Educational Personnel Preparation Advisory Committee (EPPAC)
Thursday, November 13, 2014 @ 5:30
Memorial Student Center, Shawkey Room

AGENDA

I.   **Welcome and Introductions** - Dr. Teresa Eagle, Dean, College of Education and Professional Development

II. **Old Business**
     Approval of minutes of the previous meeting
     Motion_____ Second_____ Vote_____

III. **New Business**
     A. **West Virginia Department of Education**
        Ms. Linda Bragg, WVDE Liaison

     B. **The Professional Education Unit (PEU) submits the following issues for approval and/or discussion by the EPPAC:**

        Approval Items
        1. Undergraduate Program Curriculum Committee Updates– Dr. Sissy Isaacs
        2. Graduate Program Curriculum Committee Updates – Dr. Sandra Stroebel

        Discussion Items
        1. COEPD Updates – Dr. Teresa Eagle and Dr. George Watson
           a. Transition to Teaching
           b. Teacher-In-Residence
           c. Jenkins Hall
           d. LiveText
           e. PPAT/edTPA
        2. Assessment – Dr. Edna Meisel
           a. CAEP
           b. Program Impact
           c. Provider Quality Assurance and Continuous Improvement
        3. S.C.o.P.E.S – Ms. Kandice Napier and Ms. Amanda Preece
           a. Clinical Partnerships and Practice
           b. Candidate Quality, Recruitment, and Selectivity

IV. **Announcements**

V.   **Next Meeting**

VI. **Adjournment**

I. **Introductions** – Sara Stapleton Wayne High, Jenny Nash MU, George Watson MU, Teresa Eagle MU, Kelly Watts RESA, Debbie Brown RESA, Allison Carey MU, Sissy Isaacs MU, Joyce Meikamp MU, Vickie Smith Geneva Kent, Sara Boone undergrad MU, Paula Lucas MU, Kristen Stephens grad MU, Linda Bragg WVDE (via telephone)

II. **Old Business** – Motion made to approve minutes of previous meeting, 2nd , all I's

III. **New Business** –

A.

- **Update from state:**
  - April board meeting – policies will have to go on comment before recommendation
  - Gen science proficiency test were : gen sci, phys sci and bio (previous) phy sci discontinued in June, bio was regenerated to reflect common core which gen sci students not- prepared

  Just gen sci test now retroactive to Dec 13
  - Agricultural test – June 14 current test out, effect September 14 there is another test
  - Driver's Ed – current test out June 14, no test required because no test available
  - Early Ed (0020) – June 14 ends Ed of young children (024) September 14 will be effective
  - Middle Sci (0439) – ends June 14, (5440) middle school sci available September 14
  - School Psych (0401) last admin June 14, new (5402) effective September 14

  Accept earlier tests during gaps
  - Speech lang. 1 path (5330) – last admin. August 14, new (5331) available September 14
  - Multi subject elementary and Family Consumer sci still available and accept thru September 15 (left out of policy)

  Student need to click on WV on ETS site or will get wrong test
  - Policy 5202 – student teacher permit discussed at TEAC recommending change to clinical experience permit, reason to match semantics of name

  Not required if hold a valid certification, if hold a certificate, cannot require another background check

  Time period – 90 days, conditions of issuance apply to 90days prior to clinical
  - High quality educator committee – working on agreement for CAEP

B. **Curriculum Changes/Additions/Deletions**

- UPCC – no items/did not meet
- Japanese Prek-adult program approved thru university committee will go to Program Review Board (PRB) for approval this summer
- Wellness Prek –adult thru PRB, going to board

- Grad GPC – certificate for elementary math has been approved – state moving forward with certificate

  Working on updates of wording in catalogs

  Approval of program changes

  Vicki Smith – motion, 2nd - Debbie Brown, motion carries

C. Discussion Items

1. COEPD updates – hand out mission statement

   Putting together a handout for faculty - had 3 handouts to pull together COE, GSEPD, PEU

   Getting ready to put out new tentative requirements

2. Academic portfolio review – university is going thru

   Received another cut from legislation

   Tightening belt/cutting out what doesn't meet mission

3. Program Review
   - Step 1 – Niche statements – how programs fit educational horizon, how can we survive with limited resources, looking at programs that don't have many students, what do we keep and where to put resources
   - All programs have gone thru analysis and developed a niche statement – Teresa will combine into 1
   - Lost 3 faculty in South Charleston recently, many retirements/trying to find replacements
   - Updates with Jenkins built 1937 in disrepair, summer basement closed for repair

4. Brice – CAEP standards – Assessment updates – blue handout

   Where do students end up after graduating? We really need to be able to follow up; counties need to have support system for early years of teaching. State is looking at heavily to be able to track.

5. Admission policy and clinical piece – green handout – admission policy and clinical practice discussion

   See attached list

Brainstorming Ideas

1. Earlier clinical experiences
2. Look at attendance/meeting deadlines
3. Training for classroom teachers and supervisors
4. Early "Come to Jesus" meeting

5. Litany of expectations
6. Use evaluation procedures to identify areas for improvement
7. One supervisor per school
8. Consistency from supervisors
9. Measure with evidence
10. System for evaluation
11. Database
12. Change Level I Clinical
13. Do a week-by-week schedule for all clinical experiences
14. Gradualism
15. Scheduling
16. Communication between all interested parties
17. Admission status is not forever
18. Professor references/checklist
19. Interview with portfolio/writing samples
20. Supervising teachers serve on interview
21. Supervising teacher training
22. Point system for admission/use for portfolio
23. Professional development for teacher candidates
24. Multiple measures
25. Look for "blips"
26. Increase professional education core GPA
27. Situational questions for admission
28. Philosophy
29. Interactions with people – measures this
30. Community involvement required for admission
31. Student outcomes
32. Use former students
33. Rank order the list, prioritize, feasibility, cost effectiveness

Isaacs, Thelma

Undergraduate

Here are the UPCC items that have occurred over the past year:

- CISP changes
    - o CISP 433, 453, and 429 – changed title and course catalog description to more reflect the current Spec. Ed terminology
    - o CISP 440 – changed title to more reflect current Spec. Ed terminology
    - o CISP 426, 434, 424, and 423 – deleted courses because they are no longer required
- CI changes
    - o Added additional ST courses in elementary, secondary, and special education to take care of the 5/8-week placements
    - o CI 342 – changed course catalog description to better fit the content of the course
    - o CI 321 (early childhood course) will now be a PR to CI 447 ("Reading block")
- English 5-9 and 5-Adult curriculum
    - o A Couple of courses were added for additional options for students
    - o A couple of courses were deleted from the curriculum because they are no longer being taught
- FYI
    - o Proposal for PS sequence of courses to be changed – adding an additional 3-hour course and changing the existing 2 courses to 3-hours each with lab intertwined in class and not a separate course

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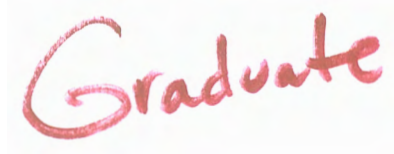
Request for addition of an Elementary Mathematics Specialist program as an area of emphasis.

Change CI 797 Dissertation Research to CR/NCR

Change LS 765 Advanced Research to CR/NCR

Change SPSY 751 Program Evaluation to CR/NCR

Change CISP 553 Characteristics and Methods MI to Characteristics and Methods ID (Intellectual Disabilities)

Change CISP645 Characteristics and Methods Emotionally Disturbed to Characteristics and Methods: Emotional and Behavior Disorders

Change course description CISP647 Characteristics and Methods SLD

Add CISP 656 Field Experience: Non-Public Setting

Add LS 585 Independent Study

Change LS 776 Computer Analysis in Educational Leadership Research to Computer Analysis in Doctoral Research-better reflects student composition of the course which includes both LS and C&I doctoral students

LiveText 2014-15 implementation

The Marshall University COEPD is in the process of implementing LiveText, a comprehensive e-Portfolio, learning assessment, and accreditation management system. LiveText specializes in developing and providing tools to assist in meeting rigorous state, regional, and federal requirements, as well as other features that will appeal to both faculty and students, including:

- Virtual file storage and abilities to author web-based assignments, documents, journals, and projects.
- Standardized and customizable rubrics and assessment materials to ensure consistency.
- A multitude of direct and indirect assessment options that show will show students areas of strength and improvement.
- Powerful and quick student progress, course, and rubric reporting that will serve the entire program/college/department.
- Capabilities for developing customized professional e-portfolios to document scholarly work, service to the institution, and achievements.
- Capabilities to allow students to create e-portfolios to share work samples and achievements with potential employers
- Easy tracking and reporting of clinical placements, rubrics, and other evaluation materials that student can also be shared with others.

The cost to students is currently $98 for a five year subscription. The price will increase to $113 after January 1.

Timeline for implementation:

Fall 2014 (on-going)	Testing with CI 350 Introduction to Technology classes
December 2014	Student teacher placements completed through LiveText Field Experience Module (FEM)
January 2015	All Level I and II placements completed through FEM
January-May 2015	Performance task assignments submitted and graded through LiveText for all undergraduate education students

EPPAC Meeting Agenda item 2. Assessment – Dr. Edna Meisel

1. CAEP

Recent conference attended in September, 2014.

New Standards

Stronger emphasis on Candidates qualifying to come into the program AND Candidate student impact after graduation and gaining teaching license.

2. Program Impact: CAEP Standard 4: Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Impact on P-12 Student Learning and Development

4.1   The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

Indicators of Teaching Effectiveness

4.2   The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Satisfaction of Employers

4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

Satisfaction of Completers

4.4   The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

3. **CAEP Standard 5: Provider Quality Assurance and Continuous Improvement**

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Quality and Strategic Evaluation

5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Continuous Improvement

5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

Welcome to S.C.O.P.E.S.

(Student Center of Professional Education Services)

The Office of Student Services and the Office of Clinical Experiences have now merged into one office:

S.C.O.P.E.S.

What are we?

We Are...Advising

We Are...Clinical Experiences

We Are...Certification

We Are...Graduation

We Are...A one-stop-shop for all questions and concerns relating to the College of Education and Professional Development.

Our office locations and phone numbers have not changed – feel free to call, email, or stop by any time and remember...

We Are...S.C.O.P.E.S.

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COLLEGE OF EDUCATION & PROFESSIONAL DEVELOPMENT
Student Center of Professional Education Services
<u>Disposition Form</u>

Student:_____   MU ID:_____

Address:_____   Phone #:_____

_____

MU Email Address:_____

According to CAEP Standard 3.3, Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching. It is the reasonability of the College of Education and Professional Development at Marshall University to document where those standards have not been met. If you feel a student has violated one of the standards, please complete the following information:

Please check the appropriate box	
☐	☐
WVPTS Function 5I: Ethical Standards -- The teacher candidate models the ethical standards expected for the profession in the learning environment and in the community.	**WVPTS Function 5J: Dispositions** --The teacher candidate demonstrates the professional dispositions expected for the profession in the learning environment and in the community.

<u>Description of Incident:</u>

_____

_____

_____

_____

_____

_____   _____
Professor Signature   Date

_____   _____
Entered into EAB by   Date