

1. Based on the analysis of the disaggregated data, how have the results of specialty licensure area been used to inform decision-making and improve instruction and candidate learning outcomes?
2. How does the specialty licensure area data align with and provide evidence for meeting the state-selected standards?

CAEP has provided a *Technical Guide to Program Review with Feedback.*

3. Advanced Programs:
   A. Add-On--If the admissions criteria require candidates to already hold licensure, regardless of whether the programs are graduate, master's or undergraduate, they are considered advanced programs and will be reviewed under the *CAEP Standards for Advanced Level Preparation Programs, Component 1.1.* EPPs are only required to submit evidence of candidate content knowledge documented by state licensure test scores or other proficiency measures.
   B. Programs part of M.Ed., M.S., M.A., Ed.D., Ph.D. or specific to the preparation of specialists for the P-12 school districts (educational technology, curriculum and instruction, reading specialist, school librarians, school psychology, school administrators, etc.) must be submitted to CAEP for review using the CAEP Standards for Advanced Level Preparation Programs



REMINDERS:

1. Title II data entry due by April 30.
2. If you have not already done so, please send a letter via email to Linda Bragg lnbragg@k12.wv.us declaring the Teacher Performance Assessment that your institution has chosen.