

Secondary Advisory Council

Minutes

[Fall 2010](#)

[Spring 2011](#)

[Fall 2011](#)

[Spring 2012](#)

[Fall 2012](#)

[Spring 2013](#)

[Fall 2013](#)

[Spring 2014](#)

[Fall 2014](#)

[Fall 2015](#)

[Spring 2016](#)

[Fall 2016](#)

[Spring 2017](#)

[Fall 2017](#)

[Spring 2018](#)

[Fall 2018](#)

[Spring 2019](#)

[Fall 2020](#)

Fall 2010: November 16, 2010

Attendance:

Karen Parker-Dean: School of Education; Michelle Goodwin-Assistant Dean: School of Education; Andrea Beam-Secondary Education Coordinator: School of Education; Steve McDonald-Assessment Coordinator; Miranda Arnold-Coordinator of Local Field Experience; Holly Arnesen-Undergraduate Education; Linda Farver-Physical Education; Bill Gribbin-English; Kathy Pickard-Director of Local Field Experience; John Hugo-Music; Rob Ritchie- History; Eric Brubaker- Kinesiology; Jon House- Kinesiology; Sandra Rumore- Math

1. Opening prayer and introductions

2. VDOE update - Andrea Beam

Note: VDOE Matrices are in SOE SharePoint

Reports available on SharePoint. Will email copy of agenda to everyone.

New competency affects social sciences, secondary and elementary.

Hoping to have new tutorial available for training with printable certificate. It is an unfunded requirement, produced by an organization that advocates for children. Tutorial may end up being required only for those renewing.

2010-2011 Top 10 Critical Shortage Teaching Endorsement Areas in Virginia

1. Special Education
2. Elementary Education preK-6
3. Middle Education Grades 6-8
4. Career and Technical Education
5. Mathematics Grades 6-12 (including Algebra I)
6. Science Grades 6-12
7. Foreign Languages preK-12
8. School Counselor preK-12
9. Health and Physical Education preK-12
10. English Grades 6-12

Amendment to the *Licensure Regulations for School Personnel*

§ 1. That the Board of Education shall amend its regulations to require that all teacher education preparation programs in early/primary preK-3, elementary education preK-6, middle education 6-8, and history and social sciences include local government and civics instruction specific to Virginia.

§ 2. That the Board of Education shall amend its regulations to require any individual seeking renewal of a license with an endorsement in early/primary preK-3, elementary education preK-6, middle education 6-8, history and social sciences, history, or political science to complete study of the structures, function, and powers of state and local government of Virginia and the importance of citizen participation in the political process in state and local government of Virginia. The study may be satisfactorily completed using any applicable option described in the Virginia Licensure Renewal Manual. This requirement shall be met one time for the individual's next renewal after July 1, 2012.

3. Licensure test update - Michelle Goodwin

VRA changes – *Elementary/Special Education only*

Praxis II (see chart on next page):

- Tests not required in Virginia, not offered in Virginia
- New test codes, online format

Gate 1= Declaration of major.

Gate 2= In the past has always been Praxis 1. This year students only need Praxis 1 math plus VCLA. Students are told about testing in 125 and 221. It is also clearly stated in u-guide.

It may be beneficial for students to take all areas of Praxis as it is a requirement for other states. Students should be advised to look at the requirements of the state they plan to test in before signing up for tests.

Gate 3= Application to student teach. Should have taken Praxis 2 at this point. Newly offered electronically, but still not as accessible and flexible as many other online tests. Students should be made aware of this because, if they take the test too close to the time they are student teaching and they do not pass they may not have time to retake and pass the test before the student teaching deadline as they will not be able to student teach without having passed the test.

New test codes have been issued along with the new testing format. The new codes are on the U-guide.

There tend to be more issues with secondary students than elementary because they have less direct communication with the School of Education.

ETS is no longer offering tests in Virginia that are not required by the state. We are waiting to see if those tests will eventually be optional and available online.

Special education and TESL are two areas in which you cannot be considered “highly qualified” based on test scores alone.

Secondary (6-12, K-12) Endorsement Areas	Test Code	Passing Score	Specialty Area Test
Biology	0235	155	Biology: Content Knowledge
(Business Education)	(*0100)	590	Business Education <i>*(taken before 9/2010)</i>
Business Education	0101	157	Business Education: Content Knowledge <i>(taken after 9/1/2010)</i>
Computer Science	<i>N/A</i>	**	<i>No Praxis II test required for 2011</i>
English	0041	172	English Language, Lit, Comp: Content Knowledge
English as a Second Lang	<i>N/A</i>	**	<i>No Praxis II test required for 2011</i>
(Family & Consumer Sciences)	(*0120)	(550)	Family & Consumer Sciences <i>*(taken before 9/2008)</i>
Family & Consumer Sciences	0121	150	Family & Consumer Sciences <i>(taken after 9/2008)</i>
Health/Physical Education	0856	151	Health & Physical Education: Content Knowledge
History/Social Studies	0081	161	Social Studies: Content Knowledge
Mathematics	0061	147	Math: Content Knowledge (graphing calculator req)
Music: Choral or Instrumental	0113	160	Music: Content Knowledge
(Spanish)	(*0191)	161	Spanish: Content Knowledge <i>*(taken before 9/2010)</i>
Spanish	5195	168	Spanish: World Language <i>(taken after 9/1/2010)</i>
Special Education: General Curriculum	N/A * VRA	** 235	<i>No Praxis II test required for 2011</i> Virginia Reading Assessment 001 (for Elem/SpecEd)
Theatre Arts	<i>N/A</i>	**	<i>No Praxis II test required for 2011</i>
Visual Arts	0133	159	Art: Content Knowledge

** No minimum score determined for Virginia [check *Praxis Score Recipient Guide* for other states]

4. NCATE update- Karen Parker

Liberty University – IT’S OFFICIAL! condition removed

New accrediting council for teacher education (combined NCATE and TEAC)

- one umbrella with two commissions

TEAC(Teacher Education and Accreditation Council) is more attractive to smaller schools than NCATE.

Both groups are going to be combining together to form a new organization called CAPE. Institutions will be

able to choose which of the two guidelines they would like to work under.

Virginia has negotiated an agreement with NCATE. This round we are continuing with the assessments NCATE has two parts to their process. The first part is unit accreditation. That is the part we have just been through to have the conditions lifted. The second part is program approval. NCATE has agreements with certain SPAs. The following listed programs have already gone through the process. When the time comes for renewal, programs can be reapproved without a new report. Two cycles of data are needed to renew, and it is up to the institution to define the length of a cycle. Previously 3 years worth of data were needed. MAT data will need to be added to the next reports in 2015, but can be reported in the same manner as MAT is initial licensure.

Rubrics submitted to SPA need to remain the same so the reports can be revised instead of entirely redone.

Program Approvals (choice of SPA or VDOE)

Administration	History/Social Science
Biology	Mathematics
Elementary Education	Reading Specialists
English	Science
English as a Second Language	Special Education

New NCATE options for program approvals

- report data and changes only
- same assessments, two cycles

5. LiveText update - see Steve McDonald for assistance

Methods courses – Reminder to use LiveText for benchmark courses

We want a benchmark for each method course. Original rubrics need to be kept and used. Grading scales can be expanded to provide more detailed within the categories. Improvements can be made as long as they are documented.

Student teaching – New procedure for TCA: Supervisor receives TCA and enters data

TCA(Teacher Competency Assessment) comes directly to supervisor. Portfolios also need to be done in LiveText and entered by the supervisor. The student teacher enters the information into LiveText and the supervisor fills out the data.

6. Other business

Spring 2011: March 22, 2011

Attendees: Parker; Goodwin; Beam; Gribbin; Richie; Hahnlén

Presider: Dr. Beam

Prayer: Dr. Gribbin

Business Items:

1. Background Checks –Beam – Dr. Beam showed a PP slideshow giving an overview of the services that ADB will provide. Background checks will be required for Fall 11 student teachers.
2. NCATE update – Parker – CAEP will be the new name for NCATE. This is a merger with TEAC. The IR will be due one year ahead (ours will be 2014). SPA reports will be due in 2012.
3. Amendments to TE Regulations – Parker – Dr. Parker addressed the state regulations in the Social Science requirements – we must include civics and local government. This new regulation will also affect those seeking renewal too!
4. Assessment Day – Goodwin – Secondary faculty need to contact Michelle Goodwin and / or Nancy Hesse if they need current student teachers to participate in Assessment Day.
5. Student Teacher Reminders – Goodwin – Secondary faculty need to remind their candidates to keep a copy of their test scores and save/upload them to Livetext.
6. Dress Code – Beam – The dress code for presentations and field experiences was reiterated.
7. Livetext – Goodwin – Secondary faculty need to remind their candidates to submit the benchmarks in Livetext and the faculty need to grade the assignments in Livetext.
8. Other Business – Secondary faculty at the meeting brought up the need for continuing review and analysis of ways to distinguish between adequate Cooperating Teachers vs. effective, exemplary Cooperating Teachers.

Action Items: [Include items from meeting that require action along with the individual(s) responsible]

1. FEAR form – Steve McDonald needs to make sure the correct FEAR form is in secondary practicum classes.
- 2.

Adjourned: 11:40 am

*If formal meeting please complete bottom portion as well.

Approval of Minutes: [Minutes should be disseminated prior to the next scheduled meeting so that members can review before approval.]

Approval Action: If approval action is required, record action as: [Enter name] made a motion to approve [describe action], motion was seconded by [enter name], and carried.

Fall 2011: November 15, 2011

- | | | |
|-----|---|------------------|
| I. | Welcome | Andrea Beam |
| II. | Revision to External Student Teaching Policy | Michelle Goodwin |
| | <ul style="list-style-type: none"> • Beginning Fall 2012 (applications due February 15th 2012) students may student teach externally in public schools if qualifications are met. • Overseas positions are also an option. | |

- New policy should help with placements and should be beneficial for students seeking employment after student teaching.

Question: What are some of the reasons we have trouble finding placement for students locally?

- It is difficult to say exactly where the breakdown is. It appears that there is a breakdown in the process
- Some colleges might have a consortium program.
- We are working to help the teachers and administrators view student teachers as a privilege rather than a burden.
- Parking is also an issue at times.

III. ST benchmark assignments in LiveText Michelle Goodwin

- We would like to post a video of instructions for Benchmark assignments in LiveText.

Question: Would it be possible to set up a BlackBoard account for every supervisor?

IV. Items of Discussion Michelle Goodwin

a. Proposed changes in secondary field experiences

- EDUC 436 will be the anchor for local field experience.
- Home school co-ops
- Should benefit undergraduate students, as well as, MAT students who are local and who work at LU.
- Collaborative teaching experience.
- Split into 2 4-week sessions
 - First 4 weeks = collaborating & planning
 - Second 4 weeks = actual teaching
- Hopefully will be more than one on one tutoring.
- 20 students have already signed up.
- The teachers are not alerted of practicum placements.
- Students are being placed at different times through the semester.
- We may try to set up more summer/winter placements.
- May be beneficial for Kathy Pickard to make more in-person trips to schools.
- The term “partnership” needs to be more clearly defined.
- Student teaching and practicums should not be done in the same classroom at the same time—practicum students should not observe student teachers.
- news@liberty.edu is the email that should be used to gain approval for interviews.

b. Tech class proposal (EDUC 240) David Holder

- Computer tech programs are constantly being reevaluated.
 - Freshman level course is being phased out.
 - 3 sections of sophomore/junior level classes.
 - Tools need to be evaluated to make sure they are useful and relevant to education.
 - Will help familiarize students with what a modern classroom looks like.
 - Student response systems (clickers)--students will use this in their lesson.
 - Course will have 3 parts: 1) Teach education technology and media theories, 2) interactive classrooms, and 3) presentation and publication technologies.
 - Students will be building their professional portfolios.
 - Only about 1/3 of the class is instruction, 1/3 lab type environment, heavy emphasis on presentation.
 - The course is all about preparing students for the classroom and familiarizing them with the appropriate technology.
- c. Summer school initiative with Amelon
- i. Amelon summer school pilot—as a type of partnership to be developed for secondary
 - 12 student teachers were able to student teach over the summer.
 - Allowed students to apply for jobs and be prepared for fall employment.
 - Mentor teacher was in the building—no cooperating teacher to follow. Mentor was there as a resource.
 - Tap into alumni as a source.
- d. Background checks (update) Katie Knight
- Background check process has been clarified with advisors.
 - MAT students don't have time to complete background checks when alerted at the beginning of an 8-week course.
 - Finger printing and VA child abuse form
www.libertyedbackground.com
 - Students can go anywhere to get finger printed as long as they do rolled finger printing.
 - Contact LUPD about increasing capacity.
 - 1) Compile list of other possible options:
Central VA Training Center in Madison Heights- They will do fingerprinting at any time of the day, but they are busiest between 3-5 PM. Go to the CVTC Administration office which is building #60. For any questions, call 947-6000.
 - 2) Blue Ridge Jail- They are open for fingerprinting on Mondays from 10-3. Their phone number is 847-1300.

***For either option, bring \$5 cash and a form of ID.
- e. Video to potentially replace our cooperating teacher workshop.

- One on one meetings instead of large meeting.
- Student teachers information form-signed.
- Add double columns for teachers.

V. Add-on endorsements

Dr. Parker

VI. New Portfolio requirements

a. SPA reports (those involved with SPAs should stay for a few minutes at the end please)

Dr. Parker

- Pretest and posttest assignments should be required,
- SPA process
- Change from NCATE timeline
- SPA reports due mid cycle-September 15, 2012
- Will allow time for resubmissions, etc.
- Option C-reporting data on what we already had approved.
- Data from two administrators.
- We must include MAT data this time around.
- Same projects needed for MAT candidates.
- Working on collecting data. Once that is done meeting will be held to discuss and reflect on assessments.
- Data and reflection from fall and spring semester.
- Need rubric to grade portfolio.
- Biology major-require 140 hours: more than any other program at LU. This is a deterrent.
- MAT program may be recommended for licensure.
- MAT route: 36 hours on top of biology degree-provisional license after Bachelor's, full license after MAT completed.
- Add EDUC 419/420 to DCP for biology: independent study when needed-upper level methods course.

Spring 2012: April 30, 2012

Attendance : Andrea Beam – SOE; Karen Parker – SOE; Bill Gribbin – English; Linda Kitchel – FACS; Jon House – Kinesiology; Eric Brubaker – Kinesiology; Kevin Chiarizziao – Music; Nathan Putney – Math; Rob Ritchie - History

1. Opening prayer and welcome

2. **VDOE update** **Dr. Parker**
- a. **Report any matrix changes (matrices will be emailed for feedback)**
 - Will be emailing back matrices.
 - b. **Regulations to be updated**
 - State has updated regulations again- is beginning process again.
 - Will take 18 months to 3 years to complete.
3. **DCP update** **Dr. Parker**
- a. **“Major” with teacher licensure (Teacher licensure is not the major)**
 - Virginia does not allow “Teacher Licensure” as a major. The major should be the same for teachers as for non-teachers.
 - b. **EDUC 240**
 - EDUC 126 is being replaced with EDUC 240.
 - Will be taken along with EDUC 225/235/ KINE 245.
 - New DCPs will indicate this change.
4. **NCATE SPA reports postponed** **Dr. Parker**
- NCATE now wants SPAs submitted mid-cycle, rather than at the end of the cycle.
 - These will be postponed, as related to new process, after this coming September.
 - Required to submit both graduate and undergraduate.
 - SPA requirements need to be adjusted.
5. **Field experience update** **Dr. Goodwin**
- a. **Background check**
 - New way to contact American DataBank to check on background checks.
 - Working on a way to approach flags on background check results.
 - Schools may continue to require their own background checks in addition to the background checks required for the program.
 - Virginia may require statewide checks in the future.
 - *Check with Miranda to see which school systems require additional background checks. Send list to SAC members.**
 - b. **Name badges**
 - Implementing uniform name badges.
 - Schools will know we are out there and will no longer be paying for students to use the school badges.
 - Place in badge pouch for background check information.
 - Discussing using name badges for supervising teachers as well.
 - c. **Eduventures report**
 - Database of research projects.
 - Doing custom research. Will be sending out entire report
 - *Follow up with Kathy Pickard about Campbell Co.**
6. **Community Advisory Council update** **Dr. Goodwin**
- a. **ADVANCE initiative**
 - Practicums done on campus.
 - Monday nights.
 - Home schooled students.
 - Working on new contracts to include liability.
 - *Announce to contacts about physical education options.**

b. LiveText FEM (Field Experience Management)

- Will be able to run reports to get information (demographics, etc.)
- Was piloted this spring, will be piloted online in the fall.
- Will replace paperwork for cooperating teachers.
- Will help students keep files organized.

c. CAC recommendations

- Make sure students are prepared to use technology.
- IPods and iPads available for EDUC 240.
- Students need to be prepared for computerized tests.
- Instructional websites as part of the portfolio

***Action Item**

Fall 2012: October 22, 2012

Recorded by: Erica Chavez

Attendee's: Miranda Arnold, Dr. Karen Parker, Norm Reichenbach, Linda Cooper, Michelle Goodwin, Andrea Beam, Sharon Hanorlen, Christopher Jones, Eric Brubaker, Jon House, David Duby, Linda Kitchel, Nathan Putney, John Hugo, John Kinchen, Robert Young, Bill Gribbin, Kevin Charizzio.

Opening & Prayer: Dr. Beam

Practicum Expectations

Michelle Goodwin

- provide packet to give to host teacher
- new performance standards: needs to be incorporated into performance assessments
- when sending students out into the field, always make sure students are fully aware of expectations
- make sure teacher candidates are never alone with students
- TE handbook Pg. 29-new policy. No personal communication with K-12 students.

General Info:

Michelle Goodwin/Dr. Parker

- Changing Secondary to Content for K-12 (courses Fall only)
- Still use SOL (most national trend going to common core)

Background Checks:

Michelle Goodwin/Dr. Parker

-America Data Bank

-Colleges are petitioning the state to have one required background check. This initiative is at the state level (not passed yet). This is a proposal for legislation.

Common Core of Learning:

-Adopted in 35 states. This is in livetext, make sure to align these standards. Contact Rachel McCormick (livetext coordinator) with any questions: rmryver@liberty.edu.

Jamaica Initiative:

Michelle Goodwin/Dr. Parker

-Allow students to study abroad.

-Considered a summer course-1st two weeks after commencement

-After this spring semester in May.

-Students go to Jamaica: For EDUC 23 or 436. Can fulfill practicum hours for these courses.

Japan- only for graduate students

Benefits: diverse experience, would allow them to complete practicum hours in 2 week period, harder to find practicums locally-provides alternative.

Funds:

-still working on this

-Ideas to have travel be student's responsibility and housing/ food would be included in course tuition

Spring 2013: March 25, 2013

Meeting began at 10:15 am

Attendees: Andrea Beam, Michelle Goodwin, David Duby, and Kevin Chiarizzio

7. Opening prayer and welcome Dr. Dubey
8. VDOE Licensure changes (Richmond meeting) Dr. Goodwin
 - See handout (SAC 1) for highlighted portions of which to focus
9. Background checks for faculty Dr. Beam
 - Faculty will need to have a background check completed through ADB anytime they observe students in a school (i.e., practicum, student teaching, etc.).
 - We are working with ADB for a separate process for faculty. Not sure who will review but not the same person who reviews candidates.
10. CAEP Council for Accreditation of Educator Preparation Dr. Goodwin

- NCATE visit is in 2015. Until then, we are under the “old” NCATE standards. The CAEP standards are being recreated but will not be documented “new” standards until 2015. (CAEP will replace NCATE)

11. SPA report (SPA: Specialized Professional Association)

Dr. Goodwin

- SOE is submitting a separate report for MAT that will include Math, English, Social Science, Biology/Chemistry, and Spanish.
(IL/PB: Initial Licensure/Post-Baccalaureate)
- It is up to each department whether they decide to submit SPA reports for their undergraduate licensure majors (subjects above, plus TESOL)
 - SPA reports are no longer required by NCATE (VDOE approval is accepted by NCATE)
 - SOE will provide assistance with entering rubrics in LiveText
 - Department is responsible for aligning rubrics with SPA standards
 - Department is responsible for ensuring that faculty fill out the rubrics in LiveText
 - SOE will provide LiveText data reports for departments who choose to submit SPA report

12. EDUC 360 prerequisite change

Dr. Goodwin

CURRENT:

EDUC 360 *Foundations of Education* 2 hours

Prerequisites: EDUC 220 or 221, 225/226 or 235/236 or KINE 245; admission to Teacher Licensure Program

PROPOSED:

EDUC 360 *Foundations of Education* 2 hours

Prerequisites: EDUC 240 and PHIL 201, admission to Teacher Licensure Program

- Changes made are to remind students (in EDUC 240) to complete required tests (Praxis II, etc.) so all tests are completed before ST.
- EDUC 240 takes the place of EDUC 126—students must be through Gate 2 before they are allowed to take 240.

13. Supervisor mileage and compliance to university travel policy

Dr. Goodwin

- All faculty who are supervising student teachers must be University approved drivers prior to receiving mileage reimbursement

14. New TCA for Fall 13

Dr. Goodwin

- TCA: Teacher Competency Assessment for student teachers) See attached draft in progress

15. FEM in Livetext (FEM: Field Experience Management)

Dr. Goodwin

- This has been piloted for 1 year already (in EDUC 317/554) online. The cooperating teacher will have collaborative, online space to use to complete the FEM in Livetext. It will open up to all ST in the fall 2013 (maybe spring) with practicum classes.

Meeting ended at 11:00 am

Fall 2013: November 11, 2013

I. Attendees

- Sharon Hahnen (TESL), Linda B. Kitchel (FACS), David Duby (School of Business), Christopher L. Jones (HIST), Nathan Putney, Kevin Chiarizzio (Music), Robert Young (Math), Paul Rumrill (School of Music), Renae Bullock (BIOL), Carey Roberts (HIST), Monica Parsons (Kinesiology), Karen Parker (SOE), Andrea Beam (SOE), Michelle Goodwin (SOE), DiAndrea Brown (SOE)

II. Opening Prayer and Welcome

III. NCATE/CAEP Accreditation

Dr. Goodwin

- NCATE and TEAC are combining to become CAEP (Council for the Accreditation of Educator Preparation)
- CAEP is changing some of the reports that we submit:
 - Retention rate
 - Admissions criteria
 - Loan default rates
- We are currently under NCATE but will be under CAEP Self Study
 - i. Choose a standard to go above and beyond the target level

IV. The accreditation Process

- Online Exhibits Collection – Spring 2014
 - Revising Student Teacher Hand book
 - Revised tool for student teaching assessment (TCA)
 - Feedback on exhibits from off-site review to prepare for site visit
- IR (Institutional Report) – Summer 2014
 - IR provides summation of the exhibits
 - Feedback on IR from off-site review in order to submit addendum prior to site visit.
- Site Visit – March 1-3, 2015
- Faculty Credentials (NCATE/ SACS)
 - Copies of current vita and teaching license needed for NCATE (e-mail request will be sent)

- Current K-12 credential required for everyone who teaches a methods course or who supervises student teachers
- Be sure to list K-12 experience on vita, including “contemporary K-12 experience (e.g., supervising field experiences and student teaching)
- Faculty who need to renew VDOE license may send packet to Dr. Parker and she will sign it and review it. Mrs. Hesse in Licensure Office can also provide assistance with licensure forms (nlhesse@liberty.edu)
 - Indicate clearly that you are a in a higher education position
 - New VDOE requirement of First aid/AED/CPR
 - Supervising student teachers can equal points for renewal as well as professional development activities (ProDev portal)

V. IL/PB Report

Dr. Beam

- Initial Licensure/Post Baccalaureate
- New report option for MAT candidates to earn their initial licenses
- IL/PB: Foreign language, math, English, social science, and science
- Support available if your department chooses to submit a separate “SPA” report (Specialty Professional Association) – no longer required by VDOE
- Residential programs: NCATE and VDOE approval will suffice

VI. Fifth-year option for Secondary

Dr, Parker

- **Concept:** could earn BS and MAT in about the same hours as current BS program with teacher licensure
 - i. begin EDUC courses early in the program
 - ii. dual enrolled course in senior year
 - iii. roll into an MAT for 30 hours instead of 36; (due to competencies met in BS) could be 27 hours with dual course
 - iv. student teaching could be completed in their own classroom if employed (based on completion of BS with major in teaching field)
 - v. MAT would be an alternate option to existing BS program
 - vi. also considering add-on for computer science
- **Concerns:**
 - i. Could undergraduate prerequisites be called a minor?
 - ii. Is it possible to complete MAT in one year?
 - I. If they start the summer before it is possible?
 - II. They will still have to student teach
 - iii. MAT program designed for the practicing professional
 - iv. Will candidates have sufficient teaching experiences in MAT?

- I. Designed to get them through Gate 2 to be accepted in the program (125 and 235/236)
- v. Will candidates have sufficient content preparation in MAT?
- vi. Will candidates have sufficient methods preparation for elementary and secondary, e.g., kinesiology and music?
- vii. To be implemented in the Fall of 2014, curriculum approval must be completed by the end of this semester.

VII. Updates: LiveText and VDOE Licensure

Dr. Parker

- Working to have a single sign on (Blackboard/LiveText) and grade return
- Piloting analytics feature and video assessment tool
 - i. Upload video clips and supervisor/candidate make comment in the clip
- External student teaching opportunities now available in public and private schools for all candidates – both MAT and B.S.
- Licensure update: VDOE revising licensure regulations
 - i. VDOE sent draft to BOE but not yet approved for public comment
 - ii. New regulations may take effect within the next two years

VIII. SOE Relocation Update

Dr. Parker

- SOE is expected to move into previous library space in DeMoss following Commencement.

IX. Questions and other comments/concerns

- Background checks: Legislation to require state-wide check was tabled last spring; new legislation in development

Spring 2014: March 31, 2014

In attendance: Andrea Beam (SOE), Sharon Hahnen (CAS), Debbie Benoit (FACS), Linda Nell Cooper (SCCA), Nathan Putney (MATH), Christopher Jones (HIST), David Duby (BUS), Scott Watson (SOE), Carey Roberts (CAS), Monica Parson (HEALTH SCI), Michelle Goodwin (SOE), Kristina DeWitt (SOE), Renee Bullock (BIO/CHEM), Bill Gribbin (ENG), Karen Parker (SOE), Annyce Maddox (SOE), Ken Chiarizzio (MUSIC)

I. Welcome

Andrea Beam

- a. Prayer opened by Carey Roberts

II. Changes in the FEM

Michelle Goodwin

- a. Discussed FEM in detail and how it applies to secondary and other areas within the SOE.
- b. Shared information (see attachment) so all are aware of FEM
- c. Included information on diversity in FEM and discussed that host teachers enter the FEA into the FEM so it should save us time by not having to enter information in manually

- III. 5th year/MAT option passed /New DCP and discuss how the DCPs for BS should change Dr. Watson
- a. Discussed the push to enact a 5th year MAT option by Fall 2014 where students will finish their Bachelors and Masters degree within 5 years (approximately 150 hours)
 - b. Currently, drafts are being developed and revised so secondary faculty can see what their programs (i.e., DCP) will entail.
 - c. No program completed until the MAT is finished, if the 5th year is selected by students (once they begin, they will need to finish).
 - d. If secondary do not want this for their program, they can opt out.
 - e. There are currently 3 options available: graduate with Bachelors in specific content program (no teacher licensure and students can continue for teacher licensure through MAT program--separate degrees); graduate with Bachelors with teacher licensure; or graduate with Masters with teacher licensure.
 - f. **Be on the lookout for an email asking you to choose which option you would like for your program (this is a quick turn-around, so we'll need your choice soon after you receive the email).** The deadline is the first week of May.
 - g. MAT courses will not require grad level content; all MAT coursework will be in the SOE program for now.
- IV. Jamaica Field Experience Option Kristina DeWitt/Annyce Maddox
- Jamaica (EDUC 317, 411, 436)
- a. Discussed how the study abroad program began and how it has expanded for elementary and secondary.
 - b. LU was able to donate 20 computers the first time they served in Jamaica to give back to the school. They are going back to Jamaica for the third time this January.
 - c. Students who attend through the study abroad are immersed in the culture and schools—they are actually teaching lessons, not just observing.
 - d. Secondary students use program to gain 436 credit but other courses are also offered for credit (see IV above).
 - e. There is a Facebook page set up to highlight the Jamaica study abroad program and shows pictures and shares information on the excursions and routine of the weekly activities.
 - f. **The question was asked if a slide could be shared with SAC members to show in their secondary classes to help get the word out.**
- V. High School Option in Jamaica Kristina DeWitt/Annyce Maddox
- a. See notes above (section IV).
- VI. Other Study Abroad: Greece and Dominican Republic Andrea Beam
- Greece (EDUC 305, 360, 504, 603, 604, 703)
Dominican Republic (EDUC 125, 226, 236, 317, 411, 436, 535, or 554)
- a. Other study abroad opportunities were shared with SAC.
 - b. Dominican Republic was replicated from the Jamaica study abroad program.
 - c. Course credit offerings are listed above (see VI).
 - d. The Greece program focuses on Philosophy of Education
 - e. The DR program is directed for those students new to the teacher licensure program.
 - f. The Jamaica program is directed for those students near the end of their teacher licensure program.

- g. Students can also student teach abroad—a website is being created for international schools to share their teaching opportunities with our students.

VII. Teacher Recruitment Fair (Vines Center) Dr. Parker
Tuesday, April 8, 2014, 1-4 p.m.

- a. Career services have taken over hosting this event.
- b. **It is required for all student teachers (slide forthcoming to share in secondary classes).**
- c. Students must register in advance to attend, wear professional attire, and bring a current resume.
- d. Faculty meet and greet is from 12-1; students attend from 1-4

VIII. NCATE Site Visit March 1-3, 2015 Dr. Parker

- a. NCATE and TEAC are becoming CAEP—this is the new accreditation.
- b. We are still using NCATE for this accreditation to include the next 7 years and our team will join LU to review the program on 3/1/15-3/3/15.
- c. NCATE will make a mock visit one month before the actual visit with consultants helping prepare our team for the actual NCATE visit. **The mock visit will take place during the first week of February 2015.**
- d. During the mock visit, the consultants will conduct interviews of the SAC, program directors, candidates, alumni, etc. to ensure our preparation.

Fall 2014: November 3, 2014

Attendance:

Dr. Andrea Beam Dr. Nathan Putney (Math), Dr. Renae Bullock (Biology/Chemistry), Dr. Bill Gribbin (English), Dr. Carey Roberts, (History) Dr. Kevin Chiarizzio (Music), Dr. Sharon Hahnen (Spanish/ TESL), Christopher Jones (History), Monica Parsons (Kinesiology), Eric Brubaker (Kinesiology), Dr. Linda Farver (Kinesiology), Jon House (Kinesiology), Linda Kitchel (FACS), Michelle Goodwin (EDUC), Dr. Karen Parker (EDUC), DiAndrea Brown (taking minutes)

I. Fall Only Classes

- a. Department issue to decide if independent Study is granted
- b. There is course scheduling planning link on registrar's page and it shows some 419 courses as a Fall only Offering :
 - i. This is in reference to the methods courses approval must come from separate departments. (Students need to remember that these are Fall only courses)
 - ii. Can we put this on the courses sequencing
 - iii. Need conversation with CASAS about adding fall only on the course sequencing guide

II. NCATE/CAEP Timeline

- a. 11/5/14- CAEP off-site Visit
- b. 2/2/15- CAEP Mock Visit, Monday @ 10:00 am
- c. 3/2/15- CAEP Site visit Monday @ 10:00 am
- d. 3/15/15- ILPB response to conditions

III. NCATE/CAEP Overview

- a. CAEP will Group Interview scheduled for Monday at 10
 - b. Standard 1:
 - i. EPP: Educator Preparation Provider- Previously "UNIT"
 - ii. Teacher Candidate- "Student" is P-12
 - iii. Same Conceptual Framework
 - iv. SCRIP is our disposition statements (the character we expect from our Teacher Candidates)
 - v. P12 learning: CISL (Candidate Impact on Student Learning)-Student teaching project
 - 1. Working on a plan to make sure that this meets all future requirements
 - 2. Also added survey of P-12 students
 - 3. Follow-up of graduates in their own classroom
 - c. Standard 2: Assessment System/Unit Evaluation
 - i. PLACE (program and learning assessment)
 - d. Standard 3: Field experiences / Clinical Practice
 - i. System to ensure variety FES
 - ii. Supervisor qualifications: Copies of Certificate
 - 1. For supervisors and cooperating teachers
 - e. Standard 4: Diversity
 - i. P12 students: FES & FEM (LiveText)
 - ii. FEM can give us more information about the school than the FES. We can also hold a separate meeting on the FEM for those interested.
 - f. Standard 5:
 - i. More scholarly activity, especially doctoral faculty
 - g. Standard 6: Unit Governance and resources
 - i. Advisory Council: CAC & SAC
 - ii. Assessment Manager (Steve McDonald)
- IV. NCATE/CAEP Exhibits
- a. Google drive link
 - b. TCA by endorsement
 - c. Praxis II by endorsement
 - i. VDOE is changing various tests soon
 - 1. Be sure to make known that teacher Candidates MUST take new test after July 1st, 2014 or 2015. Let candidates know that they need to be sure to register for the CORRECT test code number.
- V. We will need to have meeting on how to work FEM in LiveText.
- VI. Methods courses for specific courses? Should we keep them in undergraduate or should we requiring them for MAT (departments can develop online courses)?

Fall 2015: November 9, 2015

Attendance: Eric Brubaker (Kinesiology), Kevin Chiarizzio (Music), Andrea Beam (Education), Michelle Goodwin (Education), Carey Roberts (History CAS), Karen Parker (Education), Christopher Jones (History CAS), Renee Bullock (Biology), Nathan Putney (Math), Bill Gribbin (English), Diandrea Brown (taking minutes)

- I. Curricular Actions

- Request from the registrar's office for Official SOE approval of substitution of the term "Licensure" for "Certification" as it refers to programs in the school of Education (as shown in the current catalogs), e.g. DCP's degree codes, etc.
 - This has already been done
- Proposed Earth Science, Physics and Chemistry endorsements
 - We do not have a Physics program but it will not be natural science it will be Arts and Science (Math department)
 - Biology will not be ready in 2016. Registrar said they had something better, however, they have not proposed their ideas yet.
 - This may be delayed another year due to changes that VDOE will make this year.
 - **Will be following up with Registrar on Biology MAT**
 - We should have board approval in March the latest but hopefully by February.
 - We will be able to have it ready by fall 2016 but that will not come into effect until Fall 2017
- VA- ATE Conference in Roanoke (send information to Dr. Carey Roberts)
 - Be careful about background checks
 - We need to make sure they know up front
 - Things that won't be approved:
 - Anything to do with Children (even a misdemeanor)
 - Drugs (even a misdemeanor)
 - VDOE is working with ETS to make Praxis II for TESL and Algebra I
 - This will allow students to add TESL certification by taking the test
 - This will add some options for people who do not have a math certification (will still need to have math certification if wanting to submit)
 - We may be needing to raise the GPA for acceptance into the program
 - CAEP says must have 3.0
 - Also need to test in the 50th %ile
 - This does not need to be per student but the cohort. However, it is the cohort for each endorsement area.
 - Admission into the "program" may need to be switched from Gate 2 to Gate 3 right before Student teaching
 - For accreditation purposes, the students who do not complete our program will be counted in the number
 - There will be a selectivity standard. We just do not know what it is as of yet.
- New restructuring details
- NCATE accreditation approved through 2022!
 - Assessments that are used must be valid and reliably making many institutions use Ed.TPA PPAT. Portfolio based.
 - This would cost our candidates 300 dollars each.
 - Things we are piloting:
 - Pro ethica, Sims School
- Proposed VDOE Regulations in process (public comment ended 10/31)
 - All public comments will be reviewed and will be used to make decisions for changes
 - Any changes will go to VDOE (next meeting in January)
 - Hopefully action will be taken in February or January
 - We will then be able to seriously look into new regulations
 - They will be doing away with the cap for an 18 hour cap in education course work.

- Recommending that the department hold off on any changes until we know what the changes are.
- Upcoming events
 - ACSI coming for Site visit in February
 - There will be a survey about Faculty's Christian school experience and how you integrate biblical worldview into courses.
 - Philosophy of Education courses approved through ACSI
 - CAC (Community Advisory Council) Meeting – 11/18 @ 4:00 pm Hancock Welcome Center
 - Principal at Dearington elementary would like us to address the needs in urban school settings.
 - We do a survey for the community advisors to let us know about the student teachers we send out etc.

Spring 2016: April 4, 2016

I. Opening Prayer and Welcome Andrea Beam

II. Student Teaching/Practicum Reminders Andrea Beam

- Reminder for methods professors to direct all TL students to the UGUIDE for important Gate information.
- Reminder for methods professors to get practicum paperwork to Miranda Arnold or the external office quickly after the semester begins so FEM information can be entered for host teachers.
- Enhance communication with all secondary candidates (MUSC, FACS, KINE) since I don't see them in 435
- Reminder to notify candidates early in the program (TESL) about preparing for external placement since we are so limited locally.
 - Ideas for Comms. Enhancement:
 - Sense of a group community
 - Bring a Gate person to speak in Methods classes/ Have Gate people contact methods professor
 - General email blast?
 - During student teaching working with teachers that they have been under for a while
 - Local/external student teaching GPA going from 2.5 hrs. 3.0 hrs. due to CAPE requirements
 - We will get data from Miranda of Breakdown per program.
 - There will be individual determination if they do not meet the 3.0 GPA but if they do not meet a 2.5 there will be nothing we can do to assist them.
 - They will need to have a 3.0 at Gate 2 as well.
 - We can create a U Guide quiz for EDUC Courses.

III. New Business Dr. Parker

- Content Competencies
 - We have encouraged each department to offer at least 2 courses, perhaps by cross-listing with undergraduate courses.

- Are there endorsements that we do not have?
 - Earth Science
 - Chemistry
 - engineering
- Offering grad courses for content areas would be good to assist in Licensure renewals for our students.
- The number of courses has increased dramatically since we started the project.
- These courses will also facilitate the dual BS/MAT degree that is in development
- The 5th year option has been stalled:
 - Waiting for VA regulations to come out. We will restart this in May.

IV. Upcoming events

- CAC Meeting—TBA

Dr. Goodwin

Fall 2016: November 14, 2016

Attendance: Andrea Beam(SOE), Stephanie Blankenship (CAS/ML), Heather Schoffstall (SOE), Eric Brubaker (KINES), Carey Roberts (HIST), Nathan Putney (MATH), Bill Gribbin (ENGL), Renae Bullock (BIOL/CHEM), Paul Rumrill (MUSC), Michelle Goodwin (SOE), Karen Parker (SOE)

I. Opening Prayer and Welcome

Carey Roberts

II New Business

- DCP and Course Sequence Changes Andrea Beam
 - i. (depts. will need to change their course sequence guides to make sure they meet the prerequisites/timelines)
 1. Dr. Goodwin stated the DCPs for secondary degrees do not fall under SOE your DCP is aligned with SOE teaching licensure requirements.
 - a. Eric Brubaker stated that DCP tracking was going to handle DCP changes for TL degrees (i.e. 3.0 GPA requirement)
 2. Stephanie Blankenship asked if HIEU 201 is required for all TL majors? **Dr. Goodwin stated that it's only required for ELEM ED and SPED. It needs to be removed from secondary TL DCPs**
 3. PHIL 201 will be removed as pre-rec for EDUC 360, new pre recs will be EDUC 240 and admission to Teacher Licensure program (will be voted on today by SOE faculty 11/14/16)

- a. -Dr. Goodwin explained the Gate process for students, to clarify the need for EDUC 240 to be a prerequisite for EDUC 360 so secondary students won't miss important info, and end up getting delayed a semester for student teaching.
 - 4. Professors asking for an ASD report to be made of when students will be hitting gate 2 and 3 and summary of gate requirements so secondary professors will be abreast of important info, Dr. Schoffstall took note of this.
 - 5. Dr. Goodwin urged attendees to make sure their course sequencing follows the SOE guidelines.
- Advising Initiatives Andrea Beam
(EDUC class visits, Gate applications, Gate quizzes)
 - Title II Report Michelle Goodwin
<https://title2.ed.gov/Public/Report/PrintSection.aspx?Year=2016&StatelD=51&Section=160170>
 - New Photo and Video Form (see handout) Michelle Goodwin
 - i. Dr. Goodwin covered new social media guidelines as well as the new photo and video form that must be filled out if students need photos or videos of students.
 - ii. LCS legal team has approved it, but it can be used in any school system.
 - Student Teaching Assignments
 - Existing requirements will be integrated with EdTPA requirements.
 - New Licensure Regulations Dr. Parker
 - waiting for the governor to sign and we will pass the information on once he has signed them.
 - EdTPA (see EdTPA handout)
 - i. We have been looking into EdTPA already as a reporting requirement for CAEP
 - ii. We had to start using EdTPA to meet requirements for some states to get placements for our students.
 - I. We are aiming to integrate EdTPA requirements into student teaching assignments so all of our students are covered.
 - a. Students can choose not to submit to Pearson if it is not required for their individual stated.
 - iii. We are creating a simulation in our methods courses so the students will prepared when they need to do this for EdTPA
 - iv. Right now we are piloting this in certain courses so feedback from instructors is important so we can do this correctly when we fully implement it Fall 2017.
 - v. All of this is in preparation for our first CAEP visit

Spring 2017: March 20, 2017

Attendance: Ackerman, Beam, Parker, Goodwin, Schoffstall, (EDUC), Jon House (KINE), Christopher Jones (HIST), Eric Brubaker (KINE), Renae Bullock (Biology), Nathan Putney (Math), Stephen Muller (MUSIC), Rebecca Watson (Music), Herbert Pieper (filling in for Dr. Roberts, General Studies), Ruth Gomes (FACS), Bill Gribbin (ENGL)

I. Opening Prayer –Dr. Brubaker and Welcome

II. New Business

- EdTPA Updates Beth Ackerman
 - i. Dr. Ackerman went over how new edTPA requirements will affect requirements for our secondary and comprehensive licensure programs.
 - ii. STEPS TO LOG IN:
 - Log into www.livetext.com
 - Go in to STUDENT VIEW
 - Under COURSES, click on START HERE
 - Under START HERE, click ASSIGNMENTS
 - Under ASSIGNMENTS, click LT 101 TRAINING
 - Complete and submit the ORIENTATION ASSIGNMENT
 - Go back to COURSES, click on TO ENROLL IN LT
 - Under ASSIGNMENTS, click on NON-DISCLOSURE
 - Complete and submit this assignment
 - If you've done this correctly, you will see TWO yellow dots showing that it was submitted.
 - Once approved, the yellow dots will change to green
 - Once green, you will have access to either 202/203 and be able to view your CONTENT SPECIFIC material
 - iii. Dr. Ackerman led the edTPA orientation.
- EdTPA Initiatives and Implementation Dr. Parker
- TCA Updates Michelle Goodwin
 - i. Dr. Goodwin reviewed the upcoming changes for the TCAs.
 - I. The goal of the changes is to align our assessments with the same scoring method used in edTPA.

Questions and Closing

Fall 2017: September 11, 2017

Attendance: A. Beam, D. Benoit, S. Blankenship, E. Brubaker, M. Goodwin, W. Gribbin, J. House, M. Howard, C. Jones, K. Parker, M. Parson, N. Putney, P. Rumrill, R. Watson

I. Welcome: Andrea Beam welcomed everyone

II. Opening Prayer: Prayer requests:

- J. House asked prayer for Spencer Grandstaff – auto accident

- R. Watson – Adam Henshaw, going through cancer, having a rough time with his special needs children
- W. Gribbin – needs to sell a house

III. New Business

- edTPA Initiatives and Implementation Andrea Beam
 - Methods courses 419/420, 450, 437/438, 490/491, and 451: Task 1 (LP Template and 2-Commentaries due with all attachments to accompany the LP/unit)
 - For those with Task 2 and Task 3: (be sure to follow the instructions provided in folder and LT [student view] and include the commentaries for each task.

IV. Questions and Closing

- Dr. Parker provided more details on what edTPA is looking for in the candidates' reflections (commentaries).

Spring 2018: April 23, 2018

Attendance: Andrea Beam (SOE), Ronda Heerspink (SOE), Matalie Howard (FACS), Nathan Putney (CAS), Heather Schoffstall (SOE), Kevin Struble (SOE), Rebecca Watson (Music), Ruth Gomes (FACS), Bill Gribbin (English, CAS), Chris Jones (History, CAS), Samuel C. Smith (History), Renee Bullock (Science), Karen Parker (SOE), Monica Parson (KINE)

I. Opening Prayer (Chris Jones) and Welcome (Andrea Beam)

II. New Business

- Answer outstanding edTPA questions Andrea Beam
 - Task 1 has been updated for Student Teaching EdTPA assignment- can be found in blackboard, and in Student Teaching Handbook (p39); it will also be sent out post meeting.
 - All 3 Tasks are cohesive as part of a single assignment within LiveText.
- Student Teacher Supervisors needed!! (Art, FACS, Bio) Andrea Beam
 - Supervisors must have teaching license. Please send contact information to Andrea Beam for Fall 18 supervisors.
- 4 + 1 Initiative Kevin Struble
 - Plan is to merge all secondary Undergraduate Residential programs with MAT to include a 4+1.
 - All TL classes are included in MAT (30 hrs.). Bachelors degree won't be conferred until MAT is completed. This means they won't be able to teach with a license until MAT is completed.

- iii. Plan is to offer the option in Spring 2019, option for new students and existing students to transfer in.
- Introduce CCAST/Increased hours for practicum Michelle Goodwin
 - i. CCAST has gone through the validity and reliability process, and can be used to benchmark with candidates from other universities.
 - ii. Will replace the current TCA, starting with a pilot in Fall 2018 with local Student Teachers.
 - iii. Because it is standardized there will be a training process for using CCAST, the information on this training will be sent from SOE soon.
 - iv. For 420 your courses- if practicum hours are at 20, we ask that they be increased to 30 hours. Hours have already been increased in FEM, but it needs to be updated in course syllabi for Fall 2018.
- Responsibilities of UG External Supervisors (ST) Michelle Goodwin
 - i. If you are planning to supervise an UG External Student Teacher in Fall 2018 plan on being available on Reading Day at 4pm to meet the students before they leave for the semester.
- Conduct Curriculum Project surveys for validity Michelle Goodwin
 - i. Key Assessments
 - I. EPP Created – documents our faculty has created (eg. Curriculum Project)
 - II. Proprietary- established by an outside source (eg. edTPA, ProEthica, CCAST)
 - III. If you have not completed the three surveys (link sent by Ronda Heerspink), please complete by the end of the day.

III. Questions and Closing

Fall 2018: November 5, 2018

Attendance: A Beam; M Goodwin; S Blankenship; N Putney; S Bose; W Gribbin; D Benoit; C Smith; M Arnold; C Jones; S Long; H Schoffstall; K Struble; R Watson; E Brubaker; J. K. Brown

- I. Opening Prayer and Welcome: A Beam Welcome; S Blankenship opened in prayer

// New Business

- Background Check Codes Miranda Arnold.
 - i. Open zip file: Background Codes were delineated to distinguish between in-state and out-of-state students. Gate 2 code has not changed. Residential candidates are to have the BKVA Code.

- Reminder of our SAC Goals (attached) Andrea Beam
 - i. See handout

- 4 + 1 Initiative Update Kevin Struble
 - i. Looking at doing either a 3+1 or a 4+1; 120 at UG and 30 Grad hours.

 - ii. Looking at taking away of some of the UG hours. The state is issuing new regulations later this semester. A whole new program so that students will be okay with financial aid issues due to change in hours per course. We will be coming to the dept. to talk about the changes that will need to be made to create the new DCPs.

- Curriculum Project Study Results Stacey Bose

RESULTS

- **CAEP Standard 1.2-1.5 Frequencies Content Validity Study ELEM & SEC**
(21/34 statements aligned with a CAEP standard)
- **InTASC Domains- CAEP Standard 1.1**
Frequencies Content Validity Study ELEM & SEC
(21/34 statements aligned with an InTASC domain)
- **Relevance to ELEM & SEC- Frequencies Content Validity Study**
(34/34 statements essential or useful)
 - CFAST Update/Increased hours for practicum Michelle Goodwin
 - i. CAEP looks at the data, they have key assessments that are to be used to assess the students
 - ii. This semester only the local student teachers are piloting this. Come Spring, all student teachers will be using the CFAST.
 - iii. LiveText C1 means to look in the dashboard of LiveText.
 - iv. FEM means to look in the Field Experience Tab

B. PreCFAST

See handout for information. The letter may be tweaked to work with the content placement. The rubric will be located in LiveText, however, the letter contains the rubric so that they can print and jot notes during the semester and fill out the rubric in LiveText.

DIRECTIONS TO REPORT CCAST MIDTERM AND FINAL SCORES

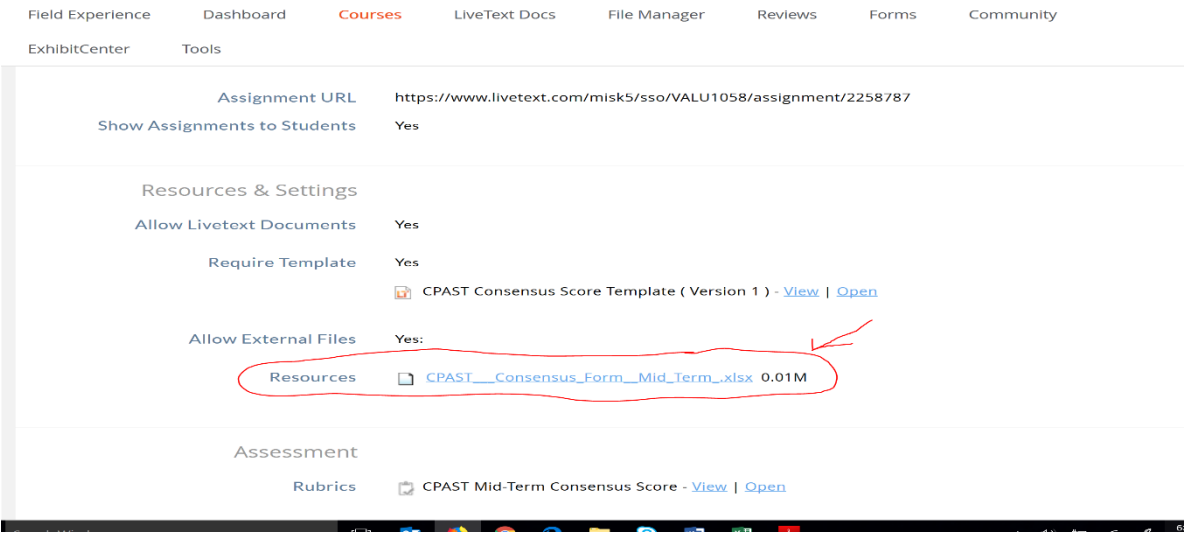
The directions below are written in a step by step list so you can easily see how to submit the CCAST midterm and final scores for your student teacher. You can also watch the [CCAST training video](#) to supplement these directions.

THESE TASKS ARE COMPLETED IN LIVETEXT FEM ; these tasks in FEM are called "assessments"		
Check	Step	
	1	The Student Teacher must rate himself/herself using the CCAST rubric in FEM. This assessment is called "CCAST Student Teaching Evaluation Midterm"
	2	The Cooperating Teacher must rate the student teacher using the CCAST rubric in FEM. This assessment is called "CCAST Student Teaching Evaluation Midterm"
	3	The Student Teaching Supervisor must rate the student teacher using the CCAST rubric in FEM. This assessment is called "CCAST Student Teaching Evaluation Midterm"

THESE TASKS ARE COMPLETED IN LIVETEXT C-1 ; these tasks are called "assignments"		
Check	Step	
	1	The Student Teacher must meet with his/her cooperating teacher at school to discuss the results of the CCAST mid term ratings that were completed in FEM.
	2	After the meeting takes place, the Student Teacher must complete the assignment in Livetext C-1. The assignment is called "CCAST Consensus Score Midterm" The student teacher must read the directions and follow the prompts in the template to complete the assignment. Here is a screenshot of the assignment:

(Note: If there are any concerns or disagreements about the scores, the student teacher should state them in this assignment and you the supervisor will need to consult with the student teacher and the cooperating teacher to help resolve the concern.)

3 After the student teacher has completed and submitted the assignment “CPAST Consensus Score Midterm” assignment in Livetext C-1, it should show up in the yellow column of your Livetext dashboard which signifies that you, the **Student Teaching Supervisor**, can now grade it. To grade the assignment (which is essentially reporting the CPAST scores), you - the Student Teaching Supervisor - must go in the assignment and download the spreadsheet. The spreadsheet file is entitled “CPAST Consensus Form Midterm” and is found in the Resources section of the assignment. You should download the spreadsheet and title it “CPAST Consensus Form Midterm – student teacher name” (example: CPAST Consensus Form Midterm – Sally Johnson).



- 4 After you have downloaded the spreadsheet, return to Livetext FEM.
- 5 In Livetext FEM, click on “CPAST Student Teaching Evaluation Midterm” that was completed by the student teacher. Type these ratings in the “Candidate Score” column on the spreadsheet.
- 6 In Livetext FEM, click on “CPAST Student Teaching Evaluation Midterm” that was completed by the cooperating teacher / mentor. Type these ratings in the “Mentor Score” column on the spreadsheet.
- 7 In Livetext FEM, click on “CPAST Student Teaching Evaluation Midterm” that was completed by you the supervisor. Type these ratings in the “Supervisor Score” column on the spreadsheet.
- 8 Once these scores are filled in all three columns, the spreadsheet is configured to automatically provide the consensus score in the fourth column called “Consensus Score.”
- 9. Return to the assignment “CPAST Consensus Score Midterm” and in the Grade section type in GB and your last name to signify that you graded it (example: GB Modlin)

CPAST Consensus Score- Mid-term

Latest Submission Assessor: Modlin, Terri

Student: Neal, Jordan Request Resubmission Save Submit Assessment Cancel

CPAST Consensus Score- Mid-term Awaiting Assessment
Submitted October 26, 2018 at 8:43:41 PM CDT

Documents to be Assessed (2)
CPAST Consensus Score Template CPAST Consensus Score Template

Hide Assessment Panel ▶

Grade
GB Modlin

Comment

Attachments
CPAST_Midterm_Consensus_Jordan_Neal.x
Attach

CPAST Consensus Score Template

+ Add Comment

Page List
CPAST Consensus Score Template

Consensus Meeting

10. In the assignment “**CPAST Consensus Score Midterm**” click on the rubric cells to report the ratings that were calculated in the “Consensus Score” column on the spreadsheet. The rubric cells should mirror the ratings stated in the “Consensus Score” column on the spreadsheet.

Field Experience Dashboard Courses LiveText Docs File Manager Reviews Forms Community ExhibitCenter Tools

CPAST Consensus Score Template CPAST Consensus Score Template

Hide Assessment Panel ▶

Grade
GB Modlin

Comment

Attachments
CPAST_Midterm_Consensus_Jordan_Neal.x
Attach

Expand Rubrics

CPAST Mid-Term Consensus Score Rubric

	E	M	E	D	N/A
E 1	✓		✓		✓
E 2		✓			✓
E 3		✓			✓
E 4	✓				✓

11. In the assignment “**CPAST Consensus Score Midterm**” attach the spreadsheet to document how the consensus score was calculated.

ST Consensus Score - Mid-term

Submissions

ATTENDER: Madelin, J

Request Reassessment Save Submit Assessment Cancel

PAST Consensus Score - Mid-term

Items to be Assessed (2)

CPAST Consensus Score Template CPAST Consensus Score Template

by Jordan Neal

PAST Consensus Score Template

Consensus Meeting

I have met with my cooperating teacher to review the CPAST scores that were submitted in FEM by my Cooperating Teacher (mentor), my LU Supervisor, and me. (Date and time of meeting: Monday October 29th, 2018 - 3:40 PM)

Consensus Score

I understand that my LU Supervisor will provide a summary score that reflects the views of my Cooperating Teacher (mentor), my LU Supervisor, and me. This summary score will be reflected in the rubric scores of this assignment. Type your initials to indicate your understanding. JMN

Grade

OR Madelin

Comment

Attachments

CPAST Mid-term Consensus Jordan Neal.xlsx

Expand Rubric

	E	M	L	D	N/A
F-1	✓	✓	✓	✓	✓
F-2		✓	✓	✓	✓
F-3		✓	✓	✓	✓
F-4	✓		✓	✓	✓
F-5		✓	✓	✓	✓
F-6		✓	✓	✓	✓

12. Click the green "Submit Assessment" button and you are done. Thank you for your help in reporting the CPAST scores!

- Field Experiences Data/Results

Michelle Goodwin

- Add Summary Evaluations handouts

SUMMARY: Teacher Preparation Program Evaluation by Cooperating Teachers
Undergraduate EDUC 476-477
Fall 2016-Spring 2018 (Mean scores by semester)

Rating scale: 3= Outstanding 2= Satisfactory 1= Unsatisfactory 0= N/A

	Fall, 2016 N=101	Spring, 2017 N=120	Fall, 2017 N=83	Spring, 2018 N=133
Teaching competencies	2.8	2.83	2.87	2.81
General and professional knowledge	2.83	2.83	2.84	2.88
Communication	2.77	2.83	2.86	2.80
Planning	2.75	2.80	2.80	2.81
Curriculum	2.75	2.82	2.80	2.74
Human relations	2.89	2.84	2.83	2.89
Diversity	2.77	2.82	2.79	2.80
Classroom management	2.54	2.57	2.55	2.65
Assessment	2.69	2.71	2.75	2.74
Technology and resources	2.78	2.82	2.80	2.83
Professionalism	2.91	2.89	2.92	2.94
Content knowledge of subject area(s)	2.76	2.78	2.81	2.86
Candidate's impact on K-12 student learning	2.89	2.85	2.84	2.87

SUMMARY: Evaluation of Cooperating Teacher by Student Teacher & LU Supervisor
Graduate EDUC 590-593
Fall 2016-Spring 2018 (Mean scores by semester)

Rating scale:

4= Strong, consistent evidence 3= Above average evidence 2= Satisfactory evidence 1= Little or no evidence

Extent to which the Cooperating Teacher demonstrated:	Fall, 2016 N=317	Spring, 2017 N=259	Fall, 2017 N=336	Spring, 2018 N=477
• Expertise (pedagogical content knowledge)	3.81	3.89	3.84	3.87
• Empathy	3.77	3.83	3.82	3.83
• Support	3.78	3.83	3.84	3.85
• Availability	3.80	3.82	3.85	3.84
• Effective communication	3.76	3.83	3.83	3.81
• Problem-solving abilities	3.78	3.87	3.84	3.84
• Short and long-term planning	3.77	3.84	3.83	3.84
• Paperwork Management	3.76	3.81	3.82	3.82

SUMMARY: Evaluation of LU Supervisor by Student Teacher & Cooperating Teacher
Graduate EDUC 590-593
Fall 2016-Spring 2018 (Mean scores by semester)

Rating scale:

4= Strong, consistent evidence 3= Above average evidence 2= Satisfactory evidence 1= Little or no evidence

<i>Extent to which the Cooperating Teacher demonstrated:</i>	<i>Fall, 2016 N=323</i>	<i>Spring, 2017 N=516</i>	<i>Fall, 2017 N=349</i>	<i>Spring, 2018 N=439</i>
• Expertise (pedagogical content knowledge)	3.80	3.80	3.75	3.69
• Empathy	3.82	3.81	3.81	3.74
• Support	3.81	3.81	3.74	3.72
• Availability	3.80	3.77	3.75	3.66
• Effective communication	3.78	3.75	3.71	3.67
• Problem-solving abilities	3.80	3.77	3.73	3.72
• Short and long-term planning	3.79	3.80	3.75	3.70
• Paperwork Management	3.84	3.81	3.75	3.67

**Undergraduate & Graduate EDUC 476-477 & 590-593
Fall 2015-Spring 2018 (Mean scores)**

Rating scale:

4= Strong, consistent evidence 3= Above average evidence 2= Satisfactory evidence 1= Little or no evidence

SUMMARY: Evaluation of Cooperating Teacher by On-Site Supervisor

<i>Extent to which the Cooperating Teacher demonstrated:</i>	<i>N=216</i>
• Expertise (pedagogical content knowledge)	3.7
• Empathy	3.7
• Support	3.7
• Availability	3.7
• Effective communication	3.7
• Problem-solving abilities	3.6
• Short and long-term planning	3.6
• Paperwork Management	3.6

SUMMARY: Evaluation of LU Supervisor by On-Site Supervisor

<i>Extent to which the LU Supervisor demonstrated:</i>	<i>N=172</i>
• Expertise (pedagogical content knowledge)	3.5
• Empathy	3.6
• Support	3.7
• Availability	3.7
• Effective communication	3.7
• Problem-solving abilities	3.5
• Short and long-term planning	3.6
• Paperwork Management	3.7

Number of On-Site Supervisor responses by semester

SUMMARY: Evaluation of LU Supervisor by Student Teacher & Cooperating Teacher
Undergraduate EDUC 476-477
Fall 2016-Spring 2018 (Mean scores by semester)

Rating scale:

4= Strong, consistent evidence 3= Above average evidence 2= Satisfactory evidence 1= Little or no evidence

<i>Extent to which the Cooperating Teacher demonstrated:</i>	<i>Fall, 2016 N=198</i>	<i>Spring, 2017 N=235</i>	<i>Fall, 2017 N=164</i>	<i>Spring, 2018 N=263</i>
• Expertise (pedagogical content knowledge)	3.76	3.85	3.65	3.75
• Empathy	3.76	3.87	3.68	3.82
• Support	3.76	3.85	3.70	3.76
• Availability	3.66	3.81	3.70	3.66
• Effective communication	3.63	3.77	3.70	3.63
• Problem-solving abilities	3.78	3.79	3.71	3.74
• Short and long-term planning	3.77	3.84	3.69	3.72
• Paperwork Management	3.78	3.81	3.75	3.76

SUMMARY: Evaluation of Cooperating Teacher by Student Teacher & LU Supervisor
Undergraduate EDUC 476-477
Fall 2016-Spring 2018 (Mean scores by semester)

Rating scale:

4= Strong, consistent evidence 3= Above average evidence 2= Satisfactory evidence 1= Little or no evidence

<i>Extent to which the Cooperating Teacher demonstrated:</i>	<i>Fall, 2016 N=181</i>	<i>Spring, 2017 N=226</i>	<i>Fall, 2017 N=161</i>	<i>Spring, 2018 N=256</i>
• Expertise (pedagogical content knowledge)	3.83	3.90	3.76	3.85
• Empathy	3.74	3.82	3.70	3.73
• Support	3.74	3.85	3.75	3.80
• Availability	3.76	3.85	3.76	3.80
• Effective communication	3.69	3.82	3.71	3.75
• Problem-solving abilities	3.78	3.88	3.76	3.79
• Short and long-term planning	3.71	3.82	3.67	3.74
• Paperwork Management	3.71	3.83	3.64	3.78

SUMMARY: Teacher Preparation Program Evaluation by Cooperating Teachers
Graduate EDUC 590-593
Fall 2016-Spring 2018 (Mean scores by semester)

Rating scale: 3= Outstanding 2= Satisfactory 1= Unsatisfactory 0= N/A

	<i>Fall, 2016 N=164</i>	<i>Spring, 2017 N=269</i>	<i>Fall, 2017 N=179</i>	<i>Spring, 2018 N=247</i>
Teaching competencies	2.81	2.82	2.76	2.72
General and professional knowledge	2.87	2.82	2.78	2.74
Communication	2.84	2.83	2.75	2.74
Planning	2.78	2.82	2.79	2.73
Curriculum	2.78	2.77	2.71	2.73
Human relations	2.84	2.87	2.81	2.77
Diversity	2.83	2.84	2.76	2.75
Classroom management	2.67	2.64	2.64	2.58
Assessment	2.72	2.77	2.72	2.66
Technology and resources	2.76	2.73	2.75	2.71
Professionalism	2.90	2.87	2.87	2.82
Content knowledge of subject area(s)	2.79	2.81	2.78	2.73

- Proposed Student Teacher Observation Form Michelle Goodwin
 - vi. Attach the document. The form will be completed in LiveText for each student teacher. Look over to see if there are any revisions that need to be made – how does the rubric work when working with the student teacher in the observation. Please have any recommendations for the new form by Thanksgiving. Will send a calendar reminder of the due date.
 - vii. Still having students struggle to meet the cut score.
 - viii. For Fall 2019 Praxis Core Math and Reading scores by deadline date. Remind them to go to the website to confirm their SAT scores.

X. Questions and Closing

Spring 2019: March 25, 2019

Attendance: Dr. Michelle Goodwin; Dr. Andrea Beam; Dr. Deanna Keith; Dr. Debbie Benoit; Ruth Gomes; Dr. Linda Cooper; Dr. Sam C Smith; Dr. Chris Jones; Dr. Jim Schoffstall; Dr. Eric Brubaker; Dr. Bill Gribbin; Dr. Yaw Adu Gyamfi; Dr. Nathan Putney; Carl Pettiford; Dr. Monica Parson; Dr. Jon House; Dr. Kurt Michael; Dr. Stephanie Blankenship; Dr. Rebecca Watson; Dr. Elizabeth Koss; Ronda Heerspink

- I. Opening Prayer and Welcome: Dr. Putney prayed; Welcome by Dr. Keith;
- II. New Business: VDOE Project
 - Introduction of Interim Dean Andrea Beam
 - i. Dr. Keith thanked everyone for coming.
 - Praxis Subject Assessment Andrea Beam
 - Key Assessments Andrea Beam
 - EDUC 201 (formally 125 and 240)—Fall 2019 Andrea Beam
 - 2 + 1 going to 3 Andrea Beam
 - New Proposed Classes Andrea Beam
 - Gate 2 Requirements Andrea Beam
 - VDOE competencies Michelle Goodwin
 - Competency Charts Michelle Goodwin
- III. Questions and Closing

Fall 2020: November 9, 2020

Attendance: [See pages 3 and 4](#)

- I. Opening Prayer and Welcome [Andrea Beam](#)
- II. Old Business—
 - New B.Ed. Program (licensure) Andrea Beam

- i. Our SAC reps need to explain this to their departments. This summer when I worked LU Experience, I had several inquiries from prospective students that were told we no longer had licensure programs to be able to teach in various content areas. I assured them we did and printed the DCP for them but if they had not pursued the issue further with SOE, they would not have been provided the correct information....

- B.Ed. XXX419 courses Andrea Beam
 - i. These are now 3 credit hour course to be taken concurrently with EDUC 289 (0 credit 30 hour practicum)
- Student Teachers (One Placement) Michelle Goodwin
 - i. EDST 480 External
 - ii. EDST 481 Local
 - iii. Advising is now being done in SoE rather than the content areas. Student teachers (K-12 areas) will only have 1 placement so practicums need to be diverse experiences (all grade levels).

III. New Business—

- VDOE and LU SOE – Response to COVID 19 – “Form to Request a Modification to the Regulations Governing the Review and Approval of Education Programs in Virginia”
Michelle Goodwin
 - i. Attended many Zoom meetings during the spring and summer concerning how the schools are meeting due to Covid. The State provided guidelines for student teaching. Virtual is allowed if placed in a system only using virtual.
- VEAC Laurie Rice
 - i. This is a collaboration of higher education schools to survey the program completers across the state.
 - ii. This is a blessing in assisting us to meet Standard 4 for CAEP reports.
- Curriculum Highlights Update Andrea Beam
 - i. Physics and Earth Science are not offered yet as we are still tweaking the DCPs before the RO can post them as available. Need to work on the newer programs to recruit students.

IV. Questions and Closing

- Dr. Roberts asked about the enrollment, are the Advisors informing non-VA students to check their state about additional requirements.
 - i. Dr. Goodwin shared the State Approvals website (www.liberty.edu/stateapprovals)
 - ii. Talked about the Gate courses and how they address additional requirements. Giving more guidance to help student know any additional requirements for other states outside of VA. This will help us be more proactive in assisting students.
 - iii. Announced the role Beth Jackson, Director of State Approvals
- Dr. R Watson asked about having the option to have two placements for student teaching in order to give music students can have in depth time in both lower and upper level placements.
 - i. One reason for the one placement is in order to assist with the edTPA assignments
 - ii. Another response was to add additional hours during the practicums to keep the student placement to one placement.

V. The meeting was recorded in Teams and it can be reviewed at a later time, if needed.

- <https://web.microsoftstream.com/video/3c01fa93-5800-42f9-a37c-54cb5d158534>

VI. Meeting Adjourned at 11:16 am.

Secondary Advisory Council

Date: November 9, 2020

Teams
meeting

	Name	LU Email	Department	Initial to Sign- in
1	Adu-Gyamfi, Yaw	yadugyamfi@liberty.edu	English	✓
2	Beam, Andrea	abeam@liberty.edu	School of Education	✓
3	Beavers, Sean	sbeavers@liberty.edu	School of Music, Admin	✓
4	Benoit, Debbie	ddbenoit@liberty.edu	Chair, Family & Consumer Sciences	✓
5	Blankenship, Stephanie L	sblankenship@liberty.edu	Modern Languages	✓
6	Brubaker, Eric V	evbrubak@liberty.edu	Allied Health Professions	✓
7	Bullock, Renae Reimer	rrbullock@liberty.edu	Biology & Chemistry	✓
8	Cooper, Linda	lcooper@liberty.edu	Theater	✓
9	Donohoo, David	ddonahoo@liberty.edu	Computational Sciences	✓
10	Glaze, Michael	mglaze@liberty.edu	Studio and Digital Arts	✓
11	Gomes, Ruth U	rgomes@liberty.edu	Family & Consumer Sciences	✓
12	Goodwin, Michelle	mbgoodwin@liberty.edu	School of Education	✓
13	Harris, Mark	mharris@liberty.edu	English	✓
14	Heerspink, Ronda Lynn	rlheerspink@liberty.edu	School of Education	✓
15	House, Jon Justin	jjhouse@liberty.edu	Allied Health Professions	✓
16	Jones, Christopher	cljones5@liberty.edu	History	✓
17	Keith, Deanna Lyn	dlkeith@liberty.edu	Online Dean, School of Education	✓
18	Koss, Elizabeth Thomas	etkoss@liberty.edu	Chair, School of Business	✓
19	Long, Scott	slong1@liberty.edu	Mathematics	✓
20	Mallory, Marie	mmallory13@liberty.edu	Chair, Strategic Communications	✓
21	Muller, Stephen W	swmuller@liberty.edu	Music Education	✓
22	Parker, Karen L	kparker@liberty.edu	Dean Emeritus, School of Education	✓
23	Parson, Monica Lynn	mparson@liberty.edu	Allied Health Professions	✓
24	Perry, Cynthia Goodlet	cgperry@liberty.edu	Chair, College of General Studies	✓
25	Pettiford, Carl I	cpettiford@liberty.edu	Chair, Electrical Engineering	✓
26	Pfaff, Karen Frances	kfpfaff_LT@liberty.edu	School of Education	✓
27	Putney, Nathan	nputney@liberty.edu	General Math and Science	✓
28	Rice, Laurie	lrice@liberty.edu	School of Education	✓
29	Roberts, Carey M	cmroberts5@liberty.edu	Online Dean, Arts & Sciences	✓
30	Rumrill, Paul	prumrill@liberty.edu	Chair, Music Education	✓
31	Schofield, Wade	wschofield@liberty.edu	School of Business	✓
32	Schultz, Roger D	rschultz@liberty.edu	Dean, College of Arts & Sciences	✓
33	Smith, Samuel C	scsmith4@liberty.edu	History	✓
34	Smith, Todd	tasmith2@liberty.edu	Studio and Digital Arts	✓
35	Watson, Rebecca	rwatson10@liberty.edu	Music Education	✓
36	Worley, Michele Sutton	msworley@liberty.edu	School of Education	✓

