

Global Advisory Council

Minutes

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Spring 2018: May 2, 2018

Attendees:

Heather Schoffstall, Dean

Kevin Struble, Associate Dean of Academics

Michelle Goodwin, Assistant Dean of Licensure Programs

Carmolee Hager, External Field Director

Michele Worley, Ex. Director of Operations

Dawn Schaeffer

Tracey Pritchard: in GA -private school of 900 students; she oversees Liberty ST in Whinet County

Leana Cohen: Fairfax County Recruitment

Shelby Elliott: Henrico County

Nancy Jones: Asst. director in Henrico County

I know there was one other person on the phone, but not sure who it was.

noreen_s_price@dekalbschoolsga.org; Noreen Price

barbarawickham@mcps.org; Barbara Wickham

gary.gearhart@lcps.org; Gary Gearhart

Nicolawilliamsphd@gmail.com; Nicola Williams

Introductions (Dr. Kevin Struble)

Purpose of GAC (Dr. Heather Schoffstall)

Currently have 2 functioning Advisory councils: CAC locally collaboration; SAC Secondary council internally with the school; This meeting initiates the new Advisory Council: Global Advisory Council: GAC: This meets the need to hear from our partners that operate outside of our local area so that we can collaborate and partner with education professionals and understand the needs in the schools.

Accreditation Initiatives (Dr. Heather Schoffstall)

CAEP is our accrediting board; it used to be that schools could choose whether they wanted to be accredited, but now it is required in VA

List of standards for accreditation;

Note Standard #2 Clinical Partnership and #4 program impact: These standards address what our student are doing in the field and after graduation. VA does not provide that information.

We would like to know through clinical partnerships, school system, etc. Ideas of how to gain this information going forward. Fortunately, we are accredited until 2022. We are looking to set up information to be ready for that time and work on developing the GAC.

Website for [Global Partnerships](#) (Dr. Kevin Struble)

New Student Teaching Instruments (Dr. Michelle Goodwin)

The accreditation with CAEP will only allow limited documents that they will examine as proofs of the standards being met. We are beginning to look at our instruments to consider how to improve and give the best information for the accreditation. One consideration is: What is the best ways to assess our candidates?

Two types of assessments

1. EPP are assessments that we as faculty created as projects to show their knowledge and skills – We want to know that this instrument is valid and reliable. We would like your feedback through a survey on these to refine. I will discuss that in the Validity Project in a moment.
2. Proprietary assessments – developed outside of our organization
 - a. 2 types of assessments
 - edTPA: This assessment is graded by Pearson and the passing score is determined by state. The assessments has 4 steps: Plan, Instruction, Assessment and Math task for only elementary. This is the first year our students have completed the EdTPA assignments. EdTPA is not required by all states so we encourage students to look at the EdTPA map to see the states that include EdTPA.
 - CCAST: Student Teaching Assessment Instrument- performance: A benefit is that many universities use it so we can compare with others. The assessment includes pedagogy, dispositions and goal setting section. We will require training for supervisors for CCAST. Once the MOU is signed this summer, our ST supervisors will be trained. We appreciate the training and dedication that our supervisors have toward our students. This assessment will start in the Fall locally and the Spring externally.

Validity Project (Dr. Michelle Goodwin)

Content Validity Exercise: This will help to validate our Assessment: The assessment is for a Curriculum Project that we use in SOE: We will send you an email with 3 links and specific instructions

1st InTASC standard;

2nd CAEP elements;

3: Relevance to Curriculum

Future Plans (Dr. Kevin Struble)

- Continued partnerships
 - Website setup for the partnerships
 - What we can do better to make stronger partnerships?
- Regular Fall/Spring Meetings
 - One every semester; post minutes;
- Feedback
 - Interactions
- Improvement Plans
 - Standard 5 – improvement plan;
- What can we provide that will be of value to you?

Questions/Comments

Leana:

1. When do want the surveys completed? We will send out and put in the email
 - a. Dr. Schoffstall: probably 2 weeks. We have time and we really want your expertise. Our desire is that our external partners have as much of a voice as our local.
2. I have a corporate background and I know there are other people in our school that could provide valuable information. Can we share
 - a. Yes, you can forward to those that would best answer the surveys and the more feedback we receive the better. Send to as many as you like. We will provide Video, definitions, etc. so you can forward on.

Not sure who this was???: Is this assessment specific to one of our approved licensure programs?

- a. Yes, this assessment is for our initial licensure program.

b.

Tracey Pritchard:

1. Regarding EdTPA: I have been a Liberty instructor and also in the field: now that I am in with the Georgia local universities, it seems like they are providing more guidance for their students than Liberty. I think the Liberty students still feel it is a little abstract. I have seen some that become frustrated. It is an area that we need to keep working on it. I know of 2 that did not pass. Normally our students don't struggle in the testing area. I will try to ask local universities to see how they guide their students.
 - a. We want to hear this kind of feedback. Since we are just beginning to make this a requirement, the students have not been as exposed to the process. I think in a year or two it will be different. Seniors have not had the exposure that they will have
2. Students were angry on the technical review part. We are learning and figuring it out. We don't have our first wave of professionals
 - a. If you are able to go to the schools in GA to hear what they are doing that would be great feedback to have for changes we might want to consider.
 - b. Goodwin: As supervisors I said thank you – it takes a lot of training and we will have CPAST also added to it. We realize that. Anything you think we can do that will help. We have created a new position that is designated ST coordinator and director and will be providing more trainings and support. We want to streamline the communication so the information is going to the right person and that supervisors know where to go for help
3. I think you are going in the right direction; it just takes time.

Feel free to go to the website and we will also send the link in another email. Will give you more information there. If you have any ideas of how to partner, please feel free to share this information with us.

Kevin Struble ended in prayer

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 i
 - ii. Proprietary KEY Assessments: ProEthica, edTPA & pre-edTPA, CCAST

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. CCAST (Candidate Preservice Assessment of Student Teaching) – Michelle Goodwin

- a. CCAST
 - 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.

Spring 2019: April 25, 2019

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

Spring 2019: March 27, 2019

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. CFAST (Candidate Preservice Assessment of Student Teaching) – Michelle Goodwin

a. CFAST

b. Pre CFAST

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

Fall 2019: November 20 2019

I. Introductions – Tracey Pritchard

II. Residential Dean Search – Michelle Goodwin

III. List of Graduates – Michelle Goodwin

IV. Changes in Practicum Courses – Michelle Goodwin

V. Substitute / Employee Opportunities – Michelle Goodwin

➡ Seeking input for your thoughts on best ways to approach this during coursework and student teaching...

VI. Licensure Test Overview – Esther Alcindor

VII. VDOE Biennial Report – Michelle Goodwin

VIII. VDOE Regulations Compliance Phases for LU State Approved Programs – Michelle Goodwin

IX. CAEP Standard 2 – Stacey Bose

➡ Seeking input for assessments: Field Experience Surveys

X. General recommendations – Esther Alcindor

XI. Closing – Esther Alcindor

Please send any suggestions or feedback to soepartners@liberty.edu . Thank you!