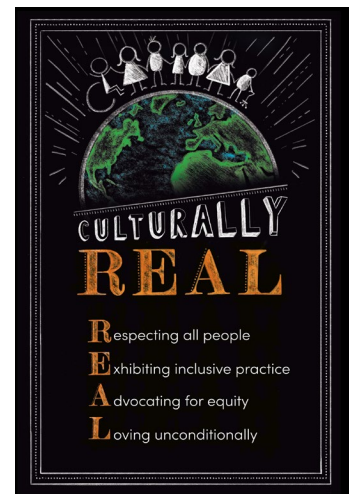




**Liberty University School of Education  
CAC Meeting Agenda  
November 3, 2022 4:30 PM  
Hancock Welcome Center**

**Attendees:** Miranda Arnold (LU), Michelle Goodwin (LU), Michele Worley (LU), Ronda Heerspink (LU), Nancy DeJarnette (LU), Pam Griffin (LU), Derek Adam (Amherst), Dani Rule (Lynchburg City), Sandra Battige (LU), Joseph Wiegand (LU), Lucas Ward (Appomattox), Jason Tibbs (Appomattox), Sam Smith (LU), Jaron Snavelly (Bedford), Melanie Simmons (Bedford), Victoria Marroquin (Lynchburg City), Jim Gallagher (Amherst), Amy Love (LCA), Jessi Richard (Campbell), Christina Germain (LU), Grace Fucello (LU), Ginny Shank (LU), Shawn Ruiz (LU), Laurie Rice (LU), Esther Alcindor (LU), Cindy Irby (Faith Christian Academy), Michele Worley (LU), Itzel Noguerras (Amherst)

- I. Greetings – Daniel Rule – CAC Chair (Principal, Dunbar Middle)
- II. Introduction of New School of Education Administration Team Members – Michelle Goodwin
  - A. Joseph Wiegand, J.D., Ed.D. – Interim Dean, School of Education
  - B. Sandra Battige, PhD. – Chair of Special Education Programs
  - C. Pam Griffin, PhD. – Chair of Secondary Programs
- III. Partner Resources - Michelle Goodwin
  - A. List of Graduates
    - a. Will send lists within the week of Fall 2022 student teachers and interns
  - B. Education Career Fair - Tues March 21, 2023
    - a. Sign up!!
    - b. Miranda will check with the Career Center when registration opens so schools can be ready to register!
- IV. CAEP Visit Summary – Michelle Goodwin
  - a. Committee did not have follow up questions
  - b. It is recommended at this point that SOE was approved with no stipulations or no AFIs
  - c. Not official until SOE receives the official letter (anticipated November 2022)
- V. Lesson Plans Inquiry – Ginny Shank
  - a. Asked for feedback for what schools require of their current teachers in terms of lesson plan structures.
- VI. Program Updates – Michelle Goodwin
  - a. Many updates with dual endorsement options
  - b. Some options include add-on endorsements
  - c. Email [SOE@liberty.edu](mailto:SOE@liberty.edu) to get connected





VII. Enrollment 2022-2023 – Laurie Rice

- a. School of Ed overall: 19,024
- b. B.Ed. Initial Licensure: 2,701
- c. MAT Initial Licensure: 2,604
- d. Advanced Programs: 3,435
- e. Whether they get online or residential, the requirements are the exact same.

VIII. SOE Accolades – Laurie Rice

- a. KDP Pi Sigma – Out of 700+ chapters, Pi Sigma received the Florence B. Stratemeyer Award for Excellence
- b. Dr. Goodwin – Won a lifetime award for the Eleanor Research Award (Only allows for 100 living award recipients)
- c. Send newsletter (M. Goodwin)
- d. Dr. Karen Parker, Dean Emeritus, retired in May 2022

IX. Data Sharing – Nancy DeJarnette

- a. CAEP asks for SOE to provide data feedback with our partners
  - b. Questions to consider:
    - i. What are the program strengths?
    - ii. What could be improved or supported more?
    - iii. What trends are apparent?
- A. CFAST (Initial Programs)
- a. Evaluation of student teachers
  - b. Three sections: Planning, Instruction, and Assessment (and Dispositions—not addressing Dispositions today); Benchmark is above a 2.0
    - i. Planning: Strength was Materials and Resources (May be related to a large student population growing up with technology)
    - ii. Instruction: Strength was Safe and Respectful Learning Environment; Weakness was Critical Thinking
    - iii. Assessment: Strength was Feedback to Learners; Weakness was Connections to Research and Theory
      1. Research: A new focus for students to dig into the research and see what research indicates is best practice for strategies
- B. AIA (Advanced Programs)
- a. Admin (Benchmark is a 2.0): Ethics and Professional Norms & Equity
  - b. Reading Specialist
  - c. Math Specialist
  - d. School Counseling: Strength was Foundations
    - i. Melanie: Is there a research class with the school counseling program?
    - ii. Christina: Will double check.
    - iii. Esther: A general research course has to be taken for all initial programs and is one of the courses being



- iv. Jessi: Is there a distinction in that rating between Research and Evaluation (Is this made clear in the assessment since this was a low-rated item?)

X. SCRIP Revised Rubric – Nancy DeJarnette

- a. Revisions have been made
- b. Separate Dispositions/Behaviors into different elements in order to better align to CAEP Standards
  - i. Avoid repetition
  - ii. Two elements per behavior (Went from 5 elements to 10 elements)

XI. Recruitment Plan Update – Laurie Rice

- a. Goal: Diverse teaching pool; our candidates need to reflect the students in the classroom
- b. Increased marketing to critical shortage areas
- c. Shared VA's top 10 shortage areas (Elementary, Special Education, Middle Education, Career and Technical, Mathematics, Science, Foreign Language, English, History and Social Science, and Health and Physical Education)
- d. Looking at SOE's student teaching application (Gate 3) and why students may not be able to successfully pass (Is it testing? Is it awareness of requirements? Etc.)
  - i. Survey sent to students to seek feedback on their perspective of why they are not passing as well as from the SOE staff perspective.
  - ii. Seeing a trend where students get to the end of their program and switching to non-licensure (opting out of student teaching and testing) and seeking a provisional license.

XII. Local Field Experience Placements Updates – Michele Worley

- a. We are stronger together!
- b. Fall 2022: 115 student teaching/internship placements, 600+ practicum experiences

XIII. ODAS Discussion (Re: ODAS Accommodations in Field Experience Placements) – Sandy Battige

- a. Some students have identified accommodations
- b. SOE understands there are not many accommodations in the real world; faculty/staff in schools have to meet deadlines
- c. How do K-12 schools work with their employees with similar accommodations?
  - i. Jim: Varies based on the disability and the functional ability
    - 1. Easier to provide accommodations for physical disabilities than intellectual disabilities
    - 2. Have early discussions with the student early to address and recognize the realities/challenges ahead. Explain that accommodations are related to University work, but to work in the K-12 classroom.
  - ii. Jason: Teachers need to advocate for themselves; go to their department head/administrator and discuss a reasonable schedule for accommodations, particularly for a new teacher.
  - iii. Jessi: Mentoring system needs set up to establish a policy with a veteran teacher for support and assistance.



- d. What recommendations are there to support and transition students into the classroom with these accommodations?
- e. Groups were given questions at the table for guided discussion.
- f. Goal is to bridge the gap between University practice and employment.
  - i. SOE will be making these integrations into the practicum and student teaching program.

#### XIV. Roundtable Discussion and Feedback – Esther Alcindor

- a. When you think about the LU School of Education, what immediately comes to mind?
  - i. Prepared and great opportunities as a graduate.
  - ii. Placement opportunities provide good variety—student teachers come prepared
  - iii. Prepared—experience in classrooms
  - iv. Open to feedback
  - v. Teaching is a calling—here for the students
  - vi. Gratitude—volume and quality
  - vii. Continuous growth
  - viii. Enthusiasm
  - ix. Well prepared and supported
- b. How well do you feel your Partnership with LU SOE is working?
  - i. Great partnership (Bedford)
  - ii. Really well!
  - iii. Very strong
  - iv. Connected
  - v. Dr. Arnold, CAC—helpful framework
  - vi. Big on professionalism
  - vii. New to SOE—Dr. Arnold—system in the division for placements—help with placement system of student teachers (J. Tibbs)
- c. What recommendations do you have for our programs and/or candidate field experiences (initial and advanced licensure)?
  - i. Communication with teacher (initial)
  - ii. Be active in classroom (initial)
  - iii. Would love to see an expanded focus on more official, urban education endorsement
  - iv. Bigger emphasis on teaching reading science of reading (initial)
  - v. Behavioral management (Initial & advanced)
  - vi. Practical experience to build classroom management skills—can't rely too much on the classroom teacher
  - vii. Connecting research to practice
  - viii. Greater emphasis on behavior management (students are even more misbehaved)
- d. What strengths or weaknesses do you perceive in our initial and/or advanced licensure?
  - i. Variety of exposure (initial)
  - ii. Maturity, respect, dress, demeanor (advanced)
  - iii. In my area—urban education classroom management
  - iv. Strength—desire to grow, professionalism, building relationships
  - v. VDOE Grant



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XV. Closing – Michelle Goodwin

- a. Jim: asked for a flyer or other marketing piece to share
- b. Laurie: Work with marketing to produce announcement/information to share

Please contact us at [soepartners@liberty.edu](mailto:soepartners@liberty.edu) for any questions or concerns. Thank you so much!