

## Message from the Dean

“April showers” does not usually mean snow showers! But that’s not the only thing that has been unusual this year. The solar eclipse, teacher work stoppage...and the biggest spring cleaning ever in Jenkins Hall! Never a dull moment.

With only a month to go this spring 2018 semester, our CAEP visit is fast approaching. And there is still much to do!

Here are some things that are happening over the next few months. Employer surveys and completer surveys are going out. Master syllabi are being updated. SPA reports that have to be submitted in September are being written, polished and rewritten. Questions of validity and reliability are being asked....and hopefully answered. Continuing professional development is being created and delivered. Assessments are being revisited and data are being collected.

And all this while we are still teaching, grading, responding, advising, and all the other regular expectations! Wow.

Yes, it is a lot to ask of each of us. But it must be done. So we do it. Thank you for all that you do on a regular basis, and a big THANK YOU for the extra mile you go to be a productive part of the accreditation process.

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Be sure you have on your calendar the days of the onsite visit. Everyone is expected to be available during the visit (especially on Monday) to assist with any questions or requests relative to your program. Here’s a little of what to expect during the visit. Note that these are tentative, but fairly consistent.

**Saturday, October 20, 2018** Team members arrive and settle in.

**Sunday, October 21** The onsite visit begins. That afternoon will likely include interviews with current students, graduates, student teachers, cooperating and supervising teachers, adjuncts, community members, and possibly others. This is our opportunity to make a good impression on the team members, providing them with chances to learn about the COEPD through those who work closely with us.

**Monday, October 22** This is the busiest day of the visit, with team members spending time on both campuses, talking with faculty, students, staff and administrators. At any point during the visit, we may be asked to provide additional information to the team, perhaps from students, perhaps from faculty.

**Tuesday, October 23** By this time, the main portion of the gathering of information is complete, and the team is busily completing their report. With an exit interview with a small group, we say goodbye to the team, breathe a sigh of relief, and sit back to wait for their official report and recommendations.

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So what is your role in all of this? Everyone, yes, EVERYONE has a role in the accreditation visit and process. Not a program director or coordinator? You are still important in making the process work. Not responsible for a SPA? You are still a part of ensuring we are collecting relevant, useful evidence. Here are some things you should be doing.....

1. Make sure any master syllabi for which you are responsible are up to date with a complete and current bibliography.
2. Be ready to upload your teaching syllabus at the beginning of the fall term.
3. Does your teaching syllabus include links to university policies? Does it include objectives?
4. Have you included the English Learners module in your class (where appropriate)?
5. Do your courses integrate technology in the delivery of the content? In student participation? In the application of knowledge by your candidates in their classrooms?
6. When students complete your course, are they better able to work with diverse students?
7. Do you encourage your advisees to respond to surveys to collect data for your program and the college?
8. Respond promptly and completely to requests for information, data, or other items needed.
9. Be ready. Read the Conceptual Framework, the Quality Assessment System, familiarize yourself with them so you can speak about them knowledgeably. <http://www.marshall.edu/coepd/faculty/caep-resource-page/>
10. Be the face of Continuing Improvement, always striving to be better at everything you do!

### Important dates:

- ⇒ Wednesday, May 2nd—Spring COEPD Faculty Meeting, SC, 11 am—2 pm
- ⇒ Wednesday, August 15th—Assessment Summit – Cabinet members plus other individuals to examine the assessment system and its implementation
- ⇒ Friday, September 14th—Fall COEPD Faculty Meeting, H, 12 pm—2 pm
- ⇒ Early October—CAEP Prep Faculty Meeting on Diversity and EL

# COEPD's Conceptual Framework, Concept or Reality?

By Chuck Bethel

In Samael Weor's book, *The Great Rebellion*, he addressed the age old philosophy of Gnosticism, which in a nutshell means, "Knowledge (gnosis) will enable the redemption of the human spirit." Weor wrote:



Who or what can guarantee that concept and reality are exactly the same thing? Concept is one thing and reality is another. There is a tendency to overestimate our own concepts. *It is almost impossible for reality to equal concept.* (my emphasis) Nevertheless, the mind, hypnotized by its very own concepts, always presumes that concept and reality are the same. (Aun, 2010)

So I ask, "Can a concept be a reality?" Better yet, "Can a Conceptual Framework be a reality?" I believe my answer would differ from Weor's, for I would say, "Yes, but not without a lot of hard work, honest evaluation, and continuous improvement!" You see, a conceptual framework should do the following:

- provide direction for admissions, programs, courses, teaching, candidate performance, scholarship, service, and unit accountability
- be knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated and, if need be, revised
- provide the bases that describe the unit's intellectual philosophy and institutional standards, which distinguish graduates of one institution from another.

For an Education Preparation Provider (EPP), candidate outcomes must be consistent with national and state standards as well as be clearly identified for both initial and advance candidates.

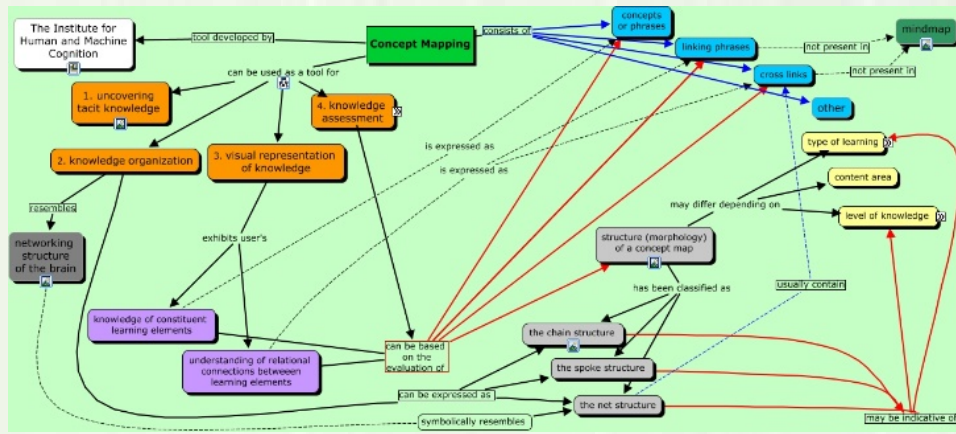
But, how does this look for the College of Education and Professional Development (COEPD)? First, at the initial level, it is guided by the conceptual framework theme of **Preparing the Professional Educator as Critical Thinker**. Initial programs seek to prepare highly qualified, critically engaged education professionals and to support the professional development of educational practitioners in order to broaden and deepen their pedagogical skills, research skills, and understanding of new research and theory. Programs are planned and implemented based on institutional, state, and national standards for the preparation of teachers.

With this in mind, we should be asking ourselves if the following **Candidate Outcomes for Initial Programs** are, in fact, becoming a reality in the personal and professional lives of our Graduates.

Standards	Functions
Curriculum & Planning	Core Content; Pedagogy; Setting Goals and Objectives for Learning; Designing Instruction; Student Assessments
The Learner and the Learning Environment	Understanding intellectual/cognitive, social and emotional development; Creating an environment of respect and rapport; Establishing a culture for learning; Implementing classroom procedures; Managing student behavior; Organizing the learning environment
Teaching	Importance of content; Communicating with students; Questioning and discussion techniques; Student engagement; Use of assessments in instruction; Demonstrating flexibility and responsiveness
Professional Responsibilities for Self-Renewal	Professional learning; Professional collaborative practice; Professional contribution
Professional Responsibilities for School and Community	School mission; School-wide activities; Learner-centered culture; Student support systems; Student management systems; School, family and community connections; Strategic planning/Continuous improvement; Teacher leadership; Ethical standards

# COEPD's Conceptual Framework, Concept or Reality?, cont.

Second, focusing on the unifying conceptual framework, **Preparing the Professional Educator as Critical Thinker**, the COEPD's advanced programs seek to develop candidates capable of functioning in a variety of specialized leadership roles and who understand and function professionally within cultural and social role expectations of a given setting.



Graduates will be problem-solving oriented information seekers who make significant contributions in professional environments. They will possess the knowledge and skills needed to access information and to apply this information to the resolution of real-life problems. Most importantly, graduates will have begun to fulfill role expectations as life-long learners, particularly in specialty areas. With this in mind, we should be asking ourselves if the following **Candidate Outcomes for Advanced Programs** are, in fact, becoming a reality in the personal and professional lives of our Graduates.

Candidate Outcome	Definition of Outcome
Knowledge Base	Understand and apply the current knowledge base for their specialization.
Use of Research	Demonstrate skills in research methodology, problem solving and critical thinking.
Schools and Society	Demonstrate the attitudes, knowledge and skills necessary to function effectively within the social setting of the school, community and society as a whole.
Technology	Acquire a basic effective understanding of the application of technology in their area of specialization.
Human Growth and Development	Acquire an effective understanding of human growth and development and apply this knowledge to curriculum development, instructional implementation and other educational decision making.
Special Needs	Acquire a basic understanding of children with special needs and the ability to provide assistance within the least restrictive environment in the school setting.
Diversity	Recognize variations of cultural pluralism/human diversity and the related implications for curriculum and instruction.
Communication	Communicate effectively with a wide variety of constituent groups including school personnel, policy makers, parents and other community members.
Professionalism	Develop self-direction to become independent, self-confident professionals with a commitment to continued professional growth and development and life-long learning.

I believe at the COEPD this conceptual framework is becoming a reality in the personal and professional lives of our candidates as we provides an array of undergraduate and graduate degrees, staff development, and continuing educational opportunities that involve learners in professional and personal growth guided by a conceptual framework that is critical to all aspects of its operation. With a lot of thinking, hard work, honest evaluation and continuous improvement this framework accurately reflects the philosophy and goals of the COEPD for both initial and advanced programs.

# Selected Improvement Plan

By Ron Childress

The initial edition of CAEP Standards required that EPPs demonstrate progress in working toward a higher level of excellence (rather than just meeting the standard) on a selected standard or several components across standards. This expectation and process was labeled as the Selected Improvement Plan (SIP). In developing the SIP, we are required to identify a standard or components across standards as our focus, provide a rationale for selecting our focus, identify baseline data, and set goals with measureable annual objectives. The overall emphasis of the SIP is the collection and analysis of data, and interventions that demonstrate sustainable and measureable progress over time.

An initial assessment of COEPD function and capacity by the AAAC indicated that we did not have a systematic plan to ensure that quality evidence was available to support our **Continuous Improvement (CI)** efforts. The end result was a decision to focus the COEPD SIP on **Improving the Quality of Evidence Available to Support Continuous Improvement**. Focusing the SIP in this manner will facilitate a transition from a “culture of compliance” to a “culture of evidence” as the COEPD addresses the new CAEP performance based standards in the years ahead.

This broad focus on improving the quality of evidence available to support our CI efforts has been further defined by identifying five more focused goal areas:

- Leadership and Personnel
- Training and Support
- Collaboration and Networking
- Organizational Support
- Recognition, Rewards, and Incentives

Specific strategies for achieving these goals have been identified. Two workshops and a faculty survey in January 2017 provided guidance in identifying those strategies with the greatest potential for impact. A copy of the complete Selected Improvement Plan and the results of the faculty survey can be viewed at

Survey Results —

<https://sharepoint.marshall.edu/sites/coeweb/Public/CAEP/FacultySIPSurveyResults2017.pdf?Web=1>

SIP— <https://sharepoint.marshall.edu/sites/coeweb/Public/CAEP/SELECTED%20IMPROVEMENT%20PLAN%20%201.17.18.docx?Web=1>

The overall responsibility for guiding the COEPD as we transition from a “culture of compliance” to a “culture of evidence” and a commitment to “continuous improvement” rests with the Quality Evidence Work Group (QEWG). The QEWG is also responsible for the continued planning and implementation of the Selected Improvement Plan. The work of the QEWG is co-coordinated by our two Assessment Coordinators, Dr. Paula Lucas and Dr. Chuck Bethel. Other members of the QEWG include the two Associate Deans and four faculty members. The QEWG meets monthly. Please feel free to contact Dr. Lucas or Dr. Bethel for additional information.

# Equipping our Candidates to Work with English Learners

By Sandra Stroebel

In February 2017, a faculty training was held to introduce faculty to CAEP diversity concepts and discuss the goals and objectives for training candidates to work with English Learners (EL). Realizing COEPD needs to train candidates who can help all students reach their highest potential, the Teaching English as a Second Language (TESL) Program Coordinator, partnering with the Diversity and Social Justice Committee and the Assessment and Accreditation Coordinating Council (AACC), identified EL students as a population who our candidates may not be as well prepared to help. EL students are a diverse group with unique needs. In order to train candidates so they are prepared to work with EL students, objectives were outlined. Our candidates will be able to:

- Define key TESOL terms and acronyms
- Outline English Learners' unique learning needs
- Recognize diversity among ELs
- Recall key concepts in Second Language Acquisition
- Be aware of what it is like to be an EL in school
- Explain where to turn for resources and help

Our TESL program coordinator developed a module which included a video, discussion questions and a rubric. This module was made available to faculty. Programs were instructed to begin incorporating the module into coursework and clinical experiences. Programs were permitted to substitute other instructional methods as long as the above stated objectives were met. Here is a chart outlining the courses where COEPD candidates will be trained to work with EL students:

Licensure Program	Course for ELL Module & Rubric	Semester Administered	Contact Person
Initial Programs	CISP 320, CISP 421	Fall 2017, Spring 2018	Deb Lockwood
<b>Advanced Programs:</b>			
Autism	Not in Autism Coursework but in Special Education Courses		Jennifer McFarland- Whisman
Deaf and Hard of Hearing	CIDH 505	Fall 2018	Julie Turley
Early Childhood Education	CI 632	Summer 2018	Ruthann Arneson
Elementary Math Specialist	CIME 673 (In Fall 2018 this will be moved to the CIME 500 methods course)	Fall 2017	Edna Meisel
Literacy-Reading Specialist	CIRG 653	Spring 2018	Barbara O'Byrne/ Isaac Larison
Math Through Algebra I	CIME 675 (In Fall 2018 this will be moved to the CIME 670 methods course)	Fall 2017	Edna Meisel
Post Bac	CI 515	Fall 2017	Tina Allen
Preschool Special Needs	CISP 529 or CISP 554	Fall 2017	Wendi Dunham
Principalship	LS 510	Spring 2018	Chuck Bethel
Reading Endorsement	CIRG 653	Spring 2018	Barbara O'Byrne
School Library Media Specialist	ITL 502	Summer 2017	Kim McFall
School Psychology	SPSY 601	Fall 2017	Lanai Jennings
Social Services and Attendance	LS 691	Fall 2018	Eugenia Damron
Special Education Multi-categorical	CISP 520	Spring 2018	Deb Lockwood
Teaching English as a Second Language	EDF 610 CISL 552	Spring 2018	Beth Campbell
Visually Impaired	CIVI 500	Summer 2018	Julie Turley

# Equipping our Candidates to Work with English Learners, cont.

Data collection began Fall 2017 and early analysis reveals positive outcomes (see chart below). At the Advanced Level, four programs (School Psychology, General Mathematics through Algebra I, Post-Bac, Preschool Special Needs) have piloted the rubric. Of the 47 candidates assessed, at least 70% scored at "Exemplary" or "Proficient" on all five categories. Similar results were evidenced at the Initial Level during the pilot, with 73% of the candidates scoring at "Exemplary" or "Proficient" on all five categories. The Initial Level pilot included elementary and secondary candidates adding the Multi-categorical endorsement. All programs will be required to provide data by the end of 2018 on ELL candidate competency.

Criteria	PostBAC CI 515 N = 15				School Psychology SPSY 601				Elementary Math Specialist CIME 673 N = 6				Preschool Special Needs CISP 673 N= 2			
	E x e m p l a r y	P r o f i c i e n t	E m e r g i n g	N o C r e d i t	E x e m p l a r y	P r o f i c i e n t	E m e r g i n g	N o C r e d i t	E x e m p l a r y	P r o f i c i e n t	E m e r g i n g	N o C r e d i t	E x e m p l a r y	P r o f i c i e n t	E m e r g i n g	N o C r e d i t
Key TESOL Terms	0	4	11	0	7	5	0	0	0	5	1	0	0	2	0	0
Diversity	4	9	2	0	10	2	0	0	0	5	1	0	2	0	0	0
Second Language	2	5	8	0	8	4	0	0	0	5	1	0	2	0	0	0
Awareness ELL	1	12	2	0	11	1	0	0	1	4	1	0	2	0	0	0
TESOL Resources	4	4	7	0	8	3	1	0	2	3	1	0	2	0	0	0

Criteria	Preschool Special Needs CISP 529 N = 9				Special Education Multi- categorical Initial CISP 320 N=11				Total N =55			
	E x e m p l a r y	P r o f i c i e n t	E m e r g i n g	N o C r e d i t	E x e m p l a r y	P r o f i c i e n t	E m e r g i n g	N o C r e d i t	E x e m p l a r y	P r o f i c i e n t	E m e r g i n g	N o C r e d i t
Key TESOL Terms	0	9	0	0	1	7	3	0	8	32	15	0
Diversity	9	0	0	0	1	7	3	0	26	23	6	0
Second Language	9	0	0	0	1	7	3	0	22	21	12	0
Awareness ELL	9	0	0	0	2	6	3	0	26	23	6	0
TESOL Resources	9	0	0	0	2	6	3	0	27	16	12	0

## Quality of Evidence Work Group Update

By Paula Lucas

The Quality of Evidence Work Group (QEWG) will again be having monthly meetings beginning in April. This group was established to facilitate, support and monitor the transition within the COEPD from a culture of compliance to a culture of evidence. Within the parameters of this purpose, the QEWG is charged with ensuring the availability/access and improving the quality of the evidence available to support continuous improvement within the COEPD. The QEWG is also responsible for the planning, implementation and evaluation of the Selected Improvement Plan (SIP) and reviewing this plan over time.

This group initiated the 3-5 year time line for revamping the key assessments, performance tasks and other assessments used throughout the COEPD programs. The COEPD Lesson Plan format was the first assessment to be looked at and changed, if necessary. Beginning with the process of reliability and validity, it was determined that the lesson plan format needed to be revised. From the QEWG, a committee was established to begin this process. The new lesson plan format is being used this semester throughout the college. The ADMI 4 Writing Sample was also revamped as a result of this group. The next phase is to look at the Level II and III evaluation forms, followed by each of the performance tasks.

## Technology as a Cross-Cutting Theme: Our Process, Findings and Next Steps

By Jennifer Jackson and Lisa Heaton

The purpose of this meeting was to afford faculty an opportunity to learn about how we are using technology in educational courses based on the data that was collected and submitted for the initial CAEP self-study report. This was an important next step in moving forward with discussion on how technology can be used to deliver and enhance course instruction as well as provide opportunities to support and maximize student learning. The goal for the meeting was to share evidence from the data collection, describe the method used to collect the data, provide an opportunity to reflect on any changes of technology use that may be taking place in courses, and introduce two promising models that have potential to guide how we approach technology as an instructional and evaluation tool.

To support discussion, faculty formed program review groups to examine the data of the program results collected from the March 2017 survey results, faculty interviews, and syllabi review. Faculty was asked to note any changes made since interviews were completed, note additional changes planned to implement technology before our CAEP visit in October, and identify topics that do not fit, or cannot be adapted for, their particular program. The examination of the data led to a deeper look at the CAEP standards for technology. Some faculty members were able to share examples of technology use in their courses that meet the standards, while others delved deeper into the CAEP standards seeking further explanation of how they may best consider technology use for their particular course or program. Allowing the opportunity for faculty members to work together in their like programs created an environment of meaningful discussion, ultimately supporting the technology integration initiative across all programs.

Two technology integration and assessment models, SAMR and TIM, were introduced for discussion in how we may consider adopting or adapting such models to help facilitate our technology integration initiative. Both models have elements to be considered in forming a deeper understanding of meeting both faculty and student technology integration requirements. While the overall consensus indicates the need for a model, more time is needed for faculty to consider, discuss, and learn more about the potential for each model. There was an overall interest to learn more about and work with both the SAMR and TIM models in hopes of discovering how faculty and students can potentially benefit from a model to facilitate technology in educational courses.

















