



Message from the Dean

Last week, we heard newly inaugurated President Trump describe American schools as “an education system flush with cash but which leaves our young and beautiful students deprived of all knowledge....”

Criticism of education is not a new occurrence. Early in my education career, we were labeled “A Nation at Risk.” We’ve had encouraging mantras of Every Child Can Learn, No Child Left Behind, and most recently Every Child Succeeds. Yet public attention tends to be on failures rather than successes.

The next step after the criticism of teachers is the criticism of teacher preparation and professional development. I understand the resentment expressed at the amount of time and effort we have to put into program assessment and accreditation. We know we have good programs. We know we produce good teachers. Isn’t that enough? The answer to that is a resounding NO.

In the current atmosphere, we must be able to demonstrate that our programs are good. We must be able to show that our graduates are well prepared. And we can only make that strong effort by providing quality evidence. We have talked a great deal about providing documentation of our programs, but we have fallen short in making it an intentional, integrated, continuing practice. That is, we still need to establish a “culture of evidence.”

CAEP documents quote the Western Association of Schools and Colleges definition of culture of evidence: a habit of using evidence in assessment, decision making, planning, resource allocation, and other institutional processes that is embedded in and characteristic of an institution’s actions and practices.

Go to www.caepnet.org and read Standard 5. It’s not long.... go there right now and read the standard. It clearly reflects the need for a Quality Assurance System that ensures we have indeed established a culture of evidence.

The many faculty who attended the discussions on January 20 heard information about this as we visited our Selected Improvement Plan. We will be continuing to ask for your attendance in discussions, and your contribution of data as we move toward writing our self-study. Please understand how very important your participation is and how critical are the responses you provide. We can only be successful if we all continue to play our individual parts. After all, we are.....COEPD!

Diversity as a Cross-Cutting Theme

By Sherry Early on behalf of the Diversity and Social Justice Committee

As many of you are aware, there is a CAEP cross-cutting theme requirement that diversity and technology be addressed, threaded in standards, integrated during course preparations, and evaluated or graded.

- ⇒ Diversity must be a pervasive characteristic of any quality preparation program.
- ⇒ The Commission expects responsible providers to ensure that candidates develop proficiencies in specific aspects of diversity that appear in the Commission's recommended standards and to embed diversity issues throughout all aspects of preparation courses and experiences ("CAEP Commission Recommendations to the CAEP Board of Directors", 2013, p. 2).

As a committee, our efforts have included launching a brief survey in December and January. The purpose of this survey was to gather faculty responses, assignments, and rubrics related to pre-existing diversity-related topics covered in your courses. The committee has a goal to evaluate whether the college is meeting CAEP guidelines by conducting a document analysis based on the survey responses and submitted supporting evidence.

We sincerely thank each faculty member who took the time to complete the survey and look forward to sharing the survey results in the near future. Our next steps will be 1.) determine if we need to recommend changes on how diversity is being addressed and assessed in COEPD courses 2) collect diversity data.

Technology as a Cross-Cutting Theme

By Lisa Heaton

CAEP views Technology and Diversity as cross-cutting themes that need to be addressed in our self-study with evidence provided across all five accreditation standards. CAEP defines technology as "tools and techniques available through computers, the Internet, telecommunications, and multimedia that are used by educator preparation providers (EPPs) for instruction and the input, storing, processing, and analyzing of data in quality assurance systems."

In some cases "technology" is explicitly mentioned, such as in standards 1.5, 2.1, 2.2, 2.3, 3.1, and 3.4. Are our candidates able to model the use of technology? Can they use technology for teaching and assessment? Can they use technology to improve learning and motivate learners? Do we use technology to collaborate and build school and community partnerships? Do we tap into technology when working with our clinical educators in the field? Do we use technology to enhance the clinical experiences of our candidates? Are we recruiting and supporting candidates to meet needs related to Science, Technology, Engineering, and Math (STEM)? Are our candidates able to use technology focused on enhancing content knowledge and improving instructional practice?

In other cases the use of "technology" is implied, such as in standards 4 and 5. How are we using technology to collect and analyze data from employers and completers? How does technology facilitate our continuous improvement plan?

CAEP STANDARD 1: WHAT IS IT AND WHAT DO WE NEED TO DO ABOUT IT?

By George Watson

With our accreditation visit rapidly approaching, it is important to understand the five CAEP standards and how they affect each of us and this article focuses on **Standard 1, Content and Pedagogical Knowledge**. Information herein is courtesy of the CAEP webinar, "Standard 1: Its language, suggested evidence, & questions to address" available for review at this address:

<http://www.caepnet.org/standards/standard-1>.

Standard 1 states that, "The provider ensures that candidates develop a deep understanding of the critical concepts & principles of their discipline &, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards." Evidence for this standard typically comes from state licensure tests, content area program reviews, content course grades, work samples, unit plans, portfolios, & other student work, with all data disaggregated by content area.

The standard is reviewed for five separate factors:

Factor 1: whether evidence provided shows that candidates have a thorough understanding of their role in the learning environment. Specifically, CAEP uses four InTASC standards to gauge understanding, 1. Learner and Learning; 2. Content; 3. Instructional Practice; and 4. Professional Responsibility.

Factor 2: using research and available data to improve instruction. Evidence here must show that candidates are using evidence for both student learning as well as their own professional growth.

Factor 3: applying content and pedagogical knowledge to meet standards of other professional agencies (such as SPA or State standards).

Factor 4: to show evidence that candidates teach to College- and Career-Readiness standards, such as the Common Core. Evidence here must show that candidates are demonstrating skills that show an ability to teach to these separate, but equally important, sets of standards.

Factor 5: showing that students are good at using classroom technology effectively as part of instructional practice. This must demonstrate that candidates are modelling and applying technology skills that enhance learning for students and PD for themselves.

When we make the case for meeting Standard 1, CAEP will look for data from a variety of sources & that it is broken down by content area. Beyond simply providing data, the institution must show that data are analyzed & used to plan for improvements to the program and/or course instruction.

College and Career Readiness Standards

By Thelma Isaacs

CAEP Standard 1.4: Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core Standards).

West Virginia College and Career Readiness means that students exit high school prepared for success in a wide range of high-quality postsecondary opportunities. Specifically, college and career readiness refers to the knowledge, skills, and dispositions needed to be successful in postsecondary education and/or training that lead to employment.

Knowledge and Skills: A college-ready person is proficient in the core academic subjects, as well as in specialized topics in their selected areas of interests. A career-ready graduate is proficient in both core academic subjects and technical topics.

Dispositions: The basic dispositions for postsecondary success are essentially the same for both college and career readiness. Supported by research as strongly predictive of academic and lifelong success, these dispositions can be defined broadly as:

- Self-efficacy
- Initiative and entrepreneurialism
- Integrity
- Intellectual Curiosity and Imagination
- Adaptability
- Time and Goal Management
- Leadership
- Ethical Decision-Making and Social Responsibility
- Resilience
- Agility
- Collaboration
- Working Independently and in Teams
- Clear and Effective Communication (Oral and Written)
- Problem Solving
- Critical Thinking
- Self-Awareness
- Self-Control
- Applied Knowledge
- Accessing and Analyzing Information
- Creativity

Data driven literacy made simple?

By Chuck Bethel

I was reminded of this topic the other day when I opened the community refrigerator in our department. Upon looking in the refrigerator I realized there was enough food in there to feed ten times the number of people that utilize it. I also realized that about three quarters of the food that was in there was no good because it was old. Now, you ask why does that remind me of data driven literacy. Well, it's because I think many times we collect way more data than we need to and then by the time we get ready to use it most of it is too old to be of any value.



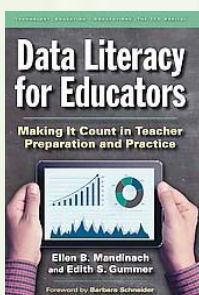
So, what is data driven literacy anyway? Well in as simple a statement as I can come up with, data driven literacy means you collect specific, valid and reliable data, which you then analyze to determine what it says to you. After that, you look at the information and use it to confirm you have accomplished your goal, or you use it to make changes so that you will more likely achieve your goal, whatever that goal is, like a better class, program, or college.

By the way, that is not what I believe usually happens. The problem is not collecting data, as I've noticed in my experience in higher education. I have seen way too many data refrigerators overflowing with old, moldy and stale data. No, the main problem in my opinion, is the use of the data for something productive. Most of the time we simply compile and perhaps even categorize data into a beautiful pie chart, and then put it in a file on our computers to save for the posterity of our great-grandchildren, or perhaps we might place this in a three-ring binder where in perpetuity it collects dust on the bookshelf.

I don't think I'm too far off on my observations!

OK, so what is the correct way to handle data? Well, in a recent book written by Ellen Mandinach and Edith Gummer (2016), **Data Literacy for Educators**, the authors state, "The goal is for the data to be actionable, that is, to provide the needed information on which instruction or some other action can be taken." Or as they also wrote, "Data driven decision making at the simplest level is the use of data or evidence to inform a decision." (2016)

On page 11 of this book, there is a good summary statement on data literacy.



Data literacy, generically defined,--that is, the ability of instructional leaders and teachers to work individually and collectively to examine outcomes, trends, performances, and other indicators based on achievement data, formative assessment measures of student performance, students' work products, and other forms of data (e.g. demographic, affective, process, attitudes, behavioral), **and to develop strategies for improvement based on these data** (my emphasis)--is now widely recognized as a critical strategy in the academic performance of schools. (2016)

That is clear, and I believe it is doable. So, we might need to clean our data warehouse refrigerators of all that old, moldy, stale data, and begin to collect fresh, relevant, usable data that we then analyze and learn from in order to help us make relevant and meaningful decisions about things like curricula, programs, hiring, tenure, and finances to name just a few. Oh, and we might want to clean out that department refrigerator too! :)

CALENDAR OF EVENTS FOR SPRING 2017

⇒ **Faculty workshops:**

- ⇒ Fridays, 10 AM—South Charleston, 1 PM—Huntington
 - ⇒ February 10, 2017—Topic: Diversity
 - ⇒ March 10, 2017
 - ⇒ April 14, 2017

⇒ **AACC Meetings:**

- ⇒ First & third Wednesday, monthly, from 9 am—Noon
 - ⇒ February 8 & 22, March 8 & 29, April 12 & 26, May 10 & 24

⇒ **Due dates for SPAs:**

- ⇒ February 1, 2017 to AACC committee

⇒ **Submission of Key Assessments and Rubrics:**

- ⇒ As Soon As Possible but no later than April 1.

Assessment and Accreditation Coordinating Council (AACC) Members include Drs. Chuck Bethel, Ron Childress, Teresa Eagle, Sissy Isaacs, Paula Lucas, Sandra Stroebel and George Watson.