Community Advisory Council

Minutes

Spring 2013

Fall 2013

Spring 2014

Fall 2014

Spring 2015

Fall 2015

Spring 2016

Fall 2016

Spring 2017

Fall 2017

Spring 2018

Fall 2018

Spring 2019

NOTE: Further resources can be located at www.liberty.edu/SOEPartners

Attendance: Dr. Michelle Goodwin (LU); Miranda Arnold (LU); Dr. Connie McDonald (LU); Esther Alcindor (LU); Richard DiMauro (LU); Diane Sosa (BCPS); Dani Rule (LCS); Winnie Taber (LCA); Zel Farrow (LCS); Kristi Arthur (CCPS)

I. Introduction – Daniel Rule – CAC Chair (Assistant Principal – Bedford Hills)
II. Course embedded practicum students – Update – Daniel Rule
   a. Currently hosting 20-25 practicum students at Bedford Hills Elem; primarily assisting with tutoring opportunities/small group instruction
   b. Personally meets with each practicum student to discuss expectations of their time/involvement in the building
   c. Suggestion: Make sure candidates are prepared upon entering their practicum site (Need to have practicum packets ready); Some inconsistencies with students knowing what they are to do at their placement
   d. SOE would like to see students serving in community events, in addition to their classroom hours
      i. Richard DiMauro (KDP, LU): KDP assisting/hosting Literacy Alive—partnering with Liberty athletes and Genesis Academy
III. Virginia Uniform Teaching Performance Standards Implementation - Michelle Goodwin
   a. new TCA forms
   b. Proposed forms to replace previous TCA evaluations (Program outcomes will also be added)
      i. Group feedback: Add a comment box below each set of assessment statements
      ii. Should a "Part 2: Content-Based Assessment" be included/added?
         1. SOE still in discussion
         2. Group feedback: May not be necessary; covered in some of the "Part 1" statements
      iii. Expectations for Student Teachers
IV. NCATE / CAEP Accreditation - Michelle Goodwin
   a. Site Visit – Spring 2015
   b. Group feedback (Ranking standards based on SOE performance)
   c. IR Report – Summer 2014
V. New SOE Building Recommendations – Esther Alcindor
   a. Technology: more SmartBoard interactions (students should almost be prepared to "teach the teacher" how to effectively use the technology); more tablet/apps/labs
   b. Curriculum Library: Needs to be closer to EDUC classroom/work areas (envision EDUC students connecting more throughout the day)
   c. Classroom Labs: Provide students with evening/overnight hours in lab setting to practice lessons and practice with technology; Practice slots (time slots where students can sign-up to reserve the practice space); Mock classrooms (room arrangements that reflect an elementary and a secondary classroom with actual school desks, reading corners, teacher desk, etc.)—allow students more "risk-taking" with classroom arrangement and classroom management
VI. General recommendations – Esther Alcindor
   a. Students need more experience with classroom management techniques/strategies (Zel Farrow)
   b. See information below indicating group responses to "CAC Response Sheet"
VII. Field Practicum Placements – Connie McDonald
VIII. Closing – Esther Alcindor
   a. What are your general thoughts on proposed TCA?
      i. The new form is much clearer. The ratings are defined well.
      ii. I like the 0-5 scale above the 1-3. This gives more variables for CT to consider.
      iii. Not specific to content but general teaching. Student teachers have had difficulty meeting specific content areas, but should be accountable.

      iv. Needs criteria/explanations at top like old form so CTs know expectations (like having to meet ALL competencies).

      v. I like the rating scale: user friendly, shows growth.

      vi. The criteria is clear and concise – should be easy for supervising teachers to use and understand.

b. What do you feel are reasonable expectations for Student Teachers? Are these adequately expressed on the TCA?

      i. The new TCAs are well-written and good expectations of student teachers

      ii. Assessment: What tools are good assessments of learning or not learning? Progress: What is measurable growth in these areas? (Students have difficulty understanding and implementing.)

c. Do you have other suggestions for the TCA?

      i. Comment box under each standard.

      ii. Behavior Management: More specific since this is one of the first "on the job" experience. Most STs have a lot to grow in this area.

      iii. Objectives: More specific criteria – align with student learning standard (2.D just mentions aligning with standards)

      iv. Professionalism: behavior and dress (though not a major concern)

      v. Add professional dress to professionalism section.

      vi. Add an expectation about smooth transitions between lessons (reduce "wasted time"). –maybe in standard 3

      vii. Keep the form as simple and concise as possible. No Part 2 necessary for content knowledge, as long as there is a narrative section for comments.

      viii. Add to professionalism a criteria for effective communication with parents, school personnel, etc.

      ix. Add technology standards.

      x. How do we handle interns or student teachers who do not meet a proficient level?

d. NCATE Standards: Please rank the LU SOE in order of the standards you feel are our greatest strengths to those that would be considered areas that we need improvement.

      i. Standard 3, Standard 1, Standard 4, Standard 2, Standard 5, Standard 6

      ii. Standard 4, Standard 3, Standard 1, Standard 2, Standard 6, Standard 5

      iii. Standard 1, Standard 3, Standard 2, Standard 4, Standard 5, Standard 6

e. Do you have a recommendation for the standard(s) we should choose for "Target"? Why did you choose this/these? Do you have specific rationale or documentation that you suggest we use to support the target rating for this standard(s)?

      i. The top standards are Standard 1, 3, and 4. Standard one is because of the knowledge and skills students have and are challenged to become even better. Standard three is because of the requirements that Liberty adheres to for students' field experience. They have to be in so many different schools. Standard four because of the value Liberty places on diversity, differentiation, and reaching the 21st century student.

      ii. Diversity: wide ranges of experiences (public/private, opportunities abroad, students with disabilities, diverse populations, urban and rural settings)

      iii. Field Exp: multiple opportunities in diverse areas, good reputation of hard working students

      iv. LU student teachers are well-received in my school because they have a great reputation for being prepared and hard-working.

      v. Assessments of candidates are well-organized.

      vi. Lots of variety in field placements available and utilized well.

f. What do you think are essential resources and requirements needed in our new building site to train teachers to be effective in the 21st century classroom?

      i.   Up-to-date technology (tablets), manipulatives, different classroom setups for variety to model for students who may go into schools with different room arrangements.

      ii.   Add more labs for students.

     iii.   Instructional: strategy instruction vs. isolated skill; cooperative structures and social aspects of learning

     iv.   Resources: Smartboard (interactive whiteboard); iPad stations/tablet (use in classroom); mock classrooms (experience environments, desk arrangements, material arrangements; technology)

      v.   An expanded curriculum library with iPads, document cameras, laptops, Smartboards, etc. Also, update assessment materials and software.

     vi.   An "in-house" mock classroom to practice lessons, house tutoring sessions, etc.

    vii.   Laminator machine, copy machines, Ellison cut-out machine

    viii.   Windows in mock classroom

     ix.   EDUC student lounge

g.   Are there any other things you would like to recommend for enhancement and refinement of our program?

      i.   Cover professionalism, especially in addressing parents towards the end of their college before student teaching.

      ii.   Expand the program to include summer and/or after school tutoring (free or very cheap) for children in the community. A great community service and training opportunity for student teachers.

Fall 2013: November 11, 2013

Attendance: Linda Grubba (CCPS), Julie Rogers (ACPS), Ruth Erquiaga (LCS), Kristi Arthur (CCPS), Coryna Brumbaugh (LU), Jennifer Blereder (LU), Fred Conner (BCPS), Kelsey Rudd (LU), Lillian Holland (PC), Erik Olsen (BCPS), Daniel Rule (LCS), Kathy Hudson (LCS), Amanda Paone (LU), Amanda Fenson (BCPS), Cindy Bargabos (LCS), Annyce Maddox (LU), Justin Silvey (LU), Miranda Arnold (LU), Esther Alcindor (LU), Kathy Pickard (LU), Sam Smith (LU), Michelle Goodwin (LU), Randy Dunn (LU)

I.   Introduction – Daniel Rule – CAC Chair (Principal, Dearington Elementary)

II.   Course embedded practicum students – Update – Daniel Rule

    a.   Ms. Ruth Erquiaga using practicum students to implement FLIP classroom

III.   LiveText FEM Update – Michelle Goodwin

    a.   Paper to electronic assessment

    b.   Continue to rollout FEM to new courses

    c.   Concern: Paper version allows for more detailed descriptions; Do adjustments need made to electronic versions?

IV.   Confidentiality Agreement for Candidates with SPED endorsement – Deanna Keith

    a.   For accrediting purposes, students need diverse experiences, including the opportunities to sit in IEP meetings.

    b.   Is it reasonable to expect schools to allow student teachers to sit in IEP meetings? Is this form acceptable or would school systems want to use their own forms?

    c.   Kathy Hudson: The form should include consent from all parties involved (principal, cooperating teachers, parents). What if IEP meetings do not occur every semester?

d.   Ruth Erquiaga: Could this type of confidentiality statement apply to general education folks, as well? Ex: A general education teacher may attend an IEP meeting.

e.   Linda Grubba: Recommend putting similar statement of confidentiality and statement of participation in such meetings in handbook that would allow students this interaction.

f.   Julie Rogers: Should apply to ALL students.

g.   Fred Connor: Should apply to ALL meeting types (IEP, parent-teacher conferences, etc.)

h.   Lillian Holland: Students should be encouraged to take more initiative in requesting to participate in such meetings.

V.   NCATE / CAEP Accreditation - Michelle Goodwin
  a.   Online Exhibits Collection – Spring 2014
  b.   IR Report – Summer 2014
  c.   Site Visit – Spring 2015
  d.   Alert schools to possible need for agency to complete site visits.

VI.   CACREP Update – Justin Silvey
  a.   Alert schools to possible need for agency to complete site visits.

VII.   Technology Update – Randy Dunn
  a.   EDUC 240 (provides relevant application of resources)
  b.   Invited schools to offer suggestions for specific projects they would like seen completed in their schools related to technology.
  c.   Invited schools to partner with possible research opportunities.

VIII.   Job market outlook for various licensure endorsements (eg. Computer Science with Teacher licensure) – Michelle Goodwin
  a.   Fred Conner: School system does offer computer science courses. Most computer science teachers are being absorbed into the personal finance offerings as a new graduation requirement.
  b.   Lillian Holland: Dropped course offerings because they had no one to fill the positions. Suggested if computer science could be paired with a dual endorsement in mathematics, it would be ideal.
  c.   Other areas of need: STEM, Earth Science, Spanish
  d.   Discussed suggestion of mathematics degree with five-year program (leads to master's degree)

IX.   SOE Convocation speaking opportunities – Michelle Goodwin
  a.   Encouraged schools to share potential speakers, program ideas

X.   SOE Abroad – Annyce Maddox
  a.   Jamaica: Extend outreach and awareness from local community to international community

XI.   Suggestions for Resources for our Curriculum Library – Esther Alcindor
  a.   Mobi boards
  b.   Flip cameras; iPads (resources already available)
  c.   Other software programs schools are currently using or professional development tools?
  d.   Ken Ham children's resources about Creation

XII.   General recommendations – Esther Alcindor
  a.   Amanda Fenson: Students need more experience in gathering and analyzing data (Excel use)
  b.   Perhaps this can be given more attention in the assessment courses
  c.   Kathy Hudson: Students need to understand more about what to do with the data and how to use the data to change and adjust instruction.
    i.   Student teachers are completing CISL project, which requires them to do pre-assessment and post-assessment

XIII.   Closing – Esther Alcindor

Attendees: Michelle Goodwin (LU), Esther Alcindor (LU), Dani Rule (Lynchburg City), Miranda Arnold (LU), Kathy Pickard (LU), Amanda Fenson (BCPS), Kristi Arthur (CCPS), Dennis Coan (LCS), Justin Silvey (LU), Rita Schellenberg (LU), Connie McDonald (LU), Winnie Taber (LCS), Jennifer Lovett (LCS), Sam Smith (LU), Erica Byrnside(LU), Andrea Beam (LU), Julie Rogers (Amherst County), Randy Dunn (LU)

I. Introduction – Daniel Rule – CAC Chair (Principal, Dearington Elementary)
    a. KDP – Great participation (35-45 teacher candidates) to involve Liberty students into the school system
        i. Teacher candidates served as hands-on volunteers in high poverty areas
    b. Benefit of practicum students: Able to hire several students who have already served at Dearington through practicums. This makes for a great transition as teacher candidates are already familiar with the school population and procedures.
II. Dispositions Video – Daniel Rule and Michelle Goodwin
    a. Liberty created a video working with Dearington and Liberty student teacher at Dearington to highlight and reflect dispositions. Highlighted culture within dispositions.
    b. Dispositions tend to be more difficult to intervene than technology skills and other instructional approach skills. Dispositions tend to be more difficult to "teach".
    c. NCATE focuses on knowledge, skills, and dispositions.
III. LiveText FEM Update – Miranda Arnold
    a. Initiative: Need to focus on gathering and inputting more specific school data (demographics of school faculty, diversity, etc.).
    b. IT issues: School filters create an issue for teachers receiving emails (username/password content). IT departments need to be alerted when this is an issue to resolve the filter controls.
    c. Suggestions/Feedback: Continue to send feedback to Field Teams at Liberty. Field Teams will pass along to LiveText.
IV. SPA Updates
    a. Reporting/assessment to maintain accreditation through stated organizations and to be nationally recognized. Demographic information (as mentioned above) is needed for such reporting.
    b. Brief explanation of transition from NCATE. Will remain under NCATE standards until the next accrediting visit.
        i. ACEI – Michelle Goodwin
        ii. CEC – Deanna Keith
        iii. IL/PB – Andrea Beam
        iv. ELCC – Sam Smith
V. CACREP Update – Rita Schellenberg
    a. Working towards CACREP for national recognition/accreditation.
    b. Will move from a 300 hour internship to a 600 hour internship in the school setting.
    c. Will add a practicum in an agency setting.
    d. Self-study was just submitted for review. Visit anticipated for Spring 2015 with a decision made in Summer 2015.
VI. NCATE / CAEP Accreditation - Michelle Goodwin
    a. Online Exhibits Collection – Spring 2014
        http://www.ncate.org/LinkClick.aspx?fileticket=Hp1mblrcnJY%3d&tabid=648
    b. IR Report – due July 1, 2014
    c. Site Visit – March 1-3, 2015
        i. Save the date! The review team may want to have discussions with some CAC members regarding their experiences working with Liberty's students.
VII. Technology Update – Randy Dunn

  a. Aiming to prepare students to be effective in classrooms with a plethora of technology and for settings where technology and other resources are more limited.

  b. Looking to expand technology availability with new space (active learning environments, mobile labs, practice labs, etc.).

  c. EDUC 240: Has been in motion for about a year and a half. Allows students more direct interaction with the most relevant technology.

  d. Pushing technology use in general education classes as well.

  e. Always looking for partnerships with the schools

VIII. Study Abroad Update – Sam Smith

  a. Expanding diverse experiences for students through international trips (practicum credit and philosophy course credit).

    i. Contain pre-course and post-course assignments.

  b. May 2014: Greece

  c. May 2015: Italy

IX. General recommendations – Esther Alcindor

  a. Asked for topics to discuss for fall meeting.

    i. How can local educators support LU Education program?

    ii. Dates of special events candidates can assist with.

  b. Thoughts or concerns from the meeting

    i. Love the study abroad opportunities.

    ii. Exciting to hear about the accreditations.

    iii. Too many acronyms.

    iv. Have a time of introductions; name tags don't help.

    v. Appreciate focus on SCRIP dispositions; this makes a huge difference in successful candidates.

  c. Recommendations for future improvements in the School of Education

    i. Please share data collected from intern (student) teacher placements with school division HR/placement directors.

    ii. Possible mock interviews and feedback using area school principals, HR directors, instructional supervisors, etc.

    iii. Consider inviting current student teachers to CAC.

    iv. Students need to know how to teach lessons using iPads.

    v. LCS is pushing 1 to 1 devices. The committee has chosen the Chromebook as the device to put in all 9th graders' (soon 9-12) hands.

      1. 3 schools (elementary have laptops in 4th and 5th grade already.

      2. Push kids to engage in learning how to use the software in the class to enhance the learning.

    vi. Push opportunities to partner with LU (field day, market day, carnivals, tutoring, etc.)

      1. Create a "What the School of Education can do for you" flyer.

    vii. Evaluating web sources – many pull resources from the web without a critical eye.

    viii. Appropriate and "best" apps for mobile devices.

    ix. Focus on student engagement strategies to use at all levels K-12, especially to promote collaborative learning.

    x. Contacting alumni so they can share how wonderful School of Education is. (surveys, etc.)

      1. Current principal loves Liberty University students. She notices a difference.

X. Announcements – Esther Alcindor

  a. Teacher Recruitment – Tuesday April 8, 1-4 pm- Vines Center

  b. TE Awards Convocation – Wednesday April 23 at 10 am- DH 4066

Fall 2014: November 10, 2014

Attendees: Miranda Arnold (LU), Michelle Goodwin (LU), Andrea Beam (LU), Renae Bullock (LU – Biology/Chemistry); Connie McDonald (LU), Ashley Bullock (LCS), Armelia James (LU), Cindi Spaulding (BCPS), Erica Byrnside (LU), Kathleen Sawyer (LCS), Kristi Arthur (CCPS), Winnie Taber (LCA), Sue Freyre (LCA), Amanda Fenson (BCPS), Daniel Rule (LCS), Katherine Hudson (LCS), Lori Meadows (LCS), Brian Wray (LCS), Randy Dunn (LU), Sam Smith (LU), Kathy Pickard (LU), Leverne Marshall (LCS)

I. Introductions – Daniel Rule – CAC Chair (Principal, Dearington Elementary)
    a. Held a field day to LU for 35-40 Dearington students to experience LU
    b. Each attendee introduced themselves and their connection to LU
II. Dispositions Video – Daniel Rule and Michelle Goodwin
III. LiveText FEM Update – Miranda Arnold
    a. PDF assessments
    b. Future: Requested for report feature for teachers to use for recertification points
IV. SPA Updates
    a. ACEI – Michelle Goodwin
    b. CEC – Deanna Keith
    c. IL/PB – Andrea Beam
        i. Primarily MAT; Resubmitted; feedback; will resubmit in March
    d. ELCC – Sam Smith
        i. Recognized since 2007 (M.Ed.); Ed.S. recognized with conditions since 2013 (resubmit this spring)
V. CACREP Update – Rita Schellenberg
    a. Justin Silvey provided update. LU is on Step 3 of 12; hopeful for site visit in spring or early summer
VI. NCATE / CAEP Accreditation - Michelle Goodwin
    a. IR Report – sent July 1, 2014
    b. Mock Visit – Monday Feb 2, 2015
        i. CAC invited to join and participate in the mock visit
    c. Site Visit – March 1-3, 2015
        i. Will need to involve CAC folks
VII. Facilities and Technology Update – Randy Dunn
    a. Lecture capture added in six rooms to support CACREP requirements for capturing internship discussions
    b. Smart technologies: clickers, interactive white boards, touchpads/tablets (hoping to increase to a second or third lab)
VIII. Science Training for Teachers - Possible Biology and Chemistry Workshops for Summer 2015 – Ranae Bullock
    a. Series of workshops for educators (possibly summer conference)
    b. Want teachers to feel motivated and educated to pass along interest in science to their students
    c. Requested responses from questionnaire for needs of K-12; ideas to implement workshops; when could the workshops be made available to best suit teacher schedules (professional development days??)
IX. Study Abroad Update – Sam Smith
X. Student Teaching Updates – Esther Alcindor (confidentiality agreement, survey assignment)
XI. CAC Improvements Update – Michelle Goodwin*
XII. Future Improvements – Michelle Goodwin **

XIII.   General recommendations – Esther Alcindor
   a.   Thoughts or Concerns:
      i.   Partnership with the Math Department at LU and school systems (similar to what the Science Department is offering in workshops)…and other LU departments!
      ii.   Very well received and thorough!
      iii.   Appreciate the focus on SCRIP for undergraduate students (a major contributor to classroom environments!)
      iv.   Good work providing updates from prior CAC meetings
      v.   Variety of students that graduate from elementary ed program – some are awesome, some are sad
   b.   Recommendations for future improvements in SOE:
      i.   Counseling with future students: why GPA is important, how to be prepared for intensives, be taped doing a mock interview, be prepared for interview
      ii.   Review how many courses elementary folks take in reading; they need to better understand what is involved in this
      iii.   Backward Design: Making sure that assessment matches instruction
      iv.   Always grateful for LU
      v.   Continued attention on Technology and Data
         1.   Continuous reflection and data-driven instruction
         2.   More technology for secondary classes
      vi.   More SPED training (co-teaching) for secondary classes
      vii.   Connecting the verb to the standard of learning in terms of instruction is BIG in Bedford County
      viii.   Use what science did with other content and departments
      ix.   Advocate for one-to-one device expertise in the classroom
      x.   Continue to push diverse field experiences requirement for undergrad practicum (Title 1 school)
      xi.   Accreditation with warning (what that means, and how to collaborate with other areas in it)
      xii.   Don't encourage students to apply for positions they are not qualified for
         1.   Don't encourage students that they can skip student teaching and request a provisional from division
   c.   Recommendations for future topics to be discussed at the next CAC meeting:
      i.   Backward Design: Making sure that assessment matches instruction
      ii.   Accreditation progress and specific guidelines to meet standards
      iii.   Perhaps some demonstrations of some of the services that LU could provide local schools (instead of just saying that LU can do things)
      iv.   Capacity of local divisions to provide student teaching placements as well as Tri-College consortium
      v.   Understanding behavior management
   d.   Announcements – Esther Alcindor
      i.   Teacher Recruitment for Spring 15 – Michele Worley is contact msworley@liberty.edu
   e.   Closing – Esther Alcindor

*CAC Improvements Update – Things we have collaborated and refined together….

ITEMS	IMPLEMENTATION
1. TCA Revision	Fall 2013 – new, updated TCA form (student teaching performance)
2. Confidentiality Forms	Fall 2014 – Confidentiality Form developed and placed in Student Teaching Handbook
3. Technology skills for candidates	Fall 2013 – former EDUC 125 class changed to new EDUC 240 class Fall 2014 – new technology labs in new SOE wing in DeMoss Hall

4. Background Checks	Fall 2011 – American Databank was established as the company to be used for comprehensive Background Checks – 1. Criminal scan, 2. FBI fingerprint, and 3. VACA – Virginia Child Abuse Database	
5. Send out agendas ahead of time	Spring 2014 – send agendas to CAC members so they can invite others if necessary	
6. Have introductions at the beginning of the CAC meeting	Fall 2014 – we will take the time for introduction and use nametags also. This should help with ease of dialogue and collaborative efforts.	
7. Livetext FEM	Spring 2012 – Pilot with EDUC 317 candidates Fall 2013 – implementation with student teachers and interns	

** Future Improvements

- Share data collected from student teaching and internships with local school divisions / HR Directors.
- Specific requests for candidate preparation for instruction with 1 to 1 device initiatives (I-pads, Chromebook, etc.) Also, knowing and using "best apps" for mobile devices.
- Create a Field Experience Flyer that gives descriptions for course embedded field requirements.

Fall 2015: November 18, 2015

Attendance: Michelle Goodwin (LU); Daniel Rule (LCS); Miranda Arnold (LU); Kathy Pickard (LU); Julie Rogers (ACPS); Esther Alcindor (LU); Fred Conner (BCPS); Justin Silvey (LU); Andrea Beam (LU); Winnie Taber (LCA); Sue Freyre (LCA); Greg Forrest (CCPS); Sam Smith (LU); Kristi Arthur (CCPS); Erica Byrnside (LU); Hannah Hunt (LU); Deanna Keith (LU); Cindi Spaulding (Parent Representative); Annyce Maddox (LU); Letitia Lowery (LCS); Jacquelyn Waltmire (LCS)

I. Introductions – Daniel Rule – CAC Chair (Principal, Dearington Elementary)
   a. Prize Patrol (visit student homes to reward extra math study)
II. NCATE Final Approval – NCATE/CAEP approved through 2022 - Michelle Goodwin
   a. Thank you for spring help with our NCATE visit!!
III. NCATE--CAEP New Standards – http://caepnet.org/ - Michelle Goodwin
   a. Introduced preliminary check
   b. VA does not require National Accreditation (at this time)
   c. Selectivity – What it means and the impact
IV. Proposed VDOE Regulations – public comment ended 10/31 – Michelle Goodwin
   a. Link to Public Comment on Regulations Governing the Review and Approval of Education Programs in Virginia [8 VAC 20 - 542]
      i. http://townhall.virginia.gov/L/ViewStage.cfm?stageid=6674
   b. Link to Public Comment on Licensure Regulations for School Personnel [8 VAC 20 - 22]
      i. http://townhall.virginia.gov/L/ViewStage.cfm?stageid=6643
V. Plans for New Endorsements – physics, chemistry, earth science, engineering - Andrea Beam; library science – Michelle Goodwin; American Sign Language (foreign language) – Deanna Keith
   a. Currently some are add-on, but not full endorsement
   b. ASL: Current minor offered (may be offered May 2017)
      i. Schools did not indicate any immediate/large need in their schools
VI. CACREP Update – Rita Schellenberg (covered by Justin Silvey)

      a. Approved accreditation through 2023

VII. CAC Requests Task Update* – Michelle Goodwin
- a. Share data from student teaching and internships
- b. Prepare candidates for 1:1 technology initiatives
- c. Create a field experience flyer

VIII. Facilities and Technology Update – Randy Dunn (unable to be present)
- a. 8-9 new SmartBoards
- b. New set of iPads on the way

IX. Field Experience Brochure – Miranda Arnold
- a. Possible expansion to website to help establish terminology

X. Urban endorsement/certificate initiative brainstorming – Dani Rule and Michelle Goodwin
- a. High-poverty schools: Prepare candidates for these areas
- b. Certification concerns with attendance/financial aid/etc.
- c. What are students lacking? What can be done to better prepare our students? Could this information be included within current course content?
- d. Letitia Lowery: Could Liberty give some type of recognition with seal?
- e. Those interested should contact Dani or Michelle

XI. General recommendations – Esther Alcindor
- a. Please share feedback and return document!
- b. Thoughts or concerns from Today's Meeting:
  - i. New endorsement areas:
    1. Interested in endorsements in the science field as well as American Sign Language. I would like to see ASL offered as a foreign language at LCA.
    2. In regards to new endorsements/degrees, a speech/language pathology program would be fantastic to add
    3. American Sign Language endorsement is a wonderful opportunity for students and the deaf community in Virginia. I personally know of many future teachers that would love the opportunity to have this as an endorsement.
    4. Where was the Algebra I endorsement 4 years ago?
    5. I think the proposed endorsement are key—at CFAW, I had tons of students interested in ASL, specifically.
    6. Research should be conducted and compiled to determine key areas for the urban endorsement/certificate.
    7. Urban certificate/experience is needed.
    8. The need for additional endorsement areas needs to be researched.
  - ii. Practicum Brochure:
    1. Practicum placement sheet is helpful.
    2. The practicum brochure might be easier to read if sorted by endorsement area.
    3. Thanks for the field experience brochure – very helpful.
  - iii. National accreditation:
    1. Congrats on the NCATE & CACREP approvals!
    2. Appreciate continued work on national accreditation even though not required by the state – especially for students that go to other states to teach
    3. Concerned about potential requirements for ed program acceptance/national certificate.
  - iv. General:
    1. Stronger classroom management interactions
    2. I love this school and I love the people in the School of Education!

3. 1:1 technology is definitely the way to go. Stay ahead of the game in this.
4. Thanks for sharing graduate info!

v. Recommendations for future improvements in the School of Education:
1. Technology – incorporate more in the classrooms teaching, and provide extra bodies in school.
2. Longer student teaching (year-long) would give student teachers a realistic picture of setting up a classroom, the grind of day-to-day
3. Offer secondary students more opportunities, similar to elementary students with more practicums.
4. Would love to see the endorsements go through. I would be interested to know the interest in ASL-would you do some type of student survey to determine need? Love the idea!
5. Library science is definitely a need in this area especially with limited options in the state.
6. Endorsement in ASL can be valuable especially if it is beyond just interpreting since that need is not as great.
7. More practicum opportunities overseas would be very beneficial and could even play into an urban teaching experience as discussed earlier.
8. Feedback from student teaching/practicum experiences to be shared with individual school divisions/placement contacts.
9. How students show up to practicum placements with a reader friendly brochure they can give to their cooperating teacher that highlights the placement requirements. Not a folder—just a brochure.
10. Allow time for updates from schools. It would be great for the needs of the represented schools to be heard.
11. Explore "personalized learning" and implications for instructional practices.
12. Collaboration programs with divisions beyond immediate Lynchburg area.

vi. Recommendations for future topics to be discussed at the next CAC meeting:
1. How to address technology concerns, specifically students who are not ready to teach a 1:1 initiative (I think this is improving.)
2. During placements, could there be a way to make sure teachers allow LU students to "teach" station groups or individual students? I've noticed students standing or sitting on the sides while the host teacher does it all. Rotating stations gives experience as an instructional aide.
3. Online MAT – what, in a nut shell, kind of experiences do the students graduate with?
4. Needs of the schools represented.
5. Continue discussing "urban endorsement"—I think this is extremely relevant in our society today.
6. Personalized learning.
7. More time to collaborate and brain storm improving Liberty's SOE

XII. Announcements – Esther Alcindor
a. Teacher Recruitment – April 5, 2016 – Vines Center
b. ACSI Accreditation Visit – April 4-5, 2016
c. New Praxis II in development for TESL and Algebra I
d. soe@liberty.edu for general questions

XIII. Closing – Esther Alcindor
a. *Share data collected from student teaching and internships with local school divisions / HR Directors.
b. *Specific requests for candidate preparation for instruction with 1 to 1 device initiatives (I-pads, Chromebook, etc.) Also, knowing and using "best apps" for mobile devices.
c. *Create a Field Experience Flyer that gives descriptions for course embedded field requirements.

Attendance: Michelle Goodwin (LU), Deanna Keith (LU), Kristy Genung (LCS), Kathy Pickard (LU), Miranda Arnold (LU), Sam Smith (LU), Ashley Bullock (LCS), Lillian Holland (PCPS), Kristi Arthur (CCPS), Daniel Rule (LCS), Andrea Beam (LU), Elizabeth Hathaway (LU), Justin Silvey (LU), Leah Klein (LU), Amanda Fenson (BCPS), Winnie Taber (LCA), Adriane Guy (LU), Cindi Spaulding (parent), Joshua Adams (LU), Katherine Lash (LU), Meg Racaneli (Amherst County), Kathleen Sawyer (LCS)

I. Introductions – Daniel Rule – CAC Chair (Principal, Dearington Elementary)
    a. Do let us know if you have other educators/professionals that would like to join CAC!
II. Diversity Task Force – Kristina DeWitt
    a. Focus: Pursue ways to celebrate areas of diversity with the schools
    b. 12-18 months:
        i. Goal 1: Create partnership with Lynchburg community to ensure we are training diverse student population to teach in schools
        ii. Goal 2: Promoting awareness (advocacy in looking to be a diverse group—and looking for students in the schools to enter the education field)
    c. Dearington had field day: Community happened when they brought out the grill to do hot dogs; How can we use elements of what a community would normally do and apply to the school?
        i. Hamburger Hut: Help to train parents to help their students
III. Scholarship Initiatives – Michelle Goodwin
    a. Barlow Scholarship – math and science
        i. Adriane Guy: Diverse experiences throughout program! Critique has been really helpful with constructive feedback from practicum teachers.
    b. TEAM Scholarship – diversity
        i. Joshua Adams: Practicums build up confidence and create excitement for the classroom. Learning from mistakes!
        ii. Leah Klein: Program/experience has affirmed her calling into the field of education.
IV. Urban endorsement/certificate initiative– Daniel Rule, Michelle Goodwin, Esther Alcindor, Cindi Spaulding, Deanna Keith
    a. Developing criteria that is effective/feasible
    b. Currently 8 students involved—will be recognized in a couple of weeks
    c. Want teacher candidates to empathize, not sympathize
    d. Guest speakers
    e. Practicum: extra 40 hours
    f. Pre-assessment was given (An updated assessment will be given soon)
V. Utilizing candidates in the schools – Daniel Rule
    a. Aims for 30 practicum students per semester (60 in a year)
    b. Ask teachers/data what is current need? Needs were in reading/math
        i. Strategic schedule: students are guiding small groups in reading/math
        ii. Students are not just sitting in the back of the classroom
        iii. Does require willing teachers
VI. Proposed VDOE Regulations – Michelle Goodwin
    a. Regulations Governing the Review and Approval of Education Programs in Virginia
    b. Licensure Regulations for School Personnel
VII. Plans for New Endorsements – physics, chemistry, earth science, engineering, library science, American Sign Language (foreign language) – Michelle Goodwin
VIII. List of Graduates – Michelle Goodwin
    a. This is very helpful! (Lillian Holland)
IX. CAC Requests Task Update* – Michelle Goodwin

X.   Field Experience Brochure – Miranda Arnold
XI.   Communication between LU, Central Office, and local schools – Michelle Goodwin, Andrea Beam
XII.   General recommendations – Esther Alcindor
   a. Thoughts or Concerns from today's meeting:
      i.   Great place to have the meeting (easy parking)
      ii.   Nice having students to speak
      iii. Very informative
      iv.   Like that you keep us up-to-date on issues and ideas at Liberty
      v.   Great! Great news and information!
      vi.   Hesitant counties (in terms of accepting student teachers) may be due to concern for SOL scores and the effects of having a "novice" teacher in the classroom (just a thought)
      vii. It was very nice to hear from scholarship candidates and the impact working in local schools has on them; Enjoying meeting scholarship students—recruiting!!
      viii. Always interesting to hear about the new and exciting opportunities in the teacher education program
   b. Recommendations for future improvements in the School of Education:
      i.   Build on the Urban Initiative
      ii.   Would loved to have heard more about the technology and implementation
      iii. Teaching strategies specifically for middle school
      iv.   Continue in Him!
      v.   The suggestion from a scholarship candidate to include differentiation earlier in coursework
      vi.   Appreciate the notification/requests in advance for preparation practicum & teaching
         1. Students seem to be meeting deadlines
   c. Recommendations for future topics to be discussed at the next CAC meeting:
      i.   Personalized based learning for students
      ii.   List of students was excellent! Thank you!
      iii. Question: As a local school division, is it preferred to have students practicums and teaching with same teachers over and over, or is it okay to spread it/opportunity around?
XIII.   Announcements – Esther Alcindor
XIV.   Closing – Esther Alcindor
   a. *Share data collected from student teaching and internships with local school divisions / HR Directors.
   b. *Specific requests for candidate preparation for instruction with 1 to 1 device initiatives (I-pads, Chromebook, etc.) Also, knowing and using "best apps" for mobile devices.
   c. *Create a Field Experience Flyer that gives descriptions for course embedded field requirements.

Fall 2016: November 2, 2016

Attendance: Michelle Goodwin (LU); Kathy Pickard (LU); Miranda Arnold (LU); Kristina DeWitt (LU); Winnie Taber (LCA); Sam Smith (LU); Leverne Marshall (LCS); Jane James (LU); Justin Tucker (BCPS); Justin Silvey (LU); Dani Rule (LCS); Greg Forrest (CCPS); Andrea Beam (LU); Cindi Spaulding (Parent – BC); Maria Spaulding (LU); Katherine Lash (LU); Amanda Fenson (BCPS); Kristy Genung (LCS); Fred Connor (BCPS); Beth Ackerman (LU); Amy Love (LCA); Esther Alcindor (LU); Mandy Welsch (LCS); Victoria Marroquin (LCS); Jacquelyn Waltmire (LCS); Stacey Bose (LU); Tish Lowery (LCS)

   I.   Introductions – Daniel Rule – CAC Chair (Principal, Dearington Elementary)

a. Practicums: Strategically place students based on school need and strengths; allow practicum students to act as an assistant, not just observer

b. Urban Education Club

II. Diversity Task Force – Kristina DeWitt

    a. TESOL needs – More opportunities to support practicum needs/experiences

    b. International Trips

    c. Jamaica – fifth trip coming up!

        i. First set of student teachers being sent to public school in Jamaica

    d. Urban Education Club – Monica Huband will begin leading; Want LU students to investigate urban definition in the local school and then the definition across the United States; Need to see differences in schools across the country; Want to see these numbers increase for LU student participation

III. List of Graduates – Michelle Goodwin

    a. Seeing increase in number of student teachers being hired mid-semester

IV. Title II Report – Michelle Goodwin

    a. Recommendation from CAEP visit last spring: Share details of program (endorsements, program completers, etc.)

    b. Seeing increase in science/math areas in MAT: https://title2.ed.gov/Public/Report/PrintSection.aspx?Year=2016&StateID=51&Section=160170

V. School Counseling Changes – Justin Silvey

    a. School Counseling has moved from SOE to School of Behavioral Sciences (decision made by recommendation from CACREP)

    b. Changes do not impact local schools; Placements will still be handled the same with Miranda Arnold as Local Contact for placements

VI. Administrative License Update – Sam Smith

    a. Changes initiated by expectations/requirements of state of Georgia

    b. Added two courses and field experience to offer Superintendent License/Program; Goal is to begin Fall 2017; Waiting for State Approval and then will pursue National Approval

    c. Candidates are working at Superintendent/District Level/State Level

VII. Washington Fellowship Update – Michelle Goodwin

    a. New Opportunity – Pilot Spring 2017 semester (four candidates)!

    b. Student Teaching in DC; Housing provided

    c. Consider future partnerships in other areas

VIII. New Photo and Video Form – Kathy Pickard

    a. Media Release – Requested more specifics in terms of what would be taking place and what the media was being used for

    b. Try to keep forms generic so that they can be used for all school systems

    c. LU student should work with cooperating teacher/host teacher for best practices in distribution of form, collection, and use

    d. Working towards edTPA where students will be required to submit artifacts, including video

IX. Student Teaching Assignments – Maria Spaulding

X. General recommendations – Esther Alcindor

    a. Have increased one-to-one instruction with technology

    b. Thoughts or Concerns from Today's Meeting

        i. Thank you!

        ii. Thank you for the list of graduates—principal really appreciate receiving the list

        iii. Amazing opportunities in Jamaica and DC

        iv. Thank you for having us, we appreciate the opportunity for collaboration

   v. Continue to encourage and develop candidate professionalism
   vi. Great idea to teach about social media
   vii. Would like to know more about the Diversity Task Force
   viii. Washington DC program—learn more about the Fellowship
  c. Recommendations for future improvements in the SOE
   i. Focus in coursework on "backwards design"—alignment of curriculum framework (pre/post assessments)—essential knowledge and skills
   ii. Deeper dive with PLC
   iii. Deficit in new teachers
   iv. Involve with Boys & Girls club at Jefferson Park
   v. More elementary special education exposure
   vi. Behavior management
   vii. Social media
   viii. Collaboration with others
   ix. 319 students emailing at the last minute about lesson plans
   x. Career/life teaching in content (even in elementary)
   xi. Preparation for Christian education
   xii. Reiterate dress code to practitioners and student teachers
   xiii. Candidates awareness of local divisions initiatives such as Personalized Learning, Responsive Classroom, PBIS, etc.
   xiv. Partner with trainers for PBIS and Responsive Classroom from the districts to train LU students at the same time
  d. Recommendations for future topics to be discussed at the next CAC Meeting
   i. More opportunity to discuss/give feedback on initiatives
   ii. More urban initiative information
   iii. Student teachers to be aware of lesson plans reflecting level tiers and those demands, to be able to add rigor and think outside of the box
   iv. Superintendent licensure information (teachers at my school may be interested)
   v. What percentage of student teachers secure jobs?
  e. Closing – Esther Alcindor
   i. Spring topics: edTPA, social networks

Spring 2017: March 21, 2017

Attendees: Andrea Beam (LU), Michelle Goodwin (LU), Miranda Arnold (LU), Kathy Pickard (LU), Julie Rogers (Amherst), Justin Silvey (LU), Esther Alcindor (LU), Ashley Bullock (LCS), Sam Smith (LU), Kristy Genung (LU), Chandler Alder (LU), Hannah Wendt (LU), Jane James (LU), Dani Rule (LCS), Kristi Arthur (CCPS), Mandy Welsch (LCS), Maria Spaulding (LU), Cindi Spaulding (Parent), Beth Ackerman (LU), Kathy Hudson (Lynchburg), Stacey Bose (LU), Victoria Marroquin (LCS), Meg Racanelli (ACPS), Amy Love (LCA), Heather Schoffstall (LU)

 I. Introductions – Daniel Rule – CAC Chair (Principal, Dearington Elementary)
  a. Urban Ed Club has doubled!
  b. Want to see an Urban Ed course offered
 II. Diversity Task Force – Kristina DeWitt
  a. Michelle Goodwin talked in Kristina DeWitt's place!

b. Jamaica student teaching opportunity – first student teaching opportunity, but students have been traveling for practicum opportunities
   i. Make sure the placement is appropriate with licensed teachers

III. List of Graduates – Michelle Goodwin
   a. Nancy Hesse's list has offered all candidates and those that are local specific in case that is what schools prefer (may need reach out further for more smaller endorsement areas)

IV. QEP Update / SOE Initiatives – Michelle Goodwin / Maria Spaulding
   a. QEP to support SACS requirements regarding research skills
   b. SOE will be piloting this with another department for the University this fall – should benefit schools as students enter the schools/employment
      i. Research Emphasis: Two new general ed classes and one directed class in the major (EDUC 416)
      ii. CAC Recommendations: Deeper Dive with PLCs, Focus on "Backward Design," lesson plans that reflect tiers, Behavior Management, PBIS, Responsive Classroom, Social Media, Stressing Professionalism
         1. Waiting for new regulations from Governor regarding course caps in order to restructure courses to provide further support in these areas

V. EdTPA Update – Beth Ackerman
   a. Fully implementing in the fall, which will impact how student teachers complete placement and related assignments
   b. Focuses on evaluating candidates based on observations/videos; third party assessment

VI. IEP Inquiry – Beth Ackerman
   a. Need to prep candidates in electronic IEPs – Easy IEP; IEP Online
      i. Possible collaboration with schools so candidates are prepared for each system being used by local schools

VII. Field Experience for Employees in the Schools – Miranda Arnold
   a. Follow-up with placement contacts to gather protocols for candidates completing placement within/during employment

VIII. School Counseling Update – Justin Silvey
   a. The School Counseling program is working toward a 60-hour program by 2020, per CACREP.
   b. The School Counseling program would like to recruit practitioners for our program. Any interested school counselors can email schoolcounseling@liberty.edu.

IX. Administrative License Update – Sam Smith
   a. Piloting new program with ETS (with the help from Stacey Bose on the graduate level; Sam Smith on the undergraduate level) – ProEthica: Helps candidates to evaluate ethical decision making in video-based modules
   b. Building courses to support district-level preparation (currently have building-level preparation)
      i. Will seek approval from ELCC for national recognition down the road after collecting data
      ii. VA Department of Education: VA does not approve programs for district-level preparations, though licensure is offered on individual qualification

X. Urban Institute Plan – Michelle Goodwin
   a. Planning: 2.5 – 3 day institute (mid to late June) with national keynote and state speakers
      i. Dean Schoffstall is meeting with Dr. Hawkins to discuss further (should have an update within the next couple weeks)
   b. Another idea: Next year may consider camp for juniors and seniors (with focus in shortage areas and minority candidates)
   c. Washington Fellowship Program – Student teaching in DC! Going well for the first semester!

XI. General recommendations – Esther Alcindor

a. Thoughts or Concerns from Today's Meeting
        i. Great as always
        ii. Where are the secondary people? Let them speak!
        iii. Urban Education Institute (Kristy Genung would be interested in helping with this)
            1. Very excited about the institute on Urban Education
            2. Love the idea!
        iv. EdTPA: Great idea as a part of the experience (10 minute segments don't show the whole picture)
            1. Changes to student teaching in the fall
        v. MCEE – need more info—who is designing this Model Code of Ethics for Education? Whose ethics (state or federal)?
        vi. Love the idea of potential education candidate camps
        vii. So glad I am a part of this!
    b. Recommendations for Future Improvements in the School of Education
        i. IEP: Need special education classes for secondary people
        ii. Making sure all people understand field experience requirements
        iii. Urban Ed Club: Love the club; ideas on the list are great additions to ED program
            1. Love the class idea – very necessary – as well as for part of the 60hr. counseling program
            2. Add Urban Ed course
        iv. Express professional report writing with new research focus in 415 class –many new teachers from LU lack detail, objectiveness, and thoroughness in educational reports
        v. Amherst County – I wish we had more students in ACPS (field and student teacher).
        vi. I think it's fantastic that SOE is looking for opportunities to stay ahead of the curve.
    c. Recommendations for Future Topics to be Discussed at the next CAC Meeting
        i. LCS will be using Restorative Justice
        ii. Behavior Management Class
        iii. How to deal with classroom stress
        iv. Really like hearing from teacher candidates and listening to what their experiences have been
        v. I enjoy hearing from various people in SOE and what's going on—the big picture is nice. Thanks for partnering with us!
XII. Closing – Esther Alcindor

Fall 2017: November 14, 2017

Attendance: Dani Rule (LCS), Michelle Goodwin (LU), Heather Schoffstall (LU), Russ Claxton (LU), Rob Arnold (CCPS), Winnie Taber (LCA), Chandler Alder (LU), Hannah Wendt (LU), Ashley Bullock (LCS), Stacey Bose (LU), Kristi Arthur (CCPS), Amy Love (LCA), Jacqueline Wirth (LU), Maria Spaulding (LU), Cindi Spaulding (Parent), Kathy Hudson (LU), Andrea Beam (LU), Kathy Pickard (LU), Ronda Heerspink (LU), Miranda Arnold (LU), Amanda Fenson (BCPS), Letitia Lowery (LCS), Victoria Marroquin (LCS), Esther Alcindor (LU), Deanna Keith (LU), Mandy Welsch (LCS), Gwen Miller-Goulder (LCS), Jeannie Ramsey (Desmond Doss), Chris Glover (LCS), Clay Stanley (CCPS), Karen Carlson (CCPS), Stephanie Moehlenkamp (CCPS), Ruth Erquiaga (LCA)

I. Introductions – Daniel Rule – CAC Chair (Principal, Dearington Elementary)
    a. Urban Ed Club featured in Liberty Journal
II. Diversity Task Force – Kristina DeWitt
    a. Michelle Goodwin: Nearing full year with Washington Fellowship Program
III. List of Graduates – Michelle Goodwin

a. List previously distributed to Committee of upcoming graduates for Fall 2017
b. Candidates eligible for license at the close of the Fall 2017 semester

IV. CAEP Update – Michelle Goodwin
   a. SOE needs to effectively collaborate with schools for preparation to meet CAEP standards
      i. Standard 1: Content and Pedagogical Knowledge
         1. 1.2: Measure P-12 student progress
      ii. Standard 2: Clinical Partnerships & Practice (Critical point of collaboration for ALL sub-areas)
      iii. Standard 3: Increase/change of standards regarding Candidate quality, recruitment, and selectivity
         1. Implications for current teacher shortages
      iv. Standard 4: Program Impact needs to show completers are performing well in school employment (ALL sub-areas)
         1. Candidates: Term while they are in the SOE program
         2. Completers: Term when they finish the SOE program
         3. Will follow-up with schools to establish a plan for collaboration to collect data from school employment performance
         4. LU – SOE is seeking to collaborate with other VA institutions to establish one report/survey for school systems to complete rather than individual institution reports
         5. Standard 5: Provider Quality, Continuous Improvement, & Capacity

V. EdTPA Update – Esther Alcindor
   a. New initiative; many states have adopted edTPA; Teacher Performance Assessment (Is a candidate ready for the role of teacher?)
   b. Task 1: Planning (context and learning segment)
      i. 3-5 lessons/units
   c. Task 2: Instruction (video)
      i. Actual teaching implementation
   d. Task 3: Assessment/Reflection
      i. Pre-assessment/post-assessment comparison; what remediation needs to take place (reengagement plan)
   e. Task 4: Only Elementary candidates and it relates to math
   f. Questions
      i. Letitia Lowery: Can students use the school letter of video approval?
         1. Miranda: The video consent letter was requested by LCS
         2. Michelle: Video should be focused on SOE candidate; should not be shared publicly
      ii. Dani Rule: Lesson plan template is not school/host-friendly (not practical)

VI. Field Experience Update – Miranda Arnold
   a. Due to time restraints, item was not discussion.

VII. BS and MAT Program Overview – Michelle Goodwin
   a. Due to time restraints, item was not discussion.

VIII. New Teacher Topics - Member Update – Rob Arnold (Campbell County)
   a. VA began with about 1000 open teaching placement this year; teacher shortage; shortage in teacher preparation programs
      i. Recruitment
      ii. Retention of new teachers: Main area of struggle is classroom management due to extreme student needs. Teachers become overwhelmed and frustrated and exit the profession.
   b. Preparation programs need to increase instruction and opportunity to learn, experience, and observe classroom management strategies.

c. Student teaching experience: Most are missing the initial days of the school year to see how classroom teachers establishes the school year with routines, behavior expectations, etc.
   i. Letitia Lowery: Invites student teacher to join during registration to begin that relationship from the start with students/parents.
      1. Have specific classroom management course and bring in different classroom teachers to provide different perspectives
d. Rob wants to initiate dialogue to restructure preparation programs and field experiences to allow students more exposure
   i. Special education teachers/candidates seem to express more comfortability with this area.
e. Hannah: Speaking for all candidates, classroom management is more difficult compared to simulation lesson. Need a little more guidance! It is difficult for classroom teachers to devote time to explicitly teach those skills to a candidate during a practicum.
f. Gwen: After-school programs make for a long day for students and faculty, and it increases student behavior concerns. Outside seminars to seek training pertaining to trauma experienced by students and related behaviors.

IX. General recommendations – Esther Alcindor
   a. Thoughts or concerns from today's meeting:
      i. Classroom management seminar simulations: Call or email Letitia Lowery (lowerylm@lcsedu.net; 434-426-1032)
      ii. Urban education specific coursework/immersion opportunities: Need due to the increasing cultural diversity of public education. Improving teaching styles and classroom management can often hinge upon how well teachers know and understand themselves and students that are different.
      iii. Great hearing input from Campbell County about teacher retention--also a concern in LCS (25% turnover!). Behavior management is a big concern in elementary education.
         1. How is LUSOE addressing/prepping candidates?
      iv. How do we work to keep candidates in schools?
      v. More Urban Ed training.
      vi. Could candidates come into 21st Century Programs (afterschool) and be with licensed teachers when classes first begin to observe and interact with students as classroom expectations are being put in place? This program usually begins later in the year and may be easier to schedule with university's calendar (embedded into course).
      vii. Thank you for the collaboration and the opportunity to hear updates. LU is doing a great job of staying ahead on trends and changes in the field.
      viii. Thank you, Michelle, for being so positive, in your responses to others. You never have to worry that Liberty students are trained well in all areas.
      ix. New teacher topics: referring to retention of new teachers. Need a better mentor program in conjunction with the colleges—a mentor/clinical faculty member partnership. (Ex: Amherst Co./Randolph College had a great model a few years ago.)
      x. Thank you for preparing Godly teachers to be lights for Jesus in our schools.
   b. Recommendations for future improvements in the School of Education:
      i. Really would love to see Urban Education as a course (Elective)—often has a behavior focus as an element.
      ii. Is there a way to distinguish outstanding candidates who are involved and who go above and beyond?
      iii. Introduce trauma informed care or responsive classroom to SOE candidates.
      iv. Classroom management course.

        v.   Focus field experiences on task for the content and observing behavior management techniques or implementing a technique.

       vi.   Classroom management course offering would be very helpful for new teachers and their first year in teaching.

  c. Recommendations for future topics to be discussed at the next CAC meeting:

        i.   Diversity and trauma training for candidates.

       ii.   Resources at LU for public school teachers.

      iii.   Classroom management course offering would be very helpful for new teachers and their first year in teaching.

      iv.   Additional speakers and how they can help LU and vice versa.

  d. edTPA

        i.   Media releases will be a concern (obtaining them)

       ii.   Lesson plan format is daunting and not very practical for cooperating teachers and schools. Some schools require specific formats.

      iii.   Behavior management is not a focus.

      iv.   Will online candidates have to do this as well?

       v.   Lesson plan template: can't manipulate boxes to shorten it.

X.   Closing – Esther Alcindor

Spring 2018: April 19, 2018

Attendees: Michelle Goodwin (LU), Miranda Arnold (LU), Kevin Struble (LU), Heather Schoffstall (LU), Kristy Genung (LCS), Esther Alcindor (LU), Amy Love (LCA), Kathy Pickard (LU), Terri Modlin (LU), Ronda Heerspink (LU), Mandy Welsch (LCS), Jane James (LU), Winnie Taber (LCA), Kerry Bowles (LU), Kristina DeWitt (LU), Gwen Miller-Gould (LCS), Beth Ackerman (LU) Dani Rule (LCS), Audrey Wilson (LU), Tish Lowery (LCS), Maria Spaulding (LU), Russ Claxton (LU), Sherrie Steele (LCS), Andrea Beam (LU), Ryan Robinson (LU), Cindi Spaulding (Parent); Itzel Nogueras (LU)

I.   Introductions – Daniel Rule – CAC Chair (Principal, Dearington Elementary)

  a. New Faculty

        i.   Terri Modlin (Student Teaching Director, edTPA, State Compliance)

       ii.   Kerry Bowles (School Counseling)

II.   Validity Exercise for Key Assessment – Curriculum Project – Michelle Goodwin

  a. Is the content being measured that should be evaluated? Reliability and validity.

  b. Attendees completed three surveys (separate sets for elementary or secondary)

        i.   Survey 1: CAEP Standard 1.1 – InTASC standards

       ii.   Survey 2: CAEP Standards 1.2 through 1.5 – CAEP Elements

      iii.   Survey 3: Relevance to Curriculum

III. Diversity Task Force – Kristina DeWitt

  a. Training with Urban Education Club: Students do additional service hours; Different speakers to acclimate students with urban education; Club travels to DC to observe authentic urban setting.

  b. National recruiting team: Project called Unashamed (connecting with SOE in October for focus in October CFAW); Encourage students to attend CFAW and apply for $10,000 education scholarship; Shadowing day to encourage participation

        i.   Friday (one or two events for specifically looking at students going into education)

  c. Linkhorne: Collaboration project with Ted Finney to bring 5th graders for a mock career day (Law School, Med School, etc.)
    i. Fall: Need connections for upcoming festival
IV. List of Graduates – Michelle Goodwin
  a. Graduate listing for schools needing to recruit teachers
V. CAEP Update – Michelle Goodwin
  a. New organization (previously NCATE) for SOE accreditation
  b. Surveys completed help SOE to define key EPP created assessments needing for accreditation (Proprietary assessments are edTPA, ProEthica, etc.)
VI. CPAST – Michelle Goodwin
  a. Using new performance assessment
    i. Local implementation – Fall 2018
    ii. Add external implementation – Spring 2019
  b. CPAST created at Ohio State and has gone through validity/reliability studies (serves as a Proprietary assessment for accreditation)
  c. Covers Pedagogy, Dispositions, and Goals (pedagogy, instructional delivery, assessment, analysis of teaching, dispositions, professional relationships, critical thinking and reflective practice)
VII. edTPA Update – Terri Modlin and Maria Spaulding
  a. Portfolio assessment (Planning, Instruction, Assessment/Reflection)
  b. Developing more video and PowerPoint training to prepare candidates, professors, and cooperating teachers
  c. Attendees invited to provide/send feedback to Terri Modlin, so areas can be further addressed in training supports
  d. Practice tasks are now being built into courses prior to student teaching
VIII. Field Experience Update / Request for Photo Shoot – Miranda Arnold
IX. General recommendations – Esther Alcindor
  a. Recommendation forms not completed this time due to time constraint and further feedback on above surveys.
X. Closing – Esther Alcindor

Fall 2018: December 6, 2018

[Due to inclement weather, CAC was combined at a later date with GAC via a WebEx meeting.]

Attendees: Esther Alcindor (LU); Cindi Spaulding (LU); Kevin Struble (LU); Carmolee Hager (LU); Terri Modlin (LU); Michelle Goodwin (LU); Miranda Arnold (LU); Deanna Keith (LU); Andrea Beam (LU); Ashley Bullock (CAC); Clayton Stanley (CAC); Dan Phillips (GAC); Dwayne Spearman (GAC); Fred Conner (CAC); Joy Ashbaugh (GAC); Kathy Pickard (LU); Kristina DeWitt (LU); Phil Bassett (GAC); Richard Silvey (LU); Stacey Bose (LU); Stephanie Moehlenkamp (CAC); Teresa Crouch (GAC); Tracey Pritchard (GAC); Meredith Gardner (CAC); Kerry Lamphere (CAC); Jay Sneed (GAC)

I. Introductions
  a. Tracey Pritchard – GAC Chair (Head of School, Hebron Christian Academy – Dacula, GA)
    i. Opened with prayer
  b. Daniel Rule – CAC Chair (Principal, Dearington Elementary)
  c. Michelle Goodwin – Overview
    i. Accreditation: CAEP Standards

        ii.   Who's Who of EPP Partnership Program: Keith, Struble, Goodwin, Arnold, Hager

II.   New email contact: soepartners@liberty.edu

III.   New Partner website: https://www.liberty.edu/academics/education/teacher/index.cfm?PID=36696
   a. SOE is working on shortened URL (www.liberty.edu/SOEpartners)

IV.   List of Graduates – Michelle Goodwin
   a. Shared for recruiting purposes of Fall 2018 graduates

V.   Key Assessment – Curriculum Project – Stacey Bose
   a. Spring 2018: CAC provided feedback on initial viewing of assessment (validation process)
      i. 3 surveys for curriculum project: CAEP Standard 1.2-1.5 Content Validity Study; InTASC
   b. Fall 2018: LU Faculty provided feedback on further validation
   c. 30-32 people on surveys
      i. CAEP Established Criterion
         1. Meeting the Standards – 50%
   d. SOE CAEP Visit = Spring 2022
   e. Two types:
      i. EPP-Created Key Assessments: Curriculum Project
      ii. Proprietary KEY Assessments: ProEthica, edTPA & pre-edTPA, CPAST

VI.   Diversity Task Force – Kristina DeWitt / Cindi Spaulding
   a. Urban Education Club: Led by Dr. Monica Huband; 16 members this semester (highest enrollment); Presentations: School Resource Officer; Challenged to complete Poverty Simulation
   b. Addressing standards related to diversity from accreditor (selectivity; recruitment; support completion of diverse candidates)
   c. 365 pages of data to sift through on these diversities!
   d. Refining rubric on dispositions to work with all types of students (addresses that students need to be able to work with all types of students)
   e. Schools: please share further feedback on specific needs that need to be addressed to further prepare candidates for the realities of the current classroom

VII.   CPAST (Candidate Preservice Assessment of Student Teaching) – Michelle Goodwin
   a. CPAST
      i. Used for student teaching: Completed by all parties (candidate, supervisor, CT)
      ii. Measures: Pedagogy, Instructional Delivery, Assessment, Professional Commitment and Behaviors, Professional Relationships, Critical Thinking and Reflective Practice
      iii. Serves as KEY assessment
      iv. Two parts: Preliminary and Final
      v. Implementation plan
         1. Fall 2018: Pilot with local student teachers (both residential and online)
         2. Spring 2019: Implement with external student teachers (both residential and online)
      vi. Defined collaboration with Ohio State University
   b. Pre CPAST
      i. Used for practicums
      ii. Shared packet that will introduce practicum experiences. Provides guidelines as to what should be expected of the candidate at that stage in their program.
      iii. Electronic submissions helps to protect integrity of data.

VIII. edTPA Update – Terri Modlin
   a. KEY assessment for initial licensure
   b. Some states have adopted assessment as critical measure
   c. Multiple tasks: Task 1, Task 2, Task 3, and Task 4 (Elementary only for Task 4)

d. Update from Terri Modlin, edTPA Coordinator
   i. New since spring: ALL student teachers are completing edTPA (program requirement rather than optional completion)
   ii. Professors must complete edTPA training to supervise student teachers
   iii. Fall 2018: Vouchers were provided to student teachers for edTPA submission [Future voucher system is uncertain]
   iv. Scores thus far: Overall, students are doing well. Not all passing scores, though. Every state has a different cut/passing score.
e. School feedback: Please share your experiences. We welcome any suggestions and feedback for working with students on edTPA.

IX. Field Experience Data Results – Esther Alcindor
   a. Data represents evaluations from student teachers, CTs, and supervisors
   b. Summaries were provided to attendees for viewing.
   c. School feedback: Please share your experiences. Are there better questions to ask (indicators)?

X. Proposed Student Teacher Observation Form – Michelle Goodwin
   a. Previous form: Aligned with TCAs
   b. New proposed form: Needed to be updated to align with CPAST, rather than TCAs.
      i. Lettered indicators: Directly aligned with CPAST
      ii. Non-lettered indicators do not directly align with CPAST, but SOE felt these items were significant to be included.
   c. School feedback: Please share feedback as to what may be more effective for observation purposes. Are there missing indicators or clarity needed?

XI. General recommendations – Esther Alcindor
   a. Bassett: Asked about the 30-hour experience.
      i. Goodwin clarified these are course-embedded experiences that students are guided through during their enrollment in a particular course. Requirements may vary per course.
      ii. Gardner: Has a current student teacher and practicums. She praised the candidates' performance!!
      iii. Sneed: Asked about deadline for feedback.
         1. Goodwin asked for initial deadline of end of December as we would like to implement for spring semester.

XII. Closing – Esther Alcindor
   a. Dr. Goodwin will send out update with date/time for next meeting.
   b. Please send feedback to SOEpartners@liberty.edu.

Spring 2019: March 27, 2019

Attendees: Ronda Heerspink (LU), Miranda Arnold (LU), Michelle Goodwin (LU), Michele Worley (LU), Dani Rule (LCS), Deanna Keith (LU), Cindi Spaulding (LU), Maria Spaulding (LU), Itzel Nogueras (LCS), Amy Love (LCA), Andrea Beam (LU), Ashley Bullock (LCS), Rachael Madigan (Beacon of Hope/Parent Rep.), Meredith Gardner (LCS), Justin Silvey (LU), Sam Smith (LU), Kristy Genung (LCS), Kerry Bowles (LU), Stephanie Moehlenkamp (ACPS), Kristi Arthur (CC), Stacey Bose (LU), Meg Racanelli (ACPS), Lea Gray (LCS), Amy Hunley (CCPS), Esther Alcindor (LU), April Bruce (LCS); Sherri Steele (LCS)

I. Introductions – Daniel Rule – CAC Chair (Principal, Dearington Elementary)
   a. Reinforced partnership of mutual benefits (Urban Education Club, Recruitment lists, etc.)

II. New Interim Dean – Deanna Keith
   a. Past participation with CAC as faculty, special education chair
   b. Value expertise brought from each individual's role in the school systems; School personnel offer current perspective of schools to best plan preparation programs
III. Recognition of Exemplary Educators – Michelle Goodwin
   a. Ashley Bullock (LCS): Recognized in Lynchburg Living as a Top Teacher!!
IV. List of Graduates – Michelle Goodwin
   a. Action Item: Will send list to CAC members this week.
V. Licensure Test Overview & Possible Changes – Michelle Goodwin
   a. Discussed required tests for teacher candidates in achieving initial licensure (Praxis Core, VCLA, Praxis Subject Assessment, RVE)
   b. Proposed state bill may remove the requirement of a VA-cut score for entrance exam. Candidates would still need to complete/pass exam, but would need to meet national (accreditation) cut score rather than state score. [SAT/ACT exemption scores may still apply.]
   c. VCLA may be approved to replace the reading/writing portion of the Praxis Core requirement.
VI. VDOE Regulations Compliance Phases for LU State Approved Programs – Michelle Goodwin
   a. Presented chart of all VA state-approved programs and available endorsements
   b. Seeking reaffirmation of programs based on new regulations
   c. Seeking new endorsements, too. Shared below.
   d. Action Item: Member requested to have access to list of programs (Dr. Goodwin will share VDOE link with members)
   e. Phase 1:
      i. UG: B.Ed. Elementary/Elementary with Middle Option/Special Education;
      ii. Grad: Special Education Add on (certificates)
   f. Phase 2:
      i. Grad: MAT Sped (Adapted Curr.); MAT Sped (Early Childhood); M.Ed. Math Specialist – Elem; M.Ed. Math Specialist – Elem & Middle; M.Ed. in Library Media; Grad Certificate Add on (CTE: Transition and special needs)
   g. Phase 3:
      i. UG: B.Ed. Biology, Business, Chemistry, Choral Music, Computer Science, English, FACS, Music, Math, PE/Health, History, Spanish, Art, TESL, Theatre, Trade & Industrial Education, Engineering, Earth Science, Physics
VII. New Special Education Add on Endorsements – Cindi Spaulding
   a. Approved for these programs: Special Education Add on – Graduate Certificate (Elem, Middle, or Secondary)
      i. 5 courses (15 credit hours)
      ii. Grade level endorsement will align with teacher's current license endorsement/grade level(s)
      iii. Only available for teachers with content degrees (Elem, MG/Secondary in English, history, social sciences, mathematics, science, biology, chemistry, Earth science, or physics)
      iv. What is the best way to share opportunity with current teachers? Share on the reflection form at the end of meeting!
VIII. CAEP Standard 2 – co choosing CTs and mentors – Stacey Bose and Michelle Goodwin
   a. CAEP is national accreditor
   b. Focuses on collaboration between provider (School of Education) and partnerships for clinical practice (school systems)
   c. Requires co-constructed partnerships between provider and schools (mutually beneficial)
      i. Co-selective educators for candidate placements

    d.   Action item: Need CAC members to provide recommendations for experts to involve with input as we review and reconstruct assessments for advanced licensure internship evaluations
IX.   CPAST (Candidate Preservice Assessment of Student Teaching) – Michelle Goodwin
       a.   CPAST: SOE is in second semester of implementation (by next meeting, some data should be available)
       b.   Pre CPAST
X.   New Student Teacher Observation Form – Michelle Goodwin
       a.   Used by University faculty when they observe student teachers in their placements
       b.   Instrument was viewed via Webex (due to inclement weather) in the fall. Received feedback and made some adjustments. Share if further changes are recommended.
XI.   Diversity Task Force – Kristina DeWitt / Cindi Spaulding
       a.   Urban Education is going strong and getting into the schools with low SES and urban backgrounds
       b.   Spring break trips: Jamaica and Rwanda; Summer trip: Ireland
       c.   Autism Speaks club may be looking for a school/project to adopt
XII.   Data Results from edTPA – Esther Alcindor and Michelle Goodwin
       a.   Overview: Some states require edTPA for candidates to obtain license; some states are pending legislation; some are participating but not required; others are not participating
       b.   Reviewed candidates' scores
XIII.   Data Results from ProEthica – Esther Alcindor and Michelle Goodwin
       a.   Candidates scored well overall, except for ethical use of technology
XIV.   General recommendations – Esther Alcindor
       a.   Student Teacher Observation Form
          i.   Sections A & E: Objectives/learning targets: Are students using learning targets?
          ii.   Section M: Connections to Research and Theory: Unclear.
          iii.   Section N: Participates in Professional Development: Possible addition: If PD is not offered during ST, collaboration with specialists could substitute.
       b.   Thoughts or Concerns from Today's Meetings
          i.   Special Education Add-on: Market add-on endorsement by emailing this committee (its members) and personnel/HR contact for the division to help spread the word.; In order to market the new special education endorsement, it might be best to send to SPED chairs at each school for them to discuss during faculty meetings.; Communicate to central office who work with licensure/professional development.; Contact personnel departments of each division, flyers to schools, mass email (need approval through superintendent office.
          ii.   Thank you for the edTPA data—that is extremely helpful!
          iii.   This is my first time here. Thank you for having me. It was inviting & information.
          iv.   Thanks for sending the assessment class to LES to tutor our kids! It's been wonderful!
       c.   Recommendations for future improvements in the School of Education
          i.   What would be the possibility of having Montessori endorsements in either PreK-5, 6-8, and 9-12 or PreK-5 and 6-12?
       d.   Recommendations for future topics to be discussed at the next CAC meeting
XV.   Closing – Esther Alcindor