

Minutes

School of Education Secondary Advisory Counsel

April 7, 2025 / 10:30 – 11:30 am

DH 1434

Required Attendees: DeJarnette, Nancy; Goodwin, Michelle; Heerspink, Ronda; Griffin, Pam; Rice, Laurie;

Absent: Ronda Heerspink

Guests: Pfaff, Fran; Worley, Michele; Bullock, Renae; Karl, Abigail; Jones, Christopher; Brubaker, Eric; Thacker, Whitney; Granger, Mark; Holdren, Samantha; Lundbord, Heather; Watson, Rebcca; Putney, Nathan and Online: House, Jon; Nelson, Christopher; Parsons, Monica

Recorded by: Fran Pfaff and Nancy DeJarnette

Handout Materials

- List documents distributed during meeting; retain a digital copy for your records attached to meeting minutes. Archive a PDF file of minutes and handout materials. No handouts? Enter NONE
-

Presider: Dr. Pam Griffin, SOE Secondary Chair, SAC Chair

Prayer: Dr. Pam Griffin

New Business Items:

I. Greetings – Dr. Pam Griffin – Chair Secondary Programs

- a) Introductions (attendance was taken)
- b) Dean of the School of Education: Dr. Don Raleigh - Leaving after the semester. Interim Dean: Dr. Bielicki

II. Welcome from the Assoc. Dean of the School of Education: Dr. Michelle Goodwin

III. Partner Visits – Goodwin

- a. Jefferson Forest HS
- b. EC Glass HS

IV. SOE Accolades – Goodwin

Scholarships

- a. 5 Barlow Scholarship Recipients
- b. 5 TEAA Scholarship Recipients
- c. Honoring all recipients in SOE – Monday, April 28th at 4:30pm – Honoring all recipients
8 Teachers of Promise! March 7 & 8, 2025

SOE Convocations: Revitalized since Spring 2024.

- d. Speaker: 2025 Regional Teacher of the Year (Genevive Weaver)
- e. Speaker: Kevin Spencer from Roanoke City Schools, technology Specialist and mentor for Teachers of Promise

V. Academic Updates - Rice

- A. Professional Studies Licensure courses Certificates
- B. B.Ed. in Special Education – cognates in Adapted K-12 and General Curriculum K-12 – Beginning Fall 25!
- C. CVCC Partnership for Elementary PreK-6 and Special Education
 - a. AA = 60 hours
- D. Certificates for Practicing Teachers on a Provisional License – Still in progress
- E. Special Education: Adapted K-12 Endorsement (*anticipated Fall 25 Rollout*) – Goodwin
 - a. B.Ed. Special Education: Adapted K-12 Curriculum
 - b. B.Ed. Special Education: Adapted K-12 and General Curriculum K-12

VI. Office of Institutional Effectiveness Rep – Heather Lundborg

- A. Crossover Section in PLANNING – Discipline partners and SOE
- B. Work together with SOE on Discipline specific PLO assessments

VII. Data Sharing - DeJarnette

- a. CAEP encourages use to share candidate Data with partners and receive feedback on our programs
 - i. EXIT Survey – candidates upon program completion
 - ii. Program Evaluation - Cooperating Teachers/Mentors
- b. As we review the following data, please consider:
 - i. Fall 23 and spring 24.
 - ii. Trends
 - 1. High: Out of 3, 2.77, Learning Environment
 - 2. Lower – 2.51 Application of Content.
 - iii. MAT Trends
 - 1. Professional learning and Ethical Practice 2.77, Same low
 - 2. CT – Strengths, Learning Environment Low – Developing Assessments
 - 3. MAT – Hi – Learning Environment and Planning for Instructions
- B. Exit Survey (Candidates upon program completion / during student teaching or internship)
- C. Program Evaluation (Cooperating Teachers / Mentors)
 - a. Trends –
 - i. Candidates feel confident in creating engaging learning environments
 - ii. Candidates feel weakest in their ability to apply content and connect to research and best practice
 - iii. Cooperating Teachers felt confident that candidates demonstrate professional and ethical practice as well as provide engaging learning environments
 - iv. Cooperating teachers feel some areas of weakness lie in candidates' ability to teach and assess content.

VIII. Partner Discussions and Feedback – 3 Groups Table Talk

After hearing the teacher candidates' perspectives and reviewing the data, what are your thoughts about how LU prepares candidates for:

1) Addressing differentiation and meeting students' developmental needs?

- a) Candidates seem to do this well in their lesson planning.
- b) Candidates are asking for more classroom management training. (EDUC 350)

- c) Differentiation section of lesson planning. Content: Changes and takes years of learning. Understand the process and skill set.
- 2) **Planning for assessment and engaging in data-based decision making?**
 - a) *Candidates need more experience with data-based decision making. We are working with the EDUC 415 & 425 courses to beef this up more for the fall semester.*
 - b) *Continue to build the assessment course*
 - c) *Using data in Co-Pilot using AI. Engagement and data-based tools to analyze in Co-Pilot.*
- 3) **Engaging in collaborative work and developing leadership skills?**
 - a) *Work on preparing candidates to work in Professional Learning Communities (PLC's).*
 - b) *Work on preparing candidates to understand collaboration and leadership differences between working alone and collaborating with others.*
 - c) *Evidence-based remediation and intervention*
- 4) **Embracing and implementing instructional technology?**
 - a) *Candidates seem to do this well. They are in a digital age.*
 - b) *Candidates need to navigate 1-to-1 initiatives, particularly Chrome Books. K-12 students in secondary typically all have Chrome Books.*
 - c) *Candidates need to be more comfortable with using data. Some use assessment and technology in classes.*
 - d) *Need to become more data-driven*
 - e) *Candidates need to state research & theory and a rationale for research.*
 - f) *Candidates need to know how to use data to impact instruction. There are fewer manual data collection assessments now.*
 - g) *Students will build confidence throughout their experiences*
- 5) **In light of today's educational and cultural landscape, what do you see as an essential priority or skill development needed for candidate preparation?**
 - a) *Candidates need more critical thinking and higher-level thinking in music.*
 - b) *Candidates need to engage with students better, cut distractions (iphone) and have determination.*
 - c) *Candidates need to focus on determination and building relationships with students. Need more interactions.*
 - d) *Professional growth in this area – students should pursue*
 - e) *Technology in the classroom for planning, instruction, and assessment.*
 - f) *Utilizing AI features for application in planning, instruction, and assessment.*
 - g) *Overall - They are prepared well.*

IX. DCP changes

- A. Whenever partners make changes to DCP's that impact the shared programs. Please let SOE know about the changes.
- B. Looking at Praxis II scores and identifying strengths and weaknesses in the content areas – Dr. Griffin is meeting with individual partners.

X. Closing – Griffin

Adjourned: 11:30 am