

Educational Personnel Preparation Advisory Committee (EPPAC)

Thursday, November 16, 2023 @ 4:00 pm

Microsoft TEAMS

Meeting Minutes

Attendees: Teresa Eagle, Sissy Isaacs, Debra Lockwood, Paula Lucas, Kandice Rowe, Tim Melvin, Brean Stewart, Traci Tuttle (WVDE), Terri Tanner (Wayne County GYO), Sabrina Jones (English), Ryan Saxe (Cabell County Superintendent), and Sara Stapleton (Wayne County Principal)

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

- i. Welcome
- ii. All attendees introduced themselves

II. Old Business – Approval of minutes of the previous meeting

- a. **Motion:** Ryan Saxe **Second:** Tim Melvin **Vote:** Unanimous

II. New Business

- a. **West Virginia Department of Education:** Traci Tuttle

Name Change: Office of Educator Preparation

Updates to the Staff in the Office of Educator Preparation

Office of Educator Preparation

Dr. Traci Tuttle– Director (Liaison to Higher Education, Teacher Preparation, WV Residency Model, WV CAPA - Program Approval, Accreditation [AAQEP, CAEP], Educator Preparation Program Review Board)

Donna Landin - Manager (eLearning)

Teresa Bailey– Coordinator (GYO WV Apprenticeship, GYO WV, Competitive Grant, Policy 5100)

Tara Burch – Coordinator (CTE Teacher Licensure and Recruitment)

Carrie Clendening – Coordinator (Residency and Apprenticeship Research and Support)

Electa Crowder – Coordinator (Canvas, GYO, Apprenticeship)

Dr. Jeff Hunter - Coordinator (Alternative Certification Program, Data collection and analysis (ED&S programs), Grow Your Own WV)

Robert Mellace - Coordinator (Alternative Certification, Teacher Recruitment, Licensure Testing and Military Programs)

Dr. Bridget Phillips - Coordinator

(Teacher Leadership, National Board, Mentor, Beginning Teacher Academy, GYO Curriculum)

Brooke Green - Program Specialist

John Adamik Jr. - Program Specialist

WVBE Policies 5100 and 5202

- **WVBE Policy 5202 – Certification**, Approved and effective July 2023
 - Licensure Testing Directory last updated in August 2023
 - Praxis CASE has been removed at ALL levels in the Licensure and Testing Directory
- **WVBE Policy 5100 – Educator Preparation – Approved at the November meeting**
 - Major revisions:
 - Organization and inclusion pertaining to Special Education content
 - Science of Reading
 - Secondary Education program components
 - Removal of equivalency with major area
 - Uses language crafted by TEAC with Dr. Randall Brumfield
 - **Statewide substitute teaching waiver for 2023-24 has been approved**
 - Residency 2 students may substitute in their placement classroom for 5 days and in the building of the placement for an additional 5 days EACH MONTH (total of 10 days per month)
 - Applies to students in RESIDENCY 2 holding fulltime, year-long permits AND restricted permits
 - Does **NOT** apply to **Student Teachers** or **Residency 1** students

Resident 2 Stipend

LAST year for ESSER FUNDS that allow each Residency 2 student to receive a \$2000 stipend.

EPP:

- Must submit projected number of Residency 2 students to the WVDE (Traci) in the Fall of 2023.
- WVDE will send a list of eligible applicants at the beginning of each month starting in October 2023.
- Students who have not been approved should NOT receive the stipend
- Must be resolved in the EOY report

Resident 2 Student:

- Must register for the stipend – Microsoft Forms link
- Cannot be a CTR



Pilot Program

- Final results and next steps are being shared with the participating EPP
- Revisions were made to the rubric and scoring procedures
- Work still being done on submission methods

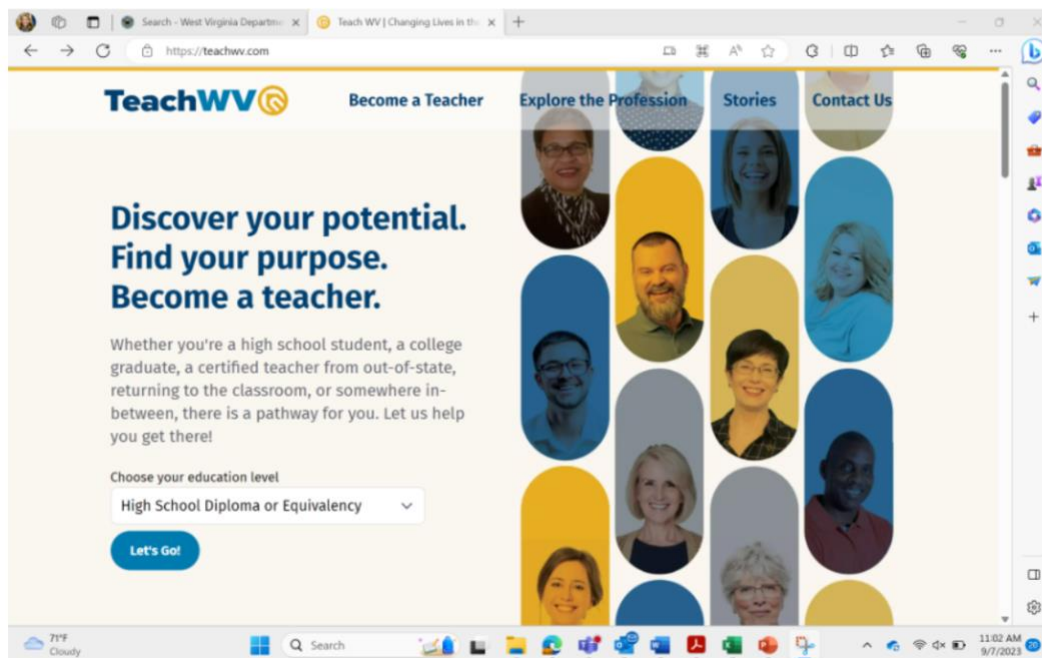
Next Steps (Installation Phase)

- Creation of an Implementation Team
- Institutions next in the rotation schedule have been informed of the availability
- Will need to request content areas for submission in Canvas
- Monthly support calls are being conducted to support the development of submission materials

Options for program approval will be:

- SPA (CAEP institutions only)
- Evidence review of Standard 1 (CAEP intuitions not yet eligible for WVCAPA)
- WV CAPA

TEACHWV



Thank you!

Dr. Traci Tuttle

Traci.tuttle@k12.wv.us

Questions? (Now or Later)



Tim Melvin: Are there new standards for Math?

Traci Tuttle: The new standards are K-12 classroom standards.

b. The Education Preparation Provider (EPP) submits the following issues for approval and/or discussion by the EPPAC:

Approval Items

1. UPCC Items: - Dr. Paula Lucas

- Art Education – removed the ART Capstone course.
- Art Education – changed an ART course for another ART course (photography)
- Name change and course description have changed to EDF 319 per GYO.
- Name change and course description have changed from student teaching to Residency II
- Level II clinical is now being changed to Residency I
- Student Teaching will remain. Added 5 new courses that will have the Residency II title.
- Removed CI 350: Instructional Technology
- Added EDF 200 (four semesters of 40 hours)

2. GPC Items: - Dr. Debbie Lockwood

- Intent to Plan for MA in Applied Behavior Analysis
- Changes to catalog for EdD Leadership Study to add Plan of Study and Program Requirements
- Changes to catalog for EdD Curriculum and Instruction to add Plan of Study and Program Requirements
- Addition of EDF 622 Action Research in Education
- COUN 670 and 672 were combined into one course -COUN 672 Organization and Administration of School Counseling
- Addition of COUN 590 Human Sexuality in Counseling
- Change to CI 559 Multicultural Influences in Education- change title and description
- Changes to catalog for MA in Education to reorganize graduate certificates and areas of emphases
- Change to MA in Education to better meet the needs of experienced educators and reduce the number of hours: 1. Replace choice of EDF 621 Educational Research & Writing (3 hrs) or EDF 625 Qualitative Research in Education (3 hrs) with EDF 622 Action Research in Education (3 hrs - addition pending); 2. Replace EDF 616 Advanced Studies in Human Development (3 hrs) with EDF 610 Trends & Issues in Education (3 hrs); 3. Remove CI 623 Instructional Models & Assessment Techniques (3 hrs); and 4. Remove EDF 612 Educational Evaluation (3 hrs).
- Change of MA in Education Early Childhood Education Emphasis Option 1-to streamline the number of hours: 1.) update the course title of CI 559 to Diversity Equity Inclu in Ed (3 hours) to match the the pending course change, 2.) remove the note to apply CI 632 Early Childhood Programs (3 hours) as the methods course in the M.A. Core since the methods course is being deleted from the degree (approval pending), and 3.) add the note to apply EDF 513 Human Growth Deve Birth-8 Yr in place of the educational foundations requirement in the M.A. Core. With these catalog changes, this specialization within the MA in Education will total 30 hours.
- Change of admission requirements for leadership specialist area of emphasis
- Change of course title CISP 674 Field Experience Preschool Special Education
- Change of course title for CISP 673 Clinical: Preschool Special Education
- Leadership studies addition and update of information for catalog program description
- Change to Post-Baccalaureate Teaching certificate- Praxis removal from admission.
- Change to Master of Arts in Teaching- Praxis removal from admission.
- Change to Educational Leadership area of emphasis allowing conditional acceptance based on GRE scores.

- Change to catalog for VOLT certificate regarding admissions requirements.
- Change to catalog for Volt certificate of advanced studies for prerequisite requirements



Add degree ABA, Applied Behavior Analysis

- **Course addition ABA 600**
 - Supplemental Materials: ABA 600_Master_Syllabus
- **Course addition ABA 610**
 - Supplemental Materials: ABA 610_Master_Syllabus
- **Course addition ABA 620**
 - Supplemental Materials: ABA 620_Master_Syllabus
- **Course addition ABA 630**
 - Supplemental Materials: ABA 630_Master_Syllabus
- **Course addition ABA 640**
 - Supplemental Materials: ABA 640_Master_Syllabus
- **Course addition ABA 650**
 - Supplemental Materials: ABA 650_Master_Syllabus
- **Course addition ABA 660**
 - Supplemental Materials: ABA 660_Master_Syllabus
- **Course addition ABA 670**
 - Supplemental Materials: ABA 670_Master_Syllabus
- **Course addition ABA 680**
- **Course addition ABA 685**
- **Course addition ABA 690**

- Change to catalog for Leadership Studies 633-add LS 633 as an elective.
- Leadership Studies 510
 - Change in catalog description moving to a 3-endorsement program in which district level leadership is part of the program.
- Leadership Studies 771-**Course title change to** identify this class as a capstone course in which field experiences are required.
- Program Change for Leadership Studies Master of Arts to include certification for licensure in three distinct areas as opposed to the current single-area certification.
- Program Change to Post Master of Arts Degree in Educational Leadership (Principal Administrative Licensure)
 - adding LS 771 Capstone: District Level Leadership

Approval of New Business: Motion: Tim Melvin **Second:** Ryan Saxe **Vote:** Unanimous

Discussion Items

1. COEPD News – Dr. Teresa Eagle

- a. Reorganization – we have a pilot in place. We consist of four departments: Undergraduate Teacher Education, Counseling, Leadership Studies (ACE, School PSY), and Curriculum and Instruction. This puts us in line with the other colleges.
- b. GROW YOUR OWN – our numbers are increasing. We have students who have attended ‘other’ institutions. We are waiting on a Crosswalk from the HEPC.
- c. Recruitment – We still need teachers. Kim McFall has been appointed our point person for recruitment. Our numbers are still down, but so is everyone else’s.

2. Residency Model – Dr. Paula Lucas

- a. All programs will be starting the Residency Model starting Fall 2024. Our curriculum maps, the catalog, etc. will reflect the correct terminology.
- b. Funding may not be available next year for Residency II students. We may want to collaborate with Ryan Saxe regarding funding. Future students may become discouraged when they find out they may not receive the \$2000 stipend.
- c. We have had almost every content area in Residency I.
- d. Dr. Lucas will be meeting with content areas to discuss the lowering of the content hours.
- e. Dr. Lucas will be asking for input from all stakeholders to see how we can improve upon our pre-residency/residency clinical.

3. Assessment – Dr. Timothy Melvin

a. SPA Update

- i. Two content areas were recently recognized -School Psychology and Math through Algebra I have been recognized nationally. Preschool Special Needs SPA was submitted in September.
- b. **Update on Dispositions** - Advanced Level Disposition Assessment – this survey will go to faculty mentors and supervisors after Thanksgiving break. They will be due after graduation in December.
- c. **CAEP Standards Initiatives** – In January we will be looking at as much evidence as possible. Dr. Melvin will be writing the self-study in a draft format. 2024 will be a busy year with prepping everything for the self-study. We will submit the self-study in January 2025.

We have a low participation rate for the employer satisfaction surveys. Dr. Backus and Ms. Preece will be working to identify students and where they are employed so we can reach out to their employers.

- d. **Essential Functions** – approved in early 2020. We are revisiting this list of essential functions to see if we can devise a tracking measure.

Purpose

The purpose of the Essential Functions of the College of Education and Professional Development (COEPD) is to allow prospective candidates to become informed of the stringent demands related to training and employment within their field of study. Essential Functions and their related attributes are identified to allow prospective students the opportunity to make informed career choices by providing a summary of general physical abilities, personality traits, and other skills necessary for successful completion of a curriculum and employment within schools or other professional settings after graduation. To be successful within COEPD programs, prospective students must be able to acquire, maintain, and perform the Essential Functions defined within this document.

Guiding Statement

In compliance with the Americans with Disability Act (ADA), COEPD does not discriminate in admission policy based on disability. Realizing there are physical and emotional demands related to employment in schools, Essential Functions are outlined to allow students to become informed of the demands related to training and employment that are expected of all professionals working in schools or other professional settings. Demonstration of these functions is necessary to ensure the safety and psychological well-being of children, parents, and others in the community for whom you provide services. In addition to meeting academic standards, these Essential Functions are recognized for successful admission to, continuation in and graduation from COEPD programs at Marshall University. This document identifies the required Essential Functions and serves as a guideline for professional Functions. If a student is unable to acquire the Essential Functions with or without reasonable accommodations, the student may be dismissed from the program.

COEPD aligns the identified Essential Functions to **Series 114 Approval of Educator Preparation Programs (5100) §126-114-6 Professional Educator Preparation Program Requirements which establishes that teachers have requirements** that must be met in the areas of pre-professional skills, content specialization, and professional education.

COEPD Essential Functions

A candidate shall possess adequate pre-professional skills in the following four Essential Functions and their related attributes.

BEHAVIORAL AND SOCIAL ABILITY: A candidate shall possess adequate behavioral and social abilities by exemplifying the following attributes

ATTRIBUTES	EXAMPLE(S) – NOT ALL INCLUSIVE
Professional Relationships	<ul style="list-style-type: none">• Establish mature empathetic and effective relationships by exhibiting compassion, integrity and concern for others.• Welcome suggestions and constructive criticism.
Respectfulness	<ul style="list-style-type: none">• Recognize and show respect for individuals and families with disabilities.• Recognize and show respect for individuals of different ages, genders, gender identities, races, religions, sexual orientations and cultural socioeconomic backgrounds.• Demonstrate compassion, honesty, integrity, fairness, responsibility, altruism, accountability, tolerance, concern, self-control, and respect for self and others.
Physical and Mental Health	<ul style="list-style-type: none">• Ensure the health and safety of self, students, and others.• Function favorably during times of stress and uncertainty.• Tolerate emotionally and mentally taxing workloads.• Function effectively under time constraints.• Proactively make use of available resources to help maintain mental health.
Adaptability	<ul style="list-style-type: none">• Display flexibility in ever-changing environments.• Demonstrate the ability to be self-reflective.
Ethics	<ul style="list-style-type: none">• Maintain student confidentiality in accordance with school policies and ethical guidelines.• Demonstrate reliability, responsibility, dependability, and fulfillment of obligations.• Demonstrate appropriate behavior at all times in both personal and professional life and use resources to support managing issues that may arise (i.e. substance abuse, sexual harassment, violent behavior, illegal activities, etc.).

COMMUNICATION ABILITY: A candidate shall possess adequate communication abilities by exemplifying the following attributes

ATTRIBUTES	EXAMPLE(S) – NOT ALL INCLUSIVE
Speaking	<ul style="list-style-type: none"> • Speak proficiently and professionally as part of course work and professional practice. • Speak clearly using effective receptive and expressive communication skills in a public setting or group. • Communicate using a clear and effective message adapted to the listener to reinforce and enhance the verbal message appropriate for culture and context. • Respond to feedback efficiently as a means for improving the effectiveness of the communication interactions. • Recognize and paraphrase accurately the central idea in an oral message. • Ask for clarification of information in a non-threatening manner.
Listening	<ul style="list-style-type: none"> • Analyze and evaluate feedback efficiently as a means for improving the effectiveness of the communication interactions. • Listen, without judgment, in order to understand a message accurately. • Interpret the proper emotional content of a message.
Writing	<ul style="list-style-type: none"> • Write proficiently and professionally in English as part of course work and professional practice. • Analyze, evaluate, and respond to feedback efficiently as a means for improving the effectiveness of the communication interactions. • Recognize and paraphrase accurately the central idea in a written message.
Reading	<ul style="list-style-type: none"> • Comprehend professional literature/texts. • Analyze student work for mastery of content standards.
Non-Verbal	<ul style="list-style-type: none"> • Use non-verbal elements to communicate a clear and effective message, adapted to the listener, to reinforce and enhance the verbal message appropriate for culture and context.

PHYSICAL ABILITY: A candidate shall possess adequate physical abilities by exemplifying the following attributes

ATTRIBUTES	EXAMPLE(S) – NOT ALL INCLUSIVE
Visual/Hearing	<ul style="list-style-type: none"> Exhibit visual and hearing abilities necessary to respond to the student or individual needs and accommodations. Monitor behavior and individual needs.
Mobility	<ul style="list-style-type: none"> Move in a timely manner without assistance. Stand or sit as needed for potentially long periods of time.
Motor Skills	<ul style="list-style-type: none"> Exhibit adequate hand/eye coordination to use equipment as needed.
Physical and Mental Health	<ul style="list-style-type: none"> Tolerate physically taxing workloads. Function effectively under time constraints. Make use of available resources to help maintain physical health. Focus on essential tasks.

PSYCHOLOGICAL ABILITY: A candidate shall possess adequate psychological abilities by exemplifying the following attributes

ATTRIBUTES	EXAMPLE(S) – NOT ALL INCLUSIVE
Self-Awareness	<ul style="list-style-type: none"> Ability to reflect upon one's own strengths and weaknesses and respond accordingly. Self-reflect and determine one's own contribution to circumstances and responses rather than merely blaming another. Honestly evaluate one's own emotional and psychological state so that adjustments and/or interventions can be implemented when necessary.
Self-Control	<ul style="list-style-type: none"> Exhibit poise and other coping mechanisms while experiencing stressful situations. Demonstrate a demeanor conducive to stabilizing and mitigating difficult circumstances. Choose responses to stressors that promote well-being and appropriate interaction for self and others. Manage stressors through personal choices that do not interfere with one's ability to complete job-related tasks. Manage one's own behavior and interaction appropriately when faced with challenges. Assess and control emotions that may interfere with accomplishing tasks in the workplace.
Resilience	<ul style="list-style-type: none"> Speak or write to show internal processing of both everyday stressors and more extraordinary ones. Model good practices of self-care when dealing with stressful situations, whether personal or professional.

Approved by the COEPD Faculty Development Committee on February 13, 2020.

Dr. Lockwood – Is there anything that we need to remove? Does anyone have any student teachers who weren't meeting those essential functions:

Dr. Melvin – We want to ensure the items we have listed are both relevant and non-discriminatory.

Opportunity for discussion.

Dr. Lucas – If we have students who fall under these categories, is there a form they will need to complete? For example, we have had students with vision impairments.

Dr. Melvin – It is important that we, as a college, document these items. We need to use the essential functions as a guiding document. We need to determine 'levels'. It is another way to have documentation regarding decisions that may affect a future student.

Dr. Eagle – the essential functions are not used to block a student's progress. It is used to determine if a student can be successful in the profession.

III. Announcements

- i. Dr. Eagle – requests for announcements.

IV. Next Meeting

- i. Spring 2024

V. Adjournment

- i. Meeting adjourned promptly at 5pm

Educational Personnel Preparation Advisory Committee (EPPAC)

Thursday, February 22, 2024 @ 4:00 pm

Microsoft TEAMS

Attendees: Teresa Eagle, Sissy Isaacs, Debra Lockwood, Paula Lucas, Kandice Rowe, Tim Melvin, Amanda Preece, Brean Stewart, Jeff Hunter (WVDE), Terri Tanner (Wayne County GYO), Sabrina Jones (English), Sara Stapleton (Wayne County Principal), Stephanie Spencer (Cabell County), Eugenia Lambert, Kelly Watts, Allison Carey, Ryan Saxe (Cabell County Superintendent)

- I. **Welcome and Introductions** – Dr. Teresa Eagle, Dean, College of Education and Professional Development
 - i. Welcome
 - ii. All attendees introduced themselves
- II. **Old Business**
Approval of minutes of the previous meeting
Motion: Tim Melvin **Second:** Stephanie Spencer **Vote:** Unanimous
- III. **New Business**
 - A. **West Virginia Department of Education**
Dr. Jeff Hunter, WVDE Liaison

TEACH WV Website (<https://teachwv.com>) is available for anyone who wants more information regarding becoming a West Virginia licensed teacher.

Technology and Computer Science

- Senate Bill 267
- WVBE Policy 2520.14 - West Virginia College- and Career-Readiness Standards for Technology and Computer Science (Effective Date - July 1, 2019)
- Technology standards specify how West Virginia teachers are responsible for integrating technology tools in instruction and speak to what students are to do with technology independent of the teacher.
 - K-5 provide students with foundational computing concepts.
 - Grades 6-8 provide students with the ability to perform analysis on a computational problem and devise the appropriate solution.
 - Grades 9-12 are designed to provide the opportunity to learn computer science skills that are necessary for students in order to prepare them for the workplace of the future and to inspire interest in careers that require computer science expertise.

WV State Code §61-8B-11b

§61-8B-11b. Prohibiting sexual intercourse sexual intrusion or sexual contact, or intrusion against students by school employees; penalties.

(a) Any teacher, principal, counselor, coach, other employee, or volunteer of any private or public elementary or secondary school who engages in sexual intercourse, sexual intrusion, or sexual contact, as those terms are defined in §61-8B-1 of this code, with any student enrolled in the school regardless of the age of the student is guilty of a felony and upon conviction thereof, shall be imprisoned in a state correctional facility for not less than one nor more than five years or fined not more than \$5,000 or both imprisoned and fined. The fact that the student may have consented to such an act or that the act did not occur on school property or during a school function is not a defense.

Senate Bill 504

§61-8B-11b. Prohibiting sexual intercourse, sexual intrusion, or sexual contact, or intrusion against students by school employees; exception; penalties.

(a) Any teacher, principal, counselor, coach, other employee, volunteer, or school resource officer of any private or public elementary or secondary school who engages in sexual intercourse, sexual intrusion, or sexual contact, as those terms are defined in §61-8B-1 of this code, with any student enrolled in the school any private or public elementary or secondary school regardless of the age of the student is guilty of a felony and upon conviction thereof, shall be imprisoned in a state correctional facility for not less than one nor more than five years or fined not more than \$5,000 or both imprisoned and fined. The fact that the student may have consented to such an act or that the act did not occur on school property or during a school function is not a defense.

(b) For purposes of this section:

(1) A private elementary or secondary school means any school enrolling students who are exempt from compulsory school attendance under either §18-8-1(b) of this code or §18-8-1(k) of this code; and

(2) A public elementary or secondary school means any school under the general supervision of the West Virginia Board of Education pursuant to section two, article XII of the West Virginia Constitution.

(c) Any student currently enrolled in a secondary school and engaged in a wage-earning registered youth apprenticeship program as part of the Grow Your Own teacher pathway, as authorized under §18A-3-1 of this code, may not be prosecuted for a violation of §61-8B-11b(a) of this code.

(e) (d) This is a separate and distinct criminal offense from any other applicable offense under this code. The penalties set forth in this section are in addition to any other penalties for any other applicable offense.

(d) (e) A final conviction under this section shall cause the permanent forfeiture of any teaching or other certificate issued pursuant to §18A-3-2a of this code.

Resident 2 Stipend

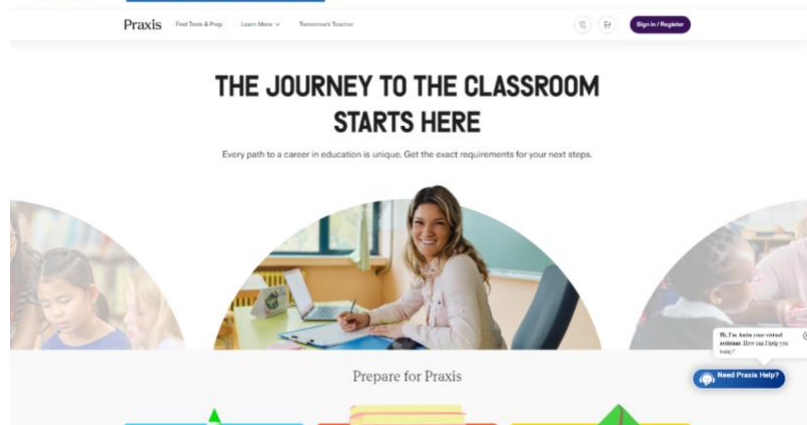
LAST year for ESSER FUNDS that allow each Residency 2 student to receive a \$2000 stipend.

- PLEASE REMEMBER:
 - Students who have not been approved should NOT receive the stipend
 - Must be resolved in the EOY report – due May 31st
 - ALL unused funds MUST be returned to WVDE by June 30th
- WVDE will need to return unused funds to the Federal government

Residency Competitive Grant

- The grant application and awards will be restructured during the 2024-25 academic year.
 - Capacity building
 - Partnerships
- The 2024-25 awards will be designed to build EPP sustainability of funds in preparation for the transition
- Initial stakeholder input set for the EPP Forum – March 25

ETS – [New website!](#)





Reimagined

- A publicized and transparent process
- Open to various institutions of higher education
- Can start the program prior to hire
- Cooperative with other WVDE certification processes
- County operated testing requirements



WVCAPA

West Virginia Content Area Program Approval

- **WVBE Board Approved!**
- **Full approval of all programs at Wheeling University**



WHEELING
UNIVERSITY

- **Graduated implementation**
- **Steering team is exploring expansion to MAT and Advanced Programs**

B. The Education Preparation Provider (EPP) submits the following issues for approval and/or discussion by the EPPAC:

Approval Items

1. UPCC Items– Dr. Paula Lucas

Nothing to report this semester.

2. GPC Items – Dr. Debra Lockwood

- Change to the catalog to Leadership Studies (LS) Ed. D program stating program does not offer provisional admission.
- Intent to Plan for MA in Counseling; Accelerated Graduate Degree
- Program change in counseling to area of emphasis in school counseling and clinical mental health counseling.
- Catalog change for school counseling to reflect approved new course.
- Dr. Eugenia Lambert – requested a letter from EPPAC to upload to the WVDE Portal regarding the submission of the Superintendent Supervision Certificate Program. Brean Stewart will put together a letter and deliver it to Dr. Lambert.

Approval of UPCC/GPC Items

Motion: Paula Lucas **Second:** Debra Lockwood **Vote:** Unanimous

Discussion Items

1. COEPD News – Dr. Teresa Eagle

a. COEPD Reorganization Update

i. Shared Governance - We have been getting lots of feedback from many people, making hard decisions, and making progressive decisions. We are working on our new Handbook moving forward with Chairs.

ii. Save to Serve - We have been asked to cut back on spending and to be more fiscally responsible for expenditures. Lower enrollment and less funding may find us eliminating positions. We are being very cautious about the funds that we spend.

b. Grow Your Own Program (GYO) - Comments from the Field – Ms. Terri Tanner - Ms. Tanner reached out to colleagues in Wayne, Putnam, and Cabell County to discuss numbers. Many

positions are on the ‘chopping block’. None of the GYO enrollment is above 15 right now. Putnam County has the highest number of students with 30 applicants and 23 students confirmed. Many in the surrounding counties still are not aware of GYO. Huntington High School had a ‘showcase’ to let students know more about GYO. Ms. Tanner’s students are going to attend a Board Meeting soon. There will be a PSA announcement soon regarding Teacher Recruitment. On a positive note, Education Alliance has been working with Tosha at Wayne High School and Terri at SPVS and have had some students who are getting ‘rewarded’ for doing clinicals. If these students serve 100 hours in their local school, they can earn \$1980. They will also receive an education award which will be deposited in their MU account.

c. Recruitment – We are still trying to get our numbers up. We are continuing to struggle to recruit students. Ryan Saxe wants to ensure when MU faculty or staff visit the school for recruitment events, that they are in the right classrooms with the right teachers. We want to work on a process to send faculty out to the schools. The Dean will work together with Ryan Saxe at Cabell Midland and Huntington High School – maybe utilize a “Lunch and Learn” for a casual recruitment setting. Maybe recruit through the Career Education Center – We want to work together in the most impactful ways to recruit teachers.

d. International Experiences - for both faculty and students – we are working on a Poland Exchange program and a Chinese Exchange program. We have also had some Japanese folks who recently visited some local schools in Cabell County. Kelly Watts and the Dean Eagle have a meeting set up to collaborate and work together on some of these ideas.

2. Undergraduate Teacher Education – Dr. Paula Lucas

- a. Residency Update – Numbers: 22 Resident II (Elementary) 3 Resident II (Secondary) Starting in Fall 2024, all our students will be in the Residency Program. All our Residents have applied and been approved for their stipend.
- b. Candidates as Substitutes – Our Residency II students can substitute up to ten days a month; five of those days can be in the host classroom and five can be in the host school. It is the student's responsibility to complete the substitution paperwork and get hired by their county. The COEPD does not allow Residency II students to substitute at the beginning of the semester. They are required to wait at least two weeks and they must receive the cooperating teacher's recommendation.

3. Annual Residency Hours – Dr. Amanda Preece – In the residency from start to finish, students end up with over 900 clinical hours. We have had some small issues, but for the most part, we have received nothing but positive feedback from the students and the cooperating teacher. Quotes from cooperating teachers in the field include: “I really like this program, we have created better relationships and rapport with the students” We are getting lots of positive feedback from all parties.

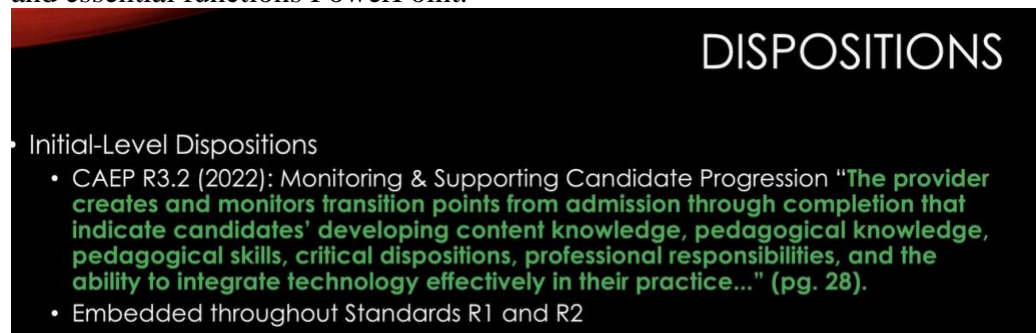
4. COEPD Assessment – Dr. Timothy Melvin

a. Virtual CAEP Site Visit scheduled for November 5-7, 2025

b. SPA Updates – Fall 2023 PS Special Needs – Recognized with conditions – March 15, 2024 we will be submitting Visually Impaired, Principalship, Elementary Math Specialist, and Wellness.

c. Update on Advanced-Level Candidate Dispositions Assessment – We have been collecting data for the past two years.

d. COEPD Essential Functions - confusion between dispositions and essential functions PowerPoint.



DISPOSITIONS

- Initial-Level Dispositions
 - CAEP R3.2 (2022): Monitoring & Supporting Candidate Progression “The provider creates and monitors transition points from admission through completion that indicate candidates’ developing content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, professional responsibilities, and the ability to integrate technology effectively in their practice...” (pg. 28).
 - Embedded throughout Standards R1 and R2

DISPOSITIONS

- Types of Concerns that may be Addressed:
 - Attendance/Punctuality
 - Attitude
 - Dishonesty/Plagiarism
 - Work Quality
 - Cell Phone Usage
 - Hygiene
- Disrespect
- Levels of Engagement
- Communication skills
- Drug or Alcohol Use
- Disruptive Behaviors
- Violation of Course Policies

DISPOSITIONS

- Alignment of Professional Dispositions to WV Professional Teaching Standards Standard 5: Professional Responsibilities for School and Community
 - Standard 5I: Ethical Standards "The teacher models the ethical standards expected for the profession in the learning environment and in the community" (pg. 69).

DISPOSITIONS

- Advanced-Level Dispositions
- CAEP RA1.1: Candidate Knowledge, Skills, and Professional Dispositions "Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:
 - Applications of **data literacy**;
 - Use of research and understanding of qualitative, quantitative and/or mixed methods **research methodologies**;
 - Employment of data analysis and evidence to develop **supportive, diverse, equitable, and inclusive school environments**;
 - Leading and/or participating in **collaborative activities** with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
 - **Supporting appropriate applications of technology** for their field of specialization; and
 - **Application of professional dispositions, laws and policies, codes of ethics and professional standards** appropriate to their field of specialization" (pg. 48).

DISPOSITIONS

- COEPD ADVANCED-LEVEL DISPOSITIONS
- FOUR DOMAINS:
 - COMMITMENT TO STUDENTS
 - COMMITMENT TO DIVERSITY
 - COMMITMENT TO THE PROFESSION
 - COMMITMENT TO TECHNOLOGY

DISPOSITIONS

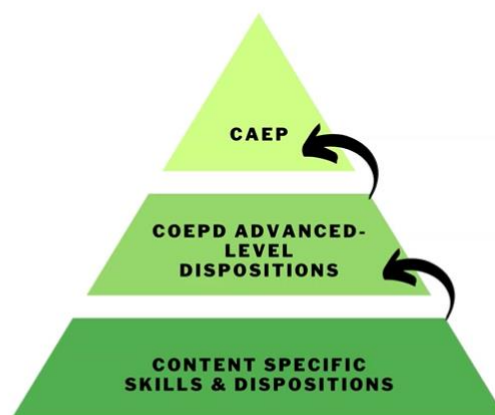
- **COMMITMENT TO STUDENTS:** The creation of a learning environment and community to promote successful teaching and learning. Advanced-level candidates of the COEPD shall:
 - Promote Evidence-Based Practices to Meet the Needs of Learners (RA1.1a, RA1.1b)
 - Use Appropriate Data to Inform Professional Decisions (RA1.1a, RA1.1b)
 - Promote a Positive Learning Environment (RA1.1c)
- **COMMITMENT TO DIVERSITY:** Candidates value all people, ideas, and experiences. Advanced-level candidates of the COEPD shall:
 - Model the Ethical Standards Expected of the Profession (RA1.1f)
 - Demonstrate a Commitment to Equitable and Inclusive Practice (RA1.1c)
 - Model Behavior that Teaches and Promotes Acceptance of Others (RA1.1c)

DISPOSITIONS

- **COMMITMENT TO THE PROFESSION:** The Engagement of Ongoing Professional Development and Ethical Behavior. Advanced-level candidates of the COEPD shall:
 - Continue to Grow and Develop Professionally (RA1.1f)
 - Apply Theory and Current Research to Professional Practice (RA1.1f)
 - Interact Professionally with Students, Parents/Guardians, Colleagues, and Other Stakeholders (RA1.1d)
 - Model Reflective Practice (RA1.1f)
- **COMMITMENT TO TECHNOLOGY:** The Use of Technology to Promote Educational Advancement. Advanced-level candidates of the COEPD shall:
 - Use Technology in an Ethical Manner (RA1.1f)
 - Effectively Use Technology Resources Applicable to their Field/Discipline (RA1.1e)
 - Promote the Use of Technology to Improve Student Learning (RA1.1e)

DISPOSITIONS ALIGNMENT

ADVANCED-LEVEL DISPOSITIONS



DISPOSITION REFLECTION

- DISPOSITIONS, MOSTLY, ARE THE SKILLS AND BEHAVIORS CANDIDATES DISPLAY WHILE INTERACTING:
 - WITH SUPERVISORS DURING RESIDENCY (INITIAL-LEVEL)
 - DRESS
 - CELL PHONES
 - POLICY VIOLATIONS
 - HIGHER LEVEL PROFESSIONAL BEHAVIORS INTERACTING WITH SCHOOL AND COMMUNITY STAKEHOLDERS (ADVANCED-LEVEL)
 - COMMITMENTS TO STUDENTS, DIVERSITY, PROFESSION, TECHNOLOGY
 - ETHICAL / LEGAL ISSUES

ESSENTIAL FUNCTIONS

- Allow prospective candidates to become informed of the stringent demands related to training and employment within their field of study.
- Summary of general physical abilities, personality traits, and other skills necessary for successful completion of a curriculum and employment within schools or other professional settings after graduation.

ESSENTIAL FUNCTIONS

- FOUR ABILITIES IDENTIFIED:
 - BEHAVIOR AND SOCIAL ABILITY
 - COMMUNICATION
 - PHYSICAL
 - PSYCHOLOGICAL

ESSENTIAL FUNCTIONS

- BEHAVIOR & SOCIAL ABILITY
 - PROFESSIONAL RELATIONSHIPS
 - RESPECTFULNESS
 - PHYSICAL AND MENTAL HEALTH
 - ADAPTIBILITY
 - ETHICS
- COMMUNICATION ABILITY
 - SPEAKING
 - LISTENING
 - WRITING
 - READING
 - NON-VERBAL

ESSENTIAL FUNCTIONS

- PHYSICAL ABILITY
 - VISUAL/HEARING
 - MOBILITY
 - MOTOR SKILLS
 - PHYSICAL AND MENTAL HEALTH
- PSYCHOLOGICAL ABILITY
 - SELF-AWARENESS
 - SELF-CONTROL
 - RESILIENCE

ESSENTIAL FUNCTIONS

- ESSENTIAL FUNCTIONS REFLECTION
 - ESSENTIAL FUNCTIONS ARE THE DEMANDS THAT TEACHERS HAVE WITH TRAINING AND EMPLOYMENT
 - MINIMUM ABILITIES TO FUNCTION IN A CLASSROOM
 - NEEDED BEHAVIOR / SOCIAL SKILLS, COMMUNICATION SKILLS, GENERAL PHYSICAL ABILITY, AND PSYCHOLOGICAL ABILITY TO LEAD A CLASSROOM.



DISPOSITIONS/ESSENTIAL FUNCTIONS SIDE-BY-SIDE

- DISPOSITIONS
 - WITH SUPERVISORS DURING RESIDENCY (INITIAL-LEVEL)
 - DRESS
 - CELL PHONES
 - POLICY VIOLATIONS
 - HIGHER LEVEL PROFESSIONAL BEHAVIORS INTERACTING WITH SCHOOL AND COMMUNITY STAKEHOLDERS (ADVANCED-LEVEL)
 - COMMITMENTS TO STUDENTS, DIVERSITY, PROFESSION, TECHNOLOGY
 - ETHICAL / LEGAL ISSUES
- ESSENTIAL FUNCTIONS
 - ESSENTIAL FUNCTIONS ARE THE DEMANDS THAT TEACHERS HAVE WITH TRAINING AND EMPLOYMENT
 - MINIMUM ABILITIES TO FUNCTION IN A CLASSROOM
 - NEEDED BEHAVIOR / SOCIAL SKILLS, COMMUNICATION SKILLS, GENERAL PHYSICAL ABILITY, AND PSYCHOLOGICAL ABILITY TO LEAD A CLASSROOM.

IV. Announcements

V. Next Meeting

VI. Adjournment @ 5pm.