

# Global Advisory Council

## Minutes

[Fall 2018](#)

[Spring 2019](#)

[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](mailto: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/SOEparkers](http://www.liberty.edu/SOEparkers))
- 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, CFAST
- 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. CFAST (Candidate Preservice Assessment of Student Teaching) – Michelle Goodwin
  - a. CFAST
    - 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 CCAST
      - 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 CCAST, rather than TCAs.
    - i. Lettered indicators: Directly aligned with CCAST
    - ii. Non-lettered indicators do not directly align with CCAST, 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](mailto:SOEpartners@liberty.edu).

Attendees: Michelle Goodwin (LU), Tracey Pritchard (Hebron Christian Academy, GA), Miranda Arnold (LU), Carmolee Hager (LU), Cindi Spaulding (LU), Stacey Bose (LU), Andrea Beam (LU), Esther Alcindor (LU), Terri Modlin (LU), Michele Worley (LU), Harvey Klamm (LU), Laurie Rice (LU), Phil Bassett (International Schools Consortium), Justin Silvey (LU), Stacy Cataneo (Manassas City Schools, VA)

- I. Introductions
  - a. Tracey Pritchard – GAC Chair (Head of School, Hebron Christian Academy – Dacula, GA)
  - b. Michelle Goodwin
    - i. SOE Partners website
    - ii. Upcoming and future developments (resources for professional development)
- II. New Interim Dean – Deanna Keith
- III. Recognition of Exemplary Educators – Michelle Goodwin
  - a. Ashley Bullock (local teacher)
- IV. List of Graduates – Michelle Goodwin
  - a. Result of previous council recommendations
- V. Licensure Test Overview & Possible Changes – Michelle Goodwin
  - a. New House Bill (intended to diversify teacher workforce): May allow VCLA to be used in place of the Praxis Core Reading/Writing
- VI. VDOE Regulations Compliance Phases for LU State Approved Programs – Michelle Goodwin
  - a. Phase 1:
    - i. Green = Old packages being repackaged to be offered online and residential (Expected Fall 2019)
    - ii. Special Education add-on (Expected Fall 2019; Not certain)
    - iii. Non-shaded: Current programs that must be re-approved to continue offering
  - b. Phase 2: New programs (Due May 31)
    - i. Yellow = Completely new program (Expected Fall 2020)
    - ii. Purple - Possible new programs
  - c. Phase 3: Non-EDUC programs
    - i. Secondary programs currently housed in other departments, not SOE
    - ii. Seeking possibility of moving those programs to SOE (New Governor regulation allows offering of Bachelor in Education; has not been availability since approximately 1998)
- VII. New Special Education Add on Endorsements – Cindi Spaulding
  - a. 3 new special education endorsement opportunities for add-on to current license
    - i. Graduate Certificate (ELEM: K-6); Graduate Certificate (MIDDLE: 6-8); Graduate Certificate (SECONDARY: 6-12)
    - ii. Graduate Certificate in Transitions
    - iii. MAT in Special Education Adaptive Curriculum (Expected Fall 2020)
- VIII. CAEP Standard 2 – co choosing CTs and mentors – Stacey Bose and Michelle Goodwin
  - a. Site visit scheduled for 2022
  - b. University is accredited by SACS; Education programs accredited by NCATE/CAEP
  - c. CAEP: Five Standards
  - d. Standard 2: Clinical Partnerships and Practice
    - i. Will seek interested and qualified individuals to assist and partner with us to review instruments, etc.
    - ii. Mutually construct, mutually beneficial, shared responsibility
    - iii. SOE should provide training and professional development for our clinical educators/mentors
    - iv. Currently seeking feedback from content experts (math specialists, reading specialists, administrators, school counselors)
      1. One-hour commitment: Review and provide feedback on internship assessment instruments

2. Pilot taking place Spring 2019

- v. One-two year commitment: Looking for long-term representatives willing to serve on committees for each standard

- IX. CCAST (Candidate Preservice Assessment of Student Teaching) – Michelle Goodwin
  - a. CCAST
  - b. Pre CCAST
- X. New Student Teacher Observation Form – Michelle Goodwin
- XI. Diversity Task Force – Kristina DeWitt / Cindi Spaulding
  - a. Urban Education Club
  - b. International experiences: Northern Ireland; Rwanda; Jamaica
- XII. Data Results from edTPA – Esther Alcindor and Michelle Goodwin
  - a. edTPA required participation is increasing across the United States
  - b. Task 1 (planning), 2 (instruction), 3 (assessment/reflection), 4 (math focus; only elementary candidates) review
  - c. Average scores received (results from last year--only candidates that submitted to ETS for formal review/assessment): candidates are performing well
- XIII. Data Results from ProEthica – Esther Alcindor and Michelle Goodwin
  - a. Situational assessment: Students given scenario and students have to select their response/decision; Based on decision, system progresses to next prompt (may suggest students to rethink)
  - b. SOE wants students to be assessed beyond content only; ProEthica is an attempt to assess dispositions and ethics
- XIV. General recommendations – Esther Alcindor
  - a. Survey will be sent requesting information about suggestions and feedback
- XV. Closing – Esther Alcindor